

APPENDIX A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW

(See preceding document for detailed descriptions for each section)

ANNUAL PROGRAM REPORT

College	College of Education and Allied Studies
Department	Hospitality, Recreation and Tourism
Program	B.S. in Hospitality and Tourism
Reporting for Academic Year	2022-2023
Last Five-Year Review	2020-2021 (for AY 2015-2020)
Next Five-Year Review	2025-2026 (for AY 2021-2025)
Department Chair	Dr. Saehya Ann
Author of Review	Dr. Jaesung An, Dr. Saehya Ann, Dr. Erick Kong, Dr. Thomas Padron, Dr. Alex Sandoval
Date Submitted	10/01/2023

I. **SELF-STUDY** *(suggested length of 1-2 pages)*

A. Five-Year Review Planning Goals

1. Deliver inclusive teaching, research, and student support dedicated to ensuring the success of our diverse students, faculty, and staff.
2. Refine classes and curriculum through analysis, improvement and adoption of new teaching methodologies and anti-racist and inclusive pedagogy to improve student success.
3. Remain dedicated to increasing departmental graduation rate through our continuing commitment to being a student-centered and student-ready department.
4. Continue to strengthen and improve collaborations with diverse industry partners through increasing local and international visibility and reputation of the department.
5. Prioritize hiring diverse faculty members with a focus on student success; to create a balance of tenure track and lecturer faculty in each concentration across the department.
6. Continue to increase transferability from California Community Colleges and offer a seamless transfer process to students in our department.
7. Increase number of majors through outreach, recruitment, and marketing.
8. Improve connections with our alumni.

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the Five-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

Goals	Progress
Deliver inclusive teaching, research, and student support dedicated to ensuring the success of our diverse students, faculty, and staff.	The HRT department continues to encourage tenure track faculty, lecturers, staff, and advisors to join monthly department meetings and annual retreats, which help to foster opportunities for productivity and engagement. During the department meetings, faculty share new teaching strategies and helpful information for instructional achievement and improved student learning experience. Faculty also make sure that collegiality and inclusiveness exist and

	<p>respect each other. To have a transparent process and communication, the faculty decided to complete meeting minutes, starting in September 2022.</p> <p>The HRT faculty have been actively participated in the monthly First Friday CEAS College webinar, which acknowledges diversity in ability, age, class, gender, nationality, race, religion sexual orientation, etc.</p> <p>For the success of junior faculty, the department chair provides bi-monthly training and guidance meetings during their 1st and 2nd years. The department has internal mentor-mentee relationships, which help the new faculty quickly adapt to the environment, which increases collegiality and provides a welcoming atmosphere.</p> <p>Program coordinators meet with all the students as soon as they are admitted, in order to meet their diverse needs and expectations, which results in the increased retention and graduation rate.</p>
<p>Refine classes and curriculum through analysis, improvement and adoption of new teaching methodologies and anti-racist and inclusive pedagogy to improve student success.</p>	<p>The department proudly works closely with HRT faculty, the curriculum coordinator, Dr. Zach Hallab, an advisor and success coach for curriculum development and improvement. The department submitted numerous proposals revising course descriptions, learning outcomes, prerequisites, while also strategically changing course titles. The department will make decisions regarding the HRT core courses and the concentrations over the next few years, after analyzing related data.</p>
<p>Remain dedicated to increasing departmental graduation rate through our continuing commitment to being a student-centered and student-ready department.</p>	<p>The conversations about bottleneck courses, achievement gaps and DFW rates among the HRT faculty, the advisors and Success coach continued in the academic year 2022-2023. Faculty analyzed the data available from the Pioneer Data Warehouse, and discussed how to reduce the achievement gap and increase passing rate, which should directly increase graduation rate. Faculty shared their experiences and have implemented strategies discussed in their courses. Faculty understand that this must be an ongoing discussion. Faculty continue to monitor courses for students who do not participate in the first two weeks and also are encouraged to contact missing students. They work with advisors and success coach to help students engage in or drop courses as needed. HRT faculty actively participated in the Progress Report Campaign led by Academic Programs & Services. HRT faculty also actively use the Bay Advisor, so the advisors and success coach can have timely information on student performance.</p> <p>The department chair continues to access the admitted student list twice per semester and sends it to the coordinators. The coordinators try to meet with all the admitted students so each newly admitted student may feel connection and belonging, while remaining on track regarding curriculum, courses, and graduation plans from the beginning.</p> <p>All HRT students are encouraged to meet with the HRT advisors every semester. The department chair and three HRT advisors regularly meet and send out advising information to the students. As scholarships increase retention and degree completion, the HRT summer scholarship, supported and sponsored by CEAS Dean Robert Williams, was provided to 10 HRT students in Summer</p>

