



**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	2017-18
Last 5-Year Review	2014-15 (for AY 2009-2014)
Next 5-Year Review	2020-21 (for AY 2015-2020)
Department Chair	Dr. Chris Chamberlain
Date Submitted	10/15/18

**I. SELF-STUDY** *(suggested length of 1-3 pages)*

**A. Five-Year Review Planning Goals**

*Present your planning goals from your last 5-year plan.*

1. Increase student participation through outreach, recruitment and marketing.
2. Refine classes and curriculum through analysis and improvement of teaching methodology.
3. Improve collaboration with industry partners.
4. Obtain and fill new faculty positions, reaching a level of full staffing for all major areas of concentration.
5. Increase transferability from California Community Colleges.

**B. Progress Toward Five-Year Review Planning Goals**

*Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.*

Goal	Progress
Increase student participation through outreach, recruitment and marketing	A new department logo was created to improve brand recognition and to promote each different aspect of the department. Hospitality is symbolized with a pineapple, recreation with a pine tree, recreation therapy with a symbol of figures participating in recreation, and tourism with a cruise ship. Marketing and promotional materials have been improved to improve recruitment efforts, including table skirts, posters, and signs for use at trade shows and events. Faculty members have been actively involved in making presentations and attending events both off and on campus to promote our programs. Other approaches to attract new students to our program include reaching out to students in general education, first-year and cluster courses and helping them “discover” our major. A social media presence has been established through Facebook, YouTube and LinkedIn.

<p>Refine classes and curriculum through analysis and improvement of teaching methodology</p>	<p>Input from Advisory Committee members who are industry professionals and sometimes alumni from our programs was instrumental in the development of new curriculum for semester conversion, along with faculty research on similar, high quality academic programs. Faculty members developed full syllabi for semester classes, and also worked together to develop course outcomes, signature assignments and assigned readings for each class. A number of faculty members certified classes through Quality Matters, and shared key ideas for the redesign of courses that will be implemented in Fall 2018.</p>
<p>Improve collaboration with industry partners</p>	<p>Regular meetings of the HRT Advisory Committee feature discussions between alumni, representatives from industry, students and faculty members. This collaboration has resulted in valuable suggestions to improve student success, HRT classes and programs. Faculty also connect with industry partners throughout the Bay Area to market our programs, place students in internships, volunteer and paid positions.</p>
<p>Obtain and fill new faculty positions, reach a level of full staffing for all major areas of emphasis</p>	<p>In Spring 2017 there were 9 full-time tenured or tenure track HRT faculty, 4 in Hospitality and Tourism (Hallab, Padron, Ann, and Yilmaz), 4 in Recreation (Chamberlain, Fortune, White, and Yates), and 1 in Recreation Therapy (Kong). One Recreation faculty member (Spielman) ended her FERP in June 2018. A lecturer in the department was hired in a tenure track position in Recreation Management starting in Fall 2018. HRT has a number of strong lecturers, with professional work experience in the industry. For the 2017-18 academic year there were 9 lecturers in Hospitality, 9 in Recreation and 1 in Recreation Therapy. Additional tenure-track faculty positions are needed to improve the ratio of tenure/tenure track to lecturer and assure each program area is fully staffed.</p>
<p>Increase transferability from CCC</p>	<p>In 2017, the Transfer Model Curriculum (TMC) was completed between the California Community Colleges and the California State Universities. This model allowed for specific courses in Hospitality and Tourism to transfer from the CCC to the CSU. A specific Course Identification Numbering System (C-ID) was created to assist both institutions in more efficiently and effectively communicating regarding students transferring and the specific courses that would transfer. This model is in place and the first students, in Fall 2018, were successfully admitted to the program.</p> <p>Course maps have been developed for semester classes to clearly outline two and four-year courses of study. New areas of concentration were developed for Hospitality and Tourism: Event Planning and Management; Food and Beverage; Lodging, Resort and Club Management; and Design Your Own. The concentrations will allow students to specialize in an area of interest and are designed to make the majors more appealing to individuals with different needs and interests.</p>

### C. Program Changes and Needs

*Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, 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:** The faculty have been working together to prepare for semester conversion and are looking forward to implementation of new courses. Excellence in teaching remains a major priority for department faculty. Collaboration between department faculty to develop course learning outcomes, assigned readings and signature assignments for each class should improve consistency of content and lay the foundation for ongoing assessment. Efforts continue to assure that the number of students in the program is maintained or increased at a sustainable level. In order to meet the needs of students and industry, it is important to develop and maintain relationships with industry professionals who can provide input about curriculum, serve as guest speakers, assist with placement of students in internships, volunteer and paid positions.

