

Instructional Program Review
Saddleback College

Travel & Tourism Department

Submitted: Spring 2009

Table of Contents

Team Members and Approval Page	3
Program Review Checklist	4
Program Overview	5
Review Report.....	8
Needs Assessment	11
Appendices	13
• Program Organizational Chart.....	13
• Program Staffing Profile.....	14
• Program SLOs.....	15
• Course SLOs.....	18
• 2009 Travel & Tourism Program Data Set.....	19
• Travel & Tourism Associate Degrees.....	33
• Travel & Tourism Certificates.....	34
• 2009 Perkins IV Core Indicators.....	35

Program Review Team Members and Approvals

Program Review Team Chair:

Arlene Thomas

Program Review Team Members:

Jeanne Robinson

Chuck Weghorst

Don Taylor

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
Fall 2008	Contact Program Review Chair for orientation
Fall 2008	Form Program Review Team
Fall 2008 / Sp 2009	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Fall 2008	Solicit input from faculty and students
Fall 2008	Determine if additional research is needed
Fall 2008 / Sp 2009	Contact College Research Analyst if necessary
Spring 2009	Write Program Review report
Spring 2009	Submit report to Dean and Program Review Chair for approval
Spring 2009	Report submitted to Academic Senate for approval
Spring 2009	Report submitted to Office of Instruction for approval
Spring 2009	Report submitted to College President and the Office of Institutional Effectiveness
Spring 2009	Report posted to the IE web site

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

Travel & Tourism provides students with the tools necessary to enter the complex, yet fascinating, world of the travel industry. The goal is to prepare prospective job seekers for the many travel related positions and careers, through introduction to the various methods and practices of selling and promoting travel.

Anyone not interested in completing the 8 course certification program may still benefit by selecting individual classes that will educate them in regard to the main tourism locations and tourist attractions around the world.

Additionally, those with unique interests may choose a class such as **TOUR 257 Tours & Cruises** to enable them to better understand how to best match their likes and dislikes with specific products.

B. Historical Background and Unique Characteristics of the Program

Once offered as "Travel Agency Management", the revised Travel & Tourism program now serves a much broader base of students. No longer geared only to those hoping to become Travel Counselors, the classes appeal to anyone leaning toward a career in any travel-related position.

The program also benefits from the vast experience of the two associate faculty members who share a combined total of over 80 years of professional practice.

Additionally, students with travel goals can gain knowledge of the many destinations and sights around the globe to better prepare them for the travel experience from instructors who teach utilizing hands-on experience of having been there, rather than simply gaining their travel knowledge from books filled with beautiful pictures with no personal experience.

C. Progress Since the Last Program Review

This is the first Program Review submitted. The two associate faculty members will assure that reviews, as well as Student Learning Outcomes (SLOs), will be completed in a timely manner in the future.

D. Current Strengths, Opportunities, and Challenges

Strengths

The Travel & Tourism program's faculty consists of two part-time instructors. Fortunately, their combined teaching experience totals over 40 years; their combined travel industry experience exceeds 80 years.

Long established contacts within the travel community enable them to remain current with the ever-changing dynamics of the travel industry.

Opportunities

Although enrollment over the past few years has remained flat, it is felt that a more vigorous approach to promoting through senior citizen groups, high school seniors and those seeking career change, will provide a boost to enrollment.

Many younger students, initially registering for single classes, seem more conducive to "one-on-one" recruitment for the entire Travel & Tourism program and are signing up for multiple classes because of the interaction generated from campus-wide activities at Saddleback. The Travel & Tourism Department has been there for such activities such as Senior Day & Welcome Night.

Identifying the program as part of the broader hospitality industry may also contribute to an expansion of the Travel & Tourism program's potential growth. A more aggressive program approach and interactive student inquiry system via the internet may add more interest in and demand for a position in the travel and tourism industry that goes beyond present practice to include a link to the entire tourism industry. An investigation of the expansion of the Travel & Tourism Department is suggested.

Challenges

The termination of airline commissions, world wide health scares, September 11, terrorism in general, a plunging economy and job losses have all hurt the travel industry's bid for the discretionary dollar. Consequently, it has had a major negative impact on the enrollment and certification numbers over the last few years. It has only begun to reverse itself recently with the realization that the travel-related job market has remained fairly stable.

The hope is to reach potentially more students in the future by using innovative promotion through Career Days, Job Fairs and an interactive internet that increases their interest, identifies unique employment opportunities and provides an informative resource for the Travel & Tourism industry.

Section II: Review Report

A. Faculty and Staff

For the past ten years, the Travel & Tourism classes have been taught by two professionals from the travel industry. Both associate faculty members teach two, 3-hour classes each semester, incorporating modern teaching techniques and presentation methods designed for the classroom.

The program consists of 8 classes; four per semester that can potentially be completed in one year. Most students elect to stretch out the experience to 3 or 4 semesters based on their personal work schedule. Each instructor specializes in four class subjects. Specific classes are based on offerings that are available for either the fall or spring semester to accommodate completion of the Travel & Tourism program.

A Senior Lab Technician, shared with Interior Design (25%), Fashion (25%) and Foods & Nutrition (50%), supports the Travel & Tourism Department as a percentage of the 25% allotted to Interior Design. Currently, there is a need for more coordination, organization and extra staffing to adequately meet the expanding needs of all of the departments served.