	<p>2022. Each student earned a \$1,000 one-time summer scholarship to support their completion of the required upper division HRT core courses. And the HRT department also offered the Niepoth and Sunderland scholarship over the past 4 years. Three students received \$1,000 every year. However, during the 2022-2023 academic year, the department chair and leadership decided to grant seven scholarships to increase graduation rate.</p>
<p>Continue to strengthen and improve collaborations with diverse industry partners through increasing local and international visibility and reputation of the department.</p>	<p>Faculty connect with industry partners throughout the Bay Area to market our programs and place students in internships, volunteer and paid positions. The HRT Center for Professional Excellence (CPE) hosted the in-person HRT Career Building Expo in February 2023, and it is one example of department collaborations with industry partners which helps to increase department's visibility and reputation. More than 30 hospitality, recreation and tourism organizations joined the Expo. The event is an effective way to connect employers with our students, and provides benefits to the industry, our program, students and alumni. The Guest Speaker Series, sponsored by the CPE and the HRT student club, was launched this past academic year, and the first one was held in March 2023, which was successful. More than 30 HRT students, faculty and industry professionals joined the virtual guest speaker sessions.</p> <p>The newly formed HRT Advisory Committee consists of six advisory committee members--representing each sector of the HRT industry during the academic year of 2022-2023. The annual HRT Advisory Committee meeting was held in February 2023. The HRT Advisory Committee meeting have been helpful regarding feature discussions between alumni, representatives from industry, students and faculty members.</p>
<p>Prioritize hiring diverse faculty members with a focus on student success; to create a balance of tenure track and lecturer faculty in each concentration across the department.</p>	<p>In Spring 2023, there were 8 full-time tenured/tenure track HRT faculty: 3 in Hospitality and Tourism (Ann, Hallab, and Padron), 6 in Recreation (An, Fortune, Sandoval, White, and Chamberlain*), and 1 in Recreation Therapy (Kong). Dr. Doris Yates passed away in December 2022. The last tenure track searches were conducted in 2020-21 to fill two new tenure-track positions in Recreation. Additional tenure-track faculty positions are needed to improve the ratio of tenure/tenure track to lecturer positions and assure each program area is fully staffed.</p> <p>HRT has a number of strong lecturers, with professional work experience in the industry. For the 2021-22 academic year there were 4 lecturers in Hospitality, 5 in Recreation and 1 in Recreation Therapy.</p> <p>*Note: Dr. Chris Chamberlain was an interim Associate Dean (MPP) of CEAS in the academic year of 2022-2023.</p>
<p>Increase number of majors through outreach, recruitment, and marketing.</p>	<p>HRT is proudly the most active department regarding promotional events and presentations. HRT has presented both on and off campus to promote the program, including orientations, transfer days, preview day, Welcome Day, Al Fresco, Graduate Fair, the San Ramon Valley Teen Job Fair, the Los Cerros Middle School Job Fair, and the CPRS District 3 Youth and Teen Recreation Services (YTRS) summer training event, Las Positas College Fair, Chabot</p>

