

AUSTIN COMMUNITY COLLEGE  
PROGRAM OF TRAVEL AND TOURISM

# INSTRUCTIONAL PROGRAM REVIEW

---

PRESENTED TO

---

THE OFFICE OF INSTITUTIONAL EFFECTIVENESS

January 2003



Committee Chair: Virginia Stipp Lawrence, Program Coordinator  
Prepared by: Virginia Stipp Lawrence, Program Coordinator  
Dean: Val Cantu, Dean of Business Studies

# INSTRUCTIONAL PROGRAM REVIEW

## PROGRAM OF HOSPITALITY MANAGEMENT Austin Community College

### TABLE OF CONTENTS

Mission and Statement of Purpose.....	2
Vision Summary.....	3-4
SWOT Analysis.....	5-9
Summary Analysis of Core Indicators of Effectiveness.....	10-28
Section I – Program Need.....	10-15
Table 1.0 Total Course Offering Enrollments by Term (p.11)	
Table 1.1 Sections and Enrollments by sections per Academic year (p.11)	
Table 1.2 Declared Majors (p.11)	
Table 1.3 Number of degrees conferred (p.12)	
Table 1.4 Percent of graduates and non-returners seeking additional education and/or employment (p. 13)	
Table 1.5 Labor Market Analysis-Capital Area (p. 14)	
Table 1.6 Labor Market Analysis-Statewide (p.15)	
Section II- Program Justification.....	16
Table 2.0 Budget Analysis (p. 16)	
Section III- Outcome Quality.....	17-28
Table 3.0 Non-Transfer, Withdrawal, Non-Mastery Rates (p. 17)	
Table 3.1 Term Grade Percentages (p. 18)	
Figure 3.0 Bell Chart of Grades Awarded from Fall 1999-Spring 2002 (p. 18)	
Table 3.2 Highest Percentage of A, F and Withdrawals (p. 19)	
Table 3.3 Program Completion Rates (p. 19)	
Table 3.4 Capstone Assessment (p. 19)	
Table 3.5 Student Transfer Rates (p. 20)	
Table 3.6 Withdrawal Rates (p. 20)	
Table 3.7 Rate of Program Completion (p. 20)	
Table 3.8 Job Placement Rates (p. 21)	
Table 3.9 Course Offerings (p. 22)	
Table 3.10 Barriers to students (p. 23)	
Table 3.11 Course Cancellations (p. 23)	
Table 3.12 Percent of sections and contact hours taught by faculty (p. 25)	
Table 3.13 Student Diversity by Term (p. 26)	
Table 3.14 Faculty Diversity (p.27)	
Table 3.15 Percent of Graduates employed within 1 Year (p. 28)	
Institutional Effectiveness Measures.....	29
Recommendation and Action Plans.....	30-33
Comments.....	34

---

## MISSION AND STATEMENT OF PURPOSE

---

### OUR MISSION

To fulfill its mission, the Programs of Hospitality Management, Travel & Tourism and Meeting and Event Management will pursue four essential goals:

- To educate in the fields of Hospitality Management, Travel & Tourism and Meeting and Event Management
- To actively seek out those who may benefit from a community college education
- To revitalize the relationship with the community at large
- To grow selectively to achieve distinction

### STATEMENT OF PURPOSE by GOAL

#### To educate

The Austin Community College Programs of Hospitality Management, Travel & Tourism and Meeting and Event Management are committed to the facilitation of student learning in undergraduate and continuing education programs. The programs will continue to provide an educational environment that leads students to independent thought, creativity, mastery of the fundamentals, and knowledge of the applications essential to a productive professional and personal life in the hospitality industry.

#### To actively seek out those who may benefit from a community college education

The Austin Community College Programs of Hospitality Management, Travel & Tourism and Meeting and Event Management will be distinguished by the quality of scholarship produced by its faculty and students. This scholarship will enhance the reputation and visibility of the programs, while enhancing the students' educational experience and advancing the hospitality industry.

#### To Revitalize the Relationship with the Community at large

The Austin Community College Programs of Hospitality Management, Travel & Tourism and Meeting and Event Management value the promotion of hospitality industry in the Austin area. The programs are committed to preserving this value of the hospitality industry as well as serving the industry and the Austin Community College community by being a leader in the promotion of the culture of hospitality that is inherit in Austin.

#### Grow Selectively to Achieve Distinction

The Austin Community College Programs of Hospitality Management, Travel & Tourism and Meeting and Event Management recognize the challenges of today's evolution in higher education. The programs are dedicated to a continued organizational evaluation, which will maintain its positive impact on the students, the college, community, and industry it serves.

---

## VISION SUMMARY

---

The vision of the Austin Community College Programs of Hospitality Management, Travel & Tourism and Meeting and Event Management is to offer hospitality education that is second to none on a local, state and national field by providing students with the opportunity to achieve their educational objectives. The programs seek to serve as a positive force for economic, social and technological development by reaching out to a diverse community of students and business organizations in our region. The programs will stress quality consistent with the most prestigious of business schools and hospitality education programs, accreditation standards, academic rigor, and continuous improvement in teaching, research and service. Graduates of this program (either with an Associate of Applied Science Degree or Advanced Skills Certificate Degree) will be qualified to successfully fill a multitude of positions in the hospitality industry including administrative and managerial assignments. The purpose of the program is to: \*Prepare students to successfully enter a four-year institution offering Hospitality Management instruction. \*Prepare students to enter the workforce as potential managers within the hospitality industry.

Our programs advance the economic, social and technological well being of the Austin region and the success of our students, faculty, and business community. Research and service activities are designed to complement and create a synergy with teaching. This synergy enhances student learning, the knowledge and competence of our faculty, and our relevance to the business community.

The philosophy of our programs is strongly entrenched in a shared-governance environment of excellence in instruction and research that addresses the needs of our stakeholders. We believe this environment can best be achieved through collegiality, academic freedom, faculty-student interaction, and respect for diversity. Inherent in our philosophy and crucial to the success of our students are high classroom expectations with a faculty actively engaged in research and professional development. We believe that faculty should be empowered to experiment with innovative teaching and instructional design methods. Further, we believe our college should be a place where faculty, staff, students and the community create and share ideas so as to enhance the learning experience. Our programs embrace internal and external assessment and critique of our programs as a means to achieve continuous quality improvement.