B. Curriculum and Instruction

A student may work toward an Associate Degree and/or obtain a Certificate of Achievement by successfully completing the 8 classes in the Travel & Tourism program totaling 23 units and maintaining a “C” or above average. Additionally, students that complete Associate Degrees must complete specific general education classes.

Both tourism faculty members use written objectives in their classes. The current pedagogical has evolved into Student Learning Outcomes (SLOs). The instructors have been directed to review and revise their curricular content, as needed, to better reflect the current SLO format and wording content. This process is underway and will further improve program delivery. There are currently no distance education courses within the program.

While not guaranteeing a position in the travel industry, a certificate from the Travel & Tourism program provides each graduate with the “edge” necessary to land those “hard-to-get”, travel-related jobs. The knowledge gained from the program is considered by many to be equivalent to one to two years of actual experience.

TOUR 250 Introduction to Travel & Tourism and **TOUR 257 Tours & Cruises** require considerable inter-action and the completion of projects. The three

destinations classes: **TOUR 252 Western Hemisphere**; **TOUR 253 Europe**; and **TOUR 254 Africa, Asia, Middle East** are largely lecture and class discussion involving geography and travel destinations. **TOUR 255 Travel Sales & Marketing** involves active class participation in interviewing and other job-related activities. **TOUR 259 & 260 Airline Computer Training** are “hands-on” exercises that focus on obtaining beginning and advanced computer skills that can be put to immediate use in the travel & tourism workplace.

C. Student Success

Throughout the years, a number of students have completed their Certificates of Achievement or Associate Degree to assist them in obtaining jobs in various travel areas. The attached Data Sets will confirm the numbers for 6/07 – 1/09.

Some of the program’s graduates are presently working for Southwest Airlines, America West and U.S. Airways. Others have established employment at The Ritz Carlton, Montage and Dana Pt. Marriott hotels.

Many are employed by various Orange County travel agencies such as World Travel, Auto Club and Andersen Travel. The Auto Club of Southern California, World Travel Dept., is managed by a graduate of the Travel & Tourism program.

Dozens of former students have been contracted by travel companies all over southern California as both full-time and part-time outside sales agents on a commission basis.

D. Facilities, Technical Infrastructure, and Resources

Although classrooms for the Travel & Tourism classes have been adequate, the lack of consistency has been a problem. It is hoped that with the move back to BGS from the Village that the Travel & Tourism classes can be assigned to the same one, or possibly, two rooms each semester

Podiums seem to be at a premium. There is an on-going need to assure that the appropriate equipment is available to support instruction. Audio-visual equipment has improved over the years, but there are times when instruction is disrupted because of equipment that does not function as anticipated. An efficient and reliable system to remedy and support faculty with their instructional needs during class time is an on-going necessity. Recently, telephones in each classroom have helped to expedite reporting equipment malfunctions and speed the corrective process as long as there is someone to answer the call and it is before staff leave in the evening.

Air conditioning and heating conditions within the classrooms have proven to create uncomfortable learning environments that can not be adjusted by the faculty. An effort should be made to insure a comfortable interior environment during all scheduled classes. The BGS building is especially prone to uncomfortable environments that take away from concentration and comfortable delivery of learning information.

E. Service, Community Outreach, and Economic Development (optional)

Travel & Tourism participates in “Senior Day” for visiting high school prospects and “Welcome Night” to meet parents and students, as well as other campus-based outreach activities. Additionally, the travel department will continue to reach out to Leisure World (Laguna Woods) Social Center in an effort to schedule meetings at their facility. Coordinating with counseling and arranging to participate in other outreach projects off campus has also been established.

Section III: Needs Assessment

A. Human Resource Needs

A Senior Lab Technician, shared with Interior Design (25%), Fashion (25%) and Foods & Nutrition (50%), supports the Travel & Tourism Department as a percentage of the 25% allotted to Interior Design. Currently, there is a need for more coordination, organization and extra staffing to adequately meet the expanding needs of all of the departments served.

B. Instructional Needs

With the 8 classes split evenly, the two part-time / associate faculty members are easily able to handle the program instruction. Both faculty members oversee the student Travel Club. Establishment of a Travel Club website would further enhance student communication, instruction and information about the travel industry and campus activities.

C. Research Needs

Presently, all research is conducted by the two associate faculty members. Outside help, through travel agencies, hoteliers, cruise lines, tour operators, industry associates, websites and the Travel Advisory Committee are called upon frequently to keep the program and instructors current and updated.

D. Technical, Equipment and Other Resource Needs

Instructional videos / DVD's are updated on an "as needed" basis. Automation software programs are current and are constantly assessed for possible upgrade or expansion possibilities. Audio/visual credibility could be improved.

E. Facilities Needs

Consistently assigned one or two classrooms devoted to the Travel & Tourism Department would be helpful each semester.