	<p>College Fair and more. This summer, HRT participated in the 15 Transfer Day and Freshman Orientations. The department hosts a table in the exhibit hall at the California Parks and Recreation Conference, and at the 2023 WF CHRIE conference every year, to recruit industry professionals interested in furthering their education and careers.</p> <p>The department chair and the program coordinators have monthly leadership meeting to discuss marketing, applications, admissions, orientation, advising and course experience, to identify roadblocks students have and ensure student success.</p> <p>The new marketing flyers and banners were launched in fall 2022. Packets of information including a letter were sent to all 70+ community colleges in California that have hospitality and recreation-related programs/courses. Prospective students for both Spring 2023 and Fall 2023 were emailed with digital versions of the HRT flyer along with program and concentration checklists. Subsequent phone and Zoom meetings were had with students to answer any questions regarding transferring as well as general questions about the program. Much needed updates to the HRT website are in progress.</p> <p>The department continues to work on updating the website and establishing a social media presence through Facebook, Instagram and LinkedIn. The department created GE course and summer course flyers to promote low enrolled and new courses throughout the year. The flyers were posted on social media platforms and on campus bulletin boards.</p>
<p>Improve connections with our alumni.</p>	<p>During the pandemic, the alumni gathering was postponed. The department now plans to host an in-person alumni gathering on October 25, 2023. Many alumni, industry professionals and current HRT students and faculty are all invited.</p>

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to your programs such as program additions and changes, Diversity, Equity and Inclusion efforts (including closing the equity gaps), and any significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: After the department completed the 5-year review report in the academic year of 2021-2022 and successfully had the MOU meeting with the Provost in Spring 2023, the faculty worked in harmony to achieve the department goals and implement action plans. It was a particularly challenging year with a tight budget and additional challenges related to COVID-19. The HRT department faculty, staff and advisors prioritized the HRT students and sought to maintain the best learning experience at CSUEB.

Curriculum: Faculty worked on improvements and revisions to a few classes, to meet the GE and Overlay requirements and also for GE renewal and recertification. Feedback from industry professionals and alumni who make up the HRT Advisory Committee continues to be valuable in

terms of developing and revising curriculum.

Students: Students has been in the center of all the HRT department decision and activities. The HRT student club has regained momentum after low attendance during the pandemic years. The student positions (President, Vice President, Secretary/Treasurer) were filled for the 2022/2023 school year. The recreation program coordinator, Dr. Alex Sandoval, has taken over as the faculty advisor for the club, and officially reestablished the club with Cal State East Bay ASI. Club meetings took place monthly via Zoom, with high attendance for the professional panel sessions in collaboration with CPE.

A number of students were able to participate in professional meetings and conferences using A2E2 funds, which provided amazing opportunities for networking and career development. In 2022-2023, one student attended CPRS 2022 Region 1 conference, 18 attended the CPRS conference, three attended IMEX, and six attend the THEREPS conference. Additionally, one RT concentration student, Jennifer Tuttle, was able to participate in the undergraduate research competition at the THEREPS conference; the HRT department supports undergraduate students' creative research activities.

Students enrolled in event planning classes assisted with the implementation of events including the CEAS Holiday Event and Graduation Brunch. Students in the program are diverse, many are first-generation, non-traditional students and the majority work in hospitality, recreation and tourism industries while going to school.

Faculty: The HRT department continues to have monthly department faculty meetings, where we have discussions regarding our students, programs, curriculum, marketing, goals and action plans for the future. Faculty actively work with students to coordinate events, present research projects, and attend professional meetings and both virtual and in-person conferences. Faculty actively work to improve the quality of our programs and classes, coordinate with industry partners and market our programs. Faculty members present regularly at conferences, publish papers and book chapters, and serve in leadership positions on regional/national/international committees and boards for professional organizations. HRT faculty members are actively engaged in department, college and university committees.

Staff: HRT shares 3 office staff and 2.5 academic advisors with the Department of Kinesiology. One trainee from the SSP1a Advisors program has assigned to CEAS and helps the department's advising since August 2022. A Pioneer Success Coach is also assigned to the two departments since Fall 2019.

