Recreation, Parks, & Tourism Administration Major

College of Agriculture, Food and Environmental Sciences

California Polytechnic State University, San Luis Obispo

Self-Study Report

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

July 2017
Recreation, Parks, & Tourism Administration Major

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

July 2017

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Dr. Keri Schwab, Assistant Professor
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California Polytechnic State University

California Polytechnic State University, founded in 1901, is a comprehensive university that emphasizes “learn-by-doing” for its student body of approximately 21,000 students. Recognized by *U.S. News & World Report* as the “best public, master’s-level university in the West” for 24 consecutive years, *Kiplinger’s Personal Finance*, in its annual report, recently ranked Cal Poly 21st in value among public universities in the country. In the latest *Payscale.com* ranking Cal Poly tied for 29th among all universities, and 17th among public universities nationwide based on a 20-year net return on investment. Cal Poly maintains a highly competitive admissions process with 58,249 applicants for fall 2016, a freshman selection rate of 29.5%, and a new transfer selection rate of 18.9%. Enrolled first-time freshmen students in fall 2016 had an average high school GPA of 3.92, a SAT average reading and math score of 1251, and an ACT composite score of 28.4. During the application process to Cal Poly, students must declare a major. This affords most Cal Poly students the luxury of involvement with their major and chosen professional field from the time of their entry until graduation.

Additional applicant and enrollment profile and demographic data is available via this link:

https://ir.calpoly.edu/tableau-graphs-and-tables

College of Agriculture, Food, & Environmental Sciences

The university structure includes six colleges. The College of Agriculture, Food, and Environmental Sciences (CAFES), houses the Experience Industry Management Department (formerly Recreation, Parks, & Tourism Administration). The Department, which offers a B.S. in Recreation, Parks, & Tourism Administration was formally approved in fall 2009. The program resided in the Physical Education Department from 1976 to 1991 and in the Natural Resources Management Department from 1991 to 2009.

The CAFES is comprised of 9 departments and 15 majors. For details and a fact sheet about the college please view the link below.

https://cafes.calpoly.edu/about-us

The Experience Industry Management faculty respectfully submit this self-study for review and consideration for re-accreditation of the Recreation, Parks, & Tourism Administration program during the 32nd year of the program’s participation in the accreditation process for recreation, parks, tourism, and related professions. This will be the program’s second review under the 2013 COAPRT standards.

The self-study, written during the 2016-17 academic year, was led by the program’s tenured faculty and staff. Brian Greenwood has served as the coordinator of the self-study with assistance primarily from Marni Goldenberg, Jerusha Greenwood, Bill Hendricks, and administrative staff member Kathy Daniels. All faculty and staff have been assigned tasks to
contribute to the self-study. In addition, the program’s annual assessment reports and long-range assessment plans have provided the foundation for the reporting and assessment of 7.0 standards.

The self-study serves as both the COAPRT and program review document. The internal reviewer for Cal Poly is Dr. Jennifer Jipson, Associate Professor, Psychology & Child Development. She will participate in the COAPRT visit and review process as deemed appropriate by the visitation team.

**Significant Events Since 2010 Self-study Report**

A number of significant events have occurred since the 2010 self-study as highlighted below.

- Dr. Kathleen Enz Finken was hired as the Cal Poly Provost in winter 2012.
- Dr. Andrew J. Thulin was hired as the Dean of CAFES in June 2014, serving as the Interim Dean during the preceding year.
- Following consultation with the program’s advisory council and other key industry partners, discussions with students and alumni, and approval by the CAFES Curriculum Committee and the Cal Poly Academic Senate, the department name was changed from Recreation, Parks, & Tourism Administration to Experience Industry Management in fall 2016.
- Student enrollment has held steady at approximately 300 students annually, but will increase to approximately 340 students in fall 2017. The major is typically one of the four most impacted majors in CAFES.
- Sport Management was approved as a concentration in 2011.
- The Outdoor, Adventure and Resource Recreation concentration was changed to Outdoor Recreation Management in 2015.
- The Tourism Planning and Management concentration was changed to Hospitality and Tourism Management in 2013.
- Variable topic courses have been developed to keep pace with industry trends and student demand. Course offerings have included:
  - Sustainable Tourism in the Dominican Republic
  - Sport Promotions & the Fan Experience
  - Interpreting Experience Industry Data Analytics
  - Hospitality Analytics
  - Sport Marketing
  - Advanced Event Planning
  - Adventure Travel Planning & Management
- In 2016 a new general education course, Sociocultural Dimensions of Work and Leisure, was successfully approved and launched in the D3 Comparative Social Institutions area.
The department held its 16th annual auction and dinner in March 2017. Since 2001, the event has generated more than $450,000 for student, program and faculty development.

The RPTA Academic Quiz Bowl team, coached by Brian Greenwood, won the parks and recreation quiz bowl at the NRPA Conference in 2010, 2012, and 2014.

**Department Personnel Changes**

In the past five years, several faculty changes have taken place in the department. Two full-time lecturers retired, and an additional tenure-track faculty resigned. Three new tenure-track faculty have been hired, and one of these individuals has subsequently resigned.

**Table 0.1 Summary of Faculty Promotions**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Previous Position</th>
<th>Year</th>
<th>Current Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Marni Goldenberg</td>
<td>Associate Professor</td>
<td>Fall 2012</td>
<td>Professor</td>
</tr>
<tr>
<td>Dr. Brian Greenwood</td>
<td>Assistant Professor</td>
<td>Fall 2013</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr. Jerusha Greenwood</td>
<td>Assistant Professor</td>
<td>Fall 2013</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

**Table 0.2 Summary of Faculty Changes**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Year Hire</th>
<th>Position</th>
<th>Year Departure</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Keri Schwab</td>
<td>Fall 2013</td>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Susan Mackenzie</td>
<td>Fall 2013</td>
<td>Assistant Professor</td>
<td>June 2017</td>
<td>Resignation</td>
</tr>
<tr>
<td>Dr. Yeqiang (Kevin) Lin</td>
<td>Fall 2014</td>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Jeff Jacobs</td>
<td>Fall 2003</td>
<td>Associate Professor</td>
<td>December 2012</td>
<td>Resignation</td>
</tr>
<tr>
<td>Ms. Cynthia Moyer</td>
<td>Fall 2003</td>
<td>Full-time Lecturer</td>
<td>June 2013</td>
<td>Retirement</td>
</tr>
<tr>
<td>Ms. Kendi Root</td>
<td>Fall 2006</td>
<td>Full-time Lecturer</td>
<td>July 2013</td>
<td>Retirement</td>
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</tbody>
</table>

*Note:* Upon the retirements of Cynthia Moyer and Kendi Root, both positions were converted from full-time lecturers to tenure-track.

The EIM faculty looks forward to the input from the COAPRT visitation team, Council, and internal program reviewer at Cal Poly. We continually strive for excellence, and we are extremely proud of our students and alumni for their significant contributions to the recreation, parks, and tourism professions.

In addition to the links provided within the self study document, the EIM faculty and staff have compiled numerous documents for the accreditation review that can be located at:

https://eim.calpoly.edu/accreditation
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 program was under the auspices of the Physical Education Department from 1976-1991 within the College of Professional Studies. This college was eliminated from the University in 1991. From 1991-2009, Recreation, Parks, and Tourism Administration was an undergraduate degree program in the Natural Resources Management Department.

The Recreation, Parks, and Tourism Administration Department was established fall 2009. Following a formal university approval process, the department was renamed Experience Industry Management in fall 2016. The degree program remains a B.S. in Recreation, Parks, and Tourism Administration.

The department is located in the College of Agriculture, Food, and Environmental Sciences, which is one of six colleges at Cal Poly. An organizational chart for the Experience Industry Management Department is available at:

https://eim.calpoly.edu/experience-industry-management-organizational-chart-2017-18

The department and curriculum, as described in the Cal Poly 2017-2019 catalog, is available at:

http://www.catalog.calpoly.edu/search/?P=rpta

The program is also represented on the CAFES website and on the department website.

https://cafes.calpoly.edu/departments-majors

https://eim.calpoly.edu/

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

Evidence of Compliance
California Polytechnic State University, San Luis Obispo is accredited by the Western Association of Schools and Colleges (WASC) with the most recent rec-accreditation
occurring in 2012. For details concerning evidence of WASC accreditation, please see the links below:

https://wasc.calpoly.edu/

https://www.wscuc.org/institutions/california-polytechnic-state-university-san-luis-obispo

1.03 A minimum of two 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
Full-time tenure track faculty are listed in the 2017-19 Cal Poly catalog at:
http://www.catalog.calpoly.edu/collegesandprograms/collegeofagriculturefoodenvironmentalsciences/experienceindustrymanagement/#faculty

Please note that emeritus faculty Dr. Carolyn Shank and Ms. Cynthia Moyer are also listed in the catalog.

Table 1.1 2016-17 Academic Year Faculty by Rank

<table>
<thead>
<tr>
<th>Faculty Member Rank</th>
<th>Faculty #</th>
<th>Full-time</th>
<th>Part-time</th>
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</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>6</td>
<td></td>
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</table>

In addition to the full-time faculty, since 2010, the department has hired 2-10 part-time lecturers annually. The department organizational chart is available via the link below:

https://eim.calpoly.edu/experience-industry-management-organizational-chart-2017-18

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 full-time faculty (Goldenberg, B. Greenwood, J. Greenwood, Hendricks, Lin, and Schwab) except Mackenzie meet this standard with a minimum one degree, baccalaureate or above in parks, recreation, tourism or a related profession as shown in the table below.
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Doctoral Degree</th>
<th>Master’s Degree</th>
<th>Bachelor’s Degree</th>
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<tbody>
<tr>
<td>Professor</td>
<td>Dissertation: <em>Understanding the outcomes of outdoor adventure experiences using means-end analysis</em> University of Minnesota</td>
<td>Purdue University</td>
<td>California State University, Sacramento</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Brian Greenwood</td>
<td>Ph.D. Parks, Recreation, &amp; Tourism Management</td>
<td>M.S. Parks, Recreation, &amp; Tourism Management Emphasis: Sport Management</td>
<td>B.A. Psychology University of North Carolina – Chapel Hill</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Dissertation: <em>Character and caring in American football: An examination of the relationship between positive youth development and achievement goal theory</em> North Carolina State University</td>
<td>North Carolina State University</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jerusha Greenwood</td>
<td>Ph.D. Parks, Recreation, &amp; Tourism Management</td>
<td>M.S. Parks, Recreation, &amp; Tourism</td>
<td>B.S. Environmental Studies</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Minor: Geographic Information Systems &amp; Science</td>
<td>University of Utah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation: <em>Sustainable development in a tourism context: A Plimsoll Model of Sustainability in Tyrrell County, North Carolina</em> North Carolina State University</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Program</td>
<td>All Other Information</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Bill Hendricks</td>
<td>Ph.D. Recreation &amp; Leisure</td>
<td>Master’s Business &amp; Public Administration Emphasis: General Management John F. Kennedy University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allied Area: Organizational Communication Dissertation: <em>Direct and indirect park and recreation resource management: An identification decision making model</em> University of Utah</td>
<td>B.A. Recreation Administration Emphasis: Parks &amp; Natural Resources California State University, Chico</td>
<td></td>
</tr>
<tr>
<td>Yeqiang (Kevin) Lin</td>
<td>Ph.D. Recreation, Park &amp; Tourism</td>
<td>M.A. Recreation, Hospitality, &amp; Parks Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Dissertation: <em>Construction and validation of a three-component conceptual model for trade show performance evaluation</em> California State University</td>
<td>California State University, Chico</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A. Tourism Management Concentration: Meetings, Incentives, Conferences, and Exhibitions Beijing International Studies University</td>
<td></td>
</tr>
<tr>
<td>Susan Mackenzie</td>
<td>Ph.D. Emphasis: Sport Psychology &amp; Adventure Recreation/Tourism University of Otago</td>
<td>B.A. Psychology Pomona College</td>
<td></td>
</tr>
<tr>
<td>Keri Schwab</td>
<td>Ph.D. Parks, Recreation, &amp; Tourism</td>
<td>M.S. Parks, Recreation, &amp; Tourism University of Utah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation: <em>Studying family leisure from a systems perspective</em> University of Utah</td>
<td>B.A. Media Arts &amp; Design James Madison University</td>
<td></td>
</tr>
</tbody>
</table>
### Table 1.3 2016-17 Part-time Faculty Teaching Major Courses Academic Degrees

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Doctoral Degree</th>
<th>Master’s Degree</th>
<th>Bachelor’s Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Prentice</td>
<td></td>
<td>M.S. Organizational Communication Emphasis: Marketing North Carolina State University</td>
<td>B.A. Mass Communication Emphasis: Journalism Campbell University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirk Sturm</td>
<td>Ph.D. Education Emphasis: Leadership &amp; Organizations</td>
<td>M.P.A. California State University, Northridge</td>
<td>B.A. Recreation Administration California State University, Sacramento</td>
</tr>
<tr>
<td></td>
<td>University of California, Santa Barbara</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>J.D. Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ventura College of Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rene’ Van Hoorn</td>
<td></td>
<td></td>
<td>B.A. Recreation Administration Cal Poly</td>
</tr>
<tr>
<td>Jamie Wallace</td>
<td></td>
<td></td>
<td>B.S. Business Administration Cal Poly</td>
</tr>
</tbody>
</table>

The curricula vitae of the faculty are available at:

[https://eim.calpoly.edu/experience-industry-management-faculty-curriculum-vitae](https://eim.calpoly.edu/experience-industry-management-faculty-curriculum-vitae)

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 are assigned courses to teach based on their hiring and expertise. Please see the faculty curricula vitae and faculty teaching schedules over the past seven years for details.

[https://eim.calpoly.edu/experience-industry-management-faculty-curriculum-vitae](https://eim.calpoly.edu/experience-industry-management-faculty-curriculum-vitae)
A brief summary of the competence and credentials of current full and part-time faculty who teach core courses is provided in the summary below:

**Current Full-time Faculty**

*Marni Goldenberg:* Dr. Goldenberg started her career in recreational sports. A faculty member since 2003 and promoted to the rank of professor in 2012, she continues to work with means-end theory as an area of research. She also worked on the 2008 California Outdoor Recreation Opinions & Attitudes Survey and is collaborating on research projects examining motivations of participation in small charity events, altruism by Trail Angels on the Pacific Crest Trail, social media use with youth and the outdoors, and Pokemon Go participation. She was the recipient of the 2016 Outstanding Leadership Ally Award and the CAFES 2015 Outstanding Research Award. Goldenberg’s teaching assignment in core courses typically includes RPTA 101 *Introduction to Recreation, Parks, & Tourism*; RPTA 210 *Introduction to Program Design*; RPTA 257 *Leadership & Diverse Groups*; RPTA 460 *Senior Project in Recreation, Parks, & Tourism*; and RPTA 461 *Senior Project*.

*Brian Greenwood:* Dr. Greenwood began his career in campus recreation and then proceeded as the founding executive director for The First Tee of Wake County (now The First Tee of the Triangle [NC]). He is an associate professor hired full-time in 2007 and is a noted expert on youth sports and sports-based youth development. His scholarly activities have focused on those two areas as well as the scholarship of teaching and learning and experiential learning/education. Greenwood has received the CAFES 2017 Mentor Award, the CAFES 2014 New Faculty Award for University Teaching, and the North American Colleges & Teachers of Agriculture (NACTA) Meritorious Award for Outstanding Teaching. His teaching assignment of core courses has included: RPTA 101 *Introduction to Recreation, Parks, & Tourism*; RPTA 260 *Recreational Sport Programming*; RPTA 460 *Senior Project in Recreation, Parks, & Tourism*; and RPTA 461 *Senior Project*.

*Jerusha Greenwood:* Dr. Greenwood, first employed in 2006 and currently an associate professor, specializes in sustainable tourism and serves as the coordinator of the department’s internship program. Her career first started in park planning and academic services. She receives assigned time for this coordinator role. She has been involved as a collaborator on several research projects including the 2008 and 2012 California Outdoor Recreation Opinions & Attitudes Survey and a U.S. Forest Service funded project with other faculty in the department. She is the recipient of the CAFES 2017 Sustained Excellence in Teaching Award and the CAFES 2014 Outstanding Advisor Award. Her teaching assignment of core courses has included: RPTA 110 *Orientation & College Success in Recreation, Parks, & Tourism*; RPTA 260 *Recreational Sport Programming*; RPTA 460 *Senior Project in Recreation, Parks, & Tourism*; RPTA 461 *Senior Project*; and RPTA 463 *Internship Seminar*.

*Bill Hendricks:* Dr. Hendricks, a professor employed at Cal Poly since 1994 has served as the head of the department since 2009. His career began in the ski industry which was followed by several years as a park ranger. He served as the coordinator of the program from 2000-2009. Dr.
Hendricks’ scholarly activities have focused on visitor experiences and recreation resource management. Recent projects have included serving as the PI for the 2008 and 2012 California Outdoor Recreation Opinions & Attitudes Survey and a visitor use study for the California Department of Forestry & Fire Protection. He was inducted in 2015 as a Fellow in The Academy of Leisure Sciences and received the Cal Poly 2012 Distinguished Scholarship Award. He has been teaching a core major course RPTA 405 *Recreation, Parks, & Tourism Management* except during the 2016-17 academic year and taught RPTA 461 *Senior Project*. His assigned time for administration increased from 40% to 67% in 2016-17.

**Yeqiang (Kevin) Lin:** Dr. Lin, an assistant professor since 2014, provides the department with a scholarship emphasis in event planning, meetings, conventions, exhibitions and subjective well-being. He also serves as a consultant for a large convention center in China. He provides the program with expertise in data analytics, research methods, and statistics. Dr. Lin was recognized in 2015 as the Outstanding Reviewer for *Tourism Management*. He has been teaching RPTA 424 *Financing Recreation, Parks, & Tourism Services*; RPTA 460 *Senior Project*; and RPTA 460 *Senior Project Lab* as required core courses in the major.

**Susan Houge Mackenzie:** Dr. Mackenzie’s (an assistant professor hired in 2013 who resigned in June 2017) scholarly activities focus on investigating adventure across tourism, recreation, and education settings within positive psychology frameworks. Her career started as a river surfing guide. She has also focused on investigating how to use social media to engage underserved urban youth with natural areas for a U.S. Forest Service funded project. Dr. Mackenzie’s teaching assignment in the major core has included RPTA 101 *Introduction to Recreation, Parks, & Tourism*; RPTA 221 *Professionalism & Customer Service*; and RPTA 460 *Senior Project Lab*.

**Keri Schwab:** Dr. Schwab, hired as an assistant professor in 2013, is currently engaged in several research and scholarship projects including the Cal Poly’s More than a Motto project, motivation and retention of charity event participants, a mixed methods study in progress of the perceptions of tenure among recreation, parks, and tourism faculty, and a study of the motivations and impacts of trail angels and thru hikers on the Pacific Crest Trail in California. Her start in the field began in community services. She is also serving as the PI for a social media and youth project with the U.S. Forest Service. She received the CAFES 2016 New Scholar Award and was recognized as a Future Leader by the National Recreation and Park Association. She has been teaching multiple core major courses including RPTA 101 *Introduction to Recreation, Parks, & Tourism*; RPTA 210 *Introduction to Program Design*; RPTA 360 *Assessment & Evaluation of Recreation, Parks, & Tourism*; RPTA 460 *Senior Project*; and RPTA 460 *Senior Project Lab*.