F. Marketing and Outreach Needs

Current Marketing Efforts include:

The Travel & Tourism program needs to be marketed in various ways:

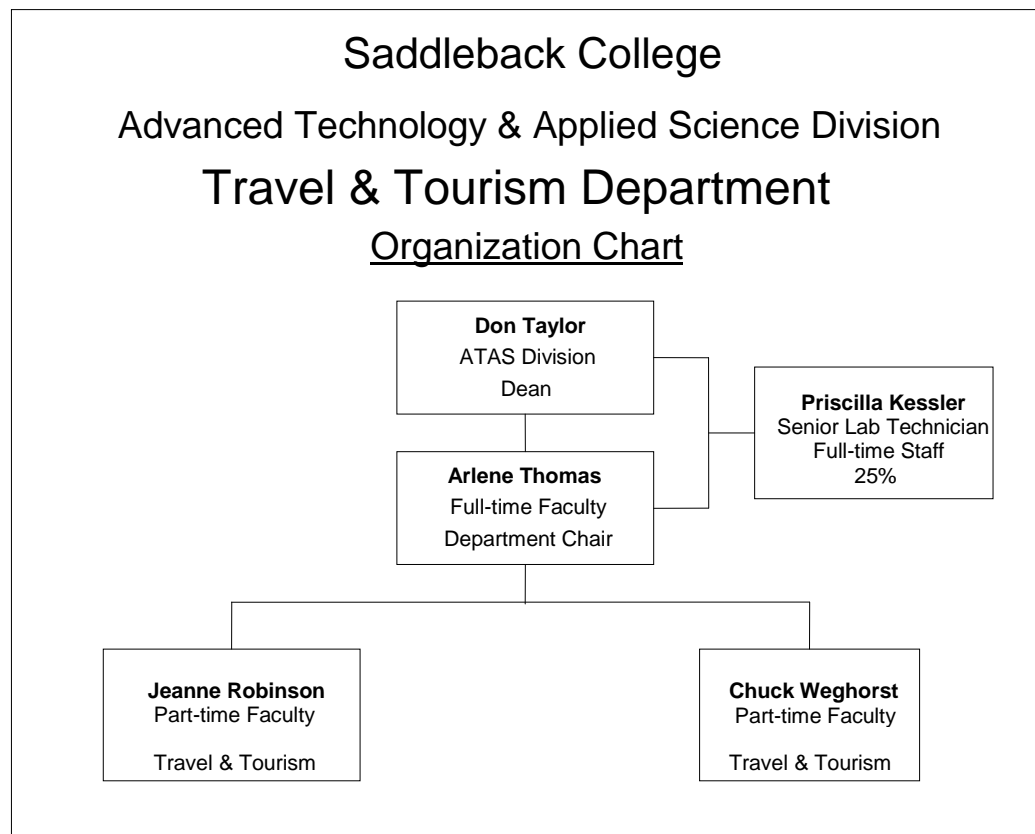
- Saddleback College schedule of classes
- Department brochures produced by the ATAS division
- Department pages linked to the college internet website
- Advertising on Channel 39, KSBR, and college marquees
- Promotional paper fliers posted on various college bulletin boards
- Promote the Travel Club and announce meetings and related activities
- Publication of monthly events and achievements in the ATAS Division "Good Stuff" electronic newsletter
- Active participation in helping alert students to job openings with local companies and organizations
- An active Advisory Committee providing direct professional input
- Email and phone communication with area employers & professionals
- "Word-of-mouth" between students who are satisfied with the Travel & Tourism program at Saddleback College.
- Participation in Senior Day, Family Night, Career Day
- Program Planning Sheets to aid in student class scheduling

Future Marketing Efforts might include:

- Design and promote a Travel Department / Club website
- Presentations to Saddleback College Counselors
- Special topics classes & field trips to increase interest in the program
- Preparation of a promotional Travel & Tourism DVD featuring student classroom activities, Travel Club meetings and industry-related events

Section IV: Appendices

A. Program Organizational Chart



B. Five-Year Program Staffing Profile

Travel & Tourism Department						
Position	Staffing Levels in the Past 5 Years					% Change from Year 1 to Year 5
	2004-05	2005-06	2006-07	2007-08	2008-09	
Administration	1	1	1	1	1	0
Classified FT	1(25 %)	1(25 %)	1(25 %)	1(25 %)	1(25 %)	0
Classified PT	0	0	0	0	0	0
Faculty FT	0	0	0	0	0	0
Faculty PT	2	2	2	2	2	0

C. SLO Assessment Forms



*Student Learning Outcomes:
Improving Teaching and Learning*

Travel & Tourism
Spring 2007

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>1. The mission of the Travel & Tourism program is to prepare students with the skills, knowledge and practices necessary for employment in the field and personal enrichment.</p>	<p>1. Students will be able to prepare a comparison of cruise itineraries based on the specifics of the industry, to support the desirability of the cruise.</p>	<p>1. By the last day of class, 80% of the students will support their choice of cruise itineraries, presented in a written form based on the standards of the industry, using a pre-determined criteria checklist. The project will compare cruise features and benefits, both tangible and intangible, as well as price, value and individual preference.</p>	<p>1. The result of the assessment showed that 100% of the students were able to support evaluation of their choices.</p>	<p>1. We met our expectation and exceeded our goal. However, we did find that some students had difficulty with pricing (costing) the cruises. In the future, more emphasis will be placed on what items must be included when building the total package.</p>



*Student Learning Outcomes:
Improving Teaching and Learning*

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>2. The mission of the Travel & Tourism program is to prepare students with the skills, knowledge and practices necessary for employment in the field and personal enrichment.</p>	<p>2. In the airline computer training strand of the program, students will be able to completely build a Passenger Name Record (PNR).</p>	<p>2. Using embedded questions on the final exam, 90% of the students should be able to build a complete PNR.</p>	<p>2. The results of the embedded questions were that 95% were able to successfully build a complete PNR at the end of the Spring 07 semester.</p>	<p>2. We met our intended goal and feel this segment of the program is well-established</p>