Resources: (*facilities, space, equipment, etc.*)

All the department faculty offices are located in AE building, except for the department chair's office. One more office in Arts and Education is needed for tenure-track faculty members currently sharing an office space with another faculty member. A shared office space for HRT lecturers is needed, as the shared office space currently used by the lecturers in recreation has reached maximum capacity. A space reserved for use by the student club and for students to meet has been one of the goals of the department for many years.

Through A2E2 funding, the department continues to obtain equipment necessary for students to obtain hands-on experience in the provision of special events and for several Recreation Therapy courses. The department obtained AE 214 and much of the equipment purchased was safely stored in the room. Inflatable kayaks, kayak paddles, life jackets and cardiopulmonary resuscitation (CPR) materials were purchased since 2021 by using A2E2 funds, which are essential tools for several Recreation Therapy courses. All the RT equipment has been safely stored in the AE building.

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

DEI Initiatives: The department has strived to achieve our #1 department goal, “Deliver inclusive teaching, research, and student support dedicated to ensuring the success of our diverse students, faculty, and staff.” During monthly department meetings and the faculty retreat, the HRT faculty continues to focus on engaging authentically with our new diverse post-pandemic students; focusing specifically on understanding their learning styles, appreciating their unique differences, and helping each of them in an inclusive way. Faculty also used the data provided by Pioneer Insight and Pioneer Warehouse to learn who our students currently are and how to recruit and retain a diverse student body, especially underrepresented students. Additionally, HRT faculty actively participated in CEAS’s DEI activities focusing on creating statements of inclusivity and anti-racist practices. By providing information to our students and actively sharing student experiences we are able to support the CEAS’ DEI effort.

Other: (*e.g., major program modifications*): The department is the front-runner of the university’s effort regarding Working Professionals Recruitment and Service. The department’s first certificate program, the Certificate in Recreation Therapy, was launched through the University Extension in 2018. Three new certificates are now offered through Open University beginning in Fall 2023: Event Planning and Management Certificate, Food and Beverage Management Certificate, and Lodging Certificate. The University Extension team oversees marketing information as well as the website listings for all of the new certificates. One additional certificate, “Hospitality and Tourism certificate - General option,” is planned to be proposed in the upcoming year. Admissions for the program have increased during the 2023-2024 academic year and we look to continue this trajectory moving forward.

CSU Hospitality and Tourism Alliance (CSU HTA)

The CSU HTA is one of the two alliances that the CSU Chancellor’s office sponsors. The department chair serves on the Executive Board of the CSU HTA. The program was represented at the regular monthly meetings and the annual meeting. Great conversations and initiatives were discussed that included the assistance of the HTA with program marketing.

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

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).”

Students who graduate with a B.S. in Hospitality and Tourism will be able to:

1. Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of lodging, food services, travel and event management (ILO 1 & 5).
2. Identify effective leadership and teamwork strategies, management skills, methods to evaluate service quality and meet consumer needs in hospitality and tourism (ILO 4).

3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the hospitality and tourism industries (ILO 2 & 6).
4. Identify techniques that contribute to a culture of dignity and respect in the hospitality and tourism profession (ILO 3).

Institutional Learning Outcomes (aligned with PLOs):

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

B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program’s history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.).

Identify effective leadership and teamwork strategies, management skills, methods to evaluate service quality and meet consumer needs in recreation management (ILO 4).

C. Summary of Assessment Process

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

Identify effective leadership and teamwork strategies, standards of practice, assessment techniques and documentation requirements in recreation (ILO 4).

Instrument(s): *(include if new or old instrument, how developed, description of content).* Because the REC 325 course modality does not allow for direct instructor observations on collaborative teamwork in HRT classes, a new instrument was used for this assessment. The assessment rubric created is a combination of two reputable rubric instruments used in higher education: (1) the VALUE- Teamwork rubric derived from the Association of American Colleges & Universities and (2) the Collaborative Work Learning Outcome Rubric, from Rhode Island College.

Sampling Procedure: The signature assignment from one section of REC 325, one of the department’s foundational core courses, was assessed.