**Part-time Faculty** (only those who have taught core classes in the major)

**Andrea Lueker:** Ms. Lueker has taught for the department on an as-needed basis since 2014. Her 25-year career in the field has included positions as a recreation and parks director, a city manager, executive director of a non-profit organization, and a harbor manager. She taught a core major course RPTA 424 *Financing Recreation, Parks, & Tourism Services* in spring 2015 and fall 2015.

**Jennifer Prentice:** Ms. Prentice was hired in 2013 due to her teaching background at another university and a community college and her expertise in marketing and event planning. She holds a
M.S. in Organizational Communication with an emphasis in Marketing and a B.A. Mass Communication with an emphasis in Journalism. She has taught RPTA 221 *Professionalism & Customer Service* and RPTA 370 *Experiential Marketing Strategies for Recreation, Parks, and Tourism Services*.

**Kirk Sturm:** Dr. Sturm has been serving as a part-time lecturer in the department since 2002. His formal education includes a Ph.D. in Education with an emphasis in Leadership & Organizations, a J.D., an M.P.A. and a B.S. in Recreation Administration. He is a retired Deputy Director with California State Parks, serves in the California National Guard and continues with an active law practice. He received the 2017 CAFES Outstanding Lecturer award. Courses he has taught in the major core have included RPTA 205 *Leadership & Facilitation* (course not currently offered); RPTA 342 *Risk Management for Recreation, Parks, & Tourism*; RPTA 350 *Recreation Areas & Facilities Management*; RPTA 360 *Assessment & Evaluation of Recreation, Parks, & Tourism*; RPTA 370 *Experiential Marketing Strategies for Recreation, Parks, and Tourism Services*; RPTA 424 *Financing Recreation, Parks, & Tourism Services*; and RPTA 461 *Senior Project*.

**Rene’ Van Hoorn:** Ms. Van Hoorn, a Recreation Therapist for nearly 30 years has been teaching part-time for the department since 2003. She received a B.A. in Recreation Administration with an emphasis in Therapeutic Recreation from Cal Poly in 1986. She has taught RPTA 252 *Therapeutic Recreation and Special Populations* (no longer offered), and RPTA 257 *Leadership & Diverse Groups* both core courses in the major.

**Jamie Wallace:** Mr. Wallace, who has more than 30 years of experience as a manager and consultant in the hospitality industry, has been teaching for the department since 2014. He has a B.S. in Business and plans to pursue a M.S. in Recreation & Tourism beginning fall 2017. He has taught major core courses RPTA 342 *Risk Management for Recreation, Parks, & Tourism* and RPTA 405 *Recreation, Parks, & Tourism Management*.

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**

Bill Hendricks and Kevin Lin attended the COAPRT training at the 2016 National Recreation and Park Association Conference in St. Louis, MO. Hendricks plans to attend the training again at the 2017 National Recreation and Park Association Conference in New Orleans, LA.

Hendricks served as an Invited Break-Out Discussion Leader in 2012 for “University Accreditation 2013: A Mark of Excellence” at the National Recreation and Park Association Conference in Anaheim, CA.
2.0 MISSION, PLANNING, AND VALUES

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 core values are available on the department’s website at:

https://eim.calpoly.edu/our-values-and-mission

At the annual fall department retreat, the faculty review the mission, vision, and values. Minor modifications have been implemented since the faculty made significant changes to the mission, vision, and values in 2009. The mission, vision and values are realized through the department’s tagline: “Live. Protect. Explore.” In order to instill the mission, vision and values into the program’s culture, the tagline is prominent on the department’s bulletin board, on promotion and related materials such as the department brochure, banner display, water bottles, a Facebook site, email signatures of many faculty, and on the heading of the department newsletter. In addition, an activity “Where in the world is the EIM (RPTA) water bottle?” has been designed to create a culture where students become active members of the department’s culture. Prospective students are given a water bottle at Cal Poly’s Open House and the water bottle has been given to graduates at commencement the past few years. For examples please see:

https://eim.calpoly.edu/summer-2017-newsletter

https://eim.calpoly.edu/waterbottle

https://eim.calpoly.edu/eim-mission-vision-and-value-statements-are-visible-and-present-culture

The mission, vision and values of the department are aligned with those of Cal Poly, and the College of Agriculture, Food, and Environmental Sciences (CAFES).

Cal Poly is in the midst of a 2022 strategic vision for the entire university. Cal Poly’s Mission Statement is:

Cal Poly fosters teaching, scholarship, and service in a learn by doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while
encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

Approved by the Academic Senate on February 23, 2010

The complete Cal Poly 2022 vision and strategic plan is available at this link:

http://vision2022planning.calpoly.edu/

The CAFES has also embarked on a relatively new strategic plan and vision that was crafted following a two year process that involved faculty, staff, advisory council members, industry professionals and other stakeholders. The CAFES 2015-2020 strategic vision and strategy is available via:

https://eim.calpoly.edu/cafes-strategic-vision-2017-18

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) measurable 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
A 2010 RPTA Strategic Plan was used to guide the department from 2010-2015. It is available at:

https://eim.calpoly.edu/rpta-strategic-plan-2010-2015

The strategic plan was originally developed in 2005 with an assessment of seven long-range goals and respective sub-goals in November 2009. The strategic planning document provides revisions and evidence examples of accomplished sub-goals. Please note that to be consistent with our previous approach and documents we had maintained the usage of sub-goals rather than objectives. The faculty determined that the strategic plan fit well with the CAFES strategic plan and decided to maintain the goals for 2010-2015. Sub-goals were revised again in 2011 and the plan was updated following department retreats in 2011, 2012, 2013, 2014, and 2016.

In concert with the CAFES developing a new strategic vision for 2015-2020, the department faculty took steps to put into place a revised strategic vision. In July 2013 an RPTA Strategic Vision 2020 document was written, based largely on a meeting attended by full-time faculty and the academic advisor for the department. The paper entails a future strategic vision, a SWOT analysis, and documentation of student success.

https://eim.calpoly.edu/experience-industry-management-strategic-vision-2020
This effort was followed by an environmental scan with the RPTA Advisory Council in May 2014 and an Environmental Scan report completed in September 2014 with contributions from students working on strategic plans in RPTA 405 Recreation, Parks, & Tourism Management.

https://eim.calpoly.edu/experience-industry-management-environmental-scan-report

An Academic Program Narrative was developed in November 2014 as a result of three faculty meetings and the department’s contributions to Cal Poly’s Academic Program initiative. This document has ultimately become a critical resource in the future aspirations and vision of the program.

https://eim.calpoly.edu/rpta-academic-program-narrative

An additional document was created in February 2015 to further provide information to the university for its Academic Plan for Enrollment. This discussion focused on teaching, pedagogy, and the teacher-scholar model based on input at a February 2015 faculty meeting and a February 2015 Advisory Council meeting.

https://eim.calpoly.edu/rpta-academic-plan-enrollment-growth-tier-3

The faculty intended to develop new goals and actions for the department strategic plan commencing at the fall 2016 retreat. However, the CAFES Dean introduced new strategic intent goals in fall 2016 and a CAFES Strategic Vision & Strategy committee was formed for the 2016-17 academic year. Hendricks served on this committee. Based on faculty meetings in December 2016, the faculty developed a 2016-20 strategic plan following release of a January 2017 document prepared by the aforementioned committee that merged the CAFES 2015-2020 Vision and Strategy with the Dean’s fall 2016 strategic initiatives. The mission, vision, and values remained unchanged except to reflect the new department name of Experience Industry Management.

To review the plan and its implementation please see:

https://eim.calpoly.edu/experience-industry-management-strategic-plan-2016-2020

In addition, as a component of program review, the program developed an action plan to address the program review that took place to coincide with the COAPRT visitation in February 2011 and hearing in October 2011. The plan was first written in March 2012, with subsequent updates in January 2013, January 2014, and November 2016.

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
Curricular assessment is conducted by the Experience Industry Management department faculty on an on-going basis to develop or modify courses to address emerging industry issues and teaching methods. The COAPRT Accreditation review, the department’s Advisory Council, current students, and the University curriculum development process have all been instrumental in identifying curricular changes and improvements. Four curriculum catalogs (2011-13, 2013-15, 2015-17, 2017-19) have been approved since the 2010 self-study.

University curricular updates as approved by the Cal Poly Academic Senate Curriculum Committee for the RPTA program for the past four catalogs are available via:

https://eim.calpoly.edu/eim-department-rpta-catalog-proposals-and-changes

RPTA major curriculum sheets for 2011-19 are available via:

https://eim.calpoly.edu/curriculum

A summary of key changes that have been made to the major courses from 2011-17 are presented in Table 2.1.
### Table 2.1 2011-17 Major Course Changes

<table>
<thead>
<tr>
<th>Course</th>
<th>2011-13</th>
<th>2013-15</th>
<th>2015-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTA 101 Introduction to RPT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RPTA 110 Career Planning in RPT</td>
<td></td>
<td></td>
<td>Change title to Orientation &amp; Career Success</td>
</tr>
<tr>
<td>RPTA 205</td>
<td></td>
<td>No longer offered</td>
<td></td>
</tr>
<tr>
<td>RPTA 210/260</td>
<td></td>
<td>RPTA 260 Recreational Sport Programming added as program design course option</td>
<td></td>
</tr>
<tr>
<td>RPTA 221 Professionalism &amp; Customer Service</td>
<td></td>
<td>New major course</td>
<td></td>
</tr>
<tr>
<td>RPTA 257 Leadership &amp; Diverse Groups</td>
<td></td>
<td>Replaced RPTA 205; incorporated content from RPTA 252</td>
<td></td>
</tr>
<tr>
<td>RPTA 252 Therapeutic Recreation &amp; Special Populations</td>
<td></td>
<td>No longer offered; critical content included in RPTA 257</td>
<td></td>
</tr>
<tr>
<td>RPTA 313 Sustainability in RPT</td>
<td></td>
<td>New major course</td>
<td></td>
</tr>
<tr>
<td>RPTA 342 Risk Management for RPT</td>
<td></td>
<td>Incorporated critical content from RPTA 350</td>
<td></td>
</tr>
<tr>
<td>RPTA 350 Recreation Areas &amp; Facility Management</td>
<td></td>
<td>No longer required</td>
<td></td>
</tr>
<tr>
<td>RPTA 370 Experiential Marketing Strategies for RPT Services</td>
<td></td>
<td>New major course</td>
<td></td>
</tr>
<tr>
<td>RPTA 413 Tourism &amp; Protected Area Mgmt/EHS 437 Park &amp; Public Space Mgmt/LA 363 Recreation &amp; Open Space Planning &amp; Design</td>
<td></td>
<td>No longer required</td>
<td></td>
</tr>
<tr>
<td>RPTA 460 Research in RPT</td>
<td></td>
<td>Revised focus to best practices to replace RPTA 461 content</td>
<td></td>
</tr>
<tr>
<td>RPTA 461 Senior Project</td>
<td></td>
<td>No longer required</td>
<td></td>
</tr>
</tbody>
</table>

Between 2011-2017, only one change has been implemented in major support courses. In 2015 ECON 201/222 was added as a required support course for all students in the major. The requirement also meets the university’s D2 Political Economy General Education requirement.
In spring, 2016 the program began offering RPTA 201 *Sociocultural Dimensions of Work & Leisure* a D3 Comparative Social Institutions General Education course. This is the first general education course offered by the department in over a decade.

Significant changes have been made for the 2017-19 curriculum cycle to coincide with the department’s name change to Experience Industry Management. These changes are available via the catalog link:

http://www.catalog.calpoly.edu/collegesandprograms/collegeofagriculturefoodenvironmentalsciences/experienceindustrymanagement-bsrecreationparksandtourismadministration/

There are a few noteworthy changes. The unit value of RPTA 465 Internship has been increased from 6 to 6-12 units. The higher unit value is more equitable with the units offered for the internship experience among other COAPRT accredited programs, aligns with the 400-hour minimum requirement for COAPRT standard 7.04, and it should assist students with graduating in a timely manner. A new course, RPTA 323 *Sport Promotions & the Fan Experience* has been developed. RPTA 260 is no longer offered as an option for program design as a major course and has been renamed *Community Relations & Sport-based Youth Development*. Another new course RPTA 318 *Destination Management* has been approved and RPTA 350 *Recreation Areas & Facility Management* has been renamed *Sport & Event Venue Management*.

In addition to title changes of nearly all courses, three new support elective areas have been developed: Leadership & Management; Marketing, Technology, & Analytics; and Sustainability & the Global Society.

In the support area, JOUR 312 *Introduction to Public Relations* has been moved to a support elective area. AGB 214 *Agribusiness Financial Accounting* has been added as an option to BUS 212 *Financial Accounting for Nonbusiness Majors* and BUS 215 *Managerial Accounting* or AGB 323 *Agribusiness Managerial Accounting* have been added as a support course. Higher level math and statistics courses have also been added as options in the support area.

Continual improvements and adjustments have been implemented in concentrations for each catalog cycle. Historical changes in concentrations are available via this link:

### Table 2.2 2011-19 Concentration Changes

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Change</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor, Adventure, &amp; Resource Recreation</td>
<td>Name change to Outdoor Recreation Management</td>
<td>2015</td>
</tr>
<tr>
<td>Outdoor, Adventure, &amp; Resource Recreation</td>
<td>Added RPTA 275 Challenge Course Facilitation as requirement</td>
<td>2015</td>
</tr>
<tr>
<td>Outdoor Recreation Management</td>
<td>No longer offered; incorporated into Sport &amp; Recreation Experience Management</td>
<td>2017</td>
</tr>
<tr>
<td>Tourism Planning &amp; Management</td>
<td>Name change to Hospitality &amp; Tourism Management</td>
<td>2013</td>
</tr>
<tr>
<td>Tourism Planning &amp; Management</td>
<td>Added RPTA 316 Resort &amp; Lodging Operations as a requirement</td>
<td>2013</td>
</tr>
<tr>
<td>Tourism Planning &amp; Management</td>
<td>Changed RPTA 214 Introduction to Travel &amp; Hospitality to RPTA 114 to facilitate improved articulation with community colleges.</td>
<td>2015</td>
</tr>
<tr>
<td>Tourism Planning &amp; Management</td>
<td>Changed RPTA 316 Resort &amp; Lodging Operations to RPTA 216 to facilitate improved articulation with community colleges.</td>
<td>2015</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism Management</td>
<td>Name change to Tourism, Hospitality, &amp; Destination Management</td>
<td>2017</td>
</tr>
<tr>
<td>Sport Management</td>
<td>Added as an official concentration</td>
<td>2011</td>
</tr>
<tr>
<td>Sport Management</td>
<td>Added RPTA 420 Festival &amp; Event Management as an option for a required course RPTA Event Planning</td>
<td>2013</td>
</tr>
<tr>
<td>Sport Management</td>
<td>Name change to Sport &amp; Recreation Experience Management</td>
<td>2017</td>
</tr>
<tr>
<td>Sport Management</td>
<td>Removed RPTA 420 as an option for a required course; added RPTA 260 Community Relations &amp; Sport-based Youth Development as a required course; added RPTA 275 Facilitation &amp; Teambuilding (formerly Challenge Course Facilitation) as a required course</td>
<td>2017</td>
</tr>
<tr>
<td>Event Planning &amp; Management</td>
<td>Name change to Event Planning &amp; Experience Management</td>
<td>2017</td>
</tr>
</tbody>
</table>

Variable topic seminars continue to provide the faculty an opportunity to address emerging issues and trends and to “test the waters” for courses to potentially add to the curriculum. For a listing of variable topic courses offered since 2011 please see:  

[https://eim.calpoly.edu/rpta-variable-topic-seminars](https://eim.calpoly.edu/rpta-variable-topic-seminars)  

International travel learning opportunities have been incorporated into the curriculum through RPTA 412: *Tourism and Outdoor Applications*, one of the variable topic seminar
courses. During the course students plan and coordinate a spring break class to an international destination. Students are responsible for planning the trip, coordinating meetings with local tourism operators and vendors, and completing reflective writing assignments while in the class. Students have the opportunity to hear from industry experts regarding current trends as well as career and internship opportunities. In 2011 the course was held in Fiji and in 2012 it was held in Costa Rica. The course was not offered from 2013-2015 due to faculty changes, but has been offered in 2016 and 2017 as Sustainable Tourism in the Dominican Republic. The 2018 course is planned for Costa Rica.

For evidence of faculty involvement with curriculum planning and ongoing curriculum development and improvement please see:

https://eim.calpoly.edu/eim-faculty-curriculum-involvement-catalogs-2013-19

https://eim.calpoly.edu/eim-faculty-2010-2017-retreat-agenda-and-minutes

The department advisory council typically meets twice annually. Agendas and minutes/notes from these meetings provide evidence of stakeholder participation that includes two students who serve as members of the Council. Curriculum related discussions are highlighted in the meeting minutes/notes. Please see:

https://eim.calpoly.edu/eim-advisory-council-agenda-and-minutes

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

Evidence of Compliance
Curriculum committee-approved degree plans including the B.S. in Recreation, Parks, & Tourism Administration appear in the California Polytechnic State University catalog. University catalogs are available at:


An example of a flow chart for the 2017-19 curriculum is available via this link:


2.04 The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program.

Evidence of Compliance
The program has maintained accreditation since 1985, turns in the annual report form, and seeks COAPRT accreditation for the B.S. in Recreation, Parks, & Tourism
Administration at California Polytechnic State University. A link stating that the program is accredited is available on the program’s website:

https://eim.calpoly.edu/

2.05 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’s long range assessment plan for learning outcomes in Standards 7.01-7.04 was initiated during Fall 2010 and was completed in Summer 2017. A new plan has been developed for 2017-2024. The plans are compatible with California Polytechnic State University’s expectations for assessment and with the expectations of the Western Association of Schools and Colleges (WASC). Assessment plans for the period covered by the self-study are available at:

https://eim.calpoly.edu/assessment-reports

The California Polytechnic State University’s guidelines and documents relating to assessment are published on the Academic Programs website:

http://www.academicprograms.calpoly.edu/assessment-student-learning

2.05:01 Evidence shall be provided demonstrating that the program’s assessment plan is compatible with expectations of the regional accrediting association and the institution.

The university is accredited by the WASC Accrediting Commission for Senior Colleges and Universities. The most recent accreditation confirmation is available at:

http://www.wasc.calpoly.edu/

Cal Poly completed the interim report for WASC Accreditation in 2015. The interim report is available at:

https://www.wasc.calpoly.edu/2015-interim-report

In order to meet the expectations of the regional accrediting association and the university, Cal Poly requests that each academic program submit an annual assessment plan that is a separate document from the the annual assessment report.

