

**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 Recreation                                    |
| Reporting for Academic Year | 2018-19   |
| 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                                 |
| Author of Review            | Dr. Heather Vilhauer, Dr. Erick Kong, Dr. Nancy White |
| Date Submitted              | 10/1/19   |

**SELF-STUDY** (suggested length of 1-2 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.*

| <b>Goal</b>  | <b>Progress</b>  |
|--|--|
| Increase student participation through outreach, recruitment and marketing | <p>Faculty members actively participate in promotional events and make presentations both on and off campus to promote the program, including orientations, transfer days, preview day, Al Fresco, high school visits and more. Dr. Padron has presented at workshops and events on topics such as professional etiquette, customer service and branding. Faculty also reach out to students in general education and first-year courses to help them “discover” our major.</p> <p>The Hospitality, Recreation and Tourism Career Fair, organized by Dr. Vilhauer with assistance from department faculty, is a popular event for both employers and students. A number of hotels, event planning companies, recreation organizations and other HRT businesses participate in the Career Fair. The event is held on campus in the Fall and Spring semesters. Students and alumni have opportunities to apply for internships and paid employment opportunities, and to network with industry professionals at the Career Fair.</p> |

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|--|---|
|  | <p>The department continues to work on updating the website and establishing a social media presence through Facebook, YouTube and LinkedIn. Marketing and promotional materials featuring the new department logo continue to be developed, including banners, posters and signs for use at trade shows and events. The 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.</p> <p>REC University (REC U) workshops designed for professionals in the recreation field are offered a few times each term. The opportunity to earn CEUs, learn new skills, expand knowledge and network is appreciated by industry professionals. The department hosts a table in the exhibit hall at the California Parks and Recreation Conference every year, to recruit industry professionals interested in furthering their education and careers.</p> |
| <p>Refine classes and curriculum through analysis and improvement of teaching methodology</p>                | <p>After implementation of newly designed semester classes in Fall 2018, the faculty identified some core classes (taken by both Hospitality/Tourism and Recreation majors) where further refinement was needed. Groups of faculty worked to make improvements to REC 100 and HOS 100, including readings, course materials and assignments. The Department Curriculum Committee discussed changes to existing classes, GE proposals/modifications and certificate programs to be offered through University Extension. Feedback from industry professionals and alumni who make up the HRT Advisory Committee continues to be valuable in terms of developing and revising curriculum.</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. The HRT Career Fair, sponsored by the department twice a year, is one example of department collaboration with industry partners. The event is an effective way to connect employers with our students, and provides benefits to the industry, our program, students and alumni.</p>  |
| <p>Obtain and fill new faculty positions, reach a level of full staffing for all major areas of emphasis</p> | <p>In Spring 2019 there were 10 full-time tenured or tenure track HRT faculty, 4 in Hospitality and Tourism (Hallab, Padron, Ann, and Yilmaz), 5 in Recreation (Chamberlain, Fortune, Vilhauer, White, and Yates), and 1 in Recreation Therapy (Kong). HRT has a number of strong lecturers, with professional work experience in the industry. For the 2018-19 academic year there were 5 lecturers in Hospitality, 6 in Recreation and 1 in Recreation Therapy. Searches are being conducted in 2019-20 to fill two new tenure-track positions, 1 in Hospitality/Tourism and 1 in Recreation. 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>This goal applies to courses in Hospitality and Tourism. 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 Recreation: Youth Development, Sustainability, and Design Your Own. The concentrations 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>  |
| <p>Improve visibility of Recreation Therapy as a career and degree option</p> | <p>Students can select one of two options for the B.S. in Recreation, either Recreation Management or Recreation Therapy. One of the goals in the last five-year review was advancement of Recreation Therapy to a major to improve visibility. The department was advised not to pursue this change during semester conversion, but plans to starting moving toward accomplishment of this objective. Classes in the Recreation Therapy program have been Quality Matters certified. New GE course proposals are being developed in Recreation Therapy. Recreation Therapy faculty worked with University Extension to create a certificate program for individuals interested in a Recreation Therapy (RT) career, which helps raise the visibility and serve students not wishing to enroll in a degree program. The certificate program is in place now and a number of students have been accepted into the program. CSUEB online Recreation Therapy classes are available to students at other CSUs, so the requirements for certification can be reached. The two faculty members teaching in this area continue to increase visibility of the profession and classes available at CSUEB by participating on boards/committees of professional membership organizations, presenting at conferences and recruiting.</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 continue to work together to design courses and promote excellence in teaching. For courses with numerous sections (such as REC 100) a Master class was developed in Blackboard to share course materials, readings, updated syllabi and assignments. Collaboration between department faculty related course content, assessment of student learning outcomes and possible improvements will continue. Ongoing recruitment efforts are necessary to maintain the number of students in the program at a sustainable level. Relationships with industry professionals are continually built through collaborations