Our programs achieve and will maintain this vision by a determined focus on the following objectives;

- To provide quality, progressive, and applied education with a primary focus on the current needs of the hospitality industry both within the region and the nation through use of special topic courses, offerings of continuing education courses, development of online platforms of programs and courses and strategic review of integration and application of current curriculums every other academic year.
- To promote the significance of education within the hospitality industry by maintaining board positions through the American Association of Travel Agents, Council on Hotel, Restaurant and Institutional Education, Meeting Professionals International and the International Special Events Society.
- To promote technology in learning and applied practices within the hospitality industry and educational environments by the development of classroom presentations through PowerPoint and online platforms, use of web platforms for instruction and increased use of course components utilizing online and software based teaching materials.
- To promote a learning environment that values service learning by applied course components designed to teach service to the community.
- To promote and nurture outreach programs and continuing education within the hospitality business community and to create new programs in Beverage Management, Club Management and Entrepreneurship within the next 5 years.
- To enhance relationships with industry leaders through active Advisory Board participation.
- To promote active recruiting efforts and partnering on the high school level through current Tech Prep and dual credit programs.
- To develop a valued link with alumni through an alumni association and online web platform.
- To develop, promote, and teach academic programs to the local and state hospitality industry.

- To develop strategic alliances with hospitality partners in order to maintain the highest standards in program development through active participation in research and positions with the Council on Hotel, Restaurant and Institutional Education.
- To attract and retain superior faculty.
- To develop and maintain a structure and process that promote responsiveness and accountability by addressing planning issues through shared governance.
- To promote communication and collaboration with internal and external constituents through research and online advising, recruitment and placement platforms.

---

## SWOT ANALYSIS

---

Our programs SWOT Analysis were completed on October 15, 2002 by facilitator, Nancy Jokovich. The attendees were;

- Virginia Lawrence Program Coordinator, Hospitality
- Brian Hay Program Coordinator, Culinary
- Heather James Former Student
- Jan Allen Adjunct Faculty
- Jeff Magown Student/Staff

The following information is a listing of the findings through the SWOT analysis in order of significance. The data listed along with each summary statement is taken directly from the results of the SWOT analysis.

### **Strengths**

The strengths of our programs lie in an innovative and modern curriculum, our focus on continuous improvement in curriculum and applied learning and the commitment and creativity of our faculty.

#### Curriculum

- Evolving curriculum - constant updates
- Variety of classes
- Influence on curriculum development
- Applied curriculum - students have opportunity to work in industry-not just classroom
- Modern curriculum
- Broad scope of industry students sample all areas before deciding
- Cross listed curriculum options (specializations)

#### Improvement

- Continuous improvement is focus

#### Facilities

- Location is central
- Great facility
- Classes on one campus
- Building facilities

#### Faculty

- Accessibility of faculty
- Professionalism among faculty
- Credentialed faculty
- Adjunct faculty is growing
- Experienced faculty is growing
- Faculty very involved in industry
- Faculty quality
- Good student - faculty ratio

#### Program support

- Small class sizes
- Student advising within programs
- Intern opportunity focus
- Students achieve personal goals

- Community/industry
- Community support
- Strong connection to industry

#### Student support

- Library resources
- Low cost tuition for all programs
- Campus resources available to students (computer labs, etc.)
- Internet access for development
- Access to technology
- Budget support for teaching assistants

### **Weaknesses**

The weaknesses of our programs are predominantly found in the lack of industry, student and college awareness of our programs, lack of full-time faculty who could be more actively engaged in development and course scheduling.

#### Program issues

- Internship program organized poorly
- Use of technology due to time issues
- Diversity issues in reaching target audiences
- Connection between programs is weak
- Student awareness (of different programs)
- Lack of marketing
- Consistency in general
- Understanding from other departments (awareness)
- Marketing ourselves
- Keeping up with innovation (distance learning)
- Student achievement is weak or unknown
- Too much opportunity for students - degree programs (students take long time to graduate)

#### Student retention

- Tracking student outcomes
- Student retention
- Student retention and knowledge of it
- Weak relationship with ACC advisors
- Retention of students
- Student retention
- Lack of student feedback

#### Course scheduling

- Low enrollments in courses (course cancellations)
- Clarity of when and how to offer classes
- Time to spend with students
- Inability to fill classes
- Clarity of course outcomes
- Classification of courses among programs in catalog
- Class scheduling

#### Student awareness (of industry)

- Student development in professionalism
- Student awareness of industry issues
  - Student participation with each other
  - Time constraints for students working, etc.
- Understanding of industry

Student scheduling

- Few students take full loads

ACC issues

- Loads of high PC's due to no full time faculty and adjuncts who work
- Few full time faculty (only 2)
- Executive administrative support
- Not enough faculty to teach
- Lack of program, faculty development
- Time constraints – faculty overload
- Lack of meeting space
- Travel money
- Budget issues
- Funds to facilitate trips, class projects
- Organization's corporate philosophy (ACC)

### **Opportunities**

The areas of opportunity for our programs that should be a primary focus over the next 2-5 years is grant development, outreach through education, and new program development that will propel our programs as leaders in the area of hospitality education.

Money

- Grants and donations
- Grant development
- Professorships
- Capital funding from industry
- Facility growth

Industry support

- Industry growth
- Internship opportunities
- Potential to link with industry
- Diverse instructional delivery
- Industry support
- City activities
- Outreach to growing city

#### Industry-school collaboration

- Philanthropy and volunteerism program
- International links with school and industry
- Articulation with top 10 universities
- Visiting scholar programs
- Eta Sigma Delta honor society
- Involvement of industry leaders in classes or events
- Partnerships with certification granting associations
- Transfer of students
- Public administration participation
- Alumni program

#### Community awareness

- Market location
- Community activities – marketing outreach
- TV opportunities - marketing
- Assistance to other ACC programs in marketing (ex fundraisers)
- National and international marketing
- Collaborations with associations outside of ACC
- Program awareness

#### Program development

- Potential new student awareness
- Specialized programs (ex. Beverage Management)
- New teaching delivery methods
- Statewide influences (curriculum)
- New class and degree plans
- New program tracks
- Accessibility for all – open programs
- Market dominance of programs
- Potential growth

#### Diversity

- Diversity issues

## Threats

The threats that could negatively impact our program's future if not addressed is the reliance of 100% college support (monetary), non-recognition of the changing nature of the student body's educational expectations and lack of aggressive marketing of the importance of our programs in an ever competitive market within the local, state and national arenas.