*Student Learning Outcomes:
Improving Teaching and Learning*

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>3 .The mission of the Travel & Tourism program is to prepare students with the skills, knowledge and practices necessary for employment in the field and personal enrichment.</p>	<p>3. Students enrolled in the Travel & Tourism program will be able to identify geographic locations</p>	<p>3. At least 75% of the students, by the end of the semester, will successfully identify 100% of the geographic locations specific to the course content. Success is determined by embedded questions on the final exam.</p>	<p>3. 75% of the students were able to identify 100% of the geographic locations.</p>	<p>3. Our learning objective goal was met.. We feel this segment of the program is well established.</p> <p>Although our learning objective goal was met, we would like to increase the number of students who can correctly identify geographic locations. We will work on instruction in this area.</p>

Travel & Tourism Course SLO's

Course ID	Course Title	Student Learning Outcome	Assessment
TOUR 250	INTRO TO TRAVEL/TOUR	Prepare and complete travel documents to include tickets, MCOs, PTAs and Tour Orders. They will also create and learn fare types of international and domestic itineraries.	Using embedded questions on the final exam, 90 percent of the students should be able to complete travel documents and create international as well as domestic itineraries.
TOUR 252	WRLD DEST.WEST.HEMIS.	Distinguish and compare itineraries between the most and least popular destinations in the Western Hemisphere.	At least 75 percent of the students, by the end of the semester, will successfully identify 100 percent of the geographic locations specific to the course content. There will be pre-course exams to determine knowledge of places in the Western Hemisphere.
TOUR 253	WRLD DES-EUROPE	Distinguish between the most and least popular and desirable countries to visit in Western Europe.	Through embedded questions on the mid-term and final exams, at least 75% of the students will be able to successfully identify 100% of the geographic locations specific to the course content, by the end of the semester.
TOUR 254	WRLD DES-PAC,AS,AF,ME	Distinguish between the safest, most popular countries of the area and those less desirable.	Through embedded questions on the mid-term and final exams, at least 75% of the students will be able to successfully identify 100% of the geographic locations specific to the course content, by the end of the semester.
TOUR 255	TRAVEL SALES & MKTG.	Counsel, plan and sell the many travel products, including Air, Car Rentals, Hotels, Tours and Cruises.	Using embedded questions on the mid-term and final exams, at least 80% of the students will be able to display their knowledge of the multiple facets of the travel industry.
TOUR 257	TOURS AND CRUISES	Prepare a comparison of cruise and tour itineraries and support the desirability of each product, based on specifics of the industry.	By the last day of class, 100% of students will be able to support their choices of cruise and tour itineraries, presented in written form and based on industry standards. The project will compare features and benefits, both tangible and intangible, as well as price, value and individual preference.
TOUR 259	AIRLINE COMPUT TRAIING	Create a Passenger Name Record.	Using embedded questions on the final exam, 90 percent of the students should be able to build a complete PNR.
TOUR 260	ADV AIRLINE COMP TRN	Create a Passenger Name Record.	By use of pre-course exams and embedded questions on the final exam, 95 percent of students will be able to completely build a PNR with the addition of hotel and car bookings. Additionally, they will be able to do accounting lines for many types of itineraries.

D. Travel & Tourism Data Sets

**Travel and Tourism
Program Review Data Set
March 2009**

Travel and Tourism Program Review Data Set

The following pages include:

1. **Course Section Count**
2. **C1 & End of Term Headcount**
3. **Overview of Courses, Grades, Success/Retention**
4. **Course Grades, Success/Retention**
5. **Travel and Tourism's Duplicated Headcount**
 - a. **Gender**
 - b. **Zip Code**
 - c. **Age Groups**
 - d. **Ethnicity**
 - e. **Educational Goal**

**Data Source: SOCCCD Management Information System (MIS) Data Warehouse March 2009
Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback College**

Section Count

Travel and Tourism Course and Section Count by Term and Year

	Fall				Summer			Spring				
	2004	2005	2006	2007	2005	2006	2007	2004	2005	2006	2007	2008
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
CWE 169	0	1	1	0	1	1	1	1	1	1	1	0
CWE 180	0	0	0	0	0	0	0	1	1	1	1	1
TOUR 25C	1	0	1	1	0	0	0	0	0	0	0	0
TOUR 252	0	0	0	0	0	0	0	0	1	1	1	1
TOUR 253	1	1	1	1	0	0	0	0	0	0	0	0
TOUR 254	0	0	0	0	0	0	0	1	1	1	1	1
TOUR 255	1	1	1	1	0	0	0	0	0	0	0	0
TOUR 257	0	0	0	0	0	0	0	1	1	1	1	1
TOUR 259	0	0	1	1	0	0	0	1	1	1	1	1
TOUR 26C	1	1	1	1	0	0	0	0	0	0	1	1
Total	4	4	6	5	1	1	1	5	6	6	7	6

