Instructional Units Program Review Year Five Update - Travel Marketing Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by **Franco, Dennis** on **02/10/2022 23:13**

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

One new destination course, TRAVL 88, Southern Europe Destination Specialist, was approved by Curriculum Committee in October, 2017. It was taught for the first time in Spring 2021. This course is an elective for all certificates and the AS degree in Travel Marketing. It will also help fulfill certificate/ degree requirements for destination classes.

1b. Please address the following enrollment data provided for your program.
   1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill   rate, and productivity (FTES/FTEF)

CENSUS ENROLLMENT:
Census enrollment for the Travel Program has been over 200 until Spring 2020, at which time the census enrollment dropped to 128. Historically, spring enrollment numbers have been less than fall, but not usually this large a dip. In the spring, we offer our two capstone classes, which attract fewer students -- students that are close to completing their certificates/degree and serious about starting their travel businesses. In addition, the lower total enrollment in Spring 2020 could also be due, in part, to the fact that only 6 total sections were offered in Spring 2020, as compared to the previous 5 semesters, in which 8 sections were offered.

Starting in Fall 2020, the pandemic was the main reason for dropping enrollment. In addition, sections were cancelled during the pandemic, so fewer sections were available for student enrollment. This was the first time in over 10 years that any travel classes have been cancelled for low enrollment.

CENSUS FILL RATE AND PRODUCTIVITY:
Enrollment fill rate and FTES/FTEF will vary, depending on the maximum number of students per class. For example, TRAVL 77 is a capstone course with a class max of 30 students, while TRAVL 95, also a capstone course, has a class max of 40 students. Both of these courses are required for the CA and the AS degree in Travel Marketing. If the same number of students enroll in each of the classes, the census fill rate will be lower for TRAVL 95 because of the higher class maximum, which will affect the overall census fill rate for the program. A case can be made for setting the class max for both of these capstone courses at 30, as the advanced travel students are working on more complex projects and require more individual attention and feedback.

FTES numbers have been consistently above 15 from Fall 2017 through Fall 2019, with a drop in Spring 2020, when only 6 sections were offered (as compared to the usual 8). Many travel students take less than a full load, as many of them are working adults -- working full-time, part-time, or taking care of family members. FTEF numbers also have been consistent until Spring 2020. Two part-time instructors have taught all travel courses since 2008.

1b. Please address the following enrollment data provided for your program.
   1.b.2. What does the data suggest in terms of future needs/directions?

Studies have concluded that a smaller class size (typically 20-25 students) results in greater interactivity in online classes. With the increased emphasis on interactivity for online classes, we feel that travel classes should be held at a maximum of 30, especially the "core" courses, in which interactivity and information-sharing is most critical. This would result in a higher enrollment fill rate and FTES/FTEF numbers.
In addition, we have started offering TRAVL 76, Sales and Marketing core course, only once a year rather than every semester, expecting that it will have a higher enrollment if it is offered less frequently.

THE STATE OF THE TRAVEL INDUSTRY DURING THE PANDEMIC:
The travel industry has been virtually decimated during the pandemic, which has greatly affected the number of students enrolling in the travel marketing program. All indications are that travel will bounce back, but not immediately. Until requirements for travelers settle back down into normalcy, travelers will not have the confidence to travel as they did prior to Spring 2020. Studies and industry surveys indicate that travelers will be using travel advisors in greater numbers when they DO start traveling, so this is a great time to prepare for the pent-up demand that will likely come (see section 1c for more details).

NEED TO PROMOTE THE TRAVEL PROGRAM TO A WIDER AUDIENCE:
The LMC Travel Marketing Program is one of the only, if not THE only, program of its kind within the California Community College system. The LMC Travel Marketing Program focuses on preparing students to sell travel products and services to travelers. Most of our graduates become small business owners. Other programs within the state focus on a wider range of topics, typically hospitality (culinary arts and hotel management, for example).