Please refer to the annual assessment plans for the department at:


For the complementary annual assessment reports please see:
In fall 2016, the university requested that academic programs create a curriculum map that highlights levels of mastery of course content relating to program learning outcomes. For a curriculum map of 7.01-7.04 standards, please see:

https://eim.calpoly.edu/curriculum-map

2.05:02 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
In order to carefully monitor the evaluation process of faculty, the department faculty adhere to the CAFES Faculty Personnel Policies and Procedures manual. At no time have assessment results been used in the retention, promotion and tenure review process. The personnel policies and procedures manual is available at Cal Polytechnic State University, College of Agriculture, Food and Environmental Sciences Faculty Personnel Policies and Procedures:

Faculty Personnel Policies and Procedures

2.05:03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.

Evidence of Compliance
Assessments of student learning outcomes have been conducted annually from 2010 to 2017. Faculty have worked both together and individually during that period to create assessment measures and to develop rubrics and instruments. Measure measurement matrices outline the standards assessed each year and the assessment methods and tools used.

2010-2013 COAPRT Standards Measurement
(Note. Through academic year 2012-13)

2013-2017 COAPRT Standards Measurement
(Note. Beginning with academic year 2013-14)

Dr. Richard Cavaletto, Associate Dean, reviews the assessment plans and reports at the College level. The Senior Vice Provost for Academic Programs and Planning, Dr. Mary Pedersen, then reviews them.
2.05:04 Evidence shall be provided to demonstrate that the program uses learning outcomes data to inform decisions.

Evidence of Compliance
Assessment reports are analyzed and submitted annually to the CAFES and University. Recommendations for the use of learning outcome assessment results are provided in section 7.0 and are summarized in each annual report. Key results from assessment used to make informed decisions have included:

- Revise the change of major policy to consider freshmen based on their multiple-criteria admission score.
- Incorporate program planning elements into courses besides RPTA 210 to support writing of goals and objectives. We have yet to implement this emphasis in an upper division course; however, there are plans to develop an employee experiences program plan assignment in RPTA 405.
- Attempt to avoid course scheduling conflicts that may slow progress toward graduation.
- Students continually recognize faculty as a tremendous resource. We continue to attempt to respond to their needs through both academic and professional career advising and co-curricular activities such as conference attendance, faculty-student research presentations, participation in the Summer Undergraduate Research Program, participation in the NRPA Academic Quiz Bowl every year it was offered.
- Attempt to improve professional development advising by matching student interests with faculty expertise for advisors. Due to the majority of students in the event planning and management and sport management concentrations, this has been challenging.
- The student honors society, Rho Phi Lambda, has coordinated a career fair to benefit EIM and the campus community in 2011-14, and 2017.
- Improve retention/graduation rates. EIM maintains among the highest rates in CAFES and the university.
- With the addition of an additional tenure-track faculty member, student to faculty advising ratios are acceptable, but the departure of one tenure-track faculty member may create challenges in 2017-18.
- History and philosophy content of RPTA 101 has been increased.
- Cultural competency is now emphasized in RPTA 221.

2.05:05 The program shall annually post the most current 7.0 series data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with The Family Educational Rights and Privacy Act (FERPA) requirements.

The annual assessment reports are posted on the EIM website and are consistent with the FERPA requirements protecting student privacy. They are available at:

https://eim.calpoly.edu/assessment-reports
3.0 ADMINISTRATION

3.01 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 administrator of the program is a Department Head with a 12-month appointment reporting directly to the Dean of the College of Agriculture, Food, and Environmental Sciences (CAFES). As described in the *Cal Poly Responsibilities of Department Heads/Chairs* the department head duties include administration and oversight of: academic programs/curriculum, budget development and administration, faculty retention, tenure, and promotion, faculty recruitment, administration of the department, student advisement and success, student clubs and organizations, student issues, student recruitment, staff personnel and advancement.

[Cal Poly Responsibilities of Department Heads/Chairs [revised December 2013]]

3.01:02 Adequacy of financial resources

**Evidence of Compliance**

The Experience Industry Management department receives an annual budget allocation of state funding that also includes College-based fees. The current CAFES Dean operates with a centralized budget system. The department budget allocation covers faculty full-time and part-time personnel costs, some operations and equipment expenses, a full-time administrative support coordinator, and student assistant salaries.

The budget allocation since 2011 is available at:


The department also receives and generates funding from several other sources that are summarized below with account balances as of June, 2017.
Table 3.1 Additional Financial Resources

<table>
<thead>
<tr>
<th>Fund Description</th>
<th>Balance June, 2017</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC Excellence Fund*</td>
<td>$117,200</td>
<td>support student and faculty professional development (currently an allocation of $2,000 per faculty member for travel annually) professional meetings, supplies, hosting of visitors and executives to campus, advancement, advisory council meetings, and field trip expenses</td>
</tr>
<tr>
<td>REC Discretionary Fund</td>
<td>$8,600</td>
<td>hosting, supplies and services, and travel</td>
</tr>
<tr>
<td>Oreggia Foundation Fund</td>
<td>$3,400</td>
<td>enhancement of the tourism curriculum, advancement, and promotions efforts of the department</td>
</tr>
<tr>
<td>Excellence in Tourism Fund</td>
<td>$19,900</td>
<td>Faculty professional development, advancement</td>
</tr>
<tr>
<td>Senior Professional Development</td>
<td>$6,400</td>
<td>Initial $10,000 gift for professional development of seniors in the major</td>
</tr>
<tr>
<td>Hospitality Fund</td>
<td>$432,000</td>
<td>Initial gift for $500,000 for planning of an enhanced hospitality curriculum; majority of remaining to be spent on hiring of a hospitality lecturer and curriculum development</td>
</tr>
</tbody>
</table>

Note: *An annual department auction and dinner fundraiser planned and coordinated annually by a student committee of 15-30 students and overseen by a faculty member or graduate student has generated more than $450,000 in the past 16 years.

Financial resources are sufficient except for staff support. As a growing department, with an anticipated enrollment of 340 students in fall 2017, one administrative support staff is not adequate to support the operations of the department.

3.01:03 Implementation of personnel policies and procedures.

Evidence of Compliance

Personnel policies and procedures exist at both the Cal Poly and College of Agriculture, Food and Environmental Sciences (CAFES) levels.

University academic personnel policies and procedures, including the faculty contract, faculty handbook, recruitment and appointment procedures, background checks, and personnel action and criteria are available at:

https://academic-personnel.calpoly.edu/content/policiesprocedures

The department abides by the College of Agriculture, Food, and Environmental Sciences personnel policies and procedures. As a complement to these policies, the tenured and
tenure track faculty voted utilize a three-person peer review committee for peer review evaluations of faculty. It should be noted that a new governance document will be released by the CAFES in fall 2017. Brian Greenwood has served on the governance committee, with direct input into the contents of the document.

The existing CAFES document, approved in October 2013 is available via:

https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/Criteria_CAFES.pdf

3.01:04 Development and implementation of academic policies and procedures for the unit.

Evidence of Compliance
Faculty in the department are actively involved in the development and implementation of policies university-wide. In addition to Brian Greenwood’s aforementioned involvement with the CAFES Governance committee, Jerusha Greenwood serves on the Academic Senate, providing the faculty with a direct connection to discussions at a university-wide level. Bill Hendricks is an active participant in the Instructional Chairs and Heads committee and he served in 2016-17 as the coordinator of the Chairs/Heads Learning Community. He also served on the CAFES 2015-16 Workload Committee, the 2016-17 CAFES Budget Committee, and the 2016-17 CAFES Strategic Vision Implementation Committee.

Academic units at Cal Poly are guided by two policies procedures:

(1) The Campus Administrative Policies are available at:

http://policy.calpoly.edu/cap/finalTOC.htm

(2) The Campus Academic Policies are available at:

https://academicprograms.calpoly.edu/content/academicpolicies/index

When not guided by CAFES and University policies, faculty develop the unit academic policies and procedures. Examples that are not presented as policy elsewhere in the self-study include the major’s senior project and internship requirements. Please see:

https://eim.calpoly.edu/internships
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.

The Experience Industry Management department head holds a full-time, 12-month appointment with a rank of professor. The department head, Bill Hendricks has been a faculty member at Cal Poly for 23 years. He served as the coordinator of the Recreation, Parks, & Tourism Administration program in the Natural Resources Management department from 2000-2009 and has served as the department head of Recreation, Parks, & Tourism Administration (now Experience Industry Management) since 2009. His curriculum vitae is available at:

https://eim.calpoly.edu/experience-industry-management-faculty-curriculum-vitae

3.03 The administrator shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

Evidence of Compliance
The Experience Industry Management department head has a workload current assignment that is 67% administration and 33% teaching. Prior to the 2016-17 academic year, the appointment was 50% administration and 50% teaching, although the Department Head maintained a 40% to 60% teaching to administration ratio. The current assignment is consistent with the assignments of department heads in CAFES departments similar in size of faculty and students.

When originally appointed as the department head in 2009, Hendricks remained at his salary level from his position as Professor with an increase based on a change from an academic year to 12-month appointment and an additional monthly allocation based on the size of the department. This practice is consistent with the hiring of other department heads hired internally in CAFES.

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

Evidence of Compliance
The faculty fully participate in setting policies. The faculty and staff hold an annual fall retreat, meet most weeks of each quarter for one hour, and hold additional meetings as necessary. Examples of matters dealt with during weekly department meetings and annual retreats include student advisement, internship requirements, curriculum planning, strategic planning, classroom civility, senior projects, student clubs, and student involvement in community service, and extra-curricular opportunities. Most policies are set by consensus among faculty and where appropriate, are in concert with those policies outlined by the university. Examples of department faculty meetings and faculty retreat agendas and notes are available at:
3.05  Consistent consultation with practitioners shall affirm or influence the curriculum.

Evidence of Compliance
The Experience Industry Advisory Council is comprised of approximately 45 members representing the industry throughout California. The Council normally meets bi-annually to advise on curricular, staffing, fundraising and resource matters. A roster listing Advisory Council members and their accompanying title and affiliation is available at:

https://eim.calpoly.edu/2017-18-department-advisory-council-members

The CAFES Advisory Council Guidelines which are utilized by councils throughout the college is available at:

https://eim.calpoly.edu/2017-18-cafes-advisory-council-guidelines

Discussions with the Council specific to curriculum have been noted under self-study section 2.0. A copy of the notes from these is highlighted and available via:

https://eim.calpoly.edu/eim-advisory-council-agenda-and-minutes

Faculty consult regularly with internship and field supervisors and local professionals to assess appropriateness of curriculum and level of student preparation. Results of the internship supervisor evaluations of interns are reviewed by faculty at the mid-quarter and final points of the internship. Faculty normally hold conference calls with interns located more than 50 miles from campus for these evaluations and visit local interns at least once during the internship.

Several faculty also serve on relevant professional organization committees. Examples include:

Bill Hendricks serves on the San Luis Obispo County Association of Park and Recreation Administrators Board of Directors and regularly consults with these individuals on trends and issues. He also serves on the Cal Travel Board of Directors, the Visit California Research Committee, and as a Trustee for the California Foundation for Parks and Recreation.

Keri Schwab serves as the Educators Section Representative of the California Park and Recreation Society, District 8 Board of Directors meeting quarterly with municipal recreation and park personnel in San Luis Obispo, Santa Barbara and Ventura Counties.

Brian Greenwood Services on the SLO Blues Baseball Organizations Board of Directors. The SLO Blues are a summer collegiate baseball team and the organization employs numerous students and interns in the major annually.
Kevin Lin serves on the Meeting Planners International Professional Development Committee and on the International Association of Exhibitions and Events Faculty Advisory Committee.

Content of courses employing Cal Poly’s “learning by doing” philosophy is evident throughout the curriculum as indicated by the numerous community service projects developed in collaboration with local professionals. The courses identified below are solely representative of courses in the major core with community service and direct connection to professionals. Several concentration courses provide similar experiences.

With each student enrolled in the RPTA curriculum responsible for 1000 hours of paid or volunteer service to the field over the time at Cal Poly, EIM faculty feel it is critical to start them off on the right foot through community connections in what for most is their very first RPTA course, RPTA 101 Introduction to Recreation, Parks, and Tourism. Students in RPTA 101 are tasked with a volunteer community service partnership with organizations such as San Luis Obispo Parks & Recreation, San Luis Obispo Downtown Association, Cal Poly Athletics, Special Olympics, San Luis Obispo Blues (summer collegiate baseball), and other organizations. Since 2010, RPTA 101 students alone have volunteered an estimated 10,500 hours to local organizations.

For RPTA 260: Recreational Sport Programming, community partnerships are key for program planning, and the course has had a formal partnership with San Luis Obispo Parks and Recreation every year during the accreditation period of 2011-17. Students planned and executed an inclusive sports clinic annually in the spring from 2011-13, and since 2014, students in the course have planned sport clinics for the afterschool program at Bishop's Peak Elementary. RPTA 260 students have provided approximately 1,750 community service hours through this partnership.

Service learning is an important component of RPTA 257: Leadership and Diverse Groups. RPTA 257 is offered every quarter with an enrollment of 20-35 students per quarter. Students are tasked with completing 10 hours of community service work with organizations that focus on diverse groups, such as Special Olympics, Partners in Equestrian Therapy (PET), or Growing Grounds Nursery. Since 2010, RPTA 257 students have volunteered an estimated 5,250 hours working for these three non-profit organizations. RPTA 257 also offers an assignment that focused on providing a non-profit organization with leadership hours. Organizations that have benefited from this project include Family Care Network, Woods Human Society, Special Olympics, SLO Woman's Shelter, and Eco SLO. Every quarter several groups work on these assignments which require students to volunteer 10-30 hours. Since 2010, RPTA 257 students have completed an estimated 1,260 of volunteer hours.

RPTA 210: Introduction to Program Design is focused on designing, implementing, and evaluating a program for a community/non-profit organization. Students work in groups of 4 or 5 to work with the 6 to 7 community agencies per quarter. Various community agencies include: SAFER, Cal Poly Athletics, Family Care Network, Special Olympics,
Campfire, United Blood Park, Grover Beach Parks and Recreation, and Restorative Partners. Student enrollment averages about 25 students per quarter and RPTA 210 has typically been offered two quarters per year. Students have reported working an average of 40 hours throughout the quarter on their projects. Since 2010, an estimated 14,000 hours of service have been provided to various agencies.

In RPTA 370: Experiential Marketing, students receive first-hand experience interacting with and planning projects for local and national organizations. These partnerships have included: assisting with the marketing plan for the silent auction component of the 2015 and 2016 International Chardonnay Symposium. RPTA 370 students provided over 250 hours of community service to the Chardonnay Symposium, the CAB Collective, Roll out the Barrels, and the Sea Glass Festival during these two years.

In RPTA 313, Sustainability in Recreation, Parks, and Tourism, students were tasked with volunteering between 10-15 hours over the 10-week quarter. They were to select the agencies they volunteered with from the list of partner agencies provided by the Student Community Services program within the Cal Poly Center for Service in Action. Between 2014 and 2016, students volunteered 1600 hours of their time with agencies in San Luis Obispo and on the Central Coast, such as Maxine Lewis Homeless Shelter, Big Brothers/Big Sisters of San Luis Obispo, Growing Grounds, Court Appointed Special Advocates, Family Care Network, Guadalupe Dunes Center, the San Luis Obispo YMCA, and the Special Olympics of San Luis Obispo. Students not only volunteered their time, but they were required to set personal learning objectives for their volunteer experience, write a reflection about their experience, and reflect on how their service and the organization contributes to the community's sustainability.

In RPTA 360 Evaluation and Assessment, the students often conduct survey research for local agencies. For example, in 2015 a group of students worked with the director of the Morro Bay Recreation and Parks Department to develop and collect data for a Needs Assessment of Future Recreational Programs and Services, resulting in 120 hours of community service. Similarly, in 2016 a survey was implemented for Special Olympics that resulted in 160 hours of service.

3.06 The program has a practice of informing the public about the harm of degree mills and accreditation mills.

Evidence of Compliance
The Experience Industry Management Department website includes the required statement regarding the harm of degree mills and includes CHEA links to information regarding degree mills and accreditation mills. The department website also includes a link to view a CHEA video about degree mills and accreditation mills.

Please see the department homepage at:

https://eim.calpoly.edu/
3.07  The program has a practice of informing the public about their COAPRT accredited programs.

The EIM Department homepage includes the requisite statement “The Recreation, Parks, & Tourism Administration undergraduate program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) accredits baccalaureate programs in parks, recreation, tourism, sport management, event management, therapeutic recreation, and leisure studies offered at regionally accredited institutions within the United States and its territories, and at nationally accredited institutions in Canada, and Mexico. Please view the website at:

https://eim.calpoly.edu/
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
Experience Industry Management faculty are apprised of and remain highly active in professional development activities. Expectations for professional development in the CAFES in teaching, professional growth and scholarship, and service can be found on page 9 of the current CAFES Faculty Personnel and Policies Procedures Manual available at:

Faculty Personnel Policies and Procedures

Resources at Cal Poly for professional development include the Center for Teaching and Learning and Technology (CTLT) seminars (multiple offerings most weeks of an academic quarter), workshops provided by the CAFES Instructional Enhancement Committee, funding opportunities through CTLT, CAFES teaching enhancement grants, and the CSU Agricultural Research Initiative. For details regarding CTL and ARI opportunities please see the following links:

Teaching Resources

https://ctlt.calpoly.edu/

Agricultural Resources Initiative

http://www.ari.calpoly.edu/

A travel allocation currently set at $2,000 annually is available to all full-time faculty and is allocated through the REC Excellence Fund or College-based Fees depending on annual budget allocations.

Faculty have also been successful in receiving funding for professional development activities from sources off-campus. Please see the faculty curriculum vitae links for examples of these grants and cooperative agreement contracts. Faculty vitae are available at:

https://eim.calpoly.edu/experience-industry-management-faculty-curriculum-vitae

Also evident from faculty vitae is the attendance and participation as presenters at several conferences and symposia including, but not limited to, The Academy of Leisure Sciences Teaching Institute, the National Recreation and Park Association Annual Conference, the Society of Outdoor Recreation Professionals Annual Conference, the Meeting Planners
International Conference, and the California Park and Recreation Society Annual Conference.

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

Evidence of Compliance
A number of faculty development activities have enhanced the major and student learning. These activities have included the aforementioned professional development activities, but have also entailed professional development endeavors relating to expertise of individual faculty. Several examples from full-time faculty are provided below.

Marni Goldenberg has maintained her Wilderness First Responder Certification which is essential for RPTA 325 Outdoor and Adventure Leadership. She is also certified as a Leave No Trace Master Trainer. Since 2011 she has participated in six Center for Teacher Learning & Technology (CTLT) workshops and six CAFES Teaching Enhancement Committee Trainings. She has also completed the Strengths Training and the Strengths-based Mentoring Training providing her with essential background for teaching RPTA 257 Leadership & Diverse Groups and RPTA 275 Facilitation and Teambuilding. She has served on the CAFES Instructional Enhancement Committee since 2005, intermittently as the chair of the committee.

Jerusha Greenwood has participated in six CTLT workshops since 2011. Based on this training she has become adept at using technology in the classroom including increased writing expectations through information literacy, the use of clickers in the classroom, and expanded use of PolyLearn as resource and learning tool for students. She also been a speaker, moderator, and/or panelist on technology and learning for the CTLT and for the CAFES Teaching Enhancement Committee. She has developed and taught hybrid elements for RPTA 114, 313, and 412 Wine Tourism. She also remains informed about issues of sustainability and was a speaker at 2011 The International Ecotourism Society, Ecotourism and Sustainable Tourism Conference. She has refined her tourism planning assignments in RPTA 313 Sustainability in RPT and RPTA Sustainable Tourism Planning based on her continued professional involvement in sustainable tourism.