Census Headcount

Travel and Tourism C1 Headcount by Course/Term/Year

	Fall				Summer			Spring				
	2004	2005	2006	2007	2005	2006	2007	2004	2005	2006	2007	2008
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
CWE 169	.	0	0	.	0	0	0	0	0	0	0	.
CWE 180	.	.	.	.	.	.	.	0	0	0	0	0
TOUR 250	19	.	25	19	.	.	.	.	.	.	.	.
TOUR 252	.	.	.	.	.	.	.	.	25	18	16	19
TOUR 253	23	12	16	16	.	.	.	.	.	.	.	.
TOUR 254	.	.	.	.	.	.	.	17	23	11	13	12
TOUR 255	21	11	7	14	.	.	.	.	.	.	.	.
TOUR 257	.	.	.	.	.	.	.	16	15	14	12	8
TOUR 259	.	.	9	12	.	.	.	11	13	8	8	4
TOUR 260	7	16	1	3	.	.	.	.	.	.	7	8
Total	70	39	58	64	0	0	0	44	76	51	56	51

End of Term Count

Travel and Tourism
End of Term Enrollment by Course/Term/Year

	Fall				Summer			Spring				
	2004	2005	2006	2007	2005	2006	2007	2004	2005	2006	2007	2008
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
CWE 169	0	2	1	0	7	2	3	1	3	2	2	0
CWE 180	0	0	0	0	0	0	0	4	2	1	3	4
TOUR 250	19	0	25	19	0	0	0	0	0	0	0	0
TOUR 252	0	0	0	0	0	0	0	0	25	18	16	19
TOUR 253	23	12	16	16	0	0	0	0	0	0	0	0
TOUR 254	0	0	0	0	0	0	0	17	23	11	13	12
TOUR 255	21	11	7	14	0	0	0	0	0	0	0	0
TOUR 257	0	0	0	0	0	0	0	16	15	14	12	8
TOUR 259	0	0	9	12	0	0	0	11	13	8	8	4
TOUR 260	7	16	1	3	0	0	0	0	0	0	7	8
Total	70	41	59	64	7	2	3	49	81	54	61	55

Summary of All Courses by Grade/Success/Retention

Travel and Tourism Summary of All Courses by Grade/Success/Retention

		Grades											success	retention
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2004	Spring	27	6	2	1	0	4	1	0	5	3	49	73.5%	89.8%
	Fall	42	4	6	4	0	5	0	2	7	0	70	80.0%	90.0%
2005	Spring	46	9	5	6	0	1	2	0	8	4	81	81.5%	90.1%
	Summer	2	0	0	1	0	1	3	0	0	0	7	42.9%	100.0%
	Fall	24	6	6	3	0	0	0	0	1	1	41	95.1%	97.6%
2006	Spring	32	7	1	2	3	3	0	0	4	2	54	77.8%	92.6%
	Summer	2	0	0	0	0	0	0	0	0	0	2	100.0%	100.0%
	Fall	29	8	6	0	0	1	0	1	5	9	59	72.9%	91.5%
2007	Spring	26	5	9	2	1	0	3	0	13	2	61	68.9%	78.7%
	Summer	1	0	0	0	0	0	2	0	0	0	3	33.3%	100.0%
	Fall	33	14	3	2	0	6	0	0	4	2	64	81.3%	93.8%
2008	Spring	22	7	10	0	5	0	4	0	2	5	55	70.9%	96.4%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CWE 169, CWE 180 & TOUR 250 by Grade/Success/Retention

Travel and Tourism Courses by Grade/Success/Retention

			Grades							success	retention	
			A	B	C	CR	F	I	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
CWE 169	2004	Spring	1	0	0	0	0	0	0	0	100.00	100.00
	2005	Spring	2	0	0	0	0	0	1	0	66.67	66.67
		Summer	2	0	0	1	1	3	0	0	42.86	100.00
		Fall	2	0	0	0	0	0	0	0	100.00	100.00
	2006	Spring	1	0	0	0	0	0	1	0	50.00	50.00
		Summer	2	0	0	0	0	0	0	0	100.00	100.00
		Fall	1	0	0	0	0	0	0	0	100.00	100.00
	2007	Spring	1	0	0	0	0	0	1	0	50.00	50.00
		Summer	1	0	0	0	0	2	0	0	33.33	100.00
CWE 180	2004	Spring	3	1	0	0	0	0	0	0	100.00	100.00
	2005	Spring	2	0	0	0	0	0	0	0	100.00	100.00
	2006	Spring	1	0	0	0	0	0	0	0	100.00	100.00
	2007	Spring	2	0	0	0	0	1	0	0	66.67	100.00
	2008	Spring	2	0	0	0	0	2	0	0	50.00	100.00
TOUR 250	2004	Fall	15	0	0	1	0	0	3	0	84.21	84.21
	2006	Fall	13	2	5	0	0	0	2	3	80.00	92.00
	2007	Fall	12	2	0	1	2	0	1	1	78.95	94.74

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of TOUR 252, TOUR 253, & TOUR 254 by Grade/Success/Retention

Travel and Tourism Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
TOUR 252	2005	Spring	14	2	0	2	0	0	2	0	4	1	72.00	84.00
	2006	Spring	13	3	0	0	1	0	0	0	1	0	88.89	94.44
	2007	Spring	6	2	3	0	0	0	1	0	4	0	68.75	75.00
	2008	Spring	5	2	5	0	4	0	2	0	1	0	63.16	94.74
TOUR 253	2004	Fall	13	3	3	1	0	1	0	1	1	0	86.96	95.65
	2005	Fall	3	3	3	2	0	0	0	0	1	0	91.67	91.67
	2006	Fall	6	3	1	0	0	0	0	0	2	4	62.50	87.50
	2007	Fall	6	4	3	0	0	2	0	0	1	0	81.25	93.75
TOUR 254	2004	Spring	7	3	1	0	0	1	0	0	3	2	64.71	82.35
	2005	Spring	9	3	3	2	0	1	0	0	3	2	73.91	86.96
	2006	Spring	5	3	1	0	0	1	0	0	0	1	81.82	100.00
	2007	Spring	5	1	3	0	1	0	0	0	3	0	69.23	76.92
	2008	Spring	6	1	2	0	1	0	0	0	0	2	75.00	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of TOUR 255, TOUR 257, TOUR 259 & TOUR 260 by Grade/Success/Retention