and networking events, including the Career Fair, HRT Advisory Committee and invitations to serve as guest speakers in classes.

**Curriculum:** The Department Curriculum Committee worked on improvements and revisions to a few new semester classes, based on feedback from students and faculty after the first offering of semester classes in Fall 2018. Academic advisors and faculty for HRT worked together to promote new concentrations in the undergraduate Recreation program. The concentrations are Youth Development, Sustainability and Design Your Own. Certificate programs are being developed in Recreation, which will be offered through University Extension.

**Students:** The Student Club met weekly during the school year, working together to plan events, network and build knowledge and skills. A number of students were able to participate in professional meetings and conferences due to A2E2 funding, which provided amazing opportunities for networking and career development. Students enrolled in event planning classes assisted with implementation of events including the CEAS Holiday Event and Graduation Brunch. Students in the program are diverse, many are first-generation and the majority work in hospitality, recreation and tourism industries while going to school.

**Faculty:** Department faculty meet regularly to discuss our students, programs, curriculum, marketing and goals for the future. 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. The newly created HRT Center for Professional Excellence was approved at the end of the academic year. This University Center is designed to promote training and education. A number of department faculty are serving on the Board of Directors for professional organizations.

**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 also for a tenure track faculty member previously housed in a shared lecturer office. Two to three more offices in Arts and Education are needed for the new faculty members being hired for 2020-21, and also for a tenure-track faculty member currently sharing an office space with a number of lecturers.

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 are revising the 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. The department will use ILO rubrics developed by East Bay faculty, and approved by the Senate, for assessment of undergraduate and graduate courses. In 2018-19, department faculty members provided

assignments in their classes to be assessed at the program and ILO level. The department schedule of assessment for the next few years which will correspond with ILO assessment being done at the University level.

**Other:** (e.g., major program modifications) New program concentrations were developed that started in Fall 2018. Faculty members are in the process of developing certificate programs through University Extension, to meet the needs of professionals in industry not currently enrolled in degree programs. The first certificate program approved was Recreation Therapy, which as of Fall 2018 is being offered through University Extension.

I. **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 Recreation will be able to:

1. Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of recreation programs and services, management of facilities and stewardship of natural resources (ILO 1 & 4).
2. Identify effective leadership and teamwork strategies, management skills, methods to evaluate service quality and meet consumer needs in recreation management (ILO 5).
3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the recreation profession (ILO 2 & 6).
4. Identify techniques that contribute to a culture of dignity and respect in the recreation management profession (ILO 3).

Students who graduate with a B.S. in Recreation with a concentration in Recreation Therapy will be able to:

1. Explain stages of human development, principles of behavioral change, and models for delivery of recreation therapy programs and services (ILO 1 & 4).
2. Identify effective leadership and teamwork strategies, standards of practice, assessment techniques and documentation requirements in recreation therapy (ILO 5).
3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the recreation therapy profession (ILO 2 & 6).
4. Identify techniques that contribute to a culture of dignity and respect in the recreation therapy profession, based on principles of access, inclusion, and independence (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 recreation programs and services, management of facilities and stewardship of natural resources (ILO 1: Written Communication).

Explain stages of human development, principles of behavioral change, and models for delivery of recreation therapy programs and services (ILO 1: Written Communication).

### 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 Written Communication Rubric was used.

**Sampling Procedure:** The signature assignment from one section of REC 400, a core class in the department was assessed.