The LMC travel instructors have put a great deal of time and effort into preparing 4 travel courses for the OEI (Online Education Initiative), which, if offered on the statewide exchange, would increase visibility for the program and would attract students from all over California. By casting a "wider net", we would expect enrollment numbers to increase.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Prepare students for employment in the travel industry by providing current information, resources, and opportunities for networking with other students, alumni, and industry professionals.			
Goal 2: Improve student success rates, completions, and skill attainment.			
Goal 3: Enhance and promote faculty's understanding and use of online teaching and learning practices/ pedagogy, with the intent of increasing student engagement, learning, and success.			

All goals continue to be in progress, and we will continue to take action steps as noted in the "goals" section of this report. Chris McGill and Debbie Wilson are the responsible parties for all goals.

FOR CTE PROGRAMS ONLY
1c.   Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C? viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData= (sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde

On March 11, 2020, the World Health Organization (WHO) declared COVID-19, the disease caused by the SARS-CoV-2, a pandemic. No industry has been harder hit by COVID-19 than travel and tourism. Since the beginning of March and through the end of this quarter, 2021, the pandemic has resulted in $492 billion in cumulative losses for the U.S. travel economy, equating to a daily loss of approximately $1.6 billion for the past months. The continual depressed level of travel spending has caused a loss of $64 billion in federal, state and local tax revenue since March 1. (https://www.ustravel.org/toolkit/covid-19-travel-industry-research)

In 2020, the global industry lost an estimated US$2.4 trillion and in 2021 a further US$1.8 trillion could go. Yet, there have been pockets of activity and, as the pandemic recedes, opportunities are emerging – both for travel companies and for educated and knowledgeable travel counselors and hospitality workers.

What will the future look like for travel after the abrupt standstill since 2020? With vaccinations on the rise and infections on the decline in the US, a growing number of consumers are eager to get away. Many people who have the financial resources, have been hunkered down at home for much of the past year, with fewer-than-usual opportunities to spend money. There is pent-up demand for travel. Consumers are desperate to begin exploring the world once again.

Don't discount the need for travel agents in the future of travel. Two recent surveys show Americans increasingly want to utilize a travel counselor's services for post-pandemic vacationing. Nearly half of U.S travelers who rarely used travel agents in the past are likely to use one post-pandemic, according to a sturdy earlier this year by the American society of Travel Advisors and Sandals Resorts. When people start to travel again, they will want a travel agent more than ever.

 A Travel Leaders Group (https://www.prnewswire.com/news-releases/consumer-survey-finds-70-percent-of-travelers-plan-to-vacation-in-2021-301154002.html) and the World Travel & Tourism Council (WTTC) survey of 3,000 travelers found that nearly 70% originally planned to vacation in 2023. Euronews (https://www.euronews.com/2020/10/27/what-will-travel-look-like-in-a-post-covid-world) also says people want to travel. The ability to travel, however, is still up in the air depending on destination and origin, citizenship and vaccination status, among other factors. As a result, the travel industry is in need of travel agents capable of embracing technology and looking for ways to reassure travelers that they'll be safe should they choose to travel.

 Cruise and tour companies who typically open their reservation systems 1 year in advance are now open for bookings for 2023 and 2024.
The travel industry will be in need of educated travel professionals to meet the needs of the traveling public post pandemic. The industry is getting ready for a gradual recovery rather than immediate growth.

It should be noted that according to an independent study commissioned by The Travel Institute in 2018, agents have shifted from working primarily as employees (71% in 2008) to working primarily as independent contractors or IC's (62% in 2017). Since self-employed agents are excluded from BLS data, the BLS data is "not a reliable source for indicating the travel agent career outlook." (Source: hostagencyreviews.com, "Travel Agent Career Outlook/ What You Need to Know").

