

DEPARTMENT OR PROGRAM TITLE: TRAVEL CAREERS

I. PROGRAM MISSION: The Travel Careers Program is designed to prepare students for multi-career paths in the largest industry in the world--a global marketplace that offers more jobs than any other career field. The program, developed in 1973 as the first at a community college in Northern California, is now celebrating 30 years of professional education. It offers both extensive and intensive training on the latest computer reservation software as well as a strong knowledge of worldwide geography; training to develop excellent communication and sales skills; knowledge of processing diverse forms and tickets; and facility in interpreting tourism brochures and schedules. Moreover, the Travel Careers Program creates bridges for professional moves into the Hospitality, Meeting Planning and other related tourism industries for individuals who wish to continue their education.

II. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS

INTERNAL ASSESSMENT

Curriculum: The Travel Careers Program offers an Associate in Arts degree, a Certificate of Proficiency, and five Career Certificates. We recently added two new certificates to meet the demand for more leisure agents: a Wholesale Travel Specialist certificate and a Leisure Travel Specialist certificate. The course outlines were revised in 2001 to reflect industry changes and to include Internet components. In addition, we added a completely new series of eleven courses effective Winter 2002. These are Destination Specialist courses using materials supplied by the Institute of Certified Travel Agents (ICTA) in Wellesley, MA. Students who successfully complete these classes and take a separate ICTA examination, will receive a diploma and be listed on the ICTA web site as specialists. This series of courses has been very successful, and is bringing in industry professionals wishing to upgrade their skills as well as current and former students. Our Saturday seminar series continues to highlight new career paths and future trends in the travel industry. These classes are taught by highly regarded specialists in the subject matter, attracting a wider audience than the currently-enrolled student and enriching the standard curriculum for all students. The Travel Career courses have specific career goals in mind; in addition, they provide an exceptional, broad background for those students wishing to continue training in tourism, recreation, or hospitality programs at four-year universities. We offer students an internship program to provide a bridge to the workplace for first-time job entry or re-entry students. We also offer flexible day and evening schedules, including Saturday classes.

Our enrollment suffered along with the travel industry following the impact of September 11, 2001. Constant reports of layoffs in the airline sector along with the decrease in travel and the threat of terrorism caused many people to look for employment in other fields. However, the travel and tourism industry is still one of the world's largest employers, and we have been fortunate to see an increase in enrollment starting with Fall 2002. Currently, we are up over 30% from one year ago. The job market is in flux with small agencies merging into fewer large ones and many agents opening their own independent businesses. Wholesale companies are continuing to expand and there is a need for corporate travel managers as well as reservationists for Internet travel companies. Some of our students are interested in outside sales positions that can be done at home or on a part-time basis. The travel industry offers a wide variety of positions that are appealing to a great number of people. There is still an urgent need for us to advertise and let the community know of our program and how it can benefit those who take the classes. There are only two other community colleges in Northern California offering classes in travel and only one that offers an A. A. degree. Therefore, it is not common knowledge or expected that Foothill would have such a program. Only through continued and varied forms of publicity can we let the public know we are here.

We currently advertise in "Impact" and are highlighted in "The Heights" each quarter. In addition, we consistently send out faxes to the major travel agencies located within 100 miles reminding them of our program and the courses we recommend for advanced students. We have had some difficulty working with PIO in placing ads in newspapers recently, and currently do not have any ads appearing in the local papers. The Internet has proven to be a valuable reference for us and we are now listed in the American Society of Travel Agents web site, the Hospitality 1st web site. Although our program is listed on the Foothill web site, it is not easy to find. Unless a student knows to look under Business and Social Sciences, they would never find us. We are therefore requesting that vocational programs be highlighted in some way on the home page so they can easily find us. We are now in the processing of becoming an ICTA

licensed school so we will also appear in their site in the near future. Many prospective students who are somewhat familiar with the travel industry look to these particular web sites for recommendations. The cost of becoming an ICTA school is \$1500.00 every two years, but it will also allow us to receive income from offering the ICTA courses. A constant effort as well as sufficient funds are required to continue and expand our publicity campaign.