**Travel and Tourism
Courses by Grade/Success/Retention**

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
TOUR 255	2004	Fall	8	1	3	1	0	4	0	1	3	0	61.90	85.71
	2005	Fall	5	2	3	0	0	0	0	0	0	1	90.91	100.00
	2006	Fall	3	3	0	0	0	1	0	0	0	0	85.71	100.00
	2007	Fall	7	4	0	0	0	2	0	0	1	0	78.57	92.86
TOUR 257	2004	Spring	6	2	1	1	0	3	1	0	1	1	62.50	93.75
	2005	Spring	8	3	2	1	0	0	0	0	0	1	93.33	100.00
	2006	Spring	8	1	0	1	2	2	0	0	0	0	71.43	100.00
	2007	Spring	5	0	3	1	0	0	0	0	2	1	75.00	83.33
	2008	Spring	2	4	1	0	0	0	0	0	1	0	87.50	87.50
TOUR 259	2004	Spring	10	0	0	0	0	0	0	0	1	0	90.91	90.91
	2005	Spring	11	1	0	1	0	0	0	0	0	0	100.00	100.00
	2006	Spring	4	0	0	1	0	0	0	0	2	1	62.50	75.00
		Fall	5	0	0	0	0	0	0	1	1	2	55.56	88.89
	2007	Spring	2	1	0	1	0	0	1	0	2	1	50.00	75.00
		Fall	5	4	0	1	0	0	0	0	1	1	83.33	91.67
2008	Spring	2	0	0	0	0	0	0	0	0	2	50.00	100.00	
TOUR 260	2004	Fall	6	0	0	1	0	0	0	0	0	0	100.00	100.00
	2005	Fall	14	1	0	1	0	0	0	0	0	0	100.00	100.00
	2006	Fall	1	0	0	0	0	0	0	0	0	0	100.00	100.00
	2007	Spring	5	1	0	0	0	0	0	0	1	0	85.71	85.71
		Fall	3	0	0	0	0	0	0	0	0	0	100.00	100.00
2008	Spring	5	0	2	0	0	0	0	0	0	1	87.50	100.00	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Gender by Year/Term

Travel and Tourism Gender by Year/Term Duplicated Headcount

		F		M		Total	
		Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	33	67.3%	16	32.7%	49	100.0%
	Fall	53	75.7%	17	24.3%	70	100.0%
2005	Spring	52	64.2%	29	35.8%	81	100.0%
	Summer	7	100.0%	0	.0%	7	100.0%
	Fall	29	70.7%	12	29.3%	41	100.0%
2006	Spring	34	63.0%	20	37.0%	54	100.0%
	Summer	1	50.0%	1	50.0%	2	100.0%
	Fall	37	62.7%	22	37.3%	59	100.0%
2007	Spring	35	57.4%	26	42.6%	61	100.0%
	Summer	3	100.0%	0	.0%	3	100.0%
	Fall	50	78.1%	14	21.9%	64	100.0%
2008	Spring	35	63.6%	20	36.4%	55	100.0%

Courses by Zip Code

Travel and Tourism by Zip Code Duplicated Headcount

		Saddleback		Irvine		Out of District		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	34	69.4%	4	8.2%	11	22.4%	49	100.0%
	Fall	57	81.4%	5	7.1%	8	11.4%	70	100.0%
2005	Spring	71	87.7%	2	2.5%	8	9.9%	81	100.0%
	Summer	7	100.0%	0	.0%	0	.0%	7	100.0%
	Fall	36	87.8%	2	4.9%	3	7.3%	41	100.0%
2006	Spring	49	90.7%	1	1.9%	4	7.4%	54	100.0%
	Summer	2	100.0%	0	.0%	0	.0%	2	100.0%
	Fall	48	81.4%	0	.0%	11	18.6%	59	100.0%
2007	Spring	47	77.0%	2	3.3%	12	19.7%	61	100.0%
	Summer	3	100.0%	0	.0%	0	.0%	3	100.0%
	Fall	57	89.1%	5	7.8%	2	3.1%	64	100.0%
2008	Spring	53	96.4%	1	1.8%	1	1.8%	55	100.0%