Sample Characteristics: Most students in this class/sample were majors in Hospitality/Tourism or Recreation.

Data Collection: *(include when, who, and how collected).* A total of 12 Onboarding & Training Handbook/Presentation projects were selected from Canvas assignments in REC 325: Leadership, Ethics & Management in HRT, Spring 2023.

Data Analysis:

Criteria	4	3	2	1	Mean
Facilitates the contributions of team members	6.00	6.00		1.00	3.31
Accepts responsibility & contributes to the team goals	7.00	4.00	1.00	1.00	3.31
Facilitates the work and advancement of the team through	7.00	5.00	1.00		3.46

the use of leadership strategies & principles					
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Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings: Assessment findings for REC 325 suggest course design and content align directly with the ILO collaboration objective. Overall, mean scores for each of the three criteria assessed are above average, with ‘contributions from team members’ and ‘contributions to team goals’ calculating to 3.31. This indicates that the Onboarding & Training project used in this course as the signature assignment is adequately challenging students to work collectively in a team setting. The mean score for ‘leadership strategies’ was also found to be above average at 3.46, indicating that students work well together on this project and use these team efforts to engage leadership principles learned in the REC 325 course. This is a particularly important finding, as this course specifies in both leadership and management in the HRT field as its core objectives.

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

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

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

D. Assessment Plans for Next Year

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

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

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

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

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

A. Discussion of Trends & Reflections Notable Trends;

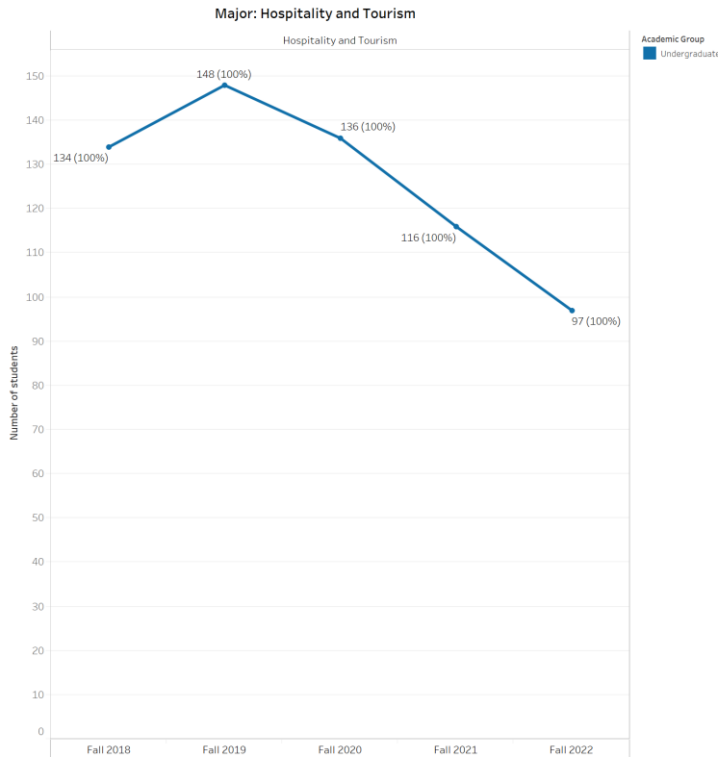
Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

The fact that the department offers an online completion degree attracts students from 2-year community colleges and other CSU campuses where mainly in-person degrees are offered. Data indicates that approximately 70% of the students are transfers. As a discovery major, the program also attracts new majors/minors when students enroll in general education classes offered by the department and decide, based on their experience, to become part of the program. There was a drop-in enrollment in Fall 2018, when the change was made to semesters, but enrollment has increased since then. Enrollment declined approximately 20% in Fall 2021 and another 16% in 2022. This must be due to the financial challenges and hesitancy to return to school during the COVID-19 pandemic. About 53% of the HRT undergraduate students are first generation students, and 66% of the students are female, which coincides with the female dominant industry. About one third of the HRT students are Latinx, which confirms that CSUEB is the Latinx institution. For first-time freshmen in Hospitality and Tourism, it takes 7.5 years to graduate while it takes 3 years for transfer students in Hospitality and Tourism to graduate. Time to degree years tends to be higher than the university average (first-time freshmen students is 4.9 years and transfer students is 2.9 years) and it is because most of the HRT students are working full-time.