Physical Facilities: The Travel Careers Computer Training Center (Room 3103) will be undergoing some cosmetic renovations in Spring and Summer 2003. In February 2002 we received 25 new Dell computers and programmed them for SABRE software. This allows us to receive SABRE over the Internet and has reduced our costs to SABRE by approximately two-thirds. It also gives us the ability to introduce our student to the world of travel over the Internet and compare pricing among the various web sites. The lab is fully air-conditioned has new carpeting, new chairs and tables and is a very comfortable and attractive work environment for our students. As is true for any computer lab, we will have to replace computer terminals as they become outmoded or inoperative.

Other: We provide students with career planning, job placement, and employment counseling. All syllabi for the eight classes taught in the SABRE lab are updated each quarter, providing the most timely material available for our students. However, it creates a tremendous workload for the coordinator and lab assistant. Through the counsel of our Advisory Committee and employers, the TC Program is responsive to community needs and flexible enough to change content as needed. If more accelerated programs are required, though, it will be difficult to offer them with only 1.5 full time instructors. It will also be difficult to keep up with the paperwork, scheduling and consulting with students if the reassigned time currently given to the director is taken away due to budget cuts. Tutorial assistance for our classes is only available through our department, requiring us to recruit and train new students each quarter. The majority of our part-time instructors are not available to us during the day as they are currently working in the profession. When enrollment grows and there is a demand for more sections, we will need to look at the possibility of hiring a second full-time instructor.

EXTERNAL ASSESSMENT

Foothill College is surrounded by hundreds of corporate and leisure travel agencies as well as airports and wholesale tour companies that provide jobs for our students. There is not the same demand for trained students as in the past from these sources, but all of our students interested in working have found positions, including international students who desire to take their practical training for one year. It is anticipated that, barring any unforeseen tragedies, the travel industry will rebound and become even larger than before. Since the Travel Careers Program started we have seen many highs and lows; it is the normal course for this industry. However, most industry observers agree that there have been more changes in the last two years than in the last fifty, mainly due to rapidly changing technology. This has created a special need for well-educated newcomers who are not bound by the way things were done in the past and who have the training to be successful in the new marketplace. Strong sales skills, ease of Internet use, and destination training are imperative. Our instructors must also be able to change and be part of the new era of travel. We have been fortunate to hire several new part-time instructors who are bringing in fresh ideas and new skills to share with the students. Our full-time staff as well as long term part-timers are currently working in the travel industry and/or are attending conferences and workshops to refresh their knowledge. It is important that Foothill provide us with funds to increase the knowledge and skills of our instructors. We have an increasing population of international students and students with limited English skills, which creates a wide spectrum of student learning styles. We also have an increasing enrollment of part-time students who can take only one or two classes each quarter. Many of our students work and have families and must skip quarters on their way to a degree or certificate. This requires us to have creative schedules that fit the needs of our students, as well as provide extra tutorial assistance for those who need it. People who work in the travel industry must possess excellent communication skills, both oral and written, as well as good critical thinking and decision-making skills. The Internet is full of travel-related sites and good agents must be able to cut through the clutter and offer the best value for their customer. This requires a great deal of expertise.

III. CURRENT STAFFING:

There are currently 1.5 full-time faculty: Sharon Hack and Joyce Mishel. The rest of our classes are taught with adjunct faculty that are currently working in the travel industry. At this time, this seems to be working as the new faculty are able to bring current, real-life situations into the classroom. However, if our enrollments continue to increase, it is recommended that a second full-time faculty be hired because of the inherent difficulties of staffing with part-timers, especially during the day.

