

APPENDIX A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW

respect each other. To have a transparent process and communication, the faculty decided to complete meeting minutes, starting in September 2022.

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.

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| <p>Continue to strengthen and improve collaborations with diverse industry partners through increasing local and international visibility and reputation of the department.</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>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</p> |
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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.

Assessment:

3.

| | | | | | |
|-----------------------------------------------|--|--|--|--|--|
| the use of leadership strategies & principles | | | | | |
|-----------------------------------------------|--|--|--|--|--|

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.

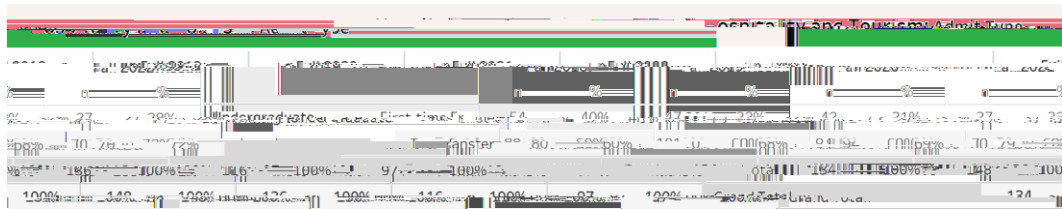
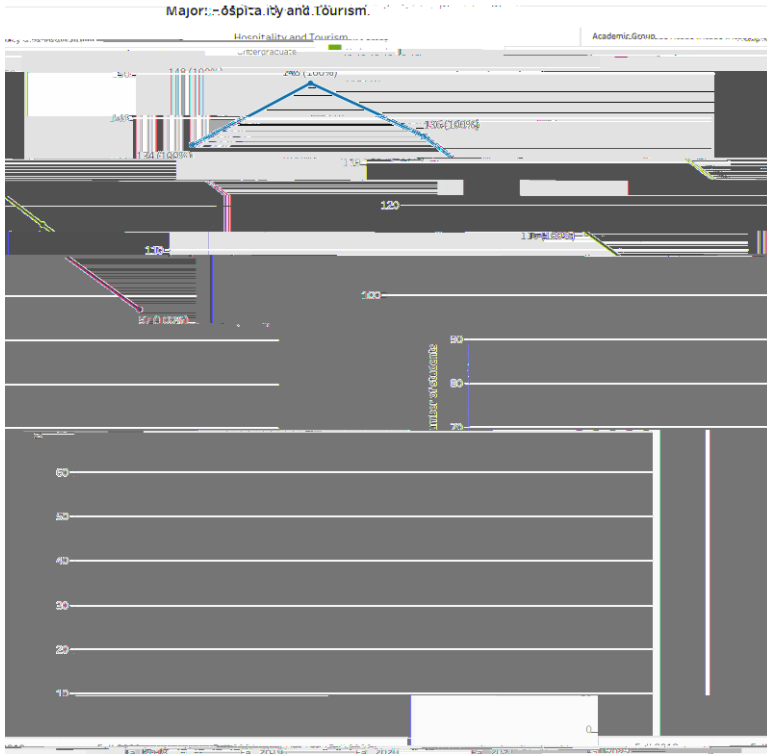
Other Reflections: Increasing the number of faculty members involved in the assessment process, increasing the number of courses and student artifacts assessed, and including both GE and major courses in futuBT/F3 a00.00000912 0 612 792 reW* nBT/F3 11.04 Tf1 0 0 1 427.51 331.61-3(t)ectio7M]TJET00.0

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



Hospitality and Tourism: Race/Ethnicity

| | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2020 | Fall 2019 | |
|---------------|-----------|-----------|-----------|-----------|-----------|------|
| | n | % | n | % | n | % |
| Black | 10 | 7% | 10 | 7% | 19 | 16% |
| International | 34 | 21% | 29 | 21% | 27 | 23% |
| Latinx | 8 | 6% | 12 | 9% | 9 | 8% |
| Multirace | 6 | 4% | 9 | 7% | 8 | 7% |
| Unknown | 32 | 24% | 28 | 21% | 24 | 21% |
| White | 116 | 87% | 148 | 100% | 136 | 100% |
| Grand Total | 134 | 100% | 148 | 100% | 136 | 100% |

Hospitality and Tourism: Sex

| | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2018 | Fall 2019 | |
|-------------|-----------|-----------|-----------|-----------|-----------|------|
| | n | % | n | % | n | % |
| Male | 40 | 30% | 48 | 32% | 41 | 30% |
| Female | 94 | 70% | 100 | 68% | 95 | 70% |
| Grand Total | 134 | 100% | 148 | 100% | 136 | 100% |

Hospitality and Tourism: Sex

| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | |
|-------------|-----------|-----------|-----------|-----------|-----------|------|
| | n | % | n | % | n | % |
| Male | 41 | 34% | 40 | 30% | 48 | 32% |
| Female | 95 | 70% | 100 | 70% | 90 | 66% |
| Grand Total | 136 | 100% | 140 | 100% | 138 | 100% |