Brian Greenwood has a keen interest in pedagogy and Learn by Doing. He is the lead faculty on Cal Poly’s More Than a Motto project that resulted in a recently published book, the first Learn by Doing text in Cal Poly’s history. He has been active in CTLT, including serving in several leadership roles with the center. He has also participated in CTLT workshops including Digital Commentary and Flipping the Classroom. He also served on the CAFES Online Learning Community and has developed hybrid courses for RPTA 160, 201, and 460. Greenwood is also able to use his research with the San Francisco Giants Community Fund to provide his students with research applications of sports-based youth development in RPTA 160 and RPTA 260.

In a relatively short period of time, Keri Schwab has immersed herself in the resources offered at Cal Poly for professional development. She has participated in the 2016 and
2017 Summer Undergraduate Research Program allowing her in-depth understanding of the capabilities and challenges of undergraduate research in her role as an instructor of RPTA 360 and RPTA 460. She has also participated in four CTLT workshops and is another faculty member involved with the More Than a Motto project while also serving as a key faculty member in the development of RPTA 201, the program’s general education course.

Susan Mackenzie is another faculty member who has served on the CAFES Online Course Development Committee. She also served on the WASC Quantitative Reasoning Committee. Mackenzie’s involvement with the Travel & Tourism Research Association and the Adventure Tourism Research Association provided her with a foundation to develop a new variable topic course: Adventure Travel Planning and Management.

Kevin Lin, upon his hiring in 2014, brought to Cal Poly a background in developing online courses. He has continued to refine this expertise through an online teaching grant through CAFES and participation in CTLT workshops involving flipped classrooms, screen-casting, and an online and technology workshop. He recently developed a hybrid version of RPTA 317. He has also utilized industry contacts through his involvement with Meeting Planners International and the International Festival and Events Association to host distinguished guests in his classes. His knowledge of event planning and consulting in MICE as allowed him to implement “real world” examples in his RPTA 317 and RPTA 420 courses.

Bill Hendricks’ primary teaching responsibility since 2011 has been to teach RPTA 405. His involvement in administration for the past 17 years, allows him to bring his everyday managerial experiences directly into the classroom. Hendricks actively participate in the Chairs/Heads Learning Community and served as the Coordinator of the community in 2016-17. He has also been able to utilize his involvement with the CAFES Strategic Vision Implementation Plan Committee, the CAFES Workload Committee and the CAFES Budget Committee in his classes. The strategic planning assignment he developed for the course and used by another faculty member in 2016-17 was based, in part on his professional development.

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
Details of hiring processes are provided in the faculty contract collective bargaining agreement between the California Faculty Association and the CSU. Article 12 of the contract covers faculty appointments and is available at:

http://www.calstate.edu/hr/employee-relations/bargaining-agreements/contracts/cfa/index.shtml
Information on faculty hiring procedures at Cal Poly is available at:

https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/ProcedureforRecruitingTenure-TrackFaculty_%283-2017%29.pdf

CAFES has also developed a best practices document that the faculty in the department have utilized during the recruitment and hiring process.

https://eim.calpoly.edu/eim-strategic-hiring-practices

In faculty recruitments, the department faculty have carefully followed the Cal Poly hiring practices and policies. Goldenberg, B Greenwood, J Greenwood, Hendricks, Lin, and Schwab have all completed Employment Equity Facilitator Training. In addition to widespread advertisements in nationwide publications such as the Chronicle of Higher Education, the NRPA Job Bulletin, TALSNET and mailings to accredited institutions with Ph.D. candidates, contacts have also been made personally to possible candidates with diverse backgrounds.

The search committee for three tenure-track faculty hired in 2013 and 2014 engaged with and completed hiring strategies outlined by the Office of University Diversity and Inclusivity. For these three hires, the department hired two women (Drs. Schwab and Mackenzie) and one Asian-American (Dr. Lin) faculty member.

The department recently launched a recruitment to hire a tenure-track faculty member to commence fall 2018 as a replacement for Susan Mackenzie. In addition to the standard avenues for recruitment such as those mentioned above, contacts during this search will be made with the following organizations to increase the likelihood of a diverse applicant pool: the National Society of Minorities in Hospitality, the Latinos Hotel Association, the National Association of Black Hotel Owners, Operators & Developers, and the Asian American Hotel Owners Association.

The department previously employed an African American staff member and an African American part-time lecturer. However, both have left the university for career advancement.

Please see Tables 4.1-4.3 for faculty background and demographic information.
### Table 4.1 Faculty Member Institutions 2016-17

<table>
<thead>
<tr>
<th>Institution Faculty</th>
<th>Full–Time</th>
<th>Part–Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution 1</td>
<td>Beijing International Studies University</td>
<td>Cal Poly (3)</td>
</tr>
<tr>
<td></td>
<td>CSU, Chico</td>
<td>Campbell University</td>
</tr>
<tr>
<td></td>
<td>James Madison</td>
<td>CSU, Sacramento</td>
</tr>
<tr>
<td></td>
<td>Pomona College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSU, Sacramento</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of Utah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of North Carolina, Chapel Hill</td>
<td></td>
</tr>
<tr>
<td>Institution 2</td>
<td>CSU, Chico</td>
<td>Concordia University/Cal Poly</td>
</tr>
<tr>
<td>Masters</td>
<td>JFK University</td>
<td>CSU, Northridge</td>
</tr>
<tr>
<td></td>
<td>Purdue University</td>
<td>NC State University</td>
</tr>
<tr>
<td></td>
<td>NC State University</td>
<td>University of Utah (2)</td>
</tr>
<tr>
<td></td>
<td>University of Utah</td>
<td></td>
</tr>
<tr>
<td>Institution 3</td>
<td>NC State University (2)</td>
<td>Ventura College of Law/UC Santa Barbara</td>
</tr>
<tr>
<td>Doctorate</td>
<td>U of Minnesota (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Penn State Univ (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Univ of Otago (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of Utah (2)</td>
<td></td>
</tr>
</tbody>
</table>

### Table 4.2 Number of Faculty by Gender 2016-17

<table>
<thead>
<tr>
<th>Gender Faculty (explain)</th>
<th>Full–Time</th>
<th>Part–Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 4.3 Number of Faculty by Race or Ethnicity 2016-17

<table>
<thead>
<tr>
<th>Race/Ethnicity of Faculty (explain)</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic / Latino / Mexican</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Note: Part-time faculty teaching since 2010-11 have included one African American and one Hispanic/Latino/Mexican. The latter teaches a course for the program every other year.

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

Evidence of Compliance
The workload of faculty is described in Article 20 of the Collective Bargaining Agreement between the California Faculty Association and is available at:


Faculty workloads conform to university policy (Unit Contract). The annual assignment for full-time faculty employees shall normally average fifteen (15) weighted units per quarter. The assignment normally consists of two components:

1. Twelve weighted units for instructional assignments per quarter which includes individual classroom and laboratory instruction and instructional supervision (fieldwork, special problems, senior project, and thesis supervision); and,

2. Three weighted unit equivalencies for instruction-related responsibilities per quarter which includes department, school, and university duties, and committee assignments.

The department head assigns faculty workloads and in consultation with the faculty, develops assignments for annual course offerings.

Faculty teaching schedules since the 2010-11 academic year are available at:

https://eim.calpoly.edu/eim-faculty-schedules

Faculty instructional supervision (fieldwork, special problems, senior project, and thesis supervision) workload for the past seven years is available at:
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
Information regarding salary, promotion and tenure, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support is available at the following links:

Salary information is available in the Faculty Handbook at:

https://academic-personnel.calpoly.edu/content/handbook/salary

The most recent faculty salary schedule is available at:

https://academic-personnel.calpoly.edu/content/handbook/salary#Salary_Schedule
(Click on monthly faculty and annual faculty rates)

Promotion and tenure

https://academic-personnel.calpoly.edu/content/policies/rpt

University services and facilities

https://academic-personnel.calpoly.edu/content/handbook/univsvcs

Sabbatical leaves

https://academic-personnel.calpoly.edu/content/policies/lwp

Leaves and holidays

https://academic-personnel.calpoly.edu/content/handbook/leavesholidays

Workload conditions

https://academic-personnel.calpoly.edu/content/handbook/workingconditions

The Department is in compliance with Cal Poly academic personnel policies and procedures.
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
Over the past seven years, full-time faculty have taught 72% of the courses (152 of 211) that are required of all students in the major. Supervisions are not included in this calculation. All quarters have been at the 60% minimum level even though multiple full-time faculty were on leave several quarters. The complete faculty teaching schedule assignments and instructional supervision workload for the past seven years are available at:

https://eim.calpoly.edu/eim-faculty-schedules

https://eim.calpoly.edu/eim-faculty-supervisions

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>23</td>
<td>6</td>
<td>79.31</td>
<td>Two parental leaves fall 2010, one sabbatical spring 2011</td>
</tr>
<tr>
<td>2011-12</td>
<td>26</td>
<td>4</td>
<td>86.67</td>
<td>One leave spring 2012</td>
</tr>
<tr>
<td>2012-13</td>
<td>15</td>
<td>10</td>
<td>60.00</td>
<td>One resignation, individual only taught fall 2012</td>
</tr>
<tr>
<td>2013-14</td>
<td>26</td>
<td>13</td>
<td>66.67</td>
<td>Two new hires 9 WTUs each assigned time</td>
</tr>
<tr>
<td>2014-15</td>
<td>23</td>
<td>11</td>
<td>67.65</td>
<td>New hire 12 WTUs assigned time, one parental leave fall 2014, one family leave fall 2014, one parental leave spring 2015</td>
</tr>
<tr>
<td>2015-16</td>
<td>25</td>
<td>7</td>
<td>78.12</td>
<td>Two release time 4 WTUs each winter 2016</td>
</tr>
<tr>
<td>2016-17</td>
<td>24</td>
<td>9</td>
<td>72.73</td>
<td>One parental leave spring 2017, department head admin time increased to 67%</td>
</tr>
</tbody>
</table>

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
Scholarship activities of discovery, integration, and application are extensive among the Experience Industry Management faculty considering the full-time teaching loads that the faculty carry in the California State University system. Grants and contracts received by the
faculty since 2010 have totaled $1,239,296. The figure below summarizes faculty scholarship activities during this time period or since the time the faculty member has been employed at Cal Poly. The faculty have been awarded 39 internal and external funded projects with dissemination efforts resulting in 139 presentations and 124 publications. Please note that all categories in Figure 4.1 are only tabulated once for multiple authors in the department. For example, if Goldenberg and Schwab are co-authors on an article and they both list it in their respective CVs, that article is only counted once in Figure 1.

Figure 4.1 Faculty Scholarship

Examples of how the curriculum has been informed by the faculty include the following:

- Brian Greenwood uses his research into experiential learning and education to further enhance Learn by Doing opportunities for students inside (active learning) and outside (project-based learning, service learning) the classroom.

- Brian Greenwood uses his research into youth sports and sports-based youth development to develop case studies in the classroom.

- Bill Hendricks utilizes his persuasive communication research in RPTA 405 Recreation, Parks, and Tourism Management to demonstrate the impacts of communication processes on visitor experiences.

- Bill Hendricks uses his experience as the PI of the 2007 and 2012 California Outdoor Recreation Opinions and Attitudes Survey and the findings used in the California Outdoor Recreation Plan as an example of the planning process in RPTA 405 Recreation, Parks, and Tourism Management.
• Marni Goldenberg was a co-author of the second addition of Outdoor Leadership: Theory and Practice, which is a textbook used in Outdoor and Adventure Leadership courses. Her work on this textbook provides resources and information for RPTA 101, RPTA 112, RPTA 257, and RPTA 325.

• Marni Goldenberg uses her involvement with research projects such as youth and social media with the outdoors, Tour de Pink, Pacific Crest Trail, and Pokemon Go as examples of case studies in the several classes.

• Kevin Lin utilizes his trade show performance evaluation research in RPTA 317 Convention and Meeting Management and RPTA 412 Interpreting and Communicating Experience Industry Data Analytics to discuss the best practices on evaluating key stakeholders' performance at events.

• Kevin Lin uses his research and publication on subjective wellbeing to discuss potential topics in RPTA 460.

• Kevin Lin uses his involvement with industry associations (e.g., Meeting Professional International, International Association of Exhibitions and Events) to promote learning opportunities for students at associations’ annual conventions and introduces new technological and managerial development in the event management industry in RPTA 317 and RPTA 420.

• Keri Schwab uses her research as examples of qualitative and quantitate data gathering tools and analysis in RPTA 360. Students have critiqued survey drafts while learning about writing survey items and response options, have helped analyze preliminary survey data, and have read examples of qualitative coding and then practiced analyzing qualitative data, all from current research projects.

• Keri Schwab uses chapters from a text she edited, Just Leisure, in RPTA 201: Socio-Cultural Dimensions of Work and Leisure to provide examples and case studies of how recreation can be a venue to and mechanism to address social justice issues.

• In RPTA 101, Keri Schwab uses chapters and examples from a text she helped to edit, Career with Meaning, to provide further examples of career opportunities in the field, and how to prepare for these careers.

With Cal Poly's emphasis on enhancing undergraduate research opportunities for students, EIM faculty have long embraced this philosophy and continue to do so.

Examples include:

Through a research partnership with the Giants Community Fund to study their Junior Giants program (2011-17), Brian Greenwood has employed 15 different Cal Poly
undergraduate research assistants over the last 7 years. These research assistants gain experience with data analysis, organization, and presentation through the annual development of a program-wide technical report and approximately 85 league reports.

In 2010-11, Bill Hendricks and Jerusha Greenwood employed two students (Correll & Stockton) to assist with research in the development of a Sustainable Tourism Marketing Plan for Visit California. Finds from the research and plan were presented at the 2010 Visit California Sustainable Tourism Summit, the California Park and Recreation Society 2011 Leisure Research Symposium, and the 2011 International Ecotourism and Sustainable Tourism Conference.

Student senior project poster presentations (Hessmer, Eads, & Garnica) at the 2016, 2014 and 2012 California Park and Recreation Society Conference Leisure Research Symposium were in collaboration with Bill Hendricks.

Marni Goldenberg uses her research projects to involve students in applied research using her interest in hiking and means-end theory and several publications and presentations have come from this involvement.

In 2016 and 2017, Keri Schwab and Kevin Lin have supervised undergraduate students as participants in the CAFES Summer Undergraduate Research Program.

Keri Schwab, in collaboration with other faculty, has worked with students to gather and analyze data for university funded research grants. These projects have gone on to serve the basis for a master’s thesis and several senior projects.
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
Students have the opportunity to submit input relative to course content through student evaluations, on the final internship report, as members of the RPTA College-based Fee Committee, and through participation in the RPTA/EIM Advisory Council.

Representatives from the RPTA Club and the Rho Phi Lambda Honor Fraternity are appointed to the RPTA Advisory Council. As members of the Council, students have an opportunity to provide input regarding curriculum and industry trends relevant to professional preparation.

The RPTA College-based Fee Committee was originally formed to provide guidance on an additional fee that students at Cal Poly approved in 2002. Initially the fee was designed to enhance academic programs within each College. However, with the implementation of budget reductions to all majors, the fees have primarily been used to supplement these cuts. Prior to the 2006-07 academic year the committee met twice annually. Since that time the committee has met annually. Membership on the committee is comprised of two faculty and five students. Recent expenditures and achievements are available at:

http://www.eim.calpoly.edu/cbf

As a component of their final biweekly reflection report required for RPTA 465, students are required to complete an evaluation of the RPTA 465 internship experience. They are asked to reflect on the internship program’s strengths, weaknesses, and provide suggestions for improvement. A summary of student feedback on the internship program strengths, weaknesses, and their suggestions for improvement are provided here.

Strengths
Overall, students believe the structure of the internship program provides them the opportunity to be reflective on their internship and achieve their learning outcomes. They report that the mid quarter conference calls and site visits help them stay on track toward their objectives. They also appreciate that being required to be intentional with their internship objectives and goals (which they are required to create prior to the start of their internship) helps them optimize their internship experience. Students see the internship as a transitional period into their professional lives, and its structure eases the stress of that transition. While the biweekly reports were sometimes seen as too frequent or repetitive, students also found the value in the reflective practice the reports require: they had an opportunity to recall their successes, challenges, and key areas of growth.
Weaknesses

Students reported two aspects of the internship program they perceived as weaknesses: the biweekly reports (either frequency or structure) and the amount of work the internship asks the agency supervisor to complete. While most students saw the value of the reflective practice the biweekly reports provide, some found them to be repetitive in structure or due too frequently. They also believed that some of the paperwork required from the agency supervisors was time consuming and could be shortened. They primarily focused this critique on the mid-quarter and end-of-quarter forms, which they said “bogged their internship supervisors down with work.”

Suggestions for improvement

Most suggestions for improvement focused on the biweekly reports. Students suggested the biweekly reports be reduced, that they have more open formats for reflection, or that they not be required to provide what could potentially be sensitive information from the agencies. Some reflected on the timing of the internship, believing it might be more valuable if the experience occurred between their junior/senior year, or that it replaces the required senior project.

Randomly selected examples of student feedback are provided here:

https://eim.calpoly.edu/eim-internship-evaluation-and-assessment-student-feedback

A senior exit interview has been conducted in spring 2016 and 2017. Input from these interviews has been discussed extensively in terms of course content, the importance of extra-curricular activities, and areas where students feel additional career preparation is necessary. In particular this information has been used in adding managerial accounting as a support course in the curriculum and revamping the content and rigor of RPTA 370 Experiential Marketing.

https://eim.calpoly.edu/eim-senior-exit-interview-notes-2016-and-2017

In March 2016, the EIM department surveyed the program alumni about their perceptions of their preparation in professional skills and competencies, their experience with the internship (in addition to other department relevant topics). Data were collected by emailing a Surveymonkey link to an alumni email list maintained by the department as well as to the department’s social media sites. Approximately 140 alumni who graduated between 1992 and 2016 responded.