ACC budget issues, difficulties

- Communication to ACC administration about capital needs (justification)
- Not having a classified position to support programs
- Community perception
- ACC administration steps on toes
- ACC budget constraints continuing
- Funding (department support)
- Funding cut-backs

Lack of industry awareness

- Non-support of marketing ideas
- Industry participation (bad internship experience)
- Negative industry and community perception
- Lack of industry awareness

Changing student issues, how to work with them

- Diversity (meeting constant changing needs)
- Student expectations
- Commitment from students
- Declaration of proper majors
- Different quality of students – changing prerequisites
- Negative thoughts among students

Student access

- Balance of life (taking classes)
- Students not graduating on time
- Personal funding prevents access
- Time constraints of students

Not enough positions and lack of candidates

- Not enough faculty to teach
- Increased duties (workload) on faculty
- Lack of quality instructors

Global issues

- Changing technology issues
- Changing economic needs (internet travel)
- Regional economy issues (semiconductor)

---

## SUMMARY ANALYSIS OF CORE INDICATORS OF EFFECTIVENESS

---

### **I. SECTION I - Program Need: How does the Travel & Tourism program address the needs for the student, community and/or society?**

The program of Travel and Tourism at Austin Community College excels in meeting the need for students, the community and society by providing an applied program that excels in providing growth opportunities in a growing job field. The hospitality industry is vast and compared to other industries, not difficult to gain access to through job placement. However, as a student gains experience, the competition for higher-level positions becomes more intense. Much of this is due to the amount of students entering into this field at 4-year institutions, which are highly ranked institutions and moving to Austin due to the growth of the hospitality industry and the popularity of city.

Our programs are unique in the fact that they are aggressive in a commitment to continuous improvement. Our programs are in a constant state of change in order to keep up with the trends of the industry as well as concentrate on the facets necessary within the curriculum that will improve the marketability of our students. Examples of these non-academic facets are professional development, high-level internships, international exposure, self-marketability, and continuing education.

The analysis in this section is divided into sections based on need, enrollment trends and student outcomes. Each section has a separate summary.

#### **A. Community Need**

The program of Travel and Tourism is essential to the local economy of Austin. The hospitality industry has seen significant growth within the last decade and according to the Texas Workforce Commission (see Table 1.5) is expected to grow by an average of 18.5% over the next 7 years across many disciplines. Economists base this growth on the forecasted trend of the service sector of the economy. According to the Austin Convention and Visitors Bureau (2002), over 10 million visitors come to the Austin area each year. The City of Austin is committed to the growth of this segment of the economy. Specifically, the following projects are being developed within the Downtown Redevelopment Project.

##### **Hotels**

Hilton Austin and Fifth Street Tower -- Hotel, Residential, Offices, Retail and Restaurants

Hampton Inn & Suites

##### **Arts and Entertainment**

Austin Convention Center Model Pictures

Lester E. Palmer Events Center

Long Center for the Performing Arts

Austin Museum of Art

The hospitality industry also covers many facets of the economy and therefore the focus of our programs in today's volatile economy is to stay up-to-date on the trends in job placement, needs that employers have of our students regarding skill and professional development as well as opening new avenues in marketability of our students.

## B. Enrollment Trends

**Table 1.0 Total Course Offering Enrollments by Term (source OIE Table 4)**

Semester	F99	S00	Su00	F00	S01	Su01	F01	S02
Total Enrollments	44	58	na	47	43	4	73	52

The data above indicates a steady slow growth pattern for the TRVM program. This trend does meet the program goal of maintaining enrollment, however because the data is taken from course enrollments, duplicated headcounts are a factor and therefore no further analysis can be made. Research must also be completed to determine the distribution of Certificate versus AAS students in the TRVM program. An action plan to increase enrollment in the TRVM program must be put into place to meet the program goals of a more aggressive growth pattern.

As well, all of the courses in Meeting and Event Management and Travel and Tourism are being offered as Continuing Education equivalents. Enrollment in CE sections has been slow since the introduction of these courses in FY02. However, the programs have been aggressively working with the CE department in marketing these courses. The data above does not reflect these courses, which we estimate to equate to a 3-5% increase of the figures in F01 and S02.

**Table 1.1 Sections and Enrollments by sections per Academic year (source Budget Planning Book Table 3)**

Academic Year	FY97	FY98	FY99	FY00	FY01
Combined Sections	Na	Na	12	10	9
Enrollments/section (avg)	Na	Na	8.8	10.2	10.4

The data above does indicate adequate growth in course section offerings. While the average enrollees per section have not dropped, the overall growth of the program has not improved. The program did introduce an integrated curriculum in FY02 where an AAS was offered in the TRVM program. The integrated curriculum established a structured system of course offerings per academic year and as a result we are anticipating an increase of enrollees per section. However, this data only indicates 1 year of the integrated curriculum and cannot be considered reliable or valid. The program is conducting a 5-year study on this data currently.

**Table 1.2 Declared Majors (source THECB Program Profile; FY 01 and Fall 2002 – Datatel Reports, Declared Majors by Code)**

Academic Year	FY99	FY00	FY01	FY02
Declared Majors	47	61	67	183

The data above is indicative of the declared majors for Hospitality Management, Travel & Tourism and Meeting and Event Management. As of the date of this report THECB has not taken steps to separate the program areas. Therefore specific analysis cannot be reported. However, the programs are currently conducting a study of declared majors in order to ensure the proper data is available to develop specific strategic plans regarding retention and recruitment.

However, analysis of the dramatic increase in FY02 indicates that the increase was due to the new integrated curriculum where many current declared majors began to follow dual or triple tracks because of ease completion of more than program as well as a mandatory advising program of all students each semester within the programs. Also, the introduction of the Meeting and Event Management program occurred during this academic year, which increased enrollment within the programs. It must be noted, further analysis of the declared majors resulted in students who were declared as program majors but were not and to this date have not enrolled in any major courses as well as students who are in the program not being declared as a program major. Aggressive steps are currently begin taken through program advising and the study mentioned above to alleviate this critical issue.

### C. Outcomes

**Table 1.3 Number of degrees conferred**

Academic Year	FY99	FY00	FY01
Degrees Conferred	7	2	9

The data above indicates the number of conferred degrees awarded in our programs. The data includes Hospitality Management, Travel & Tourism and Meeting and Event Management degrees. Further analysis indicated that many of declared majors in the program's certificate programs were not aware that they could graduate and therefore did not. A study is currently being conducted on locating these students and informing them of their graduation status. As well, many of our students also begin in a certificate program and then go on to complete one or possibly two of the AAS programs.