Age Group Distribution by Year/Term

Travel and Tourism
Age Group Distribution by Year/Term
Duplicated Headcount

		Age Groups														Total	
		Below 17		18-21		22-25		26-35		36-50		51-65		Over 65		Count	Row N %
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	0	.0%	8	16.3%	8	16.3%	6	12.2%	17	34.7%	9	18.4%	1	2.0%	49	100.0%
	Fall	0	.0%	16	22.9%	7	10.0%	18	25.7%	16	22.9%	13	18.6%	0	.0%	70	100.0%
2005	Spring	5	6.2%	11	13.6%	11	13.6%	23	28.4%	25	30.9%	6	7.4%	0	.0%	81	100.0%
	Summer	0	.0%	0	.0%	2	28.6%	2	28.6%	3	42.9%	0	.0%	0	.0%	7	100.0%
	Fall	0	.0%	4	9.8%	9	22.0%	8	19.5%	16	39.0%	4	9.8%	0	.0%	41	100.0%
2006	Spring	7	13.0%	8	14.8%	5	9.3%	8	14.8%	14	25.9%	11	20.4%	1	1.9%	54	100.0%
	Summer	0	.0%	0	.0%	1	50.0%	0	.0%	1	50.0%	0	.0%	0	.0%	2	100.0%
	Fall	1	1.7%	13	22.0%	11	18.6%	6	10.2%	14	23.7%	14	23.7%	0	.0%	59	100.0%
2007	Spring	2	3.3%	14	23.0%	6	9.8%	0	.0%	18	29.5%	21	34.4%	0	.0%	61	100.0%
	Summer	0	.0%	0	.0%	1	33.3%	0	.0%	1	33.3%	1	33.3%	0	.0%	3	100.0%
	Fall	0	.0%	21	32.8%	0	.0%	0	.0%	22	34.4%	21	32.8%	0	.0%	64	100.0%
2008	Spring	0	.0%	17	30.9%	3	5.5%	3	5.5%	10	18.2%	22	40.0%	0	.0%	55	100.0%

Ethnicity by Year/Term

**Travel and Tourism
Ethnicity by Year/Term
Duplicated Headcount**

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	13	26.5%	0	.0%	8	16.3%	0	.0%	0	.0%	0	.0%	23	46.9%	5	10.2%	49	100.0%
	Fall	11	15.7%	0	.0%	6	8.6%	1	1.4%	0	.0%	0	.0%	47	67.1%	5	7.1%	70	100.0%
2005	Spring	14	17.3%	4	4.9%	7	8.6%	0	.0%	0	.0%	1	1.2%	49	60.5%	6	7.4%	81	100.0%
	Summer	1	14.3%	0	.0%	2	28.6%	0	.0%	0	.0%	0	.0%	3	42.9%	1	14.3%	7	100.0%
	Fall	1	2.4%	1	2.4%	8	19.5%	0	.0%	1	2.4%	0	.0%	26	63.4%	4	9.8%	41	100.0%
2006	Spring	2	3.7%	1	1.9%	10	18.5%	1	1.9%	0	.0%	1	1.9%	30	55.6%	9	16.7%	54	100.0%
	Summer	0	.0%	0	.0%	1	50.0%	0	.0%	0	.0%	0	.0%	1	50.0%	0	.0%	2	100.0%
	Fall	8	13.6%	0	.0%	13	22.0%	0	.0%	0	.0%	0	.0%	33	55.9%	5	8.5%	59	100.0%
2007	Spring	9	14.8%	0	.0%	5	8.2%	0	.0%	0	.0%	1	1.6%	40	65.6%	6	9.8%	61	100.0%
	Summer	1	33.3%	0	.0%	1	33.3%	0	.0%	0	.0%	0	.0%	1	33.3%	0	.0%	3	100.0%
	Fall	9	14.1%	3	4.7%	5	7.8%	0	.0%	0	.0%	2	3.1%	40	62.5%	5	7.8%	64	100.0%
2008	Spring	8	14.5%	2	3.6%	11	20.0%	0	.0%	1	1.8%	0	.0%	31	56.4%	2	3.6%	55	100.0%

Educational Goals by Year/Term

**Travel and Tourism
Educational Goals by Year/Term
Duplicated Headcount**

	2004				2005				2006				2007				2008	
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
AA/AS and transfer	5	10.2%	6	8.6%	8	9.9%	6	14.6%	10	18.5%	11	18.6%	10	16.4%	10	15.6%	7	12.7%
Transfer w/o AA/AS	0	.0%	1	1.4%	6	7.4%	2	4.9%	0	.0%	4	6.8%	1	1.6%	4	6.3%	2	3.6%
AA/AS w/o transfer	0	.0%	0	.0%	0	.0%	1	2.4%	0	.0%	0	.0%	0	.0%	1	1.6%	0	.0%
2-yr Voc. w/o transfer	3	6.1%	2	2.9%	3	3.7%	0	.0%	1	1.9%	0	.0%	0	.0%	0	.0%	3	5.5%
Voc. certif. w/o transfer	9	18.4%	15	21.4%	12	14.8%	3	7.3%	1	1.9%	10	16.9%	15	24.6%	6	9.4%	1	1.8%
Discover interests	2	4.1%	2	2.9%	2	2.5%	2	4.9%	6	11.1%	5	8.5%	2	3.3%	6	9.4%	4	7.3%
Acquire job skills	9	18.4%	25	35.7%	33	40.7%	21	51.2%	16	29.6%	6	10.2%	6	9.8%	1	1.6%	5	9.1%
Update job skills	4	8.2%	1	1.4%	1	1.2%	0	.0%	1	1.9%	1	1.7%	1	1.6%	2	3.1%	0	.0%
Maintain cert. or lisc.	2	4.1%	2	2.9%	2	2.5%	2	4.9%	0	.0%	0	.0%	0	.0%	0	.0%	3	5.5%
Ed. development	9	18.4%	14	20.0%	9	11.1%	2	4.9%	12	22.2%	12	20.3%	22	36.1%	27	42.2%	24	43.6%
Basic Skills	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	3	5.1%	1	1.6%	2	3.1%	3	5.5%
HS or GED	0	.0%	0	.0%	1	1.2%	0	.0%	2	3.7%	1	1.7%	1	1.6%	2	3.1%	0	.0%
Undecided	6	12.2%	2	2.9%	4	4.9%	2	4.9%	5	9.3%	6	10.2%	2	3.3%	3	4.7%	3	5.5%
Total	49	100.0%	70	100.0%	81	100.0%	41	100.0%	54	100.0%	59	100.0%	61	100.0%	64	100.0%	55	100.0%

