

The articulation agreement with Warren County Career Center is based on matching competencies in ACC 111, BIS 160 and TNT 100, 102, 106, 112, and 122. This program is currently being reviewed for changes, and TNT is providing input. Also, Springfield-Clark County JVS is currently developing a travel program with TNT's input they plan to articulate in the future.

- II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

There have been no changes to the program outcomes since the last program review cycle. Course changes are reflected in the chart below.

An entry-level graduate with an Associate of Applied Science Degree in Travel and Tourism from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Read, write, speak and listen effectively.	ENG 131, 132; FRE, GER, SPA, JPN; COM 206, 287; TNT 102, 106, 108, 130, 131, 201, 202, 210, 215, 250, 278; General Education Elective
2. Apply mathematical skills appropriate to travel and tourism occupations.	MAT 105; TNT 104, 108, 109, 114, 123, 202, 215, 225, 278
3. Exhibit positive attitude and work habits in travel and tourism occupation.	MAN 105, 201; PSY 105; TNT 102, 106, 108, 202, 210, 215, 201, 250, 270, 278; COM 206
4. Demonstrate proficiency on reservation computer system at entry-level occupational standards.	BIS 160; TNT 122, 123, 224, 225, 278
5. Exhibit a knowledge of current literature and source material in National and International travel and tourism industry.	TNT 100, 108, 109, 112, 114, 130, 131, 201, 202, 250, 278, 297
6. Practice human relations and sales skills on the job and in other interpersonal situations.	MAN 105, 201; BUO 105; MAR 201; TNT 102, 106, 122, 123, 130, 131, 201, 202, 210, 224, 225, 250, 278
7. Demonstrate ability to book a traveler's itinerary using more than one means of transportation and going to more than one destination.	TNT 104, 108, 122, 123, 224, 225, 278; MAR 201

Learning Outcomes	Related Courses
8. Identify the legal and ethical issues in travel and tourism industry.	TNT 104, 201, 202, 210, 215, 278, 297
9. Demonstrate an understanding and appreciation of the culture and society, which contributes to our economic well being.	TNT 100, 112, 114, 130, 131,201, 278, 297
10. Display an understanding of principles of management in travel and tourism industry.	ACC 111; MAN 105, 205; TNT 202, 210, 215, 278
11. Develop an appreciation for cultural/historical influences and trends that shape our society.	HUM 115; TNT 114, 130, 131, 201, 215, 278, 297

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Course sequences of TNT 104-114, 122-123 and 224-225 and 250 provide a series of course-by-course assessment and end-of-sequence assessments. These courses emphasize use of the computer for various tasks that continue to challenge students as they progress through the program. In TNT 104-114, students work through a situation and make decisions as well as resolving a travel scenario. In TNT 122-123, students build a passenger reservation record, make changes to the original record and simulate a one-on-one meeting to experience making changes communicated orally by a client. In TNT 224-225, students experience more complex travel situations such as dealing with currency conversions and making reservations for hotels and rental cars. TNT 102 incorporates additional role play. TNT 106 includes resume and personal statement creation.

TNT 215 requires a business plan and TNT 202 a marketing plan. This provides the students with thinking and organizational skills. The marketing and business plans are presented formally, using samples and visual aids, to an investor or banker in order to simulate a real-world experience. TNT 201 and 210 require a total of five sales presentations.

Mid-point assessment in TNT 250 provides an opportunity for students to utilize skills acquired in TNT 100, 102, 104, 108, 109, 112, 114, 122, 123, 130, 131, and MAR 201 in practical sales scenarios. The goal of this course is to provide a mid-point assessment of skills while enhancing students' sales skills. The creation of this course was reflective of outcomes from capstone and other assessment tools.

All TNT courses have a standardized instructor guide, student review guide, and final comprehensive examination. Standardization of curriculum, texts, and

examinations increases consistency for all students and provides a valuable quality control method.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Summative assessment is conducted via a structured internship experience and the capstone course, TNT 278. The internship experience provides fifteen hours per week at an appropriate work site, under the supervision of an on-site manager. The TNT department works in cooperation with the Cooperative Education Office.

The TNT 278 Capstone includes simulation of office practice in the travel industry, case study, and journalizing. Areas that are emphasized throughout the program (specifically oral presentation skills, use of visual aids, reservation processes, preparation and delivery of a travel package to the client) are emphasized in the Capstone, which has no instruction or new content. Students are challenged to gather material from all available sources, except the instructor, for the assessment activities. Oral competencies comprise 80% of the capstone activities; written materials, 20%.

The Travel Agency Professional (TAP) test is available to students as an option. The TAP test is not an exact match for competencies in the TNT program, since the program emphasizes content other than travel agency operation. TAP testing costs \$90. Results of the test are confidential and Sinclair would not be able to acquire test results for individual students. In addition, other industry employees and non-students use Sinclair's test site which affects test results at this site. However, it would provide a national level of assessment for our students. Students are encouraged to take the TAP test.

- IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Feedback is excellent from site managers. Summary information indicates that student performance levels are high. SCC students who are hired have very high work ethics and perform exceptionally well at the entry level. Student performances in internships have been very successful. Oral communication skills are extremely important for TNT students to be successful in the work place. The program continues to emphasize skill development in that area.

The program continually has travel businesses contacting the department about hiring graduates and undergraduates. This is in addition to those that contact career planning and placement. Most internships result in job offers to students.

Brian Borg, Analyst for American Airlines in Tulsa, OK advised faculty that the Travel and Tourism program is on the cutting edge in training. Having a live airline computer system provides opportunities that are seldom found in travel industry training programs. The Advisory Committee feels very strongly about the need to have a live system.

Internship site managers provided the following comments about TNT interns Fall 2000 through Fall 2001:

- Intern understood company's goals, purpose and was faithful with basic duties. She remembered her travel and tourism training. The intern was able to efficiently improve her skills and was very reliable. She also understood the customer's requests.
- Intern was a self-starter and has the potential to succeed in all areas of tourism.
- Intern has an understanding of our work project and goals. Is very bright and quickly assimilates information and projects.
- Intern worked well with members. Clients and was very personable. She was a quick learner and retains very well. Also, she would be an excellent addition to our team.
- Intern was very organized and has been very helpful in getting the office organized. Intern is very personable and able to communicate will with clients. Intern is an outstanding person. The supervisor asked the intern to continue working for the company and has agreed.
- Intern for this quarter displayed exceptional work habits and was always anxious to assist in any way. She was diligent in completing her assignments and was always pleasant to work with.

In summer of 1999, Institutional Planning and Research (IPR) conducted a graduate survey of all Sinclair graduates from the 1997-98 Academic Year. It was a two-page survey; the first page contained general satisfaction questions, while the second page was specific to the student's major and program learning outcomes. The results indicated that all Travel and Tourism majors felt the program outcomes were of high importance. The TNT students also felt that they received high satisfaction in relationship to the program outcomes. (Most recent survey did not have enough response to report.)

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The TNT curriculum revision, effective Fall 2001, was driven by assessment results from the capstone course, internship managers' input, students, graduates, advisory committee, and faculty. The program is also emphasizing computer work and has embedded Internet activities into assignments. As a result of a technology grant, two computers have been installed in labs with network/internet access for team classroom web