The programs have met the THECB requirement of 15 graduates over a 3-year period as of the 2002 academic year. However, the total number was 18, which does not meet the program goal. An action plan is in place to increase this number and establish a student retention program.

**Table 1.4 Percent of graduates and non-returners seeking additional education and/or employment (ASALFS reports 1998-1999, 1999-2000)**

Academic Year	FY00	
	Graduates	Non – Returning Students
% Employed within 1 year	100%	71.4%
% seeking additional Higher Education	0%	0%
% seeking additional Higher Education & Employed	0%	0%
% Employed and/or additional Higher Education	100%	71.4%
% of Student not found	0%	28.6 %(4)

Analysis of the above data indicates that the majority of the graduates and non-returners found employment within one year. However, the data does not indicate the specifics of this information and therefore the validity of this information cannot be determined. As noted, research has indicated that there have been students who have completed the Certificate program but have not graduated. A study is currently being conducted to locate these students and inform them of this. It has been discovered that the no concentrated effort was conducted on retention and progress of the TRVM students prior to 2001. The current Program Coordinator has made this program a primary focus due the importance of the tourism industry in the Central Texas region.

**Analysis of courses transferred**

During the 2001-2002 Academic year the programs made great strides in creating Articulation Agreements with 4-year institutions. The first of which is with the University of Houston Conrad N. Hilton College of Hotel and Restaurant Management. The program at the University of Houston is ranked as the #2 program in Hospitality Management according to the ranking of the Council of Hotel, Restaurant and Institutional Education. The articulation agreement states that a student may transfer up to 40 major credit hours. The programs are currently working with the University of Nevada Las Vegas, Johnson & Wales University, New England Culinary Institute, The University of Central Florida, North Texas University and Cornell University to establish articulation agreements.

**D. Competition from other institutions**

Currently there are no other programs offering college credit in Hospitality Management, Travel and Tourism or Meeting and Event Management in the Austin Community College service area. As a strategic initiative, we have established best practices based upon the top ranking 4-year institutions offering our programs and the community college programs that we work closely with through the Texas Educational Association of Hospitality Educators. Furthermore, the Program Coordinator of the ACC programs in Hospitality Management, Travel and Tourism and Meeting and Event Management serves the statewide WECM curriculum council which also allows for establishing best practices and assists the programs in keeping a competitive edge locally, statewide and nationally.

## E. Labor Market Opportunities

Table 1.5 Labor Market Analysis – Capital Area (source Texas Workforce Commission)

SOC Code	Occupational Title	Growth Forecast (2000-2010)	Job Openings Annual Growth	Job Openings Annual Replacement
39-3091	Amusement and Recreation Attendants	28.2%	20	25
39-6011	Baggage Porters and Bellhops	9.1%	0	5
35-3011	Bartenders	11.2%	10	40
39-6012	Concierge	20%	5	10
35-9011	Dining Room, Cafeteria and Beverage Attendants	-9.4%	0	60
35-9021	Dishwashers	-9.9%	0	70
35-1012	Food Preparation Management	11.9%	25	55
39-6031	Flight Attendants	15.8%	5	15
53-2099	Air Transportation Workers	50%	0	0
35-9031	Hosts & Hostesses	15.7%	20	40
43-4081	Hotel/Motel Clerks	23.6%	15	30
37-2012	Housekeeping Assistants	5.2%	5	25
13-1121	Meeting & Convention Planners	24%	5	5
43-4181	Reservation & Transportation Planners	19.3%	15	25
41-3041	Travel Agents	6.8%	5	10
39-6022	Travel Guides	0%	0	0

The data above indicates the 10-year growth rate, annual growth rate and replacement rate of specific positions, within the Hospitality Industry according to the Texas Workforce Commission. As indicated above the positions with the most statistically significant increases fall within the Amusement, Hotel/Motel, Food Preparation Management and Transportation planning. The curriculum within our programs focuses on these areas. However, further analysis will be conducted on the integration of this data within the curriculum.

**Table 1.6 Labor Market Analysis – Statewide (source Texas Workforce Commission)**

SOC Code	Occupational Title	Growth Forecast (2000-2010)	Job Openings Annual Growth	Job Openings Annual Replacement
39-3091	Amusement and Recreation Attendants	26.1	335	420
39-6011	Baggage Porters and Bellhops	8.2	20	75
35-3011	Bartenders	14.1	260	720
39-6012	Concierge	18.3	15	30
35-9011	Dining Room, Cafeteria and Beverage Attendants	-7.9	0	1060
35-9021	Dishwashers	-7.9	0	1205
35-1012	Food Preparation Management	15.1	535	840
39-6031	Flight Attendants	16.3	240	500
53-2099	Air Transportation Workers	30.7	30	45
35-9031	Hosts & Hostesses	17.2	395	640
43-4081	Hotel/Motel Clerks	31.7	365	500
37-2012	Housekeeping Assistants	21.2	1870	1835
13-1121	Meeting & Convention Planners	21.4	65	50
43-4181	Reservation & Transportation Planners	13.8	335	625
41-3041	Travel Agents	13.0	105	185
39-6022	Travel Guides	22.7	5	5

The data above indicates the 10-year growth rate, annual growth rate and replacement rate of the specific positions within the Hospitality industry on a statewide level according to the Texas Workforce Commission. This table indicates that the areas of Amusement, Food Preparation Management, Air Transportation, Hotel/Motel, and Travel Planning have the most statistically significant increases. While our programs focus on these areas, specific studies as indicated for Table 1.5 must be conducted to ensure integration in our curriculum.

**II. SECTION II – Program Justification: Within the context of the College’s mission, is the cost of the Hospitality Management program justified?**

After careful analysis of the data within this section, it is clear that further study must be conducted on a detailed budget / cost analysis of the Travel and Tourism program. Research indicated that some of the courses taught in this program have been mistakenly costed to the HAMG budget at times and then at times not. Therefore, the data provided cannot be analyzed properly and further analysis is required.

**A. Budget Analysis**

The figures for FY02 are estimations only based on comparative ratio and budget figures.