**Sample Characteristics:** Eighty percent of the students in the class were majors in either Hospitality/Tourism or Recreation.

**Data Collection:** *(include when, who, and how collected).* A total of 10 Legal Issues Papers were randomly selected from Blackboard assignments in Spring 2019.

**Data Analysis:**

| Rubric Criteria                           | Scores (n=10) |   |   |   | Mean |
|---|---------------|---|---|---|------|
|   | 4             | 3 | 2 | 1 |      |
| Statement of Purpose                      | 2             | 8 | 0 | 0 | 3.2  |
| Audience Awareness                        | 2             | 7 | 1 | 0 | 3.1  |
| Organization, Cohesion and Clarity        | 2             | 5 | 3 | 0 | 2.9  |
| Presentation of Supporting Ideas          | 3             | 3 | 4 | 0 | 2.9  |
| Language Usage, Sentence Structure        | 3             | 4 | 3 | 0 | 3.0  |
| Mechanics, Grammar, Punctuation, Spelling | 1             | 4 | 5 | 0 | 2.6  |

### Summary of Assessment Results

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

**Main Findings:** The mean score of student work was at or above the competent rubric score of 3.0 for three of the criterion; purpose, audience and language. Ratings were below the competent rubric score of 3.0 for organization, supporting ideas and mechanics.

**Recommendations for Program Improvement:** *(changes in course content, course sequence, student advising).* More emphasis on development of writing skills throughout the curriculum would benefit students. Providing more opportunities for students to read, write and receive constructive feedback are all ways to improve writing skills. It is also important to communicate industry requirements for strong writing skills, so students realize the need to further develop their skills in this area.

**Next Step(s) for Closing the Loop:** *(recommendations to address findings, how & when).* Faculty should provide clear expectations for written communication in class assignments, along with tips about how to improve writing skills (answers to frequently asked questions, templates, use of spell and grammar check, use of resources such as the Student Center for Academic Achievement and the Online Writing Lab). A consistent message from faculty members about the importance of developing strong written communication skills to be successful in industry is needed. Encouraging students to participate in meetings, conferences, events and networking opportunities with industry professionals can also help reinforce the importance of written communication skills.

**Other Reflections:** Increasing the number of faculty members involved in the assessment process, and the number of student artifacts being assessed 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 Critical Thinking will be assessed for 2019-20. 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 two or more faculty members to complete the assessment.

## **II. 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 University Dashboard. 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 University Dashboard data. 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. 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. There was a drop in enrollment in Fall 2018 when the change was made to semesters, but enrollment has increased since then.

#### **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 have raised student awareness and visibility of the program. Faculty continue to make presentations at high schools, or host high school student groups for campus visits, although this is not the major source of new students to the program. The recruitment efforts, and student discovery of the program through general education courses, have helped to sustain enrollment. The fairly consistent number of students in the program reflects the demand in the industry. The long-term goal is to continue to maintain or slightly increase enrollment. Factors that result in fluctuations in enrollment include changes in compensation in the industry, employers who do not require advanced degrees for some positions, and unemployment levels.

**A. 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 43% tenure/tenure track to 57% lecturers. 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. Two tenure-track searches are in progress now, one for Hospitality/Tourism and one for Recreation. The start date for the new faculty members is Fall 2020.

2. Request for Other Resources

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 was requested in the past, with no shared responsibility for advising students from other departments. A search is being conducted to replace one department academic advisor, who is now serving CEAS as an advisor for the entire college.

**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  
B.S. in Recreation**

Table 1  
Recreation Undergraduates by Gender

|        | Fall 2014 |      | Fall 2015 |      | Fall 2016 |      | Fall 2017 |      | Fall 2018 |      |
|--------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|        | n         | %    | n         | %    | n         | %    | n         | %    | n         | %    |
| Female | 47        | 63%  | 62        | 71%  | 67        | 68%  | 77        | 68%  | 74        | 69%  |
| Male   | 28        | 37%  | 25        | 29%  | 31        | 32%  | 36        | 32%  | 34        | 31%  |
| Total  | 75        | 100% | 87        | 100% | 98        | 100% | 113       | 100% | 108       | 100% |