**Curriculum:** Full syllabi were developed for the new semester classes to increase consistency and assure the same content is being taught, regardless of the faculty member assigned to teach. Faculty members discussed the importance of consistency in the course learning outcomes, assigned reading and signature assignments. New concentrations were developed to create an opportunity for specialization in the undergraduate Hospitality and Tourism program. The concentrations are Event Planning and Management; Food and Beverage; Lodging, Resort and Club Management; and Design Your Own.

**Students:** The Bay Area offers a wealth of opportunities for volunteer work, internships and paid employment in the hospitality, recreation and tourism industries for students. Experiential opportunities for students also include assisting with planning and implementation of events, attending professional conferences and workshops (through A2E2 funding), and participation in student clubs and assemblies. Students in the program are diverse, many are first-generation and the majority work in an HRT industry throughout the course of their studies.

**Faculty:** Department faculty work together to make decisions about curriculum, marketing, future directions and to implement changes to improve our programs. In addition to working with students to coordinate events, present research projects, and attend professional meetings and conferences, faculty members participate in planning retreats, monthly meetings, working meetings and recruitment events. Faculty actively work to improve the quality of our programs and classes, work 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 committees and boards. HRT faculty members are actively engaged in department, college and university committees. A new tenure track faculty member, Dr. Heather Vilhauer started in Fall 2018. Dr. Vilhauer taught as a lecturer in the department for several years and is now an Assistant Professor in Recreation Management. Dr. Melany Spielman, former Chair and Professor, ended her FERP in June of 2018.

**Staff:** HRT shares 2.5 office staff and 2.5 academic advisors with the Department of Kinesiology.

**Resources:** (*facilities, space, equipment, etc.*) Office space was obtained, starting in Fall 2018 in Arts and Education for a faculty member previously housed in Robinson Hall and a tenure track faculty member previously housed in a shared lecturer office. A shared office space for hospitality and tourism lecturers is needed, as the shared office space currently used by a tenure-track faculty member and 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 for 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. A refrigerator, microwave, portable oven, serving dishes, wine glasses, tables and chairs were purchased over the past few years. Equipment still needed includes a freezer, dishwasher and working sink. Secure storage space for the special event equipment and for set-up/clean-up is a continuing priority.

**Assessment:** Faculty members developed a map of semester courses that will be assessed to determine if program and course learning outcomes are being met, along with signature assignments for each course. Further review and development of rubrics needs to be completed. This year, two department faculty members provided assignments in their classes to be assessed at the program and ILO level. The department will develop a schedule of assessment activities for the next few years, which will correspond with ILO assessment being done at the University level.

**Other:** (*e.g., major program modifications*) New concentrations were developed that will be available starting in Fall 2018. Faculty members have plans to develop more certificate programs through University Extension, to meet the needs of professionals in industry not currently enrolled in degree programs. The first certificate program approved is Recreation Therapy, and will be offered through University Extension beginning in Fall 2018.

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

### **Institutional Learning Outcomes** (aligned with HRT PLOs):

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

### 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)."*

### **Hospitality and Tourism Undergraduate Degree**

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 & 6).
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 & 5).
4. Identify techniques that contribute to a culture of dignity and respect in the hospitality and tourism profession (ILO 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.)

Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of lodging, food services, travel and event management. This PLO is aligned with the Institutional Learning Outcome for Social Responsibility.

## C. Summary of Assessment Process

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

**Instrument(s):** (include if new or old instrument, how developed, description of content) The ILO Social Responsibility Rubric, developed by faculty members and piloted in an ILO Assessment in Spring 2018, was used. The rubric was based on an AAC&U document, which was revised by faculty and members of the ILO Subcommittee.