**Table 2.0-Budget Analysis**

Academic Year	FY01	FY02
Actual Expenditure vs. Budget (Surplus / (Deficit) )	\$0	\$0
Non-Faculty Program Costs per Contact Hour	\$5.43	\$4.37
Program Cost Per Contact Hour	\$8.75	\$7.34
Total Direct Revenue	\$28,087	\$37,056
Net Surplus/(Deficit)	\$(16,304)	\$(12,202)
State Funding per contact hour	\$3.91	\$3.91
Revenue per contact hour	\$5.54	\$5.52
Net Surplus / (Deficit) per contact hour	\$(3.21)	\$(1.82)

Average expenditures per contact hour for the College = \$7.20

Average state funding per contact hour for the College = \$3.67

The data above indicates a general decrease in program costs per contact hour of instruction. However, this program is running in the red. After analysis of this trend, it was discovered that the cost of instruction is significantly higher in this program due to the tenure of the faculty. Furthermore, due to the enrollments per section only meeting the minimum standards, the deficit for the program is inevitable. An action plan is being completed to begin offering this program as a PCM option. Also, there is a plan to increase revenue into the program through the development of a campus based travel agency run by one faculty member and student interns. These plans are being set forth to not only assist in increasing revenue to the program but also increasing enrollments.

**III. SECTION III – Outcome Quality: Are the teaching, learning, course, program, student and student support outcomes of the Hospitality Management program of the best possible quality?**

The analysis in this section is divided into sections based on completion rates, student outcomes and programming. Each section has a separate summary.

**A. Student Achievement**

**Table 3.0 Non-Transfer, Withdrawal and Non-Mastery Rates (source Course Completion Report, Fall 1999-Spring 2002)**

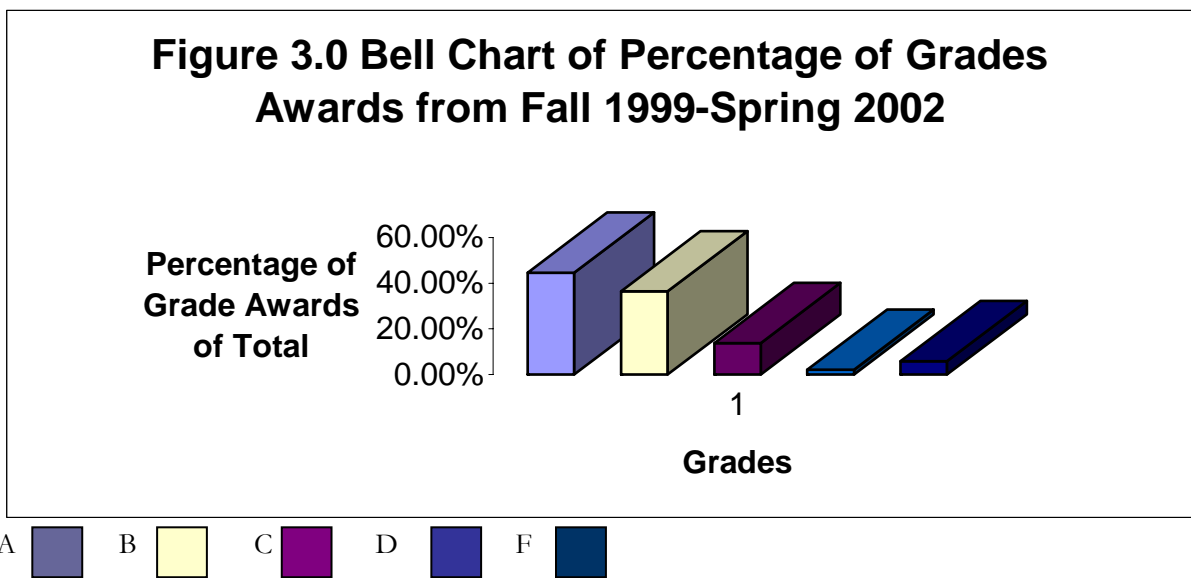
Academic Year	Fall 1999	Spring 2002	Percentage of Enrolled Spring 2002
Total Enrolled	43	51	
Non-Transfer Rates %	16.3%	21.6%	2.7%
Withdrawal Rates %	11.6%	17.6%	16.4%
Non-Mastery Rates %	4.7%	3.9%	19.2%

The data above reflects a significant increase in all areas of non-mastery and withdrawal from courses from Fall 1999 to Spring 2002. After careful consideration of this factor, it is determined that some of the reasons for this trend are 1) students not following or being mandating to have pre-requisites before entering upper division courses 2) students enrolling in loads that they are not able to complete during a semester due to conflicting work or personal schedules 3) focus on competency based curriculum as mandated the Council on Hotel, Restaurant and Institutional Education Accreditation standards (self-study being completed in Spring 2003) 4) students not having to have developmental courses for certificate programs when the same courses are taught in the AAS program where developmental courses are required 5) allowance of students to enroll in courses in order to alleviate cancellations that are not ready to take them 6) increase of educational standards and course requirements in order to ensure transferability of courses to 4-year institutions.

The current Travel and Tourism program was designed based on the programs of the leading programs in the nation. This program is not considered by any faculty member within the program, a “vocational” program. The programs standards are very high and very strict and the trend indicated in Table 3.0 confirms the misrepresentation of the program. It has been indicated by students that many of the general advisors are not aware of the standards and the educational rigor of the programs. An action will be put into place to better communicate these issues to the general advisors as well as the current and future students.

**Table 3.1 Term Grade Percentages Awarded (source OIE Course Completion Rates Report)**

Academic Semester	F99	S00	F00	S01	Su01	F01	S02
Term Total A	41.9%	22.2%	27.7%	44.2%	50.0%	37%	45.1%
Term Total B	25.6%	22.2%	38.3%	23.3%	50.0%	26%	33.3%
Term Total C	16.3%	18.5%	6.4%	23.3%	0%	17.8%	0%
Term Total D	0%	5.6%	4.30%	2.3%	0%	0%	0%
Term Total F	4.7%	11.1%	10.6%	2.3%	0%	2.7%	3.9%



The data above indicates that overall the Travel and Tourism program grade range tops in the A range (Figure 3.0). This trend is not consistent with the academic rigor established by the programs of Hospitality Management and therefore, a review of course content must become a part of an action plan. An action plan will be put into place to establish a standard as indicated above in order to better balance the bell curve of grades.