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

There are more than five four-year degree offerings in Hospitality, Recreation and Tourism through programs in the Bay Area. The department is proud of itself, as the HRT department has its unique niche, which is an online completion degree. While many other HRT programs were temporarily discontinued due to low enrollment, our online offerings allowed us to maintain the healthy program and reliable reputation. The HRT department's ongoing mission is to continue recruiting students to the program through active marketing and hands-on meticulous care. Collaborations, presentations, and campus visits with 2-year community colleges and high schools continue to raise student awareness and the visibility of the program. Recruitment and marketing efforts, student discovery of the program through general education courses, and the development of a new and interesting GE courses, have helped to sustain enrollment. Social media marketing will continue to attract new students, market the programs, and engage with the current students. The goal is to continue to increase enrollment, while acknowledging factors that result in fluctuations in enrollment that are beyond our control, such as changes in compensation in the industry, employers who do not require advanced degrees, unemployment levels, and the ongoing challenge caused by the COVID-19 pandemic.



Hospitality and Tourism: Admit Type

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	First-time Fr..	54	40%	47	32%	42	31%	37	32%	27	28%
	Transfer	80	60%	101	68%	94	69%	79	68%	70	72%
	Total	134	100%	148	100%	136	100%	116	100%	97	100%
Grand Total		134	100%	148	100%	136	100%	116	100%	97	100%

Hospitality and Tourism: Race/Ethnicity

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Asian	32	24%	37	25%	29	21%	14	12%	15	15%
	Black	11	8%	14	9%	19	14%	21	18%	10	10%
	International	18	13%	17	11%	9	7%	10	9%	3	3%
	Latinx	27	20%	31	21%	29	21%	34	29%	28	29%
	Multirace	8	6%	12	8%	10	7%	6	5%	9	9%
	Unknown	6	4%	9	6%	10	7%	10	9%	8	8%
	White	32	24%	28	19%	30	22%	21	18%	24	25%
Total	134	100%	148	100%	136	100%	116	100%	97	100%	
Grand Total		134	100%	148	100%	136	100%	116	100%	97	100%

Hospitality and Tourism: First Generation

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	FG	67	50%	79	53%	79	58%	67	58%	51	53%
	Non-FG	67	50%	69	47%	57	42%	49	42%	46	47%
	Total	134	100%	148	100%	136	100%	116	100%	97	100%
Grand Total		134	100%	148	100%	136	100%	116	100%	97	100%

Hospitality and Tourism: Sex

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Female	94	70%	100	68%	95	70%	88	76%	64	66%
	Male	40	30%	48	32%	41	30%	28	24%	33	34%
	Total	134	100%	148	100%	136	100%	116	100%	97	100%
Grand Total		134	100%	148	100%	136	100%	116	100%	97	100%

Hospitality and Tourism: Class Level											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Frosh	4	3%	5	3%	7	5%	5	4%	5	5%
	Sophomore	10	7%	10	7%	5	4%	13	11%	11	11%
	Junior	42	31%	42	28%	36	26%	23	20%	37	38%
	Senior	78	58%	91	61%	88	65%	75	65%	44	45%
	Total	134	100%	148	100%	136	100%	116	100%	97	100%
Grand Total		134	100%	148	100%	136	100%	116	100%	97	100%

Graduation/Degree Data

Time to Degree Years (and Headcount)		
	First-time Freshmen	Transfer
Grand Total	7.5 (11)	3.0 (37)
▼CE.. Hospitality & Tourism	7.5 (11)	3.0 (37)