The full-time classified position of Computer Lab. Instructional Coordinator (re-classified as Instructional Associate) is an essential part of our program. Currently filled by Gulay Gur, she operates and maintains the computer lab on a 40-hour per week basis. She makes sure that the equipment is in working order and performs routine and emergency diagnostics and troubleshooting. She handles all telephone, mail and e-mail inquiries and information dissemination. She tutors students in SABRE and all other TC classes, and also recruits and trains student tutors, assists part-time faculty, handles the advertising, and does a great variety of simple and complex tasks that keep the program and the TC lab running smoothly. This position needs to be reclassified to its former level, considering the complexity and the amount of work involved in her duties.

IV. STUDENT EQUITY:

The TC Program has a high enrollment of women--over 80% of our students--as well as international and minority students. We also attract OTI students and homemakers seeking re-entry job training. Our high success rate in retention speaks highly of student motivation as well as excellence and dedication of the Travel Careers faculty and staff. We also serve disabled students and can accommodate to any such needs.

V. ACTION PLANS

We should:

- (1) Advertise our unique program, educating the public to the fact that there is still a bright future in the travel industry and a need for highly trained employees.
- (2) Add additional accelerated schedules and continue to seek new ways to meet changing student demand for classes.
- (3) Continue working with the Workforce Education Committee to receive VATEA funds, if available, to provide for advertising, education of instructors, supplies, repair of hardware, etc.
- (4) Explore more distance learning approaches for our curriculum.
- (5) Broaden the curriculum further by creating additional courses such as hospitality, meeting planning, incentive travel and other high money-making areas of the industry.
- (6) Continue to bring in industry experts to teach our Saturday seminars and ICTA courses and augment are core group of courses.

Evaluation of academic year 2002-2003

Date of evaluation: 20 February, 2003

List names of participants assisting in this program review:

Primary program contact person: Sharon Hack Phone x7669
 Email address: hacksharon@foothill.edu

Full-time faculty: Sharon Hack, Joyce Mishel (half time) (x7799)

Part-time faculty:

Administrators: Elizabeth Zoltan

Classified staff: Gulay Gur (x7490) E-mail address: gurgulay@fhda.edu

Students:

PROGRAM NAME: TRAVEL CAREERS PROGRAM

Degree/certificate options available: A.A. degree, Certificate of Proficiency, 5 levels of Career Certificates

PROGRAM MISSION AND OUTCOMES: To prepare graduates for careers in the travel industry such as travel counselors, supervisors, managers and owners for both leisure and corporate travel agencies; airline employee positions such as reservations, ticketing, and gate agents; wholesale tour companies, tour directors, cruise line reservations, etc. Graduates will demonstrate knowledge of airline computer reservations, destination geography, sales skills, and travel agency resource materials. They will be able to calculate airfares, interpret cruise and tour package pricing, and recognize the steps of qualifying a client and closing a sale.

DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates

PROGRAM CONTENT PROFICIENCIES/COMPETENCIES	BEHAVIORS: What should a student be able to do upon graduation?	REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?	OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?
Computer Reservation Skills	Be proficient in utilizing the SABRE airline computer reservation system to access domestic and international flight schedules, fares, rules, and all other related airline info displays such as meals, baggage, visas, hotels, car rental companies, tour operators, etc.	TC 60, TC 62A, TC 62B.	1. Student will receive a grade of "C" or better in each of the three required SABRE courses.
Passenger Name Records	Make proper reservations and bookings for clients, create complete Passenger Name Records, and quote accurate costs for bookings.	TC 62A, TC 62B.	1. Students will be able to build a PNR from start to finish within a specified time frame from both oral and written request.
Internet travel sites	Utilize the Internet to access airline web sites as well as discount travel sites to find special airfares, hotel and car rates, and all related travel info. Make informed comparisons between Internet and SABRE prices.	TC 62A, TC 62B, TC 64, TC65 TC 50, TC 55.	1. Internet components will be included in all Travel Career courses to ensure that students can quickly find desired information.
Air tariff	Utilize and evaluate domestic and international air tariffs to compute simple to complex individual, independent travel itineraries.	TC 64, TC 65.	1. Student will receive a grade of "C" or better in each of the two required air tariff courses.
Career choices	Be familiar with the variety of careers available in the travel industry and the skills required for each position.	TC 50	1. Student will receive a grade of "C" or better in the introductory course which focuses on careers in the travel industry.
Destination competency	Become familiar with the geography, infrastructure, and culture of worldwide key touristic areas. Evaluate sightseeing and tour options and create air and land itineraries to these	TC 51, TC 52, TC 53.	1. Student will receive a grade of "C" or better in each of the three required destination courses.