**Table 3.2 Highest Percentage of A Grades, F Grades and Withdrawals by Course and Semester (source OIE Course Completion Rates Report)**

Academic Semester	F99	S00	F00	S01	F01	S02
Highest Amount of A's	TRVM 1332	TRVM 1349	TRVM 1349	TRVM 2437	TRVM 1372	TRVM 1327
Highest Amount of F's	TRVM 1345	TRVM 1345	TRVM 1300	TRVM 2437	TRVM 1300	TRVM 1300
Highest Amount of W's	TRVM 1300	TRVM 1349	TRVM 1345	TRVM 1300	TRVM 1349	TRVM 1327

The data above indicates that a statistically random course listing of those awarding the highest amount of A's and Withdrawals. However, regarding the highest amount of F's given, TRVM 1300-Introduction to Travel and Tourism is clearly the course of concern. This course is an introductory course and after this review, further analysis will be conducted with the instructor on the reasons behind this trend. This is of considerable concern due to the fact that all students must take this course and it is one of the first courses taken by all students.

Further analysis will be also be conducted on establishing a survey to students who withdraw from a course so that strategic decisions can be made in curriculum delivery should that be the case.

**Table 3.3 Program Completion Rates of Total Declared Majors % (source THECB Program Profile)**

Academic Year	FY99	FY00	FY01
Degrees Conferred	14.8%	3.27%	13.4%

**Table 3.4 Capstone Assessment (source OIE Course Completion Report)- Data is not yet available for this table due to the Capstone course, TRVM 2345 being offered for the first time in Spring 2003**

**Table 3.5 Student Transfer Rates (source ASALFS Report)- No Students Transferred**

**B. Student Retention**

**Table 3.6 Withdrawal Rates for Courses by Academic Year (source OIE Course Completion Rates Report)**

Academic Year	FY00	FY01	FY02
Total Withdrawals	16	8	21
Percentage of Students Enrolled	32%	17.5%	34%

Intention of completion rates of declared majors within 6 Years (source THECB Graduation/Persistence and Remediation ADP Table 8C-9)-Data not available-see Access section

The data above indicates a significant increase in withdrawals over the last three academic years. As mentioned, our programs are embarking on a structured Student Retention program that we assist us in recognizing the reasons for withdrawals. See the action plans section for more details.

**C. Student Outcomes**

**Table 3.7 Rate of Program Completion (source THECB Program Profile)**

Academic Year	FY99	FY00	FY01
Degrees Conferred	7	2	9

The above table indicates that the programs graduation rates have meet the standards of 15 graduates per three years from FY 99-01. However, the graduation rates do not meet the standards as set by the programs. See the action plans section for more details.

**Table 3.8 Job Placement Rates (source ASALFS reports**

**1999-2000)**

Academic Year	FY00	
	Graduates	Non – Returning Students
% Employed within 1 year	100%	71.4%
% seeking additional Higher Education	0%	0%
% seeking additional Higher Education & Employed	0%	0%
% Employed and/or additional Higher Education	100%	71.4%
% of Student not found	0%	28.6 %(4)

The data above indicates that are students are employed within 1 year or are currently working while they attend school. Gaining industry experience is essential to the marketability and success of our students and therefore we anticipate this number to increase as new data comes forward. However, the validity and reliability of this data is questioned and therefore, as part of the Student Retention program, we plan to expedite a plan to survey our own students from our programs in an effort to track our current, transfer students, and non-returners more accurately.

**D. Access**

Length of time to complete program-estimation-This information was not yet available from the OIE office. However, it is estimated that it takes approximately 5 semesters (including summers) for a student to complete the AAS degree and 3 semesters (including summers) for the student to complete our Certificate programs. However, we schedule our courses so a student may finish an AAS in 4 semesters (full time load) and a Certificate in 2 semesters (full time load).

On average, our students take 9 –11 hours and as noted, many are double majors, hence lengthening the time to complete our programs.

### **E. Course Availability**

Note-all courses are taught at the Eastview Campus, in the evening and only are taught by traditional classroom mode.

**Table 3.9 Course Offerings by # of sections, Time of Day (source OIE Tables)**

Academic Semester	F99	S00	F00	S01	SU01	F01	S02
# of Sections	4	6	4	4	1	7	4
Total Enrollment	44	58	47	43	4	73	52

The programs have analyzed the scheduling techniques to better meet the needs of our students. In doing so, we have created a master schedule. The most significant limitation to our plans includes only having 11 classrooms at the EVC campus and our programs are not taught at any other campus. With more and more sections being placed at EVC, each semester offers a larger challenge to offer our classes according to our master schedule. Therefore, we are currently undertaking a project to convert our entire TRVM and MTMG programs online, as well as offer more of our introductory HAMG courses online. The TRVM and MTMG programs will be offered PCM during the Fall 2003 semester.

**Table 3.10 Barrier to students by semester (Students Turned Away from course enrollment)**

Academic Semester	F01	S02
# of Sections offered	7	4
# of Students Turned Away	5	1
# of Students who found another course	1	1
# of Students who did not find another	4	0
Attending ACC	3	1
Not Attending ACC	1	0

The above data does not indicate a significant issue regarding students who are turned away from courses. While those who were turned away continued to attend ACC, the data does not provide any details as to why they were turned away (finances, time of day, course was closed, etc.). We also do not know if these students are HAMG majors or not. It is difficult to know how to research this data. However, the programs instituted online advising beginning in Fall 2002 (see link <http://www2.austincc.edu/vlawrenc/onlineadvisingregistration.htm>). We have determined that by offering personal advising that is more convenient, more of our students have registered. This is proven in the fact that 97% (57) of the students who participated in online advising registered and paid prior to the end of the Fall 2002 semester. It is anticipated that continued marketing of this program will assist in decreasing the number of HAMG majors turned away.

**Table 3.11 Course Cancellations and Full Sections by Term (source OIE Table 6)**

Semester	F99	S00	SU00	F00	S01	F01	S02
# of Sections Cancelled	1	NA	2	NA	1	2	2
# of Full Sections	2	NA	NA	NA	NA	1	NA

The data above does not indicate any significant improvement in the amount of course cancellations or full sections. Much of this reason is due to the lack of increased enrollment. However, it must be mentioned that research has shown (surveying students) that our courses are not listed correctly on the web schedule or in the paper schedule. Each semester, courses are arbitrarily placed under incorrect headings (ex. TRVM courses listed under CULA or HAMG and not TRVM). During the schedule review, revisions are made but they are sometimes not fixed at printing. This has caused much confusion to our students who have a difficult time finding our classes. While this is not the only reason for cancelled classes, we feel it plays a role. Therefore, we have requested that all three programs have their own heading and are placed correctly.

We also anticipated that by offering our TRVM courses via PCM we would improve this trend dramatically.

**Accessibility of course content-** currently most of our faculties have web pages that link students to course syllabi, the department and lecture materials.