**Sampling Procedure:** Samples of student work were drawn from two different HRT classes (REC 3202 Women and Leisure, and REC 3010 Service Learning). The sample was drawn randomly from Blackboard assignments for the program review. The results of the pilot assessment conducted by the ILO Subcommittee, with the sample randomly drawn using Blackboard Outcomes, have not yet been finalized.

**Sample Characteristics:** Many of the students in the classes are undergraduate majors in either Recreation or Hospitality and Tourism, some of the students are not department majors and are fulfilling general education requirements.

**Data Collection:** (include when, who, and how collected) Student work in two HRT classes from Spring 2018 was collected using Blackboard assignments. The work of students in REC 3202 Women and Leisure was randomly selected. REC 3202 is a general education class (D4) and an elective class for majors in the undergraduate Hospitality/Tourism and Recreation programs. The work of students in REC 3010 was also randomly selected. Service Learning is a core requirement for undergraduate majors in Hospitality/Tourism and Recreation. One assignment in each class, a written paper, was developed or revised to fit criteria from the ILO Social Responsibility Rubric. The assignments were aligned in Blackboard to the ILO. Members of the ILO Subcommittee will be assessing the student work in Fall 2018. ILO reviewers will be able to view selected student papers, instructions for the assignment, and the rubric online using Blackboard Outcomes. Department faculty assessed 8 artifacts from each class, the results are reported here.

### Data Analysis:

Rubric Criteria	Class 1 n=8	Class 2 n=8	Average n=16
Awareness of Self and Others	3.38	2.63	3.01
Context	3.00	3.25	3.13
Scope/Impact	2.38	3.63	3.01
Agency	2.63	3.63	3.13

Student work in the first class was rated above the competent rubric score (3.0) for two of the criterion, and in the second class for three of the criterion.

## D. Summary of Assessment Results

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

**Main Findings:** Social responsibility assignments in each class were designed to require analysis of social responsibility in terms of various perspectives (self and others), identification of inter-relationships of relevant influences, recognition of the scope and impact (global, national, local and personal) and recognition of how to achieve responsible outcomes within a community. The assignments both required students to participate in activities or events at a local level and to write based on not only their research of the setting and topic, but also to reflect their personal experience.

The assignment in the Women and Leisure class required students to complete a volunteer experience and write about a recreation program available to a population that could have limited access to leisure opportunities (individuals with disabilities, low-income individuals, or the elderly). The assignment in Service Learning required students to complete a volunteer experience and write about a program offering services to a disadvantaged population (homeless, low income, elderly).

Students who were more self-aware and wrote from a personal or local perspective seemed less likely to acknowledge the broader impact or scope of the problem. Students who had a more global perspective did not always reflect a strong level of self-awareness regarding the societal issues being studied. Many students stated that the experiences inspired them to get more involved at a community level and increased their desire to contribute in a positive way. Students discussed issues like empowerment, responsibility, helping those who are less fortunate and appreciation for the ability of individuals to endure hardships yet remain warm and caring.

**Recommendations for Program Improvement:** *(changes in course content, course sequence, student advising)* Experiential activities involving social responsibility should be incorporated more frequently into classes throughout the curriculum when possible, as students report the experiences are meaningful and instructive. An introductory service learning class, and a more advanced service learning class were developed for semesters (HOS 235 Introduction to Community Engagement and HOS 435 Advanced Community Engagement). The classes are electives that can be taken by Hospitality/Tourism and Recreation majors, and meet GE Area E requirements. REC 310 Women and Leisure is the semester equivalent of REC 3202, and is a departmental elective that fulfills GE Area D4 and Social Justice Overlay requirements.

Students will be encouraged to enroll in the classes. Signature assignments in the courses have been identified as aligning with social responsibility and social justice learning outcomes. Faculty will work together to further develop each signature assignment, refine rubrics, assess student work and make changes necessary to meet this learning outcome. Encouraging students to evaluate the issues from different perspectives (individual, local, national and global) should be a priority in classes when a field experience is required.

**Next Step(s) for Closing the Loop:** *(recommendations to address findings, how & when)* Faculty teaching courses related to social responsibility will be encouraged to review and refine assignments that feature a field experience, reflection of issues from different perspectives (self and others) and analysis of impacts/outcomes at an individual, local, national and global level.

**Other Reflections:** The department is developing an assessment schedule for the next few years. We hope to involve more department faculty in the process of assignment design, rubric refinement, review of student work, and analysis of the data.