Alumni believe they were well prepared for working effectively in groups, communicate their ideas verbally and in writing, think critically and creatively, and plan and implement programs and services. Where they felt less prepared was in supervising staff, evaluating programs and services, supervising experiences for diverse populations, and interpreting financial documents.
Alumni were also asked to rate their satisfaction with the internship program for preparing them for their RPTA career. Approximately 80% of the respondents were either Satisfied or Very Satisfied, with a mean of 4.28 (SD = 0.87, 5-point Likert Type Scale with 5=Very Satisfied). A complete description of the results is available here:


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

Evidence of Compliance
The Admissions Office receives, processes, and acts upon all applications for undergraduate student admission. Students must choose a major when applying to Cal Poly. A multi-criteria admission standard that includes GPA, General Education certification (community college transfer students), SAT/ACT scores, quality of courses (AP courses) and extra-curricular activities are used to evaluate prospective students. Applicants are ranked according to the multi-criteria admission point system and are accommodated on a space available basis. For information about Cal Poly’s admissions process, please see the following links. Freshman student selection criteria are available at:

https://admissions.calpoly.edu/applicants/freshman/

Transfer student selection criteria are available at:

https://admissions.calpoly.edu/rec.html

Tables 5.1-5.4 below provide information regarding applications to the major, selection and enrollment rates, and the qualifications and characteristics of students in the major. Selection rates are more stringent than the CAFES for all years reported and for the university from 2011-13. Fall 2014-16, the Cal Poly freshmen selection rate has become more competitive than the RPTA program. Yield rates are higher than the CAFES and Cal Poly during all years. Multiple-criteria admission scores (MCA) tend to be slightly lower than CAFES on an annual basis. Both RPTA and CAFES MCA scores are lower than Cal Poly. While the characteristics of the enrolled students exceed the entrance measures of all other CSU campuses with recreation related degree programs, the measures fall short of those for Cal Poly and CAFES in some cases.
Table 5.1 Freshmen Selection and Yield Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTA Applications</td>
<td>216</td>
<td>232</td>
<td>274</td>
<td>257</td>
<td>252</td>
<td>246</td>
</tr>
<tr>
<td>RPTA Selected</td>
<td>77</td>
<td>60</td>
<td>84</td>
<td>112</td>
<td>101</td>
<td>87</td>
</tr>
<tr>
<td>RPTA Selection Rate</td>
<td>35.6%</td>
<td>25.9%</td>
<td>30.7%</td>
<td>43.6%</td>
<td>40.1%</td>
<td>35.4%</td>
</tr>
<tr>
<td>RPTA Enrolled</td>
<td>53</td>
<td>43</td>
<td>55</td>
<td>56</td>
<td>69</td>
<td>53</td>
</tr>
<tr>
<td>RPTA Yield</td>
<td>68.8%</td>
<td>71.7%</td>
<td>65.5%</td>
<td>50.0%</td>
<td>68.3%</td>
<td>60.9%</td>
</tr>
<tr>
<td>CAFES Selection Rate</td>
<td>48.2%</td>
<td>44.3%</td>
<td>44.4%</td>
<td>45.8%</td>
<td>43.6%</td>
<td>43.4%</td>
</tr>
<tr>
<td>CAFES Yield</td>
<td>52.2%</td>
<td>49.3%</td>
<td>50.3%</td>
<td>48.8%</td>
<td>49.0%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Cal Poly Selection Rate</td>
<td>37.4%</td>
<td>31.3%</td>
<td>34.5%</td>
<td>30.9%</td>
<td>31.3%</td>
<td>29.5%</td>
</tr>
<tr>
<td>Cal Poly Yield</td>
<td>35.0%</td>
<td>32.1%</td>
<td>34.9%</td>
<td>34.4%</td>
<td>33.7%</td>
<td>30.6%</td>
</tr>
</tbody>
</table>

Table 5.2 Transfer Students Selection and Yield Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTA Applications</td>
<td>80</td>
<td>96</td>
<td>95</td>
<td>73</td>
<td>72</td>
<td>92</td>
</tr>
<tr>
<td>RPTA Selected</td>
<td>16</td>
<td>28</td>
<td>55</td>
<td>15</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>RPTA Selection Rate</td>
<td>20.0%</td>
<td>29.2%</td>
<td>57.9%</td>
<td>20.5%</td>
<td>15.3%</td>
<td>29.3%</td>
</tr>
<tr>
<td>RPTA Enrolled</td>
<td>12</td>
<td>19</td>
<td>34</td>
<td>12</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>RPTA Yield</td>
<td>75.0%</td>
<td>67.9%</td>
<td>61.8%</td>
<td>80.0%</td>
<td>54.5%</td>
<td>48.1%</td>
</tr>
<tr>
<td>CAFES Selection Rate</td>
<td>42.1%</td>
<td>40.7%</td>
<td>53.5%</td>
<td>30.4%</td>
<td>27.5%</td>
<td>34.8%</td>
</tr>
<tr>
<td>CAFES Yield</td>
<td>58.4%</td>
<td>54.1%</td>
<td>56.2%</td>
<td>58.2%</td>
<td>60.4%</td>
<td>50.9%</td>
</tr>
<tr>
<td>CP Selection Rate</td>
<td>22.2%</td>
<td>19.5%</td>
<td>24.5%</td>
<td>17.8%</td>
<td>18.5%</td>
<td>18.9%</td>
</tr>
<tr>
<td>CP Yield</td>
<td>53.3%</td>
<td>54.3%</td>
<td>47.8%</td>
<td>51.7%</td>
<td>50.3%</td>
<td>47.0%</td>
</tr>
</tbody>
</table>
### Table 5.3 High School Entrance Measures for Freshmen

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RPTA High School GPA</strong></td>
<td>N=52</td>
<td>3.72</td>
<td>N=43</td>
<td>3.65</td>
<td>N=55</td>
<td>3.74</td>
</tr>
<tr>
<td><strong>RPTA SAT Reading</strong></td>
<td>533</td>
<td>554</td>
<td>556</td>
<td>547</td>
<td>567</td>
<td>562</td>
</tr>
<tr>
<td><strong>RPTA SAT Math</strong></td>
<td>562</td>
<td>569</td>
<td>579</td>
<td>549</td>
<td>575</td>
<td>596</td>
</tr>
<tr>
<td><strong>RPTA MCA Score</strong></td>
<td>3936</td>
<td>3972</td>
<td>3902</td>
<td>3873</td>
<td>4078</td>
<td>4104</td>
</tr>
<tr>
<td><strong>CAFES High School GPA</strong></td>
<td>3.69</td>
<td>3.73</td>
<td>3.72</td>
<td>3.75</td>
<td>3.81</td>
<td>3.82</td>
</tr>
<tr>
<td><strong>CAFES SAT Reading</strong></td>
<td>559</td>
<td>565</td>
<td>568</td>
<td>575</td>
<td>577</td>
<td>583</td>
</tr>
<tr>
<td><strong>CAFES SAT Math</strong></td>
<td>579</td>
<td>587</td>
<td>591</td>
<td>595</td>
<td>596</td>
<td>599</td>
</tr>
<tr>
<td><strong>CAFES MCA Score</strong></td>
<td>3933</td>
<td>3964</td>
<td>3969</td>
<td>4039</td>
<td>4114</td>
<td>4142</td>
</tr>
<tr>
<td><strong>CP High School GPA</strong></td>
<td>3.84</td>
<td>3.87</td>
<td>3.87</td>
<td>3.88</td>
<td>3.92</td>
<td>3.92</td>
</tr>
<tr>
<td><strong>CP SAT Reading</strong></td>
<td>593</td>
<td>596</td>
<td>597</td>
<td>599</td>
<td>604</td>
<td>610</td>
</tr>
<tr>
<td><strong>CP SAT Math</strong></td>
<td>633</td>
<td>635</td>
<td>635</td>
<td>635</td>
<td>635</td>
<td>641</td>
</tr>
<tr>
<td><strong>CP MCA Score</strong></td>
<td>4146</td>
<td>4184</td>
<td>4168</td>
<td>4214</td>
<td>4265</td>
<td>4300</td>
</tr>
</tbody>
</table>

### Table 5.4 Entrance Measures for Transfer Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RPTA GPA</strong></td>
<td>N=12</td>
<td>3.39</td>
<td>N=19</td>
<td>3.37</td>
<td>N=34</td>
<td>3.15</td>
</tr>
<tr>
<td><strong>RPTA MCA Scores</strong></td>
<td>4650</td>
<td>4425</td>
<td>4200</td>
<td>3335</td>
<td>4404</td>
<td>4468</td>
</tr>
<tr>
<td><strong>CAFES GPA</strong></td>
<td>3.28</td>
<td>3.29</td>
<td>3.21</td>
<td>3.29</td>
<td>3.35</td>
<td>3.28</td>
</tr>
<tr>
<td><strong>CAFES MCA Score</strong></td>
<td>4427</td>
<td>4295</td>
<td>4127</td>
<td>4125</td>
<td>4347</td>
<td>4266</td>
</tr>
<tr>
<td><strong>CP GPA</strong></td>
<td>3.35</td>
<td>3.36</td>
<td>3.34</td>
<td>3.40</td>
<td>3.42</td>
<td>3.42</td>
</tr>
<tr>
<td><strong>CP MCA Score</strong></td>
<td>4285</td>
<td>4327</td>
<td>4214</td>
<td>4201</td>
<td>4212</td>
<td>4282</td>
</tr>
</tbody>
</table>

As indicated in Table 5.5, enrolled students in the major for the past six years are predominantly women and non-underrepresented minorities. For the most recent cohort (fall 2016), the major has declined slightly in the percentage of underrepresented minorities; whereas, the CAFES and Cal Poly have both increased in these percentages. The faculty have discussed the lack of diversity among students and as specified in the strategic plan continue to place diversity and inclusivity as a key value of the program. The faculty is renewing outreach to the two local community colleges and the department’s academic advisor consults regularly with representatives of the Cal Poly...
Scholars Program and the Educational Opportunity Program (EOP) to initiate outreach to underrepresented minority students identified in these programs.

Table 5.5 Demographics of Enrolled Students

<table>
<thead>
<tr>
<th>Table 5.5 Demographics of Enrolled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
</tr>
<tr>
<td>Fall 2011</td>
</tr>
<tr>
<td>Enrollment</td>
</tr>
<tr>
<td>RPTA Women</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>RPTA Men</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>RPTA Under Represented Minorities</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>RPTA Non-Under Represented Minorities</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>CAFES % Women</td>
</tr>
<tr>
<td>CAFES % Men</td>
</tr>
<tr>
<td>CP % Women</td>
</tr>
<tr>
<td>CP % Men</td>
</tr>
<tr>
<td>CAFES % Under Represented Minorities</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>CAFES % Non-Under Represented Minorities</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
</tbody>
</table>

The RPTA major is extremely impacted and demand for internal change of major students from other majors at Cal Poly is high. Between 2011-2017 the department had 197 total imports into the major, and 62 exports, a net gain of 135 students. Due to this high demand, the program has been identified as one of two “discovery majors” in the CAFES. The Change of Major procedure and policy is available at:

http://www.eim.calpoly.edu/advising

Policies on expected academic progress, academic probation and disqualification can be found in the 2017-2019 catalog available at:

http://catalog.calpoly.edu/academicstandardsandpolicies/academicstandards/

In addition, the CAFES and Cal Poly provide guidelines for working with students on academic probation. If students are on academic probation during their fall or winter
quarter during their first year of enrollment they are required to participate in the first-
year success program. The guidelines are available at:

https://cafes.calpoly.edu/academic-probation

https://success.calpoly.edu/first-year-success

https://success.calpoly.edu/transfer-success-programs

Retention and graduate rates for the major continue to be favorable when compared to
overall rates for the College of Agriculture, Food, and Environmental Sciences and Cal
Poly over the past six years. The graduation rate of the most recent 6-year cohort was
94.2% (See Table 5.6). By comparison the CAFES and Cal Poly rates are 84.0% and
82.6% respectively. Similarly, in most years, the freshman cohorts for the major have
maintained a one-year persistence rate above the rates of CAFES and Cal Poly (See Table
5.8). An analysis comparing women/men and underrepresented minority students to non-
underrepresented minority students (Tables 5.6-5.7 and Figures 5.1-5.4) is provided in
Appendix A.

Table 5.6 Freshmen Cohort Graduated Within 6 Years

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTA % graduated within 6 years</td>
<td>52</td>
<td>54</td>
<td>52</td>
<td>55</td>
<td>72</td>
<td>81</td>
</tr>
<tr>
<td>% dismissed</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>% not currently enrolled</td>
<td>11</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>RPTA Women</td>
<td>43</td>
<td>41</td>
<td>43</td>
<td>36</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>RPTA Men</td>
<td>9</td>
<td>13</td>
<td>9</td>
<td>17</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>RPTA Under Represented Minorities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>RPTA Non-Under Represented Minorities</td>
<td>51</td>
<td>52</td>
<td>49</td>
<td>45</td>
<td>62</td>
<td>68</td>
</tr>
<tr>
<td>CAFES % graduated</td>
<td>73.4%</td>
<td>75.1%</td>
<td>77.1%</td>
<td>79.3%</td>
<td>79.1%</td>
<td>84.0%</td>
</tr>
<tr>
<td>CP % graduated</td>
<td>76.5%</td>
<td>74.0%</td>
<td>72.6%</td>
<td>78.7%</td>
<td>79.8%</td>
<td>82.6%</td>
</tr>
</tbody>
</table>
Figure 5.1 Men Women 6-Year Graduation Gap

Figure 5.2 URM Non-URM 6-Year Graduation Gap
Table 5.7 Freshmen Cohort Graduated Within 4 Years

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTA % graduated within 4 years</td>
<td>31</td>
<td>33</td>
<td>47</td>
<td>58</td>
<td>52</td>
<td>32</td>
</tr>
<tr>
<td>% dismissed</td>
<td>3.3%</td>
<td>3.3%</td>
<td>2.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>% not currently enrolled</td>
<td>23.0%</td>
<td>16.7%</td>
<td>16.0%</td>
<td>12.8%</td>
<td>11.4%</td>
<td>22.2%</td>
</tr>
<tr>
<td>RPTA Women</td>
<td>27</td>
<td>24</td>
<td>41</td>
<td>52</td>
<td>47</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>55.1%</td>
<td>60.0%</td>
<td>65.1%</td>
<td>80.0%</td>
<td>82.5%</td>
<td>55.0%</td>
</tr>
<tr>
<td>RPTA Men</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>33.3%</td>
<td>45.0%</td>
<td>33.3%</td>
<td>28.6%</td>
<td>38.5%</td>
<td>43.5%</td>
</tr>
<tr>
<td>RPTA Under Represented Minorities</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>10</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>25.0%</td>
<td>80.0%</td>
<td>40.0%</td>
<td>66.7%</td>
<td>64.3%</td>
<td>53.8%</td>
</tr>
<tr>
<td>RPTA Non-Under Represented Minorities</td>
<td>30</td>
<td>25</td>
<td>43</td>
<td>48</td>
<td>43</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>52.6%</td>
<td>50.0%</td>
<td>60.6%</td>
<td>67.6%</td>
<td>76.8%</td>
<td>50.0%</td>
</tr>
<tr>
<td>CAFES % graduated</td>
<td>33.5%</td>
<td>38.7%</td>
<td>38.9%</td>
<td>49.7%</td>
<td>49.6%</td>
<td>51.1%</td>
</tr>
<tr>
<td>CP % graduated</td>
<td>29.6%</td>
<td>37.1%</td>
<td>41.8%</td>
<td>48.2%</td>
<td>47.3%</td>
<td>47.3%</td>
</tr>
</tbody>
</table>

Figure 5.3 Men Women 4-Year Graduation Gap
The California State University is embarking upon a Graduation Initiative 2025 to increase graduation rates on all 23 campuses. Please see this link for information on the graduation initiative at the university level:

https://provost.calpoly.edu/csu-graduation-initiative-2025

Per the request of the university and to develop stretch goals in concert with the graduation initiative, the department has set graduation targets for 2017 and 2025. Please see:


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

5.03:01 Academic advising

Evidence of Compliance

Academic advising for all RPTA majors is available in three forms: (a) one on one consultation with a RPTA peer advisor, a designated college academic advisor, or a faculty advisor; (b) advising messages to all students in the major through email; and (c) group advising in the required RPTA 110 Orientation and College Success in EIM
course. Students are encouraged to meet with the peer advisor and college advisor for general education and major courses, and with the faculty advisor for their chosen concentration for questions pertaining to their advisor approved electives, internships, and employment opportunities.

University advising policies and procedures including the required PolyPlanner Advising Tool, and access to degree progress reports and flowcharts are available for students via this link:

https://advising.calpoly.edu/registration-tools-and-resources

In addition, freshmen students are blocked into a full schedule of classes for fall quarter and beginning winter 2018 they will receive partial blocked scheduled for winter and spring quarters during their first quarter of enrollment.

Transfer students are required to attend a summer orientation held in conjunction with when they register for classes.

All students also have access to advising through the Mustang Success Center. Relevant students also have advising resources through the Athletics Department, the Disability Resource Center, the Educational Opportunity Program, Trio Achievers, Cal Poly Scholars, and the Multicultural Ag. Program (MAP) Center operated by the College of Agriculture, Food, and Environmental Sciences. CAFES maintains advising resources for students and faculty at:

https://eim.calpoly.edu/advising

https://cafes.calpoly.edu/academic-advising

Resources are also available on the Cal Poly website at:

https://advising.calpoly.edu/

http://www.calpoly.edu/faculty/faculty.html#advise

Specific advising training for all Cal Poly faculty occurs through the Mustang Success Center. Both Keri Schwab and Kevin Lin, the two most recently hired tenure-track faculty in the department have gone through this training. Please see:

https://success.calpoly.edu/advisor-training

In addition, the department’s academic advisor meets individually with new faculty for training regarding advising tools and resources.
To assist with advising, faculty have access to a student’s academic profile and degree progress through the Cal Poly portal. This system provides up-to-date academically related information on each student currently enrolled at Cal Poly. Students also have available and review in RPTA 110 Orientation and College Success flowcharts for each curriculum cycle. Please see flowcharts from 2011-2019 via the link:

https://eim.calpoly.edu/rpta-degree-flowcharts-2011-2019

Evaluation of visits to CAFES advisors has been documented by use of advising services and reasons for visits among other criteria. In 2015-16 534 students in the RPTA major visited the CAFES Advising Center. In 2016-17, 1,018 students in the major visited the CAFES Advising Center.

For reasons for visits to CAFES academic advisors for 2015-16 and 2016-17 please see:

https://eim.calpoly.edu/cafes-advising-resource-reasons-rpta-major-students-visit

The CAFES Advising Center conducted a survey in spring 2017, sending a questionnaire to 500 students in the college. One-hundred students responded to the survey. Most of the respondents visited the center for planning out courses for the next year, courses substitutions, and registration. The majority agree or strongly agree that their academic advisor is knowledgeable and helpful and that scheduling an appointment was easy. About 55% agree or strongly agree that the peer advising drop-in hours are helpful, and less than 50% agree or strongly agree that the peer advisors are knowledgeable and helpful.

https://eim.calpoly.edu/cafes-advising-survey-2017

In RPTA 110, the course instructor and CAFES advisor conduct a two-year planning workshop for both Freshman and Transfer Students. Students create a two-year plan which, when approved by the course instructor, they use to update their PolyPlanner. A description of the process and the associated worksheets are available here:


In RPTA 463, students are required to meet with the CAFES advisor for a graduation review/degree completion and to complete the Remaining Course Checklist assignment. This meeting provides students an opportunity to certify their progress toward their degree and that they will complete their coursework prior to the quarter they intend to do their internship. A copy of the Remaining Course Checklist assignment is available here:

https://eim.calpoly.edu/rpta-463-pre-internship-seminar-remaining-course-checklist
5.03:02 Professional and career advising

Evidence of Compliance
Students receive professional and career advising assistance at Cal Poly from five general sources: (a) the faculty advisor; (b) the curriculum; (c) email messages; (d) the University’s Career Services and (e) the EIM website.

