

[Home](#)



Program Review
Form for External Review Committee

Instructional

[Back To Forms List Page](#)

Form ID

133

Division

Business

Department

Management

Program

Travel and Tourism

Review Year

2006-2007

Member Names

Division Overview

Program/Department Purpose

State the purpose of the program/department.
How is this purpose within the mission of
Amarillo College?

The Travel and Tourism program's mission and
primary goal provides those occupational skills
necessary for success in the travel industry and

provides courses which meet the degree requirements for an Associate in Applied Science, Certificate of Completion, and the Hospitality Certificate. The program actively supports the overall mission of Amarillo College by meeting a key institutional goal which is "to provide quality technical preparation" which meets the specific industry need within our community.

**Does the answer include a purpose statement for the program/department?
Does the answer indicate how this program/department is within the mission of Amarillo College?**

Acceptable

COMMENT: The purpose statement is much more thorough than the one stated on the 2003 and 2004 PET forms. The program may consider revising the purpose statement on the next PET form to match the one stated above.

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

The Travel and Tourism program was revised and reviewed in the fall of 2001 and updated and reviewed in the fall of 2002.

Does the answer indicate the last time the

program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College? The Travel and Tourism program offers Continuing Education Credits (CEU) which are linked to the academic coursework and compliments Amarillo College's ten institutional goals designed to fulfill the comprehensive mission of the institution by providing courses that broaden awareness and enrich personal development while meeting the community's basic employment needs. Through the Continuing Education Credit offerings, the program clearly fulfills the institutional goal and "serves as a community enrichment resource".

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo

College?

Acceptable

COMMENT: Because a reviewer may not be familiar with the goals of Amarillo College, a link to the goals might be helpful.

Does the program have admissions policies?

no

Where are the policies published?

Are all the locations where the policies are published included in the answer?

Acceptable

COMMENT: Stating that the program operates within Amarillo College's general admissions policy could possibly be helpful.

Explain how these policies are consistent with the mission of Amarillo College.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

Acceptable

N/A

Is the program/department accredited?

no

Which agencies or organizations accredit the

department/program?

Are the complete names of the agencies or organizations which accredit the department/program cited?

Acceptable

N/A

How many years are in the accreditation cycle?

How many years are in the accreditation cycle?

Acceptable

N/A

When were the accreditations affirmed or granted?

When were the accreditations affirmed or granted?

Acceptable

N/A

What is the current status of the accreditation?

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

Acceptable

N/A

If not required, is the program eligible for accreditation?

Unacceptable

This question was not answered.

Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?

Unacceptable

Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?

no

Identify the external approver(s) for the department/program.

IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

Acceptable

What approval schedule is required by the external approver(s)?

Was the approval schedule required by the external approver(s) identified?

Acceptable

N/A

When did the program/department last receive approval?

When did the program/department last receive approval?

Acceptable

Is the reason why the program/department is required to receive this approval clear?

Acceptable

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

A revision made to the objectives relating to the capstone course (Goal #2) significantly improves the use of results. The goal statement ties the Travel Career Development capstone course to an external industry assessment. As the student participates in "field observations" in the

capstone course with various local tourism providers, an industry evaluation of the student is done which gives a good indicator of student employability and measures the success of the program.

http://archives.actx.edu/pdf/reports/pet04_05/us_div.pdf

Travel & Tourism is the last page of the PET form from the above link.

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Acceptable

Identify at least one example of improvements/revisions which resulted from the last Program Review.

In the 2002 Program Review update, the committee recommended the PET goals be reassessed. Prior to revision each goal reflected

only student opinion surveys which had low response with results that could not be accurately measured or substantiated. The PET forms, revised in 2004, now reflect standards measured by external industry assessment surveys which give credible results to the specific goals.

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/departments values the Program Review process to make improvements/revisions.

Acceptable

Identify all the delivery approaches used for courses within this program/departments: (Select all that apply.)

traditional classroom,

After reviewing all delivery approaches for courses within this program/departments, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

After reviewing at least one example of improvements/revisions that is a response

to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

null

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

The 2004 PET goals accomplish the Enhancing Student Success strategy in the Strategic Plan through 2010 by specifically meeting

Goal 4: Evaluate student success

Strategy 4.1 Define and measure success for each program or service

Located at:

<http://www.actx.edu/strategic/files/uplink/06.pdf>

After reviewing at least one example of improvements/revisions that is a response

to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?

null

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Anne H. Nail, Associate Professor, Department Chair Business Management; Catheryne R. Lankford, Instructor/Coordinator Travel & Tourism Program

Has the program/department had a broad base of involvement from a majority of

faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Unacceptable

Concern

null

Explain the primary reasons behind the competencies that were selected.

The competencies in the 2004 PET form were selected specifically to guide the student toward educational success and provide the student with a quality technical preparation for entry level positions in the tourism industry.

Do the selected competencies appear to be valid?

Acceptable

Identify the primary reasons for the assessment tool(s) selected.