#### E. **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 planned based on the plan for ILO assessment at the University level for upcoming years. The PLO for Written Communication will be assessed for 2018-19. PLOs were revised to further distinguish the differences between each program area. The goal will be to use Blackboard Outcomes to obtain a random sample of student work in at least two classes, and for a group of three or more faculty members to complete the assessment.

### III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

*Each program should provide a one-page discussion of the program data available through CAPR. 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 CAPR data only. 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 program continues to draw transfer students from 2-year community colleges and culinary schools. These students comprise the majority of students in the program (see Table 4). 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. The overall number of students in the program has not fluctuated significantly in the past 5 years.

##### **Reflections on Trends and Program Statistics:**

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

Collaborations, presentations and campus visits with 2-year community colleges and culinary schools have raised student awareness and visibility of the program. These recruitment efforts, and student discovery of the program through general education courses, have helped to sustain or increase enrollment. The consistent number of students in the program reflects the demand in the industry. The long-term goal is to continue to increase enrollment. Factors that result in fluctuations in enrollment include changes in compensation in the industry, employers who do not required advanced degrees for some positions, and unemployment levels. The implementation of the Transfer Model Curriculum (TMC) may assist in increasing enrollments.

## B. Request for Resources *(suggested length of 1 page)*

### 1. 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 34% tenure/tenure track to 66% lecturers. Improving the diversity of the faculty to better match the student population is another goal of the department, and will be an important consideration for future faculty searches. Due to anticipated retirements in the Recreation program in the next 2 years, a new tenure-track position in Recreation Management is being requested.

### 2. Request for Other Resources

**Staff:** The HRT Department has been sharing office staff and academic advisors with the Kinesiology Department for a number of years. The department faculty have been discussing the desire to move away from this shared arrangement, to streamline and improve operations. A full-time academic advisor for the Department of Hospitality, Recreation and Tourism is being requested, with no shared responsibility for advising students from other departments.

**Offices, storage, equipment:** Office space was obtained, starting in Fall 2018 in Arts and Education for a faculty member previously housed in Robinson Hall and a tenure track faculty member previously housed in a shared lecturer office. A shared office space for hospitality and tourism lecturers is needed, as the shared office space currently used by a tenure-track faculty member and 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 for 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. A refrigerator, microwave, portable oven, serving dishes, wine glasses, tables and chairs were purchased over the past few years. Equipment still needed includes a freezer, dishwasher and working sink. Secure storage space for the special event equipment and for set-up/clean-up is a continuing priority.



**APR Data from Pioneer Insights  
Hospitality and Tourism**

Table 1  
Hospitality and Tourism Undergraduates by Gender

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
Female	112	71%	114	75%	123	74%	114	75%	108	71%
Male	46	29%	39	25%	43	26%	39	25%	44	29%
Total	158	100%	153	100%	166	100%	153	100%	152	100%

Table 2  
Hospitality and Tourism Undergraduates by Race/Ethnicity

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
American Indian	1	0.01	1	0.01	2	0.01	1	0.01		
Asian	29	0.18	35	0.23	41	0.25	33	0.22	33	0.22
Black/African American	10	0.06	15	0.1	19	0.11	16	0.1	18	0.12
Hawaiian/PI			1	0.01	1	0.01			2	0.01
Hispanic/Latino	23	0.15	21	0.14	31	0.19	36	0.24	32	0.21
International	20	0.13	18	0.12	17	0.1	18	0.12	18	0.12
Multiple races	17	0.11	13	0.08	8	0.05	8	0.05	5	0.03
Unknown	11	0.07	9	0.06	9	0.05	4	0.03	8	0.05
White	47	0.3	40	0.26	38	0.23	37	0.24	36	0.24
Total	158	1	153	1	166	1	153	1	152	1

Table 3  
Hospitality and Tourism Undergraduates – First Generation

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
First generation	81	51%	79	52%	92	55%	86	56%	86	57%
Non-first generation	77	49%	74	48%	74	45%	67	44%	66	43%
Total	158	100%	153	100%	166	100%	153	100%	152	100%