## **F. Curriculum**

**Currency of program/course content-** the Travel and Tourism curriculum was updated in the spring of 2001 and put into place in fall of 2001. Textbooks are reviewed every semester and updated accordingly in line with the accreditation standards of the American Society of Travel Agents (ASTA) and the Council on Hotel, Restaurant and Institutional Education (CHRIE).

**Learning Outcomes-** Learning outcomes are defined for each course by a listing of Knowledge base outcomes and Skills based outcomes. The learning outcomes are based on WECM standards, SCANS competencies, ACF and CHRIE accreditation standards, and ACAP standards.

**Catalog Content-** Program listings are up to date in the current academic catalog. However, the Meeting and Event Management program does not have its' own listing in the web schedule. This request was made in Fall 2002.

**Instructional Resources-** The program meets the accreditation standards of the ASTA and CHRIE councils. The library resources are vast and the web pages of faculty as well as the department integrate many learning resources for our students. Students are required to complete research papers and formal presentations in each of their major courses and therefore it is a critical goal that the programs maintain accessible research outlets for our students.

**Course Syllabi-** All course syllabi is maintained and standardized in accordance to the ACC Master Syllabi guidelines as well as the standards of WECM. All syllabi are currently being converted to a Master program format and will be available through the department web.

**Alternative delivery-** All courses within the program are assigned to 1 day per week during a 16-week session. Currently, we offer both AM and PM options. We will be offering TRVM, MTMG and selected HAMG courses by PCM beginning in Fall 2003.

**SCANS competencies-** SCANS competencies have not been formally written for the courses in our programs due to the WECM re-write that is currently being undertaken, therefore, we have matched our learning outcomes to guidelines written above (see learning outcomes above). The programs are developing competency-based listings in order to create a seamless course transition.

**External advisory committee input-** The advisory committee for the programs meets twice per academic year.

**Job skills analysis-** The advisory committee approves all curriculum changes in order to validate learning outcomes for job skills. As well all programs have had an ACAP analysis completed.

## **G. Technology**

Technology assessment-The following outlines how technology is utilized in our programs;

- Most the courses taught in our program are taught utilizing a PowerPoint station
- All student presentations in every course requires PowerPoint
- 2 of the courses taught utilize the Blackboard system for assessment and instruction
- Beginning in Fall 2003, TRVM, MTMG and selected HAMG courses will be taught via PCM
- Most communication with students is completed via email
- Students are required to complete research using the Internet and other online LRS resources
- Most faculty have personal web pages and require students to utilize them

## H. Faculty

**Faculty credentials-** all faculty that teach within the Hospitality Management, Travel & Tourism and Meeting and Event Management meet the SACS requirements for teaching in Workforce Education. Currently, there is only 1 FT faculty member (Program Coordinator) and 9 adjunct faculties available to teach all the courses offered. Most faculties are generalists and teach in more than one program. It must be noted that it is becoming ever increasingly difficult to maintain this type of workforce due to the fact that with increased enrollment, we are finding that additional sections are needing to be added which increases the amount of sections that cannot be assigned. Also, because the Program Coordinator is the only FT faculty member, FT overloads are difficult and are assigned only in the case that a section cannot be taught. During the FY04 budget development, an additional FT faculty member will be requested.

**Table 3.12 Percent of sections and contact hours taught by full-time faculty, adjunct faculty by academic year**

Academic Year	FY97	FY98	FY99	FY00	FY01
Sections taught by full time	6	11	4	8	12
Sections taught by adjunct	0	2	5	7	6
Contact hours taught by full time	3664	4464	3600	4368	4960
Contact hours taught by adjuncts	0	816	1136	2352	3392

**Faculty professional development-**All faculties meet or exceed the requirements of faculty development. Each faculty member has attended at least one professional conference for the three years and has not asked ACC for monetary support.

**Teaching effectiveness-**All faculty has received “excellent” ratings by the Program Coordinator and “excellent” to “very good” ratings on student evaluations. Faculty is evaluated utilizing a MBO format that is updated each academic year. Evaluations are based on program revisions that are in accordance to the strategic action plans within teaching and learning effectiveness.

## I. Diversity

Table 3.13 Student Diversity by Term

Term	F99	S00	F00	S01	SU01	F01	S02
Students in Courses -White	27	32	30	24	2	35	28
Students in Courses-Black, Non Hispanic	2	7	0	1	2	3	2
Students in Courses-Hispanic	8	12	16	14	0	19	17
Students in Courses-Asian	4	2	0	2	1	6	0
Students in Courses-American Indian/Alaskan Native	0	0	0	1	0	0	0
Non-Resident Alien	3	5	0	1	0	10	5
Other	0	0	1	0	0	0	0
Graduates-White		2		3			
Graduates-Black, Non-Hispanic		1		0			
Graduates-Hispanic		2		3			
Graduates-Asian		0		1			
Graduates-American Indian/Alaskan Native		0		0			
Graduates-Non-Resident Alien		0		0			
Other		0		0			

The data above indicates that the number White/Caucasian and Hispanic ethnicities have increased by the most significant amount. Both of these areas of increase meet the goal of 75% growth in each category as set by the department. However, the Black/Non- Hispanic or Asian population has not increased in order to meet this goal.

Further research must be conducted to ensure that our declared majors are correct and then analysis will be conducted on the diversity of our student population in comparison to the goals of the college and labor market analysis. This must be completed before a formalized recruitment and retention plan is put into place to reach the under represented populations of our programs.

**Table 3.14 Faculty Diversity by Academic Year**

Academic Year	FY00	FY01	FY02	Current
Full Time-Female		1-White	1-White	1-White
Full-Time-Male			1-White 1-Black, Non-Hispanic	1-White 1-Black, Non-Hispanic (not FT in program. FT in CULA program )
Adjunct-Female	1-White	2-White 1-Black, Non-Hispanic	4-White	4-White 1-Black/Non Hispanic
Adjunct-Male	5-White	4-White	4-White	4-White

The above information must be updated in order to fully analyze the diversity of the faculty. As of the date of this review, the highlighted column represents the current make-up. It must be noted that the programs do not have any representation of Hispanic faculty. It will be an action plan to encourage more Hispanic applicants to apply for Adjunct positions.

**J. Student Satisfaction**

**Course Evaluation**-All faculty have received “excellent” ratings by the Program Coordinator and “excellent” to “very good” ratings on student evaluations. Also a separate program student survey is conducted annually to determine other factors in student satisfaction.