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	areas.		
Itinerary planning	Analyze and evaluate transportation, accommodations, sightseeing, and tour operations in domestic and international destinations.	TC 55, TC 56.	1. Student will complete a project that includes qualifying client, selecting destination, researching destination, developing itinerary including hotels and tours that meet needs of client.
Understanding diversity	Be able to recognize divergent points of view of people from diverse cultures and background, define relationships between tourism, local economies, and political systems around the world.	TC 51, TC 52, TC 53.	1. Student will receive a grade of "C" or better in each of the three required destination courses.
Cruise Sales	Focus on increasing profits through cruise ship sales. Be skilled in selecting different cruise lines according to client need. Be proficient in reading and interpreting cruise brochures, computing costs, and making reservations.	TC 54	1. Student will receive a grade of "C" or better in the Cruise class.
Travel Agency Operations	Be familiar with travel agency procedures, operations, bookkeeping, and sales techniques including completion of office accountable invoices, receipts, checks, etc.	TC 55	1. Student will complete multiple assignments requiring them to select tours, compute costs, and write invoices and checks for deposits and final payments, deducting agency commission.
Industry resources	Recognize, select, and apply manuals, guides, business travel planners, and all other travel industry resource and reference materials (including the Internet) to serve the needs of the traveling public.	TC 55, TC 51, TC 52, TC 53.	1. Students will have access to all travel agency resources, using them to complete assignments and plan itineraries.
CORE COMPETENCIES	CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program		
Communication	Read, interpret and discuss travel industry resource materials and publications, Internet travel web sites; provide oral instruction with clarity; have good telephone skills; communicate vocally with nonnative-English speakers; be able to write complete itineraries.	TC 50, TC 51, TC 52, TC 53, TC 54, TC 55, TC 60, TC 62A, TC 62B, TC 64, TC 65.	<ol style="list-style-type: none"> 1. Student will receive a grade of "C" or better in each of the required program courses. 2. Student will complete several written projects (to include itineraries, Internet projects, comparison of travel industry publications, review of tourism-related book, and multiple Passenger Name Records for SABRE courses.) 3. Student will give oral reports, work in small groups, role play and have a variety of opportunities to communicate orally. 4. Student has the opportunity to participate in our internship program, with a high probability of being

PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES	BEHAVIORS: What should a student be able to do upon graduation?	REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?	OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?
			offered permanent employment upon completion.
Computation	Be able to understand, evaluate and calculate domestic and international fares. Compute costs for simple to complex land and sea itineraries, tours and cruises.	TC 50, TC 51, TC 52, TC 53, TC 54, TC 55, TC 60, TC 62A, TC 62B, TC 64, TC 65.	1. Computer proficiency on the SABRE airline reservation system, as well as basic word processing and Internet.
Creative, Critical & Analytical Thinking	Be the "ideal" travel agent who is knowledgeable, creative, yet observant enough to adapt this knowledge and creativity to the special needs of each individual client.	TC 50, TC 51, TC 52, TC 53, TC 54, TC 55, TC 60, TC 62A, TC 62B, TC 64, TC 65.	1. Create a travel plan that shows that student "listened" to client and booked according to his requests.
Community/ Global Consciousness & Responsibility	Be extremely aware of worldwide cultural differences, and able to recognize divergent points of view of people from diverse cultures and backgrounds; define relationships between tourism, local economies and political systems around the world; be aware of where to travel and where to avoid traveling at a particular time; also be aware of social and touristic trends (e.g. ecotourism).	TC 50, TC 51, TC 52, TC 53, TC 54, TC 55, TC 60, TC 62A, TC 62B, TC 64, TC 65.	