Table 4

## Hospitality and Tourism Undergraduates by Class Level

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
Freshman	8	5%	14	9%	13	8%	11	7%	3	2%
Sophomore	9	6%	9	6%	20	12%	12	8%	17	11%
Junior	47	30%	43	28%	57	34%	44	29%	48	32%
Senior	94	59%	87	57%	76	46%	86	56%	84	55%
Total	158	100%	153	100%	166	100%	153	100%	152	100%

Table 5

## HRT Headcount Proportion by Instructor Over Time

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
Regular faculty	6	27%	7	28%	8	31%	10	36%	10	34%
Lecturer	16	73%	18	72%	18	69%	18	64%	19	66%
Total	22	100%	25	100%	26	100%	28	100%	29	100%

Table 6

## HRT Instructor Category and Rank Summary

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
Rank	n	FTE	n	FTE	n	FTE	n	FTE	n	FTE
Assistant Professor			1.00	1.00	2.00	2.00	4.00	4.00	4.00	4.00
Associate Professor	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Professor	4.00	4.00	4.00	4.00	4.00	3.38	4.00	3.38	4.00	3.38
Total Regular Faculty	6.00	6.00	7.00	7.00	8.00	7.38	10.00	9.38	10.00	9.38
Lecturer	16.00	11.62	18.00	12.36	18.00	11.57	18.00	11.17	19.00	11.20
Total	22.00	17.62	25.00	19.36	26.00	18.59	28.00	20.55	29.00	20.58

Table 7

## HRT Faculty by Gender

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
	n	%	n	%	n	%	n	%
Female	11	55%	11	50%	12	52%	15	56%
Male	9	45%	11	50%	11	48%	12	44%

Note: Data does not include all department faculty.

Table 8

## HRT Instructor Race and Ethnicity

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
Asian	2	14%	2	9%	2	9%	3	12%	3	11%
Black/African American	3	15%	3	14%	3	13%	3	12%	3	11%
Hispanic/Latino	0	0%	2	9%	2	9%	2	8%	3	11%
International	0	0%	0	0%	1	4%	2	8%	1	4%
Unknown	1	5%	1	5%	1	4%	1	4%	1	4%
White	14	70%	14	64%	14	61%	15	58%	16	59%

Note: Data does not include all department faculty.

Table 9

## CEAS FTEs, FTEf and SFR

	Fall 2015	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2016	Fall 2017	Fall 2017	Fall 2017
Department	FTEs	FTEf	SFR	FTEs	FTEf	SFR	FTEs	FTEf	SFR
EDLD	183.9	5.9	31.2	151.5	6.7	22.5	143.0	6.3	22.8
EDUI	14.3	1.8	8.1	30.0	1.2	25.7	19.4	1.1	18.2
EPSY	257.5	12.0	21.5	263.1	13.1	20.2	276.7	13.2	21.0
HRT	557.0	16.2	34.5	519.0	18.2	28.5	498.4	18.6	26.8
KPE	613.4	27.3	22.4	596.6	27.4	21.8	631.6	28.1	22.5
TED	261.9	8.9	29.4	265.2	9.1	29.2	266.2	8.5	31.2
Total	1888.1	72.0	26.2	1825.4	75.6	24.1	1844.7	76.0	24.3

Table 10

## HRT FTEs, FTEf and SFR by Course Level

		Fall 2015	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2016	Fall 2017	Fall 2017	Fall 2017
Subject	Course Level	FTEs	FTEf	SFR	FTEs	FTEf	SFR	FTEs	FTEf	SFR
HOS	Lower- division	65.6	1.7	37.8	68.3	2.0	34.1	59.5	2.4	24.8
HOS	Upper- division	64.3	2.0	32.1	58.4	3.0	19.8	50.1	2.5	20.0
HOS	Total	129.9	3.7	34.8	126.7	5.0	25.6	109.5	4.9	22.3
REC	Lower- division	157.1	4.0	39.2	143.0	4.3	33.0	123.5	4.1	29.9
REC	Upper- division	247.6	6.9	35.8	230.6	7.5	30.8	247.1	8.1	30.5
REC	Graduate	22.5	1.5	15.0	18.8	1.4	13.2	18.4	1.5	12.6
REC	Total	427.2	12.4	34.4	392.4	13.2	29.6	388.9	13.7	28.4