APR Coursework Data: Summary: Fall Term as of Census

FTES, FTEF (instruction), and SFR of all state-side coursework

College	Department	Term & Year														
		Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022		
		FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CEAS	EDLD	104.9	5.7	18.5	89.2	4.9	18.3	89.0	4.1	21.4	64.9	4.1	16.0	69.4	5.0	13.8
	EDUI	26.3	1.1	23.2	44.2	2.2	20.1	38.2	1.7	22.9	21.5	1.1	20.1	30.6	1.2	25.5
	EPSY	231.4	12.7	18.3	231.3	12.7	18.2	332.7	13.3	24.9	322.7	13.7	23.5	307.7	14.6	21.1
	HRT	412.1	15.5	26.6	419.4	16.7	25.2	364.8	16.2	22.5	290.6	15.2	19.1	239.0	12.3	19.4
	KPE	582.1	26.0	22.4	626.8	30.1	20.8	586.6	26.6	22.1	550.6	26.7	20.6	480.0	26.2	18.3
	TED	223.8	7.5	29.8	197.9	9.8	20.1	245.2	9.1	27.0	291.0	10.6	27.4	187.7	8.9	21.2
	Total	1,580.6	68.5	23.1	1,608.8	76.4	21.1	1,656.5	71.0	23.3	1,541.3	71.4	21.6	1,314.4	68.2	19.3
	Grand Total	1,580.6	68.5	23.1	1,608.8	76.4	21.1	1,656.5	71.0	23.3	1,541.3	71.4	21.6	1,314.4	68.2	19.3

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

Request for Tenure-Track Hires:

Additional tenure track faculty need to be hired in the upcoming years in order to improve the ratio between tenure/tenure track and lecturers, and to assure each program area is covered. Although the number of tenure track hires has increased in the past 10 years, an imbalance remains. The goal is to reach a level of 60% tenure/tenure track to 40% lecturers. The current proportion in the department is 47% tenure/tenure track to 53% lecturers, as of Spring 2023. Improving the diversity of the faculty to better match the student population is another goal of the department, and is an important consideration for faculty searches.

The HRT department is requesting one Recreation Therapy Tenure Track faculty, with the search starting in Fall 2024, and the position will start in Fall 2025. The request for a recreation therapy tenure-track position is urgent because currently, there are ten (10) recreation therapy courses (REC 358, 359, 360, 361, 362, 363, 364, 365, 476, & 381) being offered each year with multiple sections of several courses (REC 358, REC 360, REC 476, & REC 481). Two of the courses, REC 358 and REC 360, were newly developed and approved by the university to fulfill Area E in General Education, in order to serve the needs of our CSUEB students. The two new courses are popular, being offered two – three sections every semester. More sections can be offered as it is very popular, which will increase FTES of the department. Furthermore, there is only one (1) recreation therapy tenure-track faculty (Dr. Erick Kong, CTRS) and one (1) lecturer (Mrs. Keelin Jardin, CTRS) who are qualified to teach these courses due to the certification requirement in Certified Therapeutic Recreation Specialist (CTRS) set by the National Council for Therapeutic Recreation

Certification (NCTRC) as well as the California Board of Recreation and Park Certification (CBRPC) in education standards/requirements. Additionally, the number of students who major in recreation therapy has steadily maintained over the last five years: Fall 2018 (42), Fall 2019 (47), Fall 2020 (46), Fall 2021 (39), and Fall 2022 (38). To add to this, the number of students in the "Certificate in Recreation Therapy" program through University Extension who take these recreation therapy courses have also remained strong and steady. We have added 5-8 new certificate students each semester since the certificate program started in Fall 2019. As a result, it is imperative to provide a tenure-track position to support the growing number of students majoring in recreation therapy.

Offices, storage, equipment:

One more office in Arts and Education is needed for tenure-track faculty members currently sharing an office space with another faculty member. A shared office space for HRT lecturers is needed, as the shared office space currently used by the lecturers in recreation has reached maximum capacity. A space reserved for use by the student club and for students to meet has been one of the goals of the department for many years.