**Graduate Surveys**-the program has not completed any graduate surveys to date. This will become an action plan.

**K. Employer Satisfaction**

**Table 3.15 Percent of Graduates employed within 1 year (source ASALFS Report)**

Academic Year	FY00	
	Graduates	Non – Returning Students
% Employed within 1 year	100%	71.4%

The table above indicates that graduates are employed within one year. However, no survey has been conducted on employer satisfaction of our graduates. This will become an action plan.

---

## INSTITUTIONAL EFFECTIVENESS MEASURES

---

After carefully analysis of the 2001-2002 Assessment Plans, it was determined that they did not meet the criteria set forth by the Office of Institutional Effectiveness. Therefore, for FY 2002-2003 2 new Assessment plans have been written, which are the following;

**Outcome Title: Measure Retention, Articulation and Job Placement of students within the program**

Intended Outcome: Creation of an operating database that will measure retention rates, articulation into four-year institutions and job placement upon graduation of students within the Hospitality Management programs.

Assessment Criteria: The assessment criteria will be in the form of a database kept internally in the program that will be reviewed by faculty in order to adjust strategies of classroom instruction and scheduling, recruitment and student services

Methodology: Current enrollment figures in Datatel and internal surveys of presently enrolled students will be analyzed and a database will be created and maintained and updated monthly.

**Outcome Title: Measure competency skills at when students have completed major core courses and during the last semester of their degree program.**

Intended Outcome: Creation of a measurement of skills and knowledge competencies.

Assessment Criteria: All students will score 75% or better on the evaluation of their major core courses and 80% or better on their exit evaluation.

Methodology: Identification of courses that make up the major core courses and creation of the major core evaluation. Creation of the exit evaluation.

\*\*Evaluations of these outcomes will be formally made during the 2002-2003 academic year.

---

## RECOMMENDATIONS

---

After consideration of the findings of this report, the following recommendations are being made to improve the quality of the Travel and Tourism program. Please note these recommendations fall in line with those written for the Hospitality Management program with the exception of the development of two new certificate programs.

1. Create a formalized marketing plan for all programs.
2. Continue the research and development of the Student Retention and Advising program.
3. Develop, distribute and analyze a formal labor market survey of employer satisfaction of program students; specifically focusing on skills needs analysis.
4. Develop, distribute and analyze a formal graduate survey.
5. Continue development of articulation agreements with 4-year HAMG programs.
6. Pursue CHRIE accreditation.
7. Develop a recruitment plan for a creation of a more diverse faculty.
8. Continue development of PCM courses and programs.
9. Develop competency-based evaluations of students of major core requirements and graduation requirements.

**ACTION PLANS**

**Recommendation:** Create a formalized marketing plan for all programs.

Year	Actions	Target Date	Responsibility
1	Research current ACC options of marketing development	Spring 2003	PC
	Update department web to include video streaming	Spring 2003	PC
	Complete program brochure (web based and print)	Spring 2003	PC
	Develop recruitment CD	Summer 2003	PC
2	Develop a student based recruitment team	Fall 2003	PC

*Estimated Costs*

Item	Cost	Total Cost
Print Brochure	\$1200.00	
Recruitment CD	\$2000.00	\$2200.00 (Year One)
Recruitment Team (hourly monies)	\$25000.00	\$25000.00 (Year Two)

**Recommendation:** Continue the research and development of the Student Retention and Advising program.

Year	Actions	Target Date	Responsibility
1	Creation of online advising platform	Spring 2003	PC
	Completion of declared majors study	Spring 2003	PC
	Creation of online advising links for all students	Summer 2003	PC

*Estimated Costs*

Item	Cost	Total Cost

**Recommendation:** Develop, distribute and analyze a formal labor market survey of employer satisfaction of program students; specifically focusing on skills needs analysis.

Year	Actions	Target Date	Responsibility
1	Complete labor market survey	Spring 2003	PC

*Estimated Costs*

Item	Cost	Total Cost
Printing and mailing	\$500.00	\$500.00 (Year One)

**Recommendation:** Develop, distribute and analyze a formal graduate survey.

Year	Actions	Target Date	Responsibility
1	Complete graduate survey	Summer 2003	PC

*Estimated Costs*

Item	Cost	Total Cost
Printing and Mailing	\$50.00	\$50.00 (Year One)

**Recommendation:** Continue development of articulation agreements with 4-year HAMG programs.

Year	Actions	Target Date	Responsibility
1	Complete survey of university programs	Summer 2003	PC
1	Completion and distribution of course materials	Summer 2003	PC
2	Completion of articulation agreements	Spring 2004	PC

*Estimated Costs*

Item	Cost	Total Cost
Printing and Mailing	\$250.00	
Printing and Mailing	\$350.00	\$600.00 (Year One)
Travel to universities	\$1200.00	\$1200.00 (Year Two)

**Recommendation:** Pursue CHRIE accreditation.

Year	Actions	Target Date	Responsibility
1	Application for accreditation and self-study	Summer 2003	PC
2	Team Visit	Fall 2003	PC

*Estimated Costs*

Item	Cost	Total Cost
Application cost	\$600.00	
Release Time for Self-Study	\$2000.00	\$2600.00 (Year One)
Team Visit (travel, meals)	\$3500.00	\$3500.00 (Year Two)

**Recommendation:** Develop a recruitment plan for a creation of a more diverse faculty.

Year	Actions	Target Date	Responsibility
1	Develop Recruitment plan and advertise	Spring 2003	PC
2	Budget Development-FT Faculty	Spring 2003	PC

*Estimated Costs*

Item	Cost	Total Cost
FT Faculty Member	Approx \$55000.00	\$65000.00 (Year Two)

**Recommendation:** Continue development of PCM courses and programs.

Year	Actions	Target Date	Responsibility
1	Grant development for online course conversion (Innovation grant has already been completed and awarded)	Spring 2003	PC
2	Online course administration (release time of 3 LEH)	Fall 2003	PC

*Estimated Costs*

Item	Cost	Total Cost
Release time of program administration	\$2500.00	\$2500.00 (Year Two)

**Recommendation:** Develop competency based evaluations of students of major core requirements and graduation requirements

Year	Actions	Target Date	Responsibility
1	Development of competency based evaluations	Spring 2003	PC
2	Begin evaluations	Summer 2004	PC
<i>Estimated Costs</i>			
Item	Cost	Total Cost	

---

**COMMENTS**

---

The Program Coordinator, Virginia Stipp Lawrence, completed this Instructional Program Review. No additional reporting by another person or group was conducted.