FOR CTE PROGRAMS ONLY
1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

In the past, we have conducted traditional Advisory Board meetings on an annual basis. For the last several years, these meetings have been conducted virtually, and attendance has dropped off. We started doing surveys, but again, input was minimal. As a result, we have started meeting one on one with travel professionals, graduates, and students to determine current needs. We also keep in close touch with working alumni to gather information about the current state of the industry.
Debbie is in her fifth year as a member of The Travel Institute Board of Trustees. As a board member, she attends quarterly "virtual" meetings and an annual face to face meeting with Travel Institute staff and board members. Travel instructors have attended the annual Travel Agent Forum and have met face to face with travel suppliers, host agencies, and other travel professionals, including students and alumni of the LMC travel program. Face to face meetings have been interrupted as a result of the pandemic.

These one on one meetings and conversations have proven to be more effective and instructive than the traditional Advisory Board meetings.

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				

Goals and Objectives			Modified	In Progress	Abandoned	Completed
Recommended Actions	Goal 2: Improve student success rates, completions, and skill attainment. Action: We are always striving for increased success rates. We provide reminders for assignments in the form of Announcements and Canvas messages to the class as well as to individuals. We also provide individual feedback on weekly discussions and assessments. Some students stop attending our classes regardless of these reminders and feedback.	0 linked SLOs 0 resource requests				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)						
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)						
Recommended Actions	Goal 1: Prepare students for employment in the travel industry by providing current information, resources, and opportunities for networking with other students, alumni, and industry professionals. Action: Utilize alumni in capstone classes as resources for current students. Provide information about networking and educational opportunities with industry professionals and travel organizations. Invite students and alumni to attend the annual Travel Agent Forum, in which there are many opportunities for networking; i.e., meeting with suppliers, travel professionals, and other student and graduates of our program. Continue to provide those opportunities.	0 linked SLOs 0 resource requests				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)						
Recommended Actions	Goal 3: Enhance and promote faculty's understanding and use of online teaching and learning practices/ pedagogy, with the intent of increasing student engagement, learning, and success. Action: Both travel instructors have completed POCR training (Peer Online Course Review) and have mentored other online instructors. Four online travel courses (TRAVL 72, TRAVL 76, TRAVL 77, and TRAVL 82) have been reviewed for the OEI Exchange. Travel instructors will continue to take appropriate flex training in online teaching and technology as appropriate.	0 linked SLOs 0 resource requests				

2. Vision for Success Goals Update : Version by **Franco, Dennis** on **02/10/2022 23:13**

2a. The following table lists the *Vision for Success* **indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following** *Vision for Success* **indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. ***

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	68.3%	Modified	Ongoing	Instructors	Continue to provide reminders and individual feedback for students. Hold weekly online office hours.

Degrees (AA, AS, ADT)	3.6 AS degrees per year	Completed			We have averaged 4.25 AS degrees over the last 4 years.
Certificates of Achievement	12	Modified to 7	Ongoing	Instructors	Encourage students to apply for certificates earned each semester.
Unit Reduction					
CTE Jobs					

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	54.3%		Ongoing	Instructors	Our classes offer open access for all, given that all courses are online. All students will continue to receive individual feedback and suggestions for improvement.
Low Income	55.5%		Ongoing	Instructors	Our classes offer open access for all, given that all courses are online. All students will continue to receive individual feedback and suggestions for improvement.
Foster Youth					

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Wilson, Deborah** on **09/24/2021 21:26**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

All travel courses have been assessed according to schedule.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Travel instructors will continue to offer all travel courses in an online format. In order to promote and improve student success, instructors continue to provide examples of exemplary work for assignments, detailed instructions and rubrics for assignments, supplemental videos as needed, individual feedback and suggestions for improvement, and regular online office hours as well as offers to meet individually as needed.

4. Course Outline of Record Updates : Version by **Wilson, Deborah** on **09/24/2021 21:26**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOROs) to the Curriculum Committee by November 1, 2021.*

NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

All Course Outlines of Record are up to date according to schedule.

Impact of Resource Allocation