Professional and career advising occurs on an individual basis with faculty advisors. Most students meet with their faculty advisor to discuss internship opportunities and concentration direction.

Students are required to take Orientation and College Success in EIM (RPTA 110) and Pre-Internship Seminar (RPTA 463). Topics cover professional organizations, ethics, practices, behaviors, and resources. Students select concentrations and begin planning a course of study in RPTA 110.

Syllabi for RPTA 110 and RPTA 463 are available at:

https://eim.calpoly.edu/2017-course-outlines

Professional Portfolio using LinkedIn – RPTA 110 & RPTA 463
RPTA 110: Career Planning in Recreation, Parks & Tourism/Orientation & College Success in Recreation, Parks, and Tourism Administration (name change effective AY 2016-2017).

RPTA students are required to construct a professional portfolio for use during the duration of their college career and as alumni. The career and employment-oriented social media website allows students to maintain their resume of professional experience as well as provide examples of projects completed in their courses that exemplify their increasing knowledge base. If they don’t already have an account, RPTA 110 students are required to obtain one (or use an alternative system if they prefer not to use social media) and develop their profile.

A description of the assignment is available here:

https://eim.calpoly.edu/rpta-110-career-planning-professional-portfolio-using-linkedin

RPTA 463: Pre-Internship

Students in RPTA 463 Pre-Internship are required to “close the loop” with their LinkedIn account profiles. Students are required to polish their LinkedIn profiles, ensuring they are complete with their updated resumes of professional experience, a summary of their professional objectives, their educational experience, and examples of the work they are capable of producing. These are assessed for quality and completeness and students are provided feedback. As this course is taken two quarters prior to their registration for the RPTA 465 400 hour internship, it is critical students have a polished, presentable, and professional online footprint.
A description of the assignment is available here:

https://eim.calpoly.edu/rpta-463-pre-internship-linkedin-profile-assignment

Mock Interview
Since Fall 2016, students in RPTA 463 are required to participate in a mock interview with the instructor. They are interviewed for the agency and position of their choice and provided feedback on their conduct. They are asked to a) dress professionally, b) be able to demonstrate knowledge of the company and skills required for the position, and c) be able to answer questions about their strengths as a candidate.

A copy of the rubric used to for evaluate student performance is provided here:

https://eim.calpoly.edu/rpta-463-pre-internship-mock-interview

Internship Application

Students apply formally for acceptance into RPTA 465 by submitting application materials at the conclusion of RPTA 463. The application consists of:

- Form A: Internship Application with Personal Assessment
- Remaining Coursework Assignment, verifying plan for coursework completion prior to internship quarter
- Work Experience Record documenting 1,000 hours of paid/volunteer work with EIM-related agencies
- Resumé
- Two letters of recommendation

Examples Form A, the Remaining Coursework Assignment, and the Work Experience Record are available here:

https://eim.calpoly.edu/rpta-465-internship-application-materials

https://eim.calpoly.edu/rpta-463-pre-internship-seminar-remaining-course-checklist

The department also provides additional career resources for students through the provision of the Experience Industry Management Jobs Blog. Opportunities for internships, volunteer work, and employment are provided on the blog, which is coordinated by the department’s student social media coordinator. The students receive weekly digests reporting the most recent updates to the blog. The Jobs Blog is available at:

http://calpolyeimjobs.blogspot.com
Career Services on campus also provides a wealth of resources for career and professional preparation including resume writing, interview skills, job and internship announcements, and career decision-making workshops. Career Services provides a specific college specialist for the CAFES and a freshman focus team. The Career Services website is located at:

http://www.careerservices.calpoly.edu/

The EIM website includes external Resource Links with information about specific career areas and professional organizations. These resources are available at:

http://www.eim.calpoly.edu/websites

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

*Evidence of Compliance*

Official academic files are located at the Office of the Registrar in the Administration Building. The primary rights afforded each student are the right to inspect and review his/her educational records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records. This also extends to the official online student information system.

Each student has an unofficial physical folder and an electronic file developed, maintained, and securely stored in a locked cabinet housed in the Experience Industry Management Department office. Students under their faculty advisor’s direction and oversight may check out the student file to meet with their faculty advisor.

Access to the university online database is granted once faculty and staff have completed the security awareness training. In addition, annual reminders are sent to Cal Poly faculty and staff regarding student privacy and FERPA rights. Information on Cal Poly resources and policies related to student privacy and FERPA is available at:

https://registrar.calpoly.edu/ferpa_summary

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

*Evidence of Compliance*

Faculty in the EIM Department strongly encourage students to take an active role in both on-campus and off-campus professional activities. Funding to assist students in attending conferences is primarily available from two sources: REC Excellence Fund and College based fees. Students may apply for $150.00 in-state and $350.00 out-of-state from REC Excellence funding for professional involvement at conferences. Typically, the department will pay lodging expenses and a portion of registration fees for students attending professional conferences. In 2015, the department received a $10,000 donation
to support the professional develop of seniors in the major. This fund has also been used to support student involvement in professional organization activities. Examples of recent student involvement include:

Conference Attendance Examples:
- Visit California Tourism Outlook Forum 2017 Santa Barbara (6 students), 2016 San Francisco (7 students), 2013 (4 students), 2012 (4 students), 2011 (7 students)
- Visit California Global Ready China Seminar San Luis Obispo 2017 (9 students)
- Cal Travel Summit 2017 Newport Beach (5 students), 2016 Palm Springs (21 students, 2015 Monterey (7 students) 2014 Universal Studios (7 students), 2011 Pasadena (6 students)
- Travel and Tourism Research Association Annual Conference 2016 (1 student)
- National Recreation and Park Association Conference 2015 Las Vegas (4 students), 2014 Charlotte, NC (6 students), 2013 Houston (4 students), 2012 Anaheim (22 students) and 2011 Atlanta (4 students)
- California Park and Recreation Society Annual Conference 2017 (7 students), 2016 (4 students), 2015 (1 student), 2014 (5 students), 2012 (4 students), 2011 (45 students)
- California Park and Recreation Society District 8 Conference, annually up to 50 students in RPTA 101 have attended the conference
- San Luis Obispo Chamber of Commerce 2016 Insight Studio (6 students)
- International Ecotourism and Sustainable Tourism Conference 2011 Hilton Head (4 students)

Professional Organization Student Conference Presentations Examples:
- International Conference on Tourism and Leisure Studies 2016
- Travel and Tourism Research Association Annual Conference 2016
- National Recreation and Park Association Leisure Research Symposium 2012
- International Conference on Qualitative Inquiry 2012
- International Outdoor Education & Research Conference 2011
- International Ecotourism and Sustainable Tourism Conference Hilton 2011

Two clubs are active in the major: the Recreation, Parks, and Tourism Administration Club (open to all Cal Poly students) and the Rho Phi Lambda Honors Fraternity. Students in the clubs have been involved with hosting executives visiting campus, interacting with advisory council members, and attending professional conferences and activities. The RPTA Club typically invites multiple professional speakers to campus quarterly and Rho Phi Lambda has hosted a career fair 2011-2014 and in 2017 and has organized “Professional Partners Exchange” trips for its members to connect with professionals in the San Francisco bay area and Southern California.

Students have also taken advantage of other RPTA Department sponsored events and activities including visits and presentations from professionals at the LA Live/AEG
Staples Center in Los Angeles in 2016, and 30 students serving as volunteers for the Super Bowl 50 Host Committee.

Six students served on the planning committee for the 2011 Ecotourism and Sustainable Tourism Conference at Hilton Head, SC as a part of a contract between Cal Poly and The International Ecotourism Society.

The department hosting of an Executive-in-Residence Program and other industry offerings the past four years has brought industry professionals to campus including the former Chairman and CEO of Kampgrounds of America (KOA), the Senior Vice President and General Manager, Los Angeles Convention Center, and AEG Facility, the CEO of George P. Johnson, the CEO and Chairman of the Board of Project Worldwide, the Assistant City Manager, Sierra Madre, the Community Services Manager, Mission Viejo, and the Executive Director of the California Park & Recreation Society. Students have an opportunity to interact with these individuals during their appearances as guest lecturers, formal receptions, keynote presentations, and/or in informal sessions developed specifically for students. Students are also key members of the planning committees that facilitate the Executives’-in-Residence visits to campus. Copies of the respective agendas for executives-in-residence Jim Rogers (KOA), Brad Gessner (AEGLive), Bob Vallee, Project Worldwide, and Chris Meyer, George P. Johnson are available at:

https://eim.calpoly.edu/eim-department-hosting-professional-organizations
6.0 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
The Experience Industry Management department is served by one full-time Administrative Support Coordinator I position as well as by part-time student assistants providing support in the main office, for special events, and with social media marketing. In addition, a part-time student assistant serves as a peer mentor for the department in the CAFES Advising Center. Support staff in the Dean's office, Office of the Registrar, Career Services, and Student Services are also readily available.

The level of staffing is currently marginally acceptable for the size of the department, but with the immediate growth to approximately 340 students in fall 2017, the support will be stretched beyond a reasonable capacity.

The Administrative Support Coordinator occupies a cubicle in the main department office, and there is another cubicle for student assistants. Since the 2010 review, the Administrative Support Coordinator coordinated the space design to maximize both customer service and collaborative efforts for department constituents (centralized table for work/meeting 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
The offices for the Experience Industry Management department are located in the Agricultural Sciences Building. Full-time faculty members occupy private offices that are commensurate to offices provided for faculty in CAFES and across the University. Faculty offices have been renovated and newly equipped with desk, bookshelf, file cabinet, chairs, landline telephone, and computer with printer.

Part-time faculty are also provided with office space in building 74M-A with access to office equipment support and conference room. In addition, the redesigned Robert E. Kennedy Library allows for numerous meeting space options for private and/or semi-private meetings with students.

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

The Dean’s conference room in the Agricultural Sciences building and the CAFES Advising Center conference room are available for faculty and departmental use for
meetings and presentations. Both conference rooms are equipped with Smart room capability for wireless network access and LCD presentation. In addition, the Dean’s conference room has video-conferencing options.

The redesigned Robert E. Kennedy Library provides five full floors equipped with numerous public, private, and small group study areas for students. In addition, all residence hall units are equipped with study areas for students.

Student organizations have access to conference, study and meeting space on a by-arrangement basis through the university student union, library, and class scheduling offices. Students may also arrange to schedule the Dean’s conference room in the Agricultural Sciences building for special professional development opportunities.

The department office redesign has also afforded an opportunity to create space for research teams, faculty, and club leaders to meet.

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

Evidence of Compliance
The EIM department submits requests for classrooms and laboratories quarterly based on class size, class format, and faculty preference. Each of the 125 classrooms on campus are considered to be either a smart classroom or a multimedia classroom.

Smart classrooms are equipped with a ceiling mounted data/video projector and/or large flat-panel displays and a smart control panel or audio/video controller. They are designed for the simple and direct connection of a laptop computer for the presentation of courseware, as well as Internet access.

A description of smart rooms with diagrams is available at:

https://classtech.calpoly.edu/smartrooms-classroom-technologies-cal-poly

Multi-media classrooms vary in their technological capability, but all are operated by an integrated control system and include two computers as well as the requisite smart classroom capability/setup.

A description of multi-media rooms with diagrams is available at:

https://classtech.calpoly.edu/multimedia-rooms-media-distribution-services-cal-poly

Procedures for campus scheduling are available at:

https://registrar.calpoly.edu/universityscheduling/index
Learning laboratories are widespread across campus. Students complete field experiences, research projects and special problems for: Recreational Sports, the Children's Center, the Performing Arts Center, ASI Events, Conference Services, Mustang Athletics, University Catering, the Crafts Center, the University Union, Military Science program, Residence Halls, and various other outdoor settings on the University's 6,000 acres in addition to the 3,700-acre Swanton Pacific ranch and forest in Santa Cruz County.

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
Resources and services either used or available to students, faculty, and staff in the Experience Industry Management Department include those provide by the following units on campus: Robert E. Kennedy Library, University Union, Recreation Center, Children’s Center, Academic Services, Career Services, Disability Resource Center, Center for Innovation & Entrepreneurship, Media Distribution Services, Health Services, Counseling Services, Academic Skills Center, Student Ombuds Services, University Writing & Rhetoric Center, International Education, Student Community Services, Multi-Cultural Center, Gender Equity Center, Sexual Assault Resources, LGBT& Pride Center, Peer Health Education, Recreational Sports, Clubs & Organizations, Student Life and Activities Center, and Continuing Education.

All services and resources are available through Cal Poly’s Home Page at:

http://www.calpoly.edu/

Classroom Technologies and Media Resource Center and Information Technology Services (ITS) provide resources and instruction. All of the services and resources provided by MDS and ITS are available at:

http://www.servicedesk.calpoly.edu/

The Center for Teaching, Learning, & Technology (CTLT) provides services, resources, and consultation for faculty development hosting a number of teaching and learning events. All of the services and resources provided by the CTLT are available at:

https://ctl.t.calpoly.edu/

The Disability Resource Center (DRC) cultivates an accessible and inclusive community where students with permanent and temporary disabilities have an equal opportunity to participate in all aspects of campus life. All of the services and resources provided by the DRC are available at:

https://drc.calpoly.edu/
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
All instructional areas and faculty offices located above the first floor are accessible by elevator. Ramps are installed for easy access to the first floor of buildings. To compensate for Cal Poly's sloping terrain, a campus-wide tram service and additional handicapped parking space allocations are provided. A campus Advisory Committee for Disabled Student Services meets regularly to review campus accessibility needs. This committee is comprised of students with disabilities, faculty, staff, and members of community organizations that serve people with disabilities.

Cal Poly has developed an American’s with Disabilities Act Transition Plan to address barriers. The plan, continuously updated, includes priorities, and barrier removal projects. Please see:
http://www.afd.calpoly.edu/facilities/accessibility.asp?pid=6

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
The Robert E. Kennedy Library has reinvented its services, resources, and space to reflect the changing digital information society in which we live. The Kennedy Library brand has been reinvigorated through a commitment to technology, highlighting the scholarly work conducted at Cal Poly, and collaborative space.

Kennedy Library faculty and staff recently completed strategic planning in 2015 to support Cal Poly’s Vision 2022. That strategic plan can be located at:
https://lib.calpoly.edu/about-and-contact/strategic-plan/

Kennedy Library, and all CSU libraries launched the new, shared library software platform called OneSearch in June 2017.

All California State University (CSU) campuses have adopted OneSearch, a library management system that improves access to digital resources, streamlines the inter-library loan process, and overall enhances the library experience. OneSearch provides access to over 1 billion digital items. These items include articles, e-journals, and e-books, creating a large pool of resources in a single location to simplify the research process.

More information about OneSearch can be found at:
http://lib.calpoly.edu/search-and-find/borrow-renew-request/onesearch/
Kennedy Library’s commitment to highlighting scholarly work at Cal Poly is evident through the DigitalCommons@CalPoly. This project provides a way for faculty and students to highlight their research/work and share information with academic colleagues, practitioners, and potential employers.

Detailed information about the DigitalCommons@CalPoly project is available at:

http://digitalcommons.calpoly.edu/

Despite these digital advances, the Kennedy Library maintains a commitment to books, journals, and other resources in print. There are approximately 8,500 books and 35 periodicals covering Recreation, Parks, and Tourism Administration-related topics. Information is also available in microform and electronic formats. Examples of academic peer-reviewed journals and professional trade publications available for students in the parks, recreation, and tourism fields include: Journal of Leisure Research, Journal of Park and Recreation Administration, Journal of Physical Education, Recreation and Dance (JOPERD), Leisure Sciences, Parks and Recreation Magazine, Journal of Sport Management, Journal of Travel Research, Event Management, Journal of Outdoor Recreation, Education, and Leadership (to name a few).

The vast services & resources provided by Kennedy Library are available at:

http://lib.calpoly.edu/services/

These services include but are not limited to the following:

- Electronic Reference Service (including chat research assistance 24/7)
- Faculty Reading Rooms
- GIS Workstations
- Government Documents and Maps Collection
- Computer Labs
- Photoduplication Services
- Course Reserves (including electronic reserve materials available 24/7)

A librarian is assigned to the College of Agriculture, Food, and Environmental Sciences (CAFES) and is readily accessible to EIM faculty and students. The CAFES librarian has developed informative research guides specific to the RPTA major and to individual courses to aid faculty in their teaching and research and to aid students with research-related tasks. The RPTA Research Guide and individual course guides are available at:

http://guides.lib.calpoly.edu/CAFES/RPTA

Students in the Recreation, Parks, and Tourism Administration program are required to attend workshops while enrolled in RPTA 110 (Orientation and College Success) and RPTA 460 (Research in Recreation, Parks, and Tourism Administration).
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.

Information Technology Services (ITS) is the campus agency that oversees computing at Cal Poly. ITS provides support and resources to aid the campus community in technology-related affairs. All of the services and resources provided by ITS are available at:

http://www.servicedesk.calpoly.edu/

Computer laboratories are available at 17 different locations on campus. The College of Agriculture, Food, & Environmental Sciences supports five open access computer labs. EIM has access to the Natural Resources Management & Environmental Sciences (NRES) department computer laboratory that provides 24 computer stations and two printers. Students may use the labs on a drop-in basis and faculty may schedule lab time for class use once the NRES department has completed their lab scheduling for a given quarter. Both PC and MAC labs are available on campus, with Robert E. Kennedy Library housing seven different computer laboratories (two of these labs are available for departmental or faculty scheduling).

CAFES has a Computer Resources Committee, an associate dean and IT lead representative who oversee coordination of computer support, and three staff members who provide technical support services to departments in the college. Since the last self-study in 2010, technical support within the college has been upgraded substantially.

The Center for Teaching, Learning, & Technology (CTLT) provides numerous faculty development opportunities to engage and develop with technology including the following:

- Consultations for hybrid/online course development
- Assistance with learning technology applications (i.e., PolyLearn, Cal Poly’s Moodle-based learning management system)
- Internal grant funding for technology initiatives (e.g., online and flipping)
- Teaching with Technology workshop series
- Laptops available for use during workshops

All of the services and resources provided by The Center for Teaching, Learning, & Technology are available at:

http://www.ctl.calpoly.edu/

On-campus statistical consulting services to facilitate research design and data analysis in a wide variety of disciplines are available through the Statistics Department. Details on this service are available at:

https://statistics.calpoly.edu/content/consulting
Computing support services are provided both on-campus through ITS and through CAFES. Full-time faculty are provided with desktop computers supplied by the University and replaced on a three-year cycle. Computers are connected to a networked Sharp Copier in the department office as well as private printers in faculty offices. Likewise, full-time faculty receive new laptops of their choice on an as-needed basis. All computers can access the dedicated and wireless network that provides the Internet, e-mail, student records and enrollment, faculty course information, financial information, registration, and library and other university services.
7.0 LEARNING OUTCOMES

Introduction
The EIM faculty and staff have compiled numerous documents for the accreditation review that can be located at:

https://eim.calpoly.edu/accreditation

Sections 7.01 through 7.04 are based on the 2013 COAPRT standards (revised October 2014). Assessments between 2010 and 2014 were conducted using standards used prior to the revisions made in 2014.