Table 2  
Recreation Undergraduates by Race/Ethnicity

|                        | Fall 2014 |      | Fall 2015 |      | Fall 2016 |      | Fall 2017 |      | Fall 2018 |      |
|------------------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|                        | n         | %    | n         | %    | n         | %    | n         | %    | n         | %    |
| American Indian        | 1         | 1%   | 0         | 0%   | 0         | 0%   | 0         | 0%   | 0         | 0%   |
| Asian                  | 13        | 17%  | 20        | 23%  | 20        | 20%  | 17        | 15%  | 15        | 14%  |
| Black/African American | 11        | 15%  | 13        | 15%  | 9         | 9%   | 10        | 9%   | 12        | 11%  |
| Hawaiian/PI            | 3         | 4%   | 2         | 2%   | 1         | 1%   | 1         | 1%   | 2         | 2%   |
| Hispanic/Latino        | 15        | 20%  | 21        | 24%  | 29        | 30%  | 35        | 31%  | 28        | 26%  |
| International          | 1         | 1%   | 1         | 1%   |           |      | 1         | 1%   | 2         | 2%   |
| Multiple races         | 4         | 5%   | 4         | 5%   | 6         | 6%   | 9         | 8%   | 6         | 6%   |
| Unknown                | 5         | 7%   | 8         | 9%   | 11        | 11%  | 11        | 10%  | 11        | 10%  |
| White                  | 22        | 29%  | 18        | 21%  | 22        | 22%  | 29        | 26%  | 32        | 30%  |
| Total                  | 75        | 100% | 87        | 100% | 98        | 100% | 113       | 100% | 108       | 100% |

Table 3  
Recreation Undergraduates First Generation

|                      | Fall 2014 |      | Fall 2015 |      | Fall 2016 |      | Fall 2017 |      | Fall 2018 |      |
|----------------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|                      | n         | %    | n         | %    | n         | %    | n         | %    | n         | %    |
| First generation     | 79        | 52%  | 92        | 55%  | 86        | 56%  | 86        | 57%  | 60        | 56%  |
| Non-first generation | 74        | 48%  | 74        | 45%  | 67        | 44%  | 66        | 43%  | 48        | 44%  |
| Total                | 153       | 100% | 166       | 100% | 153       | 100% | 152       | 100% | 108       | 100% |

Table 4  
Recreation Undergraduates by Class Level

|           | Fall 2014 |      | Fall 2015 |      | Fall 2016 |      | Fall 2017 |      | Fall 2018 |      |
|-----------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|           | n         | %    | n         | %    | n         | %    | n         | %    | n         | %    |
| Freshman  | 4         | 5%   | 4         | 5%   | 5         | 5%   | 3         | 3%   | 1         | 1%   |
| Sophomore | 7         | 9%   | 7         | 8%   | 9         | 9%   | 8         | 7%   | 4         | 4%   |
| Junior    | 17        | 23%  | 33        | 38%  | 26        | 27%  | 40        | 35%  | 30        | 28%  |
| Senior    | 47        | 63%  | 43        | 49%  | 58        | 59%  | 62        | 55%  | 73        | 68%  |
| Total     | 75        | 100% | 87        | 100% | 98        | 100% | 113       | 100% | 108       | 100% |

Table 5  
HRT Headcount Proportion by Instructor Over Time

|                 | Fall 2014 |      | Fall 2015 |      | Fall 2016 |      | Fall 2017 |      | Fall 2018 |      |
|-----------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|                 | n         | %    | n         | %    | n         | %    | n         | %    | n         | %    |
| Regular faculty | 7         | 28%  | 8         | 31%  | 10        | 36%  | 10        | 34%  | 10        | 43%  |
| Lecturer        | 18        | 72%  | 18        | 69%  | 18        | 64%  | 19        | 66%  | 13        | 57%  |
| Total           | 25        | 100% | 26        | 100% | 28        | 100% | 29        | 100% | 23        | 100% |