Prior to the updated 2004 PET form, the main assessment tools relied on data tables for graduates and majors as well as the graduate survey. Neither provided a adequate response or true

data . The newly revised PET form assessment tools have been selected to capture true data and give an immediate response from external industry suppliers who work directly with the students in the capstone course field observation each spring.

Will the assessment tool(s) selected provide valid and reliable results?

Acceptable

Evaluate the assessment approaches to date. The 2004 revised assessment tools are in the preliminary stages with the first data collected in the Spring of 2006. Although the data accumulation is too minimal for a true assessment, the initial results indicate the objectives will be met with positive results.

Will the assessment approaches(s) selected provide valid and reliable results?

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

Outcome assessment tools are too recent to provide a sufficient data base for quantitative

results. However, the qualitative goals and objectives of the program are currently being met with excellent results. The student retention and completion rate is high with many students finding and keeping jobs in the industry.

Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

null

What changes have been made in the curricula of the program/department because of the analysis of these results?

Since the current information is inadequate and cannot be analyzed there is no plan of action for a change in the curricula.

Have any changes been made in the curricula because of the analysis of these results?

Acceptable

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

At the current time the course completion data reflects only the academic student which has a high rate of completion. As the graphs indicate the course completion remains consistent with a near 80% to 90% range. Not reflected in this graph are the many CE students (data is currently unavailable) who also complete all of the Travel and Tourism courses with grades in the A-Range.

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

null

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

The current plan of action indicates a positive result. The course of action then is to continue dedicated advising and to review individual student progress periodically

throughout the semester. Identifying and resolving any problems immediately assures the program of a successful student outcome.

Will the plan of action likely improve the number of course completers?

Acceptable

null

Does the program/department provide for alternative methods of awarding credit?

Tech-Prep

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

null

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General

Education Competencies).

Completion of the Travel & Tourism program with a degree or certificate will demonstrate student competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computer as approved by the Academic Affairs Committee and outlined in the Amarillo College catalog.

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Acceptable

null

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

The college is in the process of evaluating the outcomes according to the institutional portfolio model.

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links

to documentation which verify the assessment results been included?

Acceptable

null

Outline a plan for correcting any weaknesses.
No weaknesses can be identified as current data is unavailable to analyze the competencies that are in place.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Acceptable

null

Do students/graduates in this program/department have to be certified or licensed?

no

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.

Provide a plan of action for the identified problem.

IF students/graduates in this program/department have to be certified or

licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

Acceptable

null

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

Acceptable

null

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement

success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

According to the 2004 Texas Higher Education Coordinating Board Annual Data Profile, the job placement results for Travel and Tourism students are embedded in the Business Management statistics and do not stand alone. The Business Management results, which include Travel and Tourism students, reflect a 96.3% job placement success. Informal response from the Travel and Tourism graduate also indicate a high overall success rate for job placement.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

The results appear good. At the present time there is no data to substantiate any specific problem. The continued plan of action will be to use the industry itself as an indicator for job placement criteria and to continue to prepare the Travel and Tourism student for entry level positions.

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

COMMENT: If a link is available to view the 2004 Texas Higher Education Coordinating Board Annual Data Profile, it would be helpful if it was provided.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

Review the

affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

Unacceptable

How many curricula changes were approved by the Academic Affairs Committee during the past five years?

0

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Is any program within the department a technical program (e.g. AAS or certificate)?
yes

When was the last Advisory Committee meeting?
The last face-to-face meeting was in January 2002. In 2003, all individual members were called and informed that due to budget shortfall the Business Division had been advised by Dr. R. E. Byrd that unless necessary due to THECB or curricula change Advisory Committee meetings should be limited based on need. All concurred that the program was successfully meeting its objectives. In 2004 a newly revised Advisory Committee was formed for 2005-2006 due to transition and job change within the industry and the following letter was sent to all individual

members.

http://www.actx.edu/archives/files/uplink/Travel_and_Tourism_Advisory_Committee_Letter_101205.pdf

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

The last minutes archived are for 1-30-2002. The link is:

http://www.actx.edu/archives/files/uplink/Travel_and_Tourism_Advisory_Committee_Minutes_013002.pdf

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

The link to the 2005-2006 membership list is:

http://www.actx.edu/archives/files/uplink/Travel_and_Tourism_Advisory_Committee_Membership_2005_2006.pdf

<http://archives.actx.edu/pdf/members/travel.pdf>

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the

Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?

Acceptable

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

If so, provide the faculty and staff analysis of their assessment of the problem.

2006 on the graph reflects the Academic year Fall 2005-Spring 2006 and indicates a decrease in the number of full-time students in the program. An assessment reveals three factors contributed to the decrease: lower enrollment campus-wide; Academic students enrolled in CE status because it was lower in cost (CE student enrollment data is not included in the graph); and the Spring 2006 Introduction to Travel and Tourism did not meet the required number of students and so failed to "make". One course failing to make in a small program substantially affects the student number outcome in one academic year. All factors combined reflect the

decreased academic enrollment in the 2006 graph.