AA/AS Graduates By Major

Saddleback College

Award Year 2007-2008 (Date Range: 6/1/2007 - 3/1/2009)

Associate in Arts

Major Description	Student Total
INTERIOR DESIGN	1
TRAVEL AND TOURISM	1
ASSOCIATE IN ARTS TOTAL:	2

Associate in Science

Major Description	Student Total
INTERIOR DESIGN	4
INTERIOR DESIGN LEVEL III- INTERIOR DESIGN PROFESSIONAL	1
ASSOCIATE IN SCIENCE TOTAL:	5
AWARD YEAR 2007-2008 TOTAL:	7

Award Year 2008-2009 (Date Range: 6/1/2007 - 3/1/2009)

Associate in Arts

Major Description	Student Total
INTERIOR DESIGN	1
ASSOCIATE IN ARTS TOTAL:	1
AWARD YEAR 2008-2009 TOTAL:	1
SADDLEBACK COLLEGE TOTAL:	8
GRAND TOTAL:	8

Certificate Graduate By Major Summary
Saddleback College
Award Year 2007-2008 (Date Range: 6/1/2007 - 1/1/2009)

Certificate Description	Total Awardees
INTERIOR DESIGN - LEVEL I - INTERIORS MERCHANDISING	23
INTERIOR DESIGN LEVEL II - INTERIOR DESIGN ASSISTANT	15
INTERIOR DESIGN LEVEL III- INTERIOR DESIGN PROFESSIONAL	17
TRAVEL AND TOURISM	1
AWARD YEAR 2007-2008 TOTAL:	56

Award Year 2008-2009 (Date Range: 6/1/2007 - 1/1/2009)

Certificate Description	Total Awardees
INTERIOR DESIGN - LEVEL I - INTERIORS MERCHANDISING	2
INTERIOR DESIGN LEVEL II - INTERIOR DESIGN ASSISTANT	3
INTERIOR DESIGN LEVEL III- INTERIOR DESIGN PROFESSIONAL	1
TRAVEL AND TOURISM	6
AWARD YEAR 2008-2009 TOTAL:	12
SADDLEBACK COLLEGE TOTAL:	68
GRAND TOTAL:	68



PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code
Summary Detail Report for 2009-2010 Fiscal Year Planning

SADDLEBACK COLLEGE

300900 Travel Services and Tourism

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	100.00	15	15	100.00	3	3	86.67	13	15
Female	100.00	9	9		0	0	100.00	9	9
Male	100.00	6	6	100.00	3	3	66.67	4	6
Non-traditional	100.00	6	6	100.00	3	3	66.67	4	6
Displaced Homemaker	100.00	3	3	100.00	1	1	66.67	2	3
Economically Disadvantaged	100.00	1	1	100.00	1	1	100.00	1	1
Limited English Proficiency	100.00	1	1		0	0	100.00	1	1
Single Parent		0	0		0	0		0	0
Students with Disabilities	100.00	1	1		0	0	100.00	1	1
Technical Preparation	100.00	15	15	100.00	3	3	86.67	13	15
District	100.00	15	15	100.00	3	3	86.67	13	15
State	95.98	3,316	3,455	81.15	1,145	1,411	76.96	2,602	3,381

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	66.67	2	3	40.00	6	15	100.00	3	3
Female		0	0	0.00	0	9		0	0
Male	66.67	2	3	100.00	6	6	100.00	3	3
Non-traditional	66.67	2	3	100.00	6	6	100.00	3	3
Displaced Homemaker	0.00	0	1	66.67	2	3	100.00	1	1
Economically Disadvantaged	100.00	1	1	100.00	1	1	100.00	1	1

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House



PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code
Summary Detail Report for 2009-2010 Fiscal Year Planning

Limited English Proficiency		0	0	0.00	0	1		0	0
Single Parent		0	0		0	0		0	0
Students with Disabilities		0	0	0.00	0	1		0	0
Technical Preparation	66.67	2	3	40.00	6	15	100.00	3	3
District	66.67	2	3	40.00	6	15	100.00	3	3
State	56.84	715	1,258	30.45	1,052	3,455	31.20	449	1,439

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

- Core 1 - Skill Attainment, GPA 2.0 & Above: 95.17% Performance Goal - (2006-2007)
- Core 2 - Completions, Certificates, Degrees and Transfer Ready: 72.35% Performance Goal - (2006-2007)
- Core 3 - Persistence in Higher Education: 82.16% Performance Goal - (2006-2007)
- Core 4 - Employment: 73.72% Performance Goal - (2006-2007)
- Core 5 - Training Leading to Non-traditional Employment: Greater than 22.68% Participation & 19.31% Completion - (2006-2007)

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House