



CALIFORNIA STATE UNIVERSITY, LONG BEACH
VICE PROVOST FOR ACADEMIC PROGRAMS

Memorandum of Understanding

This MOU has been read and approved by:

Department Chair/Program Director: Terry Robertson Date: 2/24/2022
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CALIFORNIA STATE UNIVERSITY, LONG BEACH

VICE PROVOST FOR ACADEMIC AFFAIRS

Memorandum of Understanding

Department of Recreation and Leisure Studies,
College of Health and Human Services
February 2022 (for 2018 review)

This Memorandum of Understanding outlines the consensus reached by the Department of Recreation and Leisure Studies (RLS), the College of Health and Human Services, and the Division of Academic Affairs, based on the program review (Self-study 2017; Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) Visitation Report May 2019; and UPRC report October, 2021). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The Department of Recreation and Leisure Studies offering a Bachelor of Arts (B.A.) in Recreation with an additional option in Recreation Therapy. They also offer Minors in Recreation and Event Planning and Management (jointly offered by Hospitality Management). The department also offers certificates in Recreation Therapy and Wilderness Studies. Their M.S. in Recreation Administration is not under the purview of their accreditor COAPRT who regulate only the baccalaureate degrees. Because the graduate offerings are reviewed separately, this MOU addresses only the bachelor's degrees.

The last program review was in 2013 and the Memorandum of Understanding was signed in 2017. The Department has made progress on previously identified issues.

A number of strengths were identified in the program review reports, including:

- Quickly response to COAPRT standards for posting learning outcomes and assessment results.
- Multiple course-integrated internship and service learning opportunities for students.
- An effective and accessible student advising system. Each concentration has a faculty advisor in the department to address students' questions and concerns regarding the specific concentration. Additionally, the program actively promotes student involvement in professional organizations and services.

Areas of concern and opportunities for development included:

- As of the time of the review, the department had not updated their 2013/2014 strategic plan, which should reflect their current mission, vision, and goals, measurable objectives, and target dates for accomplishing these objectives and designation of the primary person or organizational unit.
- The Department reportedly lacks financial resources to support student and faculty

needs.

- Although the Department discusses assessment results to inform curriculum planning, a more formal “closing-the-loop” process and reporting of that process is recommended.
- Progress has been made in analyzing course scheduling and advising practices in order to reduce time to degree, mainly by restructuring of prerequisites for lower division classes. However, the data tables from IR&A based on longitudinal data available do not yet show a change in trends with Average Units Earned and Average Years to Graduation for either Native or Transfer students.
- FTF and Native student graduate rates have been unstable, with a pattern of decline and recovery, most likely associated with loss of faculty and course offerings during this time.
- Tenure track headcount has fluctuated significantly over the review period, and now has a net increase of 1 faculty with 65% of required courses taught by full-time faculty. RLS has a similar proportion of full-time faculty to lecturers compared with the rest of CHHS.
- The department has made curriculum changes to address concerns related to time and barriers to earning degrees based on the California Board of Recreation and Park Certification. However, the department needs to continue to seek improvements based on input from all stakeholders including students and professionals and develop formal processes to document the process.
- It is unclear from the Self Study the extent to which how the program promotes faculty-student research/creative activity collaboration. The department is encouraged to clearly articulate potential research opportunities for the students and collaboration between students and faculty.

It is therefore agreed that the Department will:

1. continue its ongoing program of assessment of institutional, programmatic, and student learning outcomes across the curriculum.
 - a. The Program will provide an annual assessment report and an update (due June 1) on progress made towards the actions agreed to in this MOU to the CHHS dean, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. The review cycle will be from 2018-2026. A comprehensive self-study will be due June 2025 for 2026 Accreditation/UPRC report process.
 - b. Develop, refine and report on closing the loop activities and provide additional evidence illustrating that continuous learning outcome data are used to inform decision making. Future documentation should show evidence of continuous program improvement, including both direct and indirect measures of PLOs.
2. Update the departmental strategic plan, reflecting the program’s current mission vision and goals, measurable objectives and target dates for accomplishing these objectives. This plan should be updated in dialogue with the college to include strategies for financial planning, future hiring and resources.
3. Continue to monitor curricular changes (pre-requisites, new courses) in terms of student success indicators over time to verify that changes are positively impacting time to degree for both FTF and Transfer students.
4. Continue to seek curricular improvements based on input from all stakeholders

including students and professionals and develop formal processes to document the process. This includes formalizing how the department consults with practitioners to improve the curriculum.

5. Provide formal documentation regarding how student input is considered on issues of professional preparation.
6. Develop and implement a plan to increase faculty-student research/creative activity collaboration, including potential research opportunities for students.

It is therefore agreed that the College will:

1. Support the department in developing and updating a strategic plan to reflect college allocated resources and which addresses goals, objectives, enrollment management, financial planning, and future hires.
2. Support the department in establishing mechanisms of accountability for continuous program improvements.