Does the analysis by the faculty and staff of

this data address any obvious problems/declining statistics?

Acceptable

Create an action plan for needed improvement and commendation for any dramatic improvement.

The strong enrollment in the Fall 2006 Introduction to Travel and Tourism class (which is not included in the graph) indicates the decline to be temporary. The current student enrollment for Spring 2007 is good which indicates retention and continued interest by the student in the program. The plan of action is to continue to identify, prospect, and correspond with potentially interested Travel and Tourism students and encourage them to enter the program. There would be a greater impact on recruitment of new students if College Relations assisted in specific program marketing to the community.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?

Acceptable

Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

Majors in the Travel and Tourism program are consistent with the headcount so no problem is indicated.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number

of students majoring in this program/department based on this program's/department's data?

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department. Explain any increase or decrease that is more than a one-year anomaly.

The graph indicates an average slightly below a 12 student ratio to one faculty member which has been consistent with the small program. 2006 shows slightly below an 8 student ratio. The lower ratio can be directly attributed to the increased CE enrollment in Spring 2006 and the failure of the Introduction class to make. CE students make a substantial contribution to Travel and Tourism class enrollment.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Provide an action plan for improvement of any

identified problem.

The identified problem will be resolved when data reflects both the academic and CE student in the Travel and Tourism program. This will give an accurate picture of actual student to faculty ratio and will reflect higher enrollments.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

The faculty (Catheryne Lankford) credentials in the Travel and Tourism program meet SACS

andTHECB requirements.

Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review

(FPRP).

Catheryne Lankford, Instructor - 2005 Faculty Performance Review.

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

No part-time faculty are currently in the Travel and Tourism program.

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?

no

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)

Other

The majority of students utilize the campus at night and so do not access the library as a

consistent resource.

Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

No data exists for this type of assessment.

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Does your program/department have discipline accreditation?

no

How has the library participated in this discipline's accreditation?

Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

The Travel and Tourism students are assured of training in the use of technology through the Computer Concepts course and Travel and Tourism Automation courses required in the Certificate of Completion and Associate degree.

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?

What improvements would ensure that students use technology?

The Travel and Tourism student is familiar with technology and utilizes the computer for internet access and computer reservation systems for hands-on industry information. No other data exists for an assessment regarding any improvements that further ensures students use technology.

Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

no

What changes need to be made to prevent violations of this nature?

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.

What changes need to be made to prevent violations of this nature?

Which support services need to be strengthened to better serve students in this program/department?

The Testing Center needs to reassess its weekend hours. Currently is closed on the weekends.

Explain what aspects of the services need to be strengthened.

Travel and Tourism students typically attend class only at night. Many travel long distances to come to class (Hereford, Dumas, Dimmitt, Canyon and Lubbock attended in the Fall 2006 semester alone). The Testing Center, where the students occasionally make up a missed test, needs to keep at least some limited weekend hours to accommodate the night and out-of-district students who need to access the facility when they are not working or in the classroom.

Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Describe any indicators or problems that prevent

a healthy, safe and secure environment for the students, faculty and staff of this program/department.

No data exists to access current problems and there are no indicators of any problems.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

One identified problem is the inability to control the heat or air in the individual classroom. Another is when the elevator in the R.E. Byrd Business Building is inoperable at night, wheelchair students who can't access the stairwells do not know who to call for assistance. Posted signs would be helpful in emergency situations.

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are

there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

Budget

Which program/department outcomes have resulted in budget requests to date?
The Travel and Tourism program budget has been stripped. All travel funds instituted in the budget are removed. Also, the existing budget does not allow for any additional funds currently needed to independently advertise the program or pay dues to local organizations in the Travel and Tourism industry.

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.
The strategic initiative for the next five years will be to strengthen the program with Advisory Committee assistance in assessing a needed technology update to keep the program

currentwithchanges in the industry.To increase enrollment and further enhance the Travel and Tourism program, the Business Management department iscurrently researching the feasibility of a Food ServiceCertificate to address theincreased community awareness andidentified trend in Restaurants andthe Culinary Arts.

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo

College and the office/department?

IF anything appears to be inaccurate, identify the apparent violation.

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

no

Are the references in compliance with SACS approved statement?

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any

references are inconsistent, identify all documents with the inconsistent reference(s).

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

Other

State any additional comments/concerns which may impact this program/department during the next five years.

The lack of specific program marketing by the college will continue to jeopardize the ability to attract students into the program. College Relations support is critical in marketing the Travel and Tourism program so that potential students are attracted to the program and are aware of the high employability in the tourism industry. Currently the only marketing tool is the Amarillo College Continuing Education pamphlet that is mailed to the general community. While

this published piece is not specific to the program, it at least identifies that such a program exists. Consistent in-house program surveys to the student indicate this publication is how they find out about the program. Also, some restoration of past funding to the Travel and Tourism budget would facilitate travel to TCCTA and other pertinent industry functions where invaluable information and ideas are exchanged with other community college Travel and Tourism programs.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.