Table 6  
HRT Instructor Category and Rank Summary

|                       | Fall 2014 |       | Fall 2015 |       | Fall 2016 |       | Fall 2017 |       | Fall 2018 |       |
|-----------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
|                       | 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  | 5.00      | 5.00  |
| Associate Professor   | 2.00      | 2.00  | 2.00      | 2.00  | 2.00      | 2.00  | 2.00      | 2.00  | 1.00      | 1.00  |
| Professor             | 4.00      | 4.00  | 4.00      | 3.38  | 4.00      | 3.38  | 4.00      | 3.38  | 4.00      | 4.00  |
| Total Regular Faculty | 7.00      | 7.00  | 8.00      | 7.38  | 10.00     | 9.38  | 10.00     | 9.38  | 10.00     | 10.00 |
| Lecturer              | 18.00     | 12.36 | 18.00     | 11.57 | 18.00     | 11.17 | 19.00     | 11.20 | 13.00     | 8.57  |
| Total                 | 25.00     | 19.36 | 26.00     | 18.59 | 28.00     | 20.55 | 29.00     | 20.58 | 23.00     | 18.57 |

Table 7  
HRT Faculty by Gender

|        | Fall 2014 |      | Fall 2015 |      | Fall 2016 |      | Fall 2017 |      | Fall 2018 |      |
|--------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|        | n         | %    | n         | %    | n         | %    | n         | %    | n         | %    |
| Female | 11        | 50%  | 12        | 52%  | 13        | 50%  | 15        | 56%  | 12        | 55%  |
| Male   | 11        | 50%  | 11        | 48%  | 13        | 50%  | 12        | 44%  | 10        | 45%  |
| Total  | 22        | 100% | 23        | 100% | 26        | 100% | 27        | 100% | 22        | 100% |

Table 8  
HRT Instructor Race and Ethnicity

|                        | Fall 2014 |      | Fall 2015 |      | Fall 2016 |      | Fall 2017 |      | Fall 2018 |      |
|------------------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|                        | n         | %    | n         | %    | n         | %    | n         | %    | n         | %    |
| Asian                  | 2         | 9%   | 2         | 9%   | 3         | 12%  | 3         | 11%  | 3         | 14%  |
| Black/African American | 3         | 14%  | 3         | 13%  | 3         | 12%  | 3         | 11%  | 3         | 14%  |
| Hispanic/Latino        | 2         | 9%   | 2         | 9%   | 2         | 8%   | 3         | 11%  | 2         | 9%   |
| International          | 0         | 0%   | 1         | 4%   | 2         | 8%   | 1         | 4%   | 1         | 5%   |
| Unknown                | 1         | 5%   | 1         | 4%   | 1         | 4%   | 1         | 4%   | 1         | 5%   |
| White                  | 14        | 64%  | 14        | 61%  | 15        | 58%  | 16        | 59%  | 12        | 55%  |
| Total                  | 22        | 100% | 23        | 100% | 26        | 100% | 27        | 100% | 22        | 100% |

Table 9

CEAS FTEs, FTEf and SFR

| Department | Fall 2016 |      |      | Fall 2017 |      |      | Fall 2018 |      |      |
|------------|-----------|------|------|-----------|------|------|-----------|------|------|
|            | FTEs      | FTEf | SFR  | FTEs      | FTEf | SFR  | FTEs      | FTEf | SFR  |
| EDLD       | 151.5     | 6.7  | 22.5 | 143       | 6.3  | 22.8 | 104.9     | 5.7  | 18.5 |
| EDUI       | 30        | 1.2  | 25.7 | 19.4      | 1.1  | 18.2 | 26.3      | 1.1  | 23.2 |
| EPSY       | 263.1     | 13.1 | 20.2 | 276.7     | 13.2 | 21   | 231.4     | 12.7 | 18.3 |
| HRT        | 519       | 18.2 | 28.5 | 498.4     | 18.6 | 26.8 | 412.1     | 15.5 | 26.6 |
| KPE        | 596.6     | 27.4 | 21.8 | 631.6     | 28.1 | 22.5 | 582.1     | 26.0 | 22.4 |
| TED        | 265.2     | 9.1  | 29.2 | 266.2     | 8.5  | 31.2 | 223.8     | 7.5  | 29.8 |
| Total      | 1825.4    | 75.6 | 24.1 | 1844.7    | 76   | 24.3 | 1580.6    | 68.5 | 23.1 |