LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: TRAVEL MARKETING

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.).

No major changes or updates within the Travel Marketing Program since last CPR.

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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

Enrollment and Ftes/Ftef numbers vary, depending on the course. TRAVL 72, Introduction to Travel, is the basic foundation for all travel classes, and this class typically fills to capacity. Ftes/Ftef numbers for TRAVL 72 have been consistently above 15 for the last 3 years.

Enrollment % and Ftes/Ftef vary, depending on the maximum number of students per class. For example, TRAVL 77, Customized Vacation Travel (class max. 30 students), is a capstone course for the Certificate of Achievement, and the enrollment % has been at 100% for the past 3 years. In contrast, TRAVL 95, Advanced Travel Concepts, another capstone course, has averaged 65%, but has a class maximum of 40 students. If TRAVL 95's class maximum was set at 30, the enrollment % would be 86.6%.

TRAVL 130 and TRAVL 131 are core courses for the Home Based Travel certificate. Given the growing number of travel professionals that are choosing to be independent contractors, it makes sense that these courses have a relatively high enrollment level.

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 also result in a higher enrollment % and Ftes/Ftef numbers.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and 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.**	In Progress	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.	Ongoing.
Goal 2: **Improve student success rates, completions, and skill attainment.**	In Progress.	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.	Ongoing.
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.**	**In Progress**	Both travel instructors have attended POCR classes (Peer Online Course Review) and have mentored other online instructors. Two online travel courses (TRAVL 72 and TRAVL 76) are being reviewed for the OEI Exchange.	Ongoing.

For CTE programs only:

1c.   Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)

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").

As for income, hostagencyreviews.com reported in their "Travel Agent Income Report 2019" that 84% of the agents surveyed reported that their income increased from the previous year. The average income for travel agents with 3+ years' experience was: $44,312 for all agents (PT and FT), and $61,437 for FT agents. In 2017, 11% of self-employed agents earned over $100,000. In their 2018 Travel Agent Income Report, hostagencyreviews.com reported a 16% increase in average travel agent income from 2017.

References:

https://www.thetravelinstitute.com/2018/05/07/how-independent-contractors-are-changing-the-face-of-the-retail-travel-industry/

https://hostagencyreviews.com/blog/travel-agent-career-outlook

https://hostagencyreviews.com/blog/travel-agent-income-report-2019

https://hostagencyreviews.com/blog/travel-agent-income-report-2018

1d.   Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

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. Debbie is in her third 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. As part of the annual Travel Agent Forum, travel instructors meet face to face with travel suppliers, host agencies, and other travel professionals, including students and alumni of the LMC travel program.

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

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Goal: 75.4% Travel has increased its success rate every year -- by 6% since 2016. We are currently at 72.3%, which puts on track for our goal for 2021-2022.	Continue to provide reminders and individual feedback for students that need them. Hold weekly online office hours.	Increase success rate each year.	Instructors	
Degrees (AA, AS, ADT)	Goal: 3.6 AS degrees per year We have achieved this goal for the past 2 years.	Continue to remind advanced students to apply for the degree by the deadline.	Ongoing.	Instructors.	
Certificates of Achievement	Goal: 12 We have had either 10 or 12 CA's for the last three years, so this goal is within reach.	Continue to remind students to apply before the deadline and provide a link to the information they need.	Ongoing	Instructors.	
Unit Reduction					

CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase by 5%.	Our classes offer open access for all, given that all courses are online. All students will continue to receive individual feedback, as needed.	Ongoing.	Instructors.	
Low Income					
Foster Youth					

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them. **All course assessments are up to date.**

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

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success? **After going through the OEI review process, we are reviewing all classes to make sure they are accessible and follow best practices for online courses.**

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

All COORs are up to date.

Course	Faculty Responsible for COOR Update

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

N/A

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other [ ]	
Justification:			

Operating Resource Request	
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**
Department/Unit Name	**Resource Type**
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	**Est. Expense**
Justification:	

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies
	☐ Online Learning ☐ IT Hardware/Software
	☐ Other

General Description	Est. Expense

Justification: