

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: Travel Marketing

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

The six .5-unit Home-Based core courses (TRAVL 101-106) were consolidated into two courses: TRAVL 130 (1 unit) and TRAVL 131 (2 units). This consolidation allowed for more effective online presentation and ease of completion.

In Fall 2017, a new elective destination course, TRAVL 88, Southern Europe Destination Specialist, was approved. This course was added in response to high popular demand.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

We anticipate no major changes. Our current “stackable” certificates/ AS degree continue to be relevant for the industry. Home-based travel continues to grow, and our specialty certificate, Home Based Travel Specialist Certificate, is unique in the industry. Our comprehensive Certificate of Achievement and the AS degree in Travel Marketing provide the foundation needed for entry into the travel industry.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Certificate of Achievement in Travel Marketing (21 units) AS degree in Travel Marketing (add GE courses to this plan)				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	TRAVL 72 (3 units) TRAVL 76 (3 units) Plus 3-6 units of travel electives: TRAVL 82 (3 units) TRAVL 114 (1.5 units) TRAVL 130 and 131 (3 units total) Destination courses (1.5-3 units) Total: 9-12 units	TRAVL 77 (2 units) TRAVL 95 (3 units) Plus 3-6 units of travel electives): Destination courses (1.5 – 3 units each) Total: 8-11 units	If student elects not to take full loads during the first and second semesters, the third semester may be used to finish the 21 units. Since many of our students are working full-time and/or have other major responsibilities, they often cannot take a full load each semester.	

Skills Certificate in Travel Marketing (12 units)				
Semester	Semester 1	Semester 2		
List Courses Needed for Degree or Certificate in each semester.	TRAVL 72 (3 units) TRAVL 76 (3 units) Total: 6 units	TRAVL 95 (3 units) Travel elective(s) to equal 3 units. Note that TRAVL 95 is currently offered in spring only. Total: 6 units	Note: Students could conceivably complete the Skills Certificate in Travel Marketing if they took all classes in spring. TRAVL 72 and TRAVL 76 are currently offered every semester.	

Home-Based Travel Specialist Certificate (17 units)				
Semester	Semester 1	Semester 2		
List Courses Needed for Degree or Certificate in each semester.	TRAVL 72 (3 units) TRAVL 76 (3 units) TRAVL 130 (1 unit) TRAVL 131 (2 units) 9 units total	3 units Destination course(s) plus 5 travel electives (any other travel courses) 8 units total		

Cruise Specialist Certificate (8 units)				
Semester	Semester 1	Semester 2		
List Courses Needed for Degree or Certificate in each semester.	TRAVL 76 (3 units) TRAVL 82 (3 units) Total: 6 units	TRAVL 77 (2 units) Total: 2 units	Note: Currently, TRAVL 82 is only offered in fall, and TRAVL 77 is only offered in spring – thus the need to spend two semesters earning this certificate.	

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

All courses, including elective courses, have been offered in the past two years.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

We have no plans to delete any courses; however, we will monitor TRAVL 87 (Mexico) to determine if there is a continued demand.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
TRAVL 72	1	1	1	1
TRAVL 74	1		1	
TRAVL 75		1		1
TRAVL 76	1	1	1	1
TRAVL 77		1		1
TRAVL 82	1		1	
TRAVL 83		1		1
TRAVL 84		1		1
TRAVL 85	1		1	
TRAVL 87				1 (based on demand)
TRAVL 88		1		1
TRAVL 95		1		1
TRAVL 96			1	
TRAVL 114	1		1	
TRAVL 130	1		1	
TRAVL 131	1		1	
Rationale for any Major Changes				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

All Travel courses have been updated since Spring 2012.

Course	Faculty Responsible for COOR Update
	All Travel courses have been updated since 2012.

4.2. Course Offerings/Content

<p>How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?</p>	<p>All Travel courses are continually updated with current information.</p> <p>We have added a new course, TRAVL 88, Southern Europe Destination Specialist. This destination is in high demand, and we expect that it will be popular with current students as well as previous students that will return to take it.</p> <p>Our previous six home-based core courses (.5 units each) were consolidated into two courses, TRAVL 130 and 131. This has made online presentation more effective, and it has allowed students to complete these courses more easily within one semester.</p>
<p>How have these changes enhanced your program?</p>	<p>See comments above.</p>

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.) N/A

<p>What additional courses will need to be created to support the new degree or certificate?</p>	<p>N/A</p>
<p>What significant changes to existing course content would need to be made to support the new degree or certificate?</p>	<p>N/A</p>

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

The LMC Travel Marketing Program Advisory Board currently consists of eight members with considerable experience in the travel industry. The Advisory Board meets annually, via a virtual meeting space, since members are geographically dispersed. The Board is regularly updated regarding current program activities, and members provide input into curriculum changes as well as suggestions for carrying out program goals.

Members:

Guida Botelho: Directory of Training, The Travel Institute

Susan Hall: Business Development & Education Manager, Nexion

Julie Leyva: Owner, The Red Shoe Travel Co.

Michelle Lindsey: Manager Western Region, American Express Travel Services

Chris McGill: Instructor, Los Medanos College Travel Marketing Program

Betsy Sullivan: Business Development Manager, Princess Cruises/ Cunard Line

Nancy Vinson: President, Vacation Discounters

Debbie Wilson: Instructor, Los Medanos College Travel Marketing Program

Dates of last two meetings:

October 5, 2017

May 17, 2016

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

Although the report indicates that some courses were not assessed in Cycle 1, all of the travel courses were assessed as scheduled. Travel courses marked as not assessed on the report were assessed as follows:

TRAVL 87, Mexico Destination Specialist: Assessed Spring 2015, COOR approved May, 2015

TRAVL 95, Advanced Travel Concepts: Assessed Spring 2015, COOR approved October, 2015

TRAVL 96, Alaska Destination Specialist: Assessed Spring 2013, COOR approved May 2014

TRAVL 130, Home Based Travel: Launching Your Business: Assessed Jan 2016, COOR approved Feb, 2016

TRAVL 131, Home Based Travel: Success Factors: Assessed Jan 2016, COOR approved Feb, 2016

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course? N/A

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

The travel instructors have been working with the program and teaching individual courses for about 20 years and are very familiar with the needs of their student population and changes in the travel industry. Regular feedback from students inform changes to content, assignments, and approaches, intended to result in more effective teaching and learning. The assessment process is fine as is; however, travel courses are being continually revised every time they are taught – regardless of the assessment cycle.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Assessment of TRAVL 74, North American Destinations, revealed that some students didn't understand the expectations of a major assignment which required them to act as facilitators for a discussion of a specific destination. Changes were made whereby the instructor modeled the assignment and facilitation, along with publishing a rubric, prior to student facilitation. As a result, student success

improved, and students enjoyed the assignment more. In addition, for TRAVL 95, which is a capstone course requiring a major course project, examples of past student projects were provided, which has resulted in a higher quality of work. So, we have concluded that good examples generally are helpful in setting expectations and improving the quality of student work.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

Overall, the travel program was satisfied with the findings of the PSLO assessments. While the faculty would like to see a 100% success rate for each PSLO assessed, the faculty was satisfied to learn that so many of the students were successful. The survey of our graduates indicated that 100% of the respondents had a favorable response regarding the PSLOs assessed.

7.2.2. What was the biggest challenge in conducting program level assessment?

Getting the surveys returned. After re-writing the survey in an easier to complete format (Survey Monkey), we received several more responses.

7.2.3. What resource needs, if any, were identified in your program level assessment?

The travel program has had only two adjunct professors for several years. As a result, the travel program has been in maintenance mode for quite a long time. With such limited resources, it is difficult, if not impossible, to expand/ grow the program.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (Travel)	2016FA: 86.9% 2017SP: 86.7%	2016FA: 79.6% 2017SP: 87.1%	2016FA: 86.3% 2017SP: 84.7%

Success Rate (Travel)	2016FA: 57.4%	2016FA: 44.4%	2016FA: 65%
	2017SP: 52.0%	2017SP: 60.4%	2017SP: 67.2%

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

Retention/completion rates are very good for all categories above.

Success rates are not as good and have room for improvement.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Typically, the success rates for online courses are not as high as for face-to-face courses, however there has been improvement. There may be several reasons for a lower success rate for online students: some students take online courses thinking they are easier, students do not have the skills required to be successful online (organizational skills, self-discipline, attention to detail), or they have other responsibilities and priorities that take time away from their classes.

We have tried various approaches to increase success: providing online orientation information about readiness for online classes, contacting students that are missing assignments or falling behind, encouraging attendance at online office hours, providing examples of successful assignments, etc. Students that attend online office hours are usually successful, but getting students to attend this extra hour is a challenge.

The district DE Committee is looking at providing a readiness tool for online students. It is called Quest for Success. It is designed to help students self-assess whether they are ready to take online classes. Often skills that are required for online success, such as self-discipline, organization, etc., are weak in students that are less successful. Hopefully, setting expectations and assessing readiness will pinpoint specific needs and help students be more successful.

9. Goals

9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	Goal #3: Increase networking and communication among students, alumni, and industry professionals.
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	<p>We have taken several actions that contribute to a stronger community consisting of students, grads, and professionals from the travel industry:</p> <ol style="list-style-type: none">1. The annual Home-Based Travel Agent Forum in Las Vegas has been a highlight for several years. The instructors in the program attend, and several students/ alumni (typically 15-20) also attend (independently). It has become a major event for networking and fostering ongoing relationships, which have included initiating professional contacts within the industry, developing mentoring relationships, and making social connections. This is especially important since the program is fully online. This event gives instructors, students, alumni, and other travel industry professionals the opportunity to meet, share information, get acquainted, and form long-lasting relationships!2. In March, 2016, Debbie Wilson became a member of The Travel Institute Board of Trustees, which is recognized as the national professional development organization for the travel industry. As a board member, Debbie attends quarterly meetings with other members, encompassing a wide range of respected professionals in the industry.3. The program maintains relationships with owners of travel agencies across the state and beyond, working to facilitate connections between grads and employers.4. Continuing membership in professional organizations such as ASTA (American Society of Travel Agents) and The Travel Institute.5. At the course level, instructors make a concerted effort to initiate regular and effective interaction with their students and provide frequent opportunities for student-student interaction as well. Some of the local students meet up on a regular basis to network and socialize.
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	<p>Goal #1: Update and expand curriculum to reflect skills and knowledge required for achieving success in an evolving travel industry. Offer core courses more frequently than once a year.</p> <ol style="list-style-type: none"> 1. We have developed a new destination course (Southern Europe), which answers an ongoing demand from the students. This course will be offered during the 2018-19 academic year. 2. All of our travel courses are constantly being updated to reflect changes in the travel industry. 3. Instructors stay abreast of best practices for online teaching to provide the most effective distance learning opportunities for their students. 4. For the last several semesters, we have been able to offer two core courses, TRAVL 72 and TRAVL 76 every semester, which helps facilitate more timely completions.
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p>Plans for a formal mentoring program were put on hold, and ultimately abandoned, due to lack of resources. Although the pilot mentoring program was successful, we found that we did not have the resources to develop and manage a mentoring program with only two part-time instructors.</p>

9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.

	<p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
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.	#1 and #2	#5
Goal 2: Improve student success rates, completions, and skill attainment.	#1	#5
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.	#1 and #3	#6
Goal 4:		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

Operating Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Resource Type	
		<input type="checkbox"/> Equipment <input type="checkbox"/> Supplies <input type="checkbox"/> Service/Contract	<input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Other
General Description			Est. Expense
Justification:			

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<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	