2010-2013 COAPRT Standards Measurement
(Note. Through academic year 2012-13)

2013-2017 COAPRT Standards Measurement
(Note. Beginning with academic year 2013-14)

In addition, the department has also crafted Long-Range Assessment Plans associated with the last and the current accreditation (2010-2017, 2017-2024), as specified by COAPRT standards:

2010-2024 Long-Range Assessment Plans

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

Please note. Tables are meant to be summaries to aid the reviewer in examining the overarching steps being taken by the department. Links to specific academic year assessment reports are provided for each table, and links to course outlines are provided as well.
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<tr>
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<tbody>
<tr>
<td>2010-2011</td>
<td>Students shall demonstrate entry-level knowledge of the scope of the profession</td>
<td>7.01a</td>
<td>RPTA 101</td>
<td>Midterm &amp; Final Exam (Direct)</td>
<td>70% of students will score at 70% or higher on the exam</td>
<td>Spring 2011 68% average grade scored (midterm); 70% average grade scored (final)</td>
<td>Focus learning on ability to not only memorize and retain information but to articulate information.</td>
</tr>
</tbody>
</table>

**For Reviewers only (outcome listed above)**
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<td>2010-2011</td>
<td>Students shall demonstrate entry-level knowledge of the scope of the profession</td>
<td>7.01a</td>
<td>RPTA 101</td>
<td>Journal Review Assignment (Direct)</td>
<td>70% of students will score at 80% or higher on the assignment</td>
<td>Spring 2011 87% average grade scored</td>
<td>Continue to emphasize uses of literature.</td>
</tr>
</tbody>
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<tr>
<td>2010-2011</td>
<td>Students shall demonstrate knowledge of <strong>techniques and processes</strong> used by professionals.</td>
<td>7.01b</td>
<td>RPTA 350</td>
<td>Final Exam (Direct)</td>
<td>70% of students will score at 70% or higher on the exam</td>
<td>Spring 2011 76% average grade scored</td>
<td>Focus more student learning on universal and accessible design in facilities management.</td>
</tr>
</tbody>
</table>

**For Reviewers only (outcome listed above)**

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**Comments:**

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| 2011-2012                  | Students shall demonstrate entry-level **knowledge of the scope** of the profession | 7.01a                    | RPTA 101                                 | Final Exam (Direct)                  | 70% of students will score at 70% or higher on the exam | Winter 2012 84% average grade scored | Focus more on role of professional associations in the field, tourism development, Nash’s Pyramid, and abuses in sport. |

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**Comments:**

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<td>2011-2012</td>
<td>Students shall demonstrate entry-level knowledge of the scope of the profession</td>
<td>7.01a</td>
<td>RPTA 101 RPTA 405</td>
<td>Professionalism Study (Indirect)</td>
<td>Pre- and post-test mean scores used</td>
<td>Fall 2011 4 of the 16 scenarios had a significant p-value</td>
<td>Students identify professional behavior. Focus on appropriate classroom behavior throughout quarter.</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Students shall demonstrate knowledge in the historical, scientific, and philosophical foundation.</td>
<td>7.01c</td>
<td>RPTA 101</td>
<td>Midterm Exam (Direct)</td>
<td>70% of students will score at 70% or higher on the exam</td>
<td>Winter 2012 86% average grade scored</td>
<td>Focus more on commodification, the parks and recreation movement, and the “Era of Austerity”.</td>
</tr>
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<tr>
<td>2011-2012</td>
<td>Students shall demonstrate knowledge in the scientific, foundation.</td>
<td>7.01c</td>
<td>RPTA 101</td>
<td>Journal Review Assignment (Direct)</td>
<td>80% of students will score at 80% or higher on the assignment</td>
<td>Winter 2012 89% average grade scored</td>
<td>Provide opportunities to learn from current research conducted in the field and emphasize uses of the literature by practitioners.</td>
</tr>
</tbody>
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**Comments:**

2011-2012

Students shall demonstrate knowledge in the historical, scientific, and philosophical foundation.

7.01c

RPTA 260

Final Exam (Direct)

70% of students will score at 70% or higher on the exam

Spring 2012 79% average grade scored

Continue to focus on recreational sport programming.

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<td>2011-2012</td>
<td>Students shall demonstrate knowledge of techniques and processes used by professionals.</td>
<td>7.01b</td>
<td>RPTA 342</td>
<td>Midterm Exam (Direct)</td>
<td>70% of students will score at 70% or higher on the exam</td>
<td>Spring 2012 83% average grade scored</td>
<td>Continue to focus on risk management and legal issues.</td>
</tr>
</tbody>
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**Comments:**

2011-2012

Students shall demonstrate knowledge of techniques and processes used by professionals.

7.01b  
RPTA 342

Risk Management Plan (Direct)

80% of students will score at 80% or higher on the assignment

Spring 2012 89% average grade scored

Continue to focus on risk management and legal issues.

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<tr>
<td>2012-2013</td>
<td>Students shall demonstrate entry-level <strong>knowledge of the scope</strong> of the profession</td>
<td>7.01a</td>
<td>RPTA 101</td>
<td>Final Exam (Direct)</td>
<td>70% of students will score at 70% or higher on the exam</td>
<td>Spring 2013 87% average grade scored</td>
<td>Focus on role of professional associations, tourism development, concepts of commercial recreation, and abuses of sport.</td>
</tr>
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- ☐ EMERGING
- ☑ PRESENT

**Comments:**

| 2012-2013                   | Students shall demonstrate knowledge in the historical, scientific, and philosophical foundation. | 7.01c                    | RPTA 101                                  | Midterm Exam (Direct)                 | 70% of students will score at 70% or higher on the exam | Winter 2013 89% average grade scored | Focus on stages of field development, types of play, and commercial recreation. |

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<td>Students shall demonstrate knowledge in the historical, scientific, and philosophical foundation.</td>
<td>7.01c</td>
<td>RPTA 101</td>
<td>Journal Review Assignment (Direct)</td>
<td>80% of students will score at 80% or higher on the assignment</td>
<td>Spring 2013 92% average grade scored</td>
<td>Continue to examine scholarly work, as well as importance of searching for scholarly articles, using APA, and peer reviewing.</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Students shall demonstrate entry-level knowledge of the scope of the profession</td>
<td>7.01a</td>
<td>RPTA 101</td>
<td>Final Exam (Direct)</td>
<td>70% of students will score at 70% or higher on the exam</td>
<td>Spring 2014 95% average grade scored</td>
<td>Focus on the relationship between leisure and the natural world</td>
</tr>
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<tr>
<td>2013-2014</td>
<td>Students shall demonstrate entry-level knowledge of the scope of the profession</td>
<td>7.01a</td>
<td>RPTA 110</td>
<td>Qualitative free-response to open-ended question (Indirect)</td>
<td>All students will be able to articulate one professional area within profession</td>
<td>100% of students named at least one area within profession</td>
<td>None</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Students shall demonstrate entry-level knowledge of the scope of the profession</td>
<td>7.01a</td>
<td>RPTA 110</td>
<td>Qualitative free-response to open-ended question (Indirect)</td>
<td>All students will be able to articulate one professional area within profession</td>
<td>100% of students named at least one area within profession</td>
<td>None</td>
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</tbody>
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<tr>
<td>2014-2015</td>
<td>Students shall demonstrate knowledge of <strong>techniques and processes</strong> used by professionals.</td>
<td>7.01b</td>
<td>Internship Supervisor Survey (Direct)</td>
<td>Students completing their internship will achieve an overall mean between 3.5 and 4.0, as rated by their internship agency supervisors.</td>
<td>N = 38 students, Mean 3.57 (1 Strongly disagree; 4 Strongly agree).</td>
<td>Focus on improving interpretation of financial documents and staff supervision.</td>
</tr>
</tbody>
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<tr>
<td>2015-2016</td>
<td>Students shall demonstrate knowledge of <strong>techniques and processes</strong> used by professionals.</td>
<td>7.01b</td>
<td>RPTA 110 RPTA 463</td>
<td>Hurd (2008) Competency (Indirect)</td>
<td>Significant improvement will be found for all competencies.</td>
<td>Improvement found for all competencies; significant improvement found for 32 of the 39 competencies</td>
<td>While improvement found for most competencies, need exists to improve in financial/budget and laws/legal issues.</td>
</tr>
</tbody>
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<tr>
<td>2015-2016</td>
<td>Students shall demonstrate knowledge of <strong>techniques and processes</strong> used by professionals.</td>
<td>7.01b</td>
<td>RPTA 342</td>
<td>Standard of Care Assignment (Direct)</td>
<td>80% of students will score at 80% or higher on the assignment</td>
<td>Class average on the assignment was 9.23 on a 10-point scale</td>
<td>Focus on improving understanding of legal concepts of risk, negligence, and writing competencies.</td>
</tr>
</tbody>
</table>

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- □ PRESENT

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

Through Cal Poly’s Learn by Doing philosophy, faculty in the EIM department are committed to Standard 7.02 and provide numerous opportunities throughout the curriculum for students to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. Here, we have focused on a number of major courses in particular wherein the 7.02 standard is highlighted. We have chosen to only highlight selected assessment efforts that are the most relevant (full assessment reports are provided separately for each academic year in this cycle). Three of the courses included below were removed from the core during this accreditation cycle (RPTA 205, RPTA 252, & RPTA 461), while two other courses listed below were developed as a result of our continuous review of the curriculum (RPTA 221 & RPTA 257). In addition, moving forward into the 2017-19 curriculum cycle, RPTA 260 has been revamped as part of the Sport & Recreation Experience Management concentration and removed from the core.
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<tbody>
<tr>
<td>2010-11 2011-12</td>
<td>Students shall demonstrate an ability to design and implement services that facilitate targeted human experiences for diverse clientele, settings, cultures, and contacts.</td>
<td>7.02</td>
<td>RPTA 205</td>
<td>Facilitation scenarios (Direct)</td>
<td>70% of students will score at 80% or higher on the assignment.</td>
<td>The students’ (n=25 in 2010-11; n=32 in 2011-12) ability to at least adequately address the five competencies ranged from 68% to 88%.</td>
<td>Faculty consultation and discussion led to decision that too much overlap existed in leadership and facilitation. RPTA 205 and RPTA 252 combined to form RPTA 257: Leadership &amp; Diverse Groups.</td>
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<tr>
<td>2011-12</td>
<td>Students shall demonstrate an ability to design experiences reflecting relevant professional practice.</td>
<td>7.02</td>
<td>RPTA 210</td>
<td>Self-report measure (Indirect)</td>
<td>Students will self-report attainment of the learning outcomes at a 4.0 or higher level on a 5-point Likert scale.</td>
<td>Student self-report of learning outcomes ranged from 4.01 to 4.48 across the 3 academic years with an overall mean of 4.32.</td>
<td>Student attainment of learning outcomes suggested that no modifications were necessary.</td>
</tr>
<tr>
<td>2012-13</td>
<td>Note. Includes 5 specific learning outcomes grouped under design.</td>
<td></td>
<td></td>
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<tr>
<td>2013-14</td>
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</table>
| 2011-12                     | Students shall demonstrate an ability to facilitate experiences for diverse clientele.  
|                             | Note. Includes 6 specific learning outcomes grouped under facilitate. | 7.02 | RPTA 210 | Self-report measure (Indirect) | Students will self-report attainment of the learning outcomes at a 4.0 or higher level on a 5-point Likert scale. | Student self-report of learning outcomes ranged from 3.79 to 4.52 across the 3 academic years with an overall mean of 4.20. Program animation design was the only specific learning outcome with a mean below 4.0. | Emphasis was placed in 2014-15 to improve the program animation design outcome by providing students with more opportunities to demonstrate creativity through assignments. |

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<td>2014-15</td>
<td>Students shall be able to demonstrate the ability to implement and deliver positive customer experiences.</td>
<td>7.02</td>
<td>RPTA 221</td>
<td>Self-report measure (Indirect)</td>
<td>80% of students will self-report a sense of competency with the learning outcomes</td>
<td>100% of students felt competent or very competent implementing and delivering positive customer experiences.</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary.</td>
</tr>
</tbody>
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<tr>
<td>2014-15</td>
<td>Students shall be able to demonstrate the ability to design positive customer experiences.</td>
<td>7.02</td>
<td>RPTA 221</td>
<td>Self-report measure (Indirect)</td>
<td>80% of students will self-report a sense of competency with the learning outcomes</td>
<td>97.6% of students felt <em>competent or very competent</em> designing positive customer experiences.</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary.</td>
</tr>
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<tr>
<td>2014-15</td>
<td>Students shall be able to demonstrate the ability to evaluate and assess positive customer experiences.</td>
<td>7.02</td>
<td>RPTA 221</td>
<td>Self-report measure (Indirect)</td>
<td>80% of students will self-report a sense of competency with the learning outcomes</td>
<td>97.6% of students felt competent or very competent evaluating and assessing positive customer experiences.</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary.</td>
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<tr>
<td>2014-15</td>
<td>Students shall be able to demonstrate the ability to deliver customer services that embrace cultural diversity.</td>
<td>7.02</td>
<td>RPTA 221</td>
<td>Self-report measure (Indirect)</td>
<td>80% of students will self-report a sense of competency with the learning outcomes</td>
<td>85.4% of students felt <em>competent</em> or <em>very competent</em> evaluating and assessing positive customer experiences.</td>
<td>Instructor committed to bringing in guest speakers with more diversity expertise to lead interactive and personally reflective activities. Better resources were also incorporated to help facilitate student understanding of personal and cultural diversity on a deeper level.</td>
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<tr>
<td>2014-15</td>
<td>Students shall be able to demonstrate the ability to establish a leadership philosophy that synthesizes issues of diversity, ethics, gender, and marginalization.</td>
<td>7.02</td>
<td>RPTA 257</td>
<td>Leadership Philosophy Paper (Direct)</td>
<td>70% of students will achieve 70% or greater on the rubric.</td>
<td>All students attained a score of 80% or greater with range of 82-98% and an average score of 92%</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary.</td>
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<td><strong>2014-15</strong></td>
<td>Students shall be able to demonstrate the ability to describe the importance of ethical leadership principles.</td>
<td>7.02</td>
<td>RPTA 257</td>
<td>Final exam (Direct)</td>
<td>70% of students will achieve 70% or greater on exam questions.</td>
<td>For the two final exam questions measuring this outcome, 73% and 61.5% of students answered correctly (67% combined)</td>
<td>Instructor committed to increased class discussion of assigned readings, discussion questions for reflection, and assignments focused on ethical leadership principles.</td>
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<tr>
<td>2014-15</td>
<td>Students shall be able to demonstrate the ability to understand the importance of leisure service delivery for diverse populations, including the effect of disabling conditions, resources for adaptive devices, and knowledge of inclusive practices.</td>
<td>7.02</td>
<td>RPTA 257</td>
<td>Final exam (Direct)</td>
<td>70% of students will achieve 70% or greater on exam questions.</td>
<td>For the seven final exam questions targeted to measure this outcome, the aggregate was over 85%. The range for exam questions measuring thus outcome was 61.5% to 100%</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary.</td>
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<tr>
<td>2010-11</td>
<td>Students shall demonstrate an ability to design and implement services that facilitate targeted human experiences for diverse clientele, settings, cultures, and contacts.</td>
<td>7.02</td>
<td>RPTA 260</td>
<td>Inclusive sports clinic facilitation &amp; program plan (Direct)</td>
<td>All students to reach the level “2” (progressing) rating for clinic facilitation. All students to reach 80% percentile or higher on final program plan</td>
<td>All students reached the level “2” mark by third of five clinic sessions. Overall student average of 89% achieved for final written program plan</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary.</td>
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<td>2015-16</td>
<td>Students shall demonstrate an ability to <em>design and implement</em> services that facilitate targeted human experiences for diverse clientele, settings, cultures, and contacts.</td>
<td>7.02</td>
<td>RPTA 260</td>
<td>Self-report measure for afterschool sports sessions (Indirect)</td>
<td>80% of students will self-report a sense of competency with the learning outcome</td>
<td>95% of students reported being fully or somewhat confident in their ability to develop, plan, &amp; facilitate inclusive afterschool sports skill sessions.</td>
<td>The overarching outcome measure should have been broken down into more specific learning outcomes measuring students’ confidence in specific areas. The step was undertaken in self-report measure developed in 2016-17.</td>
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<td>2015-16</td>
<td>Students shall demonstrate an ability to <em>design</em> services that facilitate targeted human experiences for diverse clientele, settings, cultures, and contacts.</td>
<td>7.02</td>
<td>RPTA 260</td>
<td>Self-report measure for Senior Games proposal (Indirect)</td>
<td>80% of students will self-report a sense of competency with the learning outcome</td>
<td>100% of students reported being fully or somewhat confident in their ability to develop and present a proposal for Senior Games on the Central Coast.</td>
<td>For Reviewers only <em>(outcome listed above)</em></td>
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**Comments:**

*During the assessment, it was observed that the overarching outcome measure should have been broken down into more specific learning outcomes measuring students’ confidence in specific areas. The step was undertaken in self-report measure developed in 2016-17.*
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<td>2011-12</td>
<td>Students shall demonstrate an ability to select the appropriate data analysis techniques to adequately address the purpose statement and research questions for a study.</td>
<td>7.02</td>
<td>RPTA 360</td>
<td>Midterm and final exam (Direct)</td>
<td>70% of students will achieve 70% or greater on exam questions.</td>
<td>84% of students displayed the appropriate ability level to address the learning outcome somewhat (31%), fairly well (41%), or completely (12%).</td>
<td>Faculty have committed to providing more data analysis in assignments throughout the curriculum, and emphasis is being placed on an ability to understand and interpret analytics.</td>
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<td>2013-14</td>
<td>Students shall demonstrate an ability to evaluate services that facilitate targeted human experiences for diverse clientele, settings, cultures, and contacts.</td>
<td>7.02</td>
<td>RPTA 360</td>
<td>Midterm and final exam (Direct)</td>
<td>70% of students will achieve 70% or greater on exam questions.</td>
<td>Students achieved between 86% and 91% in attainment of the learning outcomes associated with the evaluation standard</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary.</td>
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<tr>
<td>2010-11</td>
<td>Students shall demonstrate an ability to evaluate services that facilitate targeted human experiences for diverse clientele, settings, cultures, and contacts.</td>
<td>7.02</td>
<td>RPTA 460 RPTA 461 (2010-13 only)</td>
<td>Student and alumni opinion survey (Indirect)</td>
<td>Survey administered to assess differences in opinions between students and alumni regarding senior project (SP)</td>
<td>Alumni agreed more strongly re: value of SP across most variables. Both students and alumni strongly agreed that SP prepares graduates with research skills.</td>
<td>Survey highlighted need for faculty to improve upon the messaging related to SP in being sure current students understand the value of developing research, critical thinking, and problem-solving skills.</td>
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<td>2012-13</td>
<td>Students shall demonstrate an ability to evaluate services that facilitate targeted human experiences for diverse clientele, settings, cultures, and contacts.</td>
<td>7.02</td>
<td>RPTA 460&lt;br&gt;RPTA 461 (2010-13 only)&lt;br&gt;Note. Course outline provided for RPTA 460, as courses merged.</td>
<td>Results and Discussion sections of final senior project (Direct)</td>
<td>Assessed by rubric</td>
<td>Students met the 80% achievement standard on 5 of the 7 areas being measured, but students failed to reach that mark for the writing component of both chapters</td>
<td>Emphasis on writing was integrated into the re-design of the senior project starting in fall 2013, with peer reviews being integrated in an effort to improve this area.</td>
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<td>2015-16</td>
<td>Students shall demonstrate an ability to evaluate services that facilitate targeted human experiences for diverse clientele, settings, cultures, and contacts.</td>
<td>7.02</td>
<td>RPTA 460</td>
<td>Senior project presentation (Direct) Assessed by rubric</td>
<td>All students will achieve a quality percentile of 80% or higher for the established presentation elements</td>
<td>Most presentation variables ranged from a low of 82% to a high of 100% in the quality rating. Time specifications being met was the lone variable not reaching 80% (at 53%).</td>
<td>Increased emphasis placed on timing and the importance of establishing the message efficiently without losing one’s audience</td>
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**Comments:**
7.03 Students graduating from the program shall be able to demonstrate entry-level
knowledge about operations and strategic management/administration in parks,
recreation, tourism and/or related professions.

Students in the program have an opportunity to achieve learning outcomes relating to
COAPRT standard 7.03 in several courses. For the assessment period 2010-2016 these
courses have included RPTA 210, RPTA 221, RPTA 313, RPTA 342, RPTA 350, RPTA
370, RPTA 405, and RPTA 424. Please note that RPTA 350 was removed from the major
core course and RPTA 221 and RPTA 370 were added during the 2013-15 catalog cycle.
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<td>2010-11</td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 350</td>
<td>Final exam (Direct) Assessed by multiple-choice, short answer, problem solving questions</td>
<td>80% of the students taking the exam will answer these 11 questions.</td>
<td>81% of the students taking the exam correctly answered these 11 questions.</td>
<td>Faculty plan to place emphasis on student understanding and ability to apply the LEED certification process for existing buildings and maintenance.</td>
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<td>2010-11</td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 405</td>
<td>Self-report response to Hurd entry-level competencies pre and post test 19 items (Indirect)</td>
<td>Will be significant differences from pre to post test on 14 of the 19 items, all post test scores will be above 3.0.</td>
<td>One post test item 2010-11 and 2012-13 and four items 2011-12 below 3.0. Significant differences for 18 of 19 items in 2010-11 and 2012-13, and 15 of 19 items in 2011-12</td>
<td>Focus on planning processes, policy formation, partnerships, working with boards and elected officials. Additional assignment in 2011-12 required interaction with local community boards/commissions, a major strategic plan assignment added in 2011-12. Expand Hurd assessment to a lower and upper division course beginning in 2013-14. Change to 7.01b standard.</td>
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<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 405</td>
<td>Human Resources Quiz (Direct)</td>
<td>Quiz to identify 10 illegal interview questions. Students to achieve average score 80% on the 10-point quiz.</td>
<td>Above 80% correct on 8 of 10 items. Less than 80% for question about date of birth and question about arrest. In 2012-13 above 80% for all 10 questions.</td>
<td>For 2011-12 an HR resources case study was to be utilized to attempt to address the continued deficiency for date of birth and arrest interview questions. Did not have time due to strategic plan assignment, recommend in future years. Removed board assignment in 2012-13 which has allowed additional time for HR in the class.</td>
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<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/admistration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 424</td>
<td>Self-report measure of learning outcomes principles and procedures of budget and finance (Indirect)</td>
<td>Students will achieve a mean score of 8.0 on each of the 9 outcomes measured in 2010-11 and 4.0 on each outcome in 2011-12.</td>
<td>In 2010-11 students achieved a mean score of at least 8.0 on 8 of the 9 outcomes. Understanding basic accounting terminology was below 8.0. In 2011-12 all mean scores, but one was above 4.0.</td>
<td>Recommend expanded lecture time to review terminology remind students to revisit BUS 212 materials. Emphasize computer use in financial planning.</td>
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<td>2010-11</td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
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<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 210</td>
<td>Students will receive on average a grade of 7 out of 10 on the assignment</td>
<td>The average grade was 7.33 in fall 2011, 8.43 in winter 2012, 8.63 in fall 2012, and 8.40 in winter 2013.</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary. Consideration of peer-review feedback.</td>
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<td><strong>2011-12</strong></td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 405</td>
<td>Embedded questions in midterm, 9 true-false, 5 multiple-choice in 2011-12 and 2012-13, 15 true-false and 9 multiple choice in 2013-14 (Direct)</td>
<td>80% of students will answer each question correctly. 70% standard in 2013-14.</td>
<td>In 2011-12 and 2012-13, students met the 80% threshold on 12 of 14 questions. Exceptions were management levels and skills, policy boards, and contemporary organizational structures. In 2013-14 the 70% target was not met for 4 of 24 questions on policy, management level skills, the Brown Act, and mission v. vision statements.</td>
<td>Spend additional time in class on Hershey and Blanchard model, network organizations, and different types of boards and commissions. Consider revision of the case study assignment in RPTA 405 to offer a broader perspective of policies. Spend additional time on the relationship between a vision statement, mission statement, goals, and objectives.</td>
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<td><strong>2012-13</strong></td>
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<td><strong>2013-14</strong></td>
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<td>2011-12</td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 424</td>
<td>Midterm embedded questions to assess application of financial measurement tools (Direct)</td>
<td>Students will achieve an average score of 6 out of 8 possible points on measurement of Payback Method, NPV, and ROI.</td>
<td>Students in fall 2011 and winter 2012 attained an average score of 6 or greater</td>
<td>Student attainment of learning outcome suggested that no modifications were necessary. However, additional instruction on the Average Rate of Return capital measurement will be considered.</td>
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<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 424</td>
<td>Budget project Rubric to assess project (Direct)</td>
<td>Total project based on 8 categories graded for 60 possible points. Average grade of 45=75%.</td>
<td>In fall 2011, the average budget project grade was 47.8, winter 2012 the average grade was 49.3.</td>
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<td>2013-14</td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 313</td>
<td>Essay on final exam to assess key concepts and course learning objectives, rubric (Indirect)</td>
<td>Threshold average score of 80% for students completing the essay.</td>
<td>The average score was 86%. Triple bottom line, the iceberg model and five domains of sustainability were the most common responses.</td>
<td>Increase application of concepts to take students from speaking the principles of sustainability to applying the principles.</td>
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<td>2014-15</td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 313</td>
<td>Assignment to calculate facility energy crunch, rubric of decision and writing (Direct)</td>
<td>Benchmark of average score 44 of 55 possible points on decision rationale essay.</td>
<td>Average score was 49.4 (89%) with a range of 43-55 points. Students consistently used short-term decision rationale and did not do their due diligence when exploring the marketplace for energy efficient lighting options.</td>
<td>Students need better instruction and more complete energy decision examples, future discussions about long and short-term sustainability should be introduced throughout the quarter.</td>
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<td>2015-16</td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 221</td>
<td>Customer Service Improvement Project, digital feedback files rubric (Direct)</td>
<td>Mean scores were calculated for rubric criteria for a customer assessment tool, employee training infographic, and employee training video.</td>
<td>Average scores of 83%, 90%, and 89% for each assessment. Majority of students meeting outcome.</td>
<td>Improve course content to better the 7.03 standard and to effectively assess customer service.</td>
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<td>2015-16</td>
<td>Students shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td>
<td>7.03</td>
<td>RPTA 370</td>
<td>Self-assessment of competencies relating to 7.03 outcome (Indirect)</td>
<td>4-point scale and qualitative assessment to measure competence relating to experiential marketing.</td>
<td>100% of students competent or very competent in applying experiential marketing. 86% competent or very competent in experiential marketing activation.</td>
<td>Areas for improvement in competency related to strategic management/administration and experiential marketing activations.</td>
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Comments:
7.04 Students 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.

The department requires majors to complete an internship of 400 clock hours through RPTA 465. Students earn 6-quarter units under the supervision of a faculty supervisor, and a professional on-site supervisor. Prior to the internship, the students must complete 1,000 hours of volunteer or paid experience relating to recreation, parks, and/or tourism services, their coursework, and obtain approval from the internship coordinator.
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<td><strong>2010-2011</strong></td>
<td>Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations</td>
<td>7.04</td>
<td>RPTA 463 RPTA 465</td>
<td>Course manual for RPTA 463/465 was reviewed for content and updated as a component of a process assessment</td>
<td>None</td>
<td>The course manual was updated to reflect curriculum changes, updated student resources.</td>
<td>The course manual is reviewed and updated at the beginning of every academic year.</td>
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<td>2014-2015</td>
<td>Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations</td>
<td>7.04</td>
<td>RPTA 463 RPTA 465</td>
<td>Assessment of student achievement of learning outcomes by agency supervisors (Direct) Example of Form E</td>
<td>Students completing their internship will achieve an overall mean between 3.5 and 4.0, as rated by their internship agency supervisors.</td>
<td>N = 38 students, Mean = 3.94 (1=Goal not initiated/4=Fully achieved).</td>
<td>Students will continue to be encouraged to set goals for their internships that are both achievable and provide opportunities for growth.</td>
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<td>Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations</td>
<td>7.04</td>
<td>RPTA 465</td>
<td>Assessment of student performance on basic professional skills and competencies (Direct)</td>
<td>Students completing their internship will achieve an overall mean between 3.5 and 4.0, as rated by their internship agency supervisors.</td>
<td>Students were rated on a 5-point scale. Overall average was 4.72 on items ranging from Productivity, Quality of work, Communication, and Judgment.</td>
<td>Continue to provide an undergraduate curriculum that prepares students for professional settings.</td>
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<tr>
<td>2015-2016</td>
<td>Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations</td>
<td>7.04</td>
<td>RPTA 465</td>
<td>Self-report of student achievement of professional competencies (Indirect)</td>
<td>Students completing their internship will self-report achievement of professional competencies between good (3) and excellent (4).</td>
<td>On scale of 1 (poor) to 4 (excellent), overall mean was 3.64. Items included written communication, oral communication, critical thinking, program/service design and implementation.</td>
<td>Continue to provide an undergraduate curriculum that supports student development of professional competencies.</td>
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**Comments:**
Appendix A. Addressing the University Theme: Diversity and Inclusivity

The aim of this section is to encourage each department to respond to Cal Poly's Diversity Strategic Framework. This section is organized according to the framework's imperatives.

The Experience Industry Management department is committed to the university’s strategic initiative of diversity and inclusivity and values diversity and inclusivity as part of our duty as educators, to our field, and to society.

Although Academic Programs allows for departments to let their self-study documentation through accrediting bodies stand in addressing these imperatives, we have provided a helpful guide (and additional information) below to aid the internal reviewer.

**Imperative 1: Recruit and Enroll a Diverse Student Body.** Consider the program's undergraduate enrollment profile disaggregated by gender and underrepresented minority (URM) status (Appendix P). Compare the program's disaggregated profile to that of the college and university. How diverse is the student body of the program in relation to that of the college and university? Is the program becoming more or less diverse over time? What has the department done to recruit and enroll a more diverse student body?

**Imperative 1 Departmental Response:** See Self-Study Section 5.02 (specifically Table 5.5)

**Imperative 2: Recruit and Hire a Diverse Workforce.** Describe the department's efforts to recruit and hire a diverse faculty and staff. If the department has conducted a faculty or staff search over the last six years, what steps did the department take to ensure a diverse pool of candidates? How successful were these efforts?

Note: Because of privacy concerns, the department is not being asked to track faculty and staff demographics.

**Imperative 2 Departmental Response:** See Self-Study Section 4.03

**Imperative 3: Retain a Diverse Student Body.** Consider the program's FTF graduation rates for years 4 and 6, disaggregated by gender and URM status (Appendix Q). Compare the disaggregated graduation rates of men to women and URM to non-URM students. Is there an achievement gap between groups of students? What has the department done to improve graduation rates for all groups of students?

Note: The student numbers in a small program may not permit a meaningful disaggregation of graduation rates. In this case, a consideration of anecdotal evidence, i.e., the faculty’s experience of individual students, may be more revealing.

**Imperative 3 Departmental Response:** See Self Study Section 5.02 (specifically tables 5.6-5.7 and figures 5.1-5.4)
In reviewing achievement gaps in the RPTA major, the relatively few men and underrepresented minorities warrant proceeding with some caution. It is apparent that a gap in 4- and 6-year graduation rates is prevalent when comparing men to women, particularly for the 4-year graduation rates from 2005-2010. The 2005-2010 average men compared to women 6-year graduation rate is -11.53% and the 2007-2012 average for 4-year graduation is -27.32%. The only year that men had a positive gap compared to women was for the 2008 6-year graduation rate cohort.

In analyzing the underrepresented minorities (URM) and non-underrepresented minorities (Non-URM) comparisons are more favorable. In fact, in 2008 and 2009 100% of URM students graduated in six years. The gap of -29.7% in 2005 and -54.4% in 2006 was based on two and six students respectively, thus overall six-year aggregate data does not make sense.

To improve graduation rates, the department academic advisor collaborates with programs and services in Student Affairs which are focused on supporting students from diverse backgrounds. This includes low-income, first generation, disabled, and historically disadvantaged students. She communicates with advising colleagues across campus to ensure RPTA students, affiliated with an individual program, are receiving the assistance and support they need to progress in their degree completion.

Expected Academic Progress is reviewed on a quarterly basis to track students who are not making satisfactory progress. If students are greatly deficient in their degree status, a hold may be placed for future registration until they meet with the academic advisor to discuss their academic plan.

Academic Probation intervention is offered on a university-wide and department basis. The CAFES Advising Center enrolls students in a PolyLearn course, as a first step, and requires individual appointments to students who are on academic probation for multiple quarters, or in jeopardy of being dismissed from the university.

RPTA students who are enrolled in RPTA 463, Pre-Internship Seminar, are required to meet with the academic advisor for a final graduation check two quarters prior to graduation.

As a means to support the CSU Graduation Initiative 2025, students are being contacted their junior year and encouraged to meet with their academic advisor to review their outstanding degree requirements and create a comprehensive plan a year in advance.

The quarterly list of graduates is reviewed one quarter in advance and, again, during the final quarter of enrollment. Students are contacted if their graduation date needs to be changed or course requirements are remaining.

In addition, the program’s senior project requirement was changed from a 2-quarter to 1-quarter system.

We are actively considering ways to engage men in the major more, and we know that our diversity with URM students should be enhanced.
The department is taking steps to revitalize its relationship with the two local community colleges by meeting in fall 2017 with the coordinators of these two programs and by faculty initiating guest speaking opportunities on these campuses. In addition, the department head is now serving on the Speaker’s Bureau for the California Restaurant Association, as an outreach to potential students, and one faculty member has been a participant at the annual California Community College/CSU Hospitality workshop. The university and college both recognize that quality community college transfer students are an avenue to increase diversity. The department head has discussed to desire to increase community college transfer numbers with the Provost, CAFES Dean, and CAFES Associate Deans.

Our aim is to make all of RPTA students feel like they are part of the department “family” and that program value is manifested in our communication with them prior to students even enrolling (through Open House and then again during Fall Conference). Our students also take RPTA 101 and RPTA 110 in Year 1 as part of their flowchart, which connects them further to the major and helps them to see their collegiate and professional careers taking shape.

**Imperative 4: Retain a Diverse Workforce.** Describe the department’s efforts to recruit and retain a diverse faculty. How successful have these efforts been? Does the department face any special challenges in this area?

**Imperative 4 Departmental Response:** See Self-Study Section 4.03

**Imperative 5: Foster Cultural Competence and Become Culturally Engaged.** Consider the level of cultural competence and engagement that exists among department staff and faculty. Do these stakeholders treat each other with respect, based on an acceptance and appreciation of their different positions and perspectives? What has the department done to develop their cultural competence and engagement?

**Imperative 5 Departmental Response:**

The faculty are committed to cultural competence and cultural engagement, and must do so in order to effectively teach courses in the major.

Most RPTA courses address cultural competence in some manner, and therefore the faculty must be directly versed and committed to maintaining currency. For example, in RPTA 101: *Introduction to Recreation, Parks, and Tourism*, Brian Greenwood has utilized a case study on the Boy Scouts and that organization’s history of discriminatory practices towards gay boys and men. In RPTA 424: *Financing Recreation, Parks, & Tourism Services*, Kevin Lin uses his experience as a senior consultant for trade shows in China to provide students with examples that enhance their cultural competence. And, in RPTA 313: *Sustainability in Recreation, Parks, & Tourism*, Jerusha Greenwood utilizes case studies of international locations to enhance student understanding both of the three pillars of sustainability and issues associated with global destinations.
In addition, several RPTA courses address cultural competence and engagement directly and require EIM faculty to develop an advanced understanding and maintain an enhanced level of currency.

For example: A major core course, RPTA 257: Leadership and Diverse Groups, is taught predominantly by Marni Goldenberg and part-time faculty member Rene’ Van Hoorn, and RPTA 201: Sociocultural Dimensions of Work & Leisure (a general education course) is taught by Keri Schwab and Brian Greenwood.

In terms of department culture and interaction between staff and faculty, Kathy Daniels (administrative coordinator) and Dianne Korth (academic advisor) are the only staff members employed by the EIM department. EIM faculty and the department head take great strides to make sure Korth and Daniels feel not only a part of the department’s family culture but also have a say in important department issues (including discussions related to curriculum and strategic planning). Department social gatherings of only the staff and faculty occur at least once annually and are in addition to the many student-centered gatherings during the academic year.

**Imperative 6: Remove Barriers to a Welcoming Campus Climate for Students, Faculty, Staff, and Visitors.** Use the results of the [Campus Climate Survey](#) as a guide for discussing the experiences of students, staff, and faculty within the department. How does the department climate compare to that of the campus? What has the department done to work toward the President’s Vision 2022 ambition of "an enriching, inclusive environment where every student, faculty and staff member is valued?"

**Imperative 6 Departmental Response:** See Strategic Implementation Plan Strategy

**Imperative 7: Collaborate to Attain Diversity Goals.** Consider the climate for collaboration among students, staff, and faculty within the department. Do students have well-structured opportunities to "work productively as individuals and in groups" (University Learning Objective 4)? Do they have adequate opportunities to participate in faculty research, scholarship, and creative activity? Do faculty and staff members collaborate in areas of common concern, e.g., the curriculum and co-curriculum, student advising, and advancement? Do these efforts extend beyond the boundaries of the department to leverage resources and create a culture of collaboration in the college and university?

**Imperative 7 Departmental Response:** See Self-Study Section 4.07 and Section 7.0

**Imperative 8: Enhance Exposure to a Learning Environment that Encourages Diverse Perspectives, Learning, and Scholarship.** Consider the PLOs and program curriculum in relation to ULO 6, "Make reasoned decisions based on ... a respect for diversity," as well as the [Diversity Learning Objectives](#) (DLOs), which expand on ULO 6. How are the DLOs currently addressed in the program? What opportunities exist within required major and support courses for students to increase their understanding of diversity? Do all students have equitable access to educational opportunities in the curriculum and co-curriculum?
**Imperative 8 Departmental Response:** See Strategic Implementation Plan Strategy, Imperative 5 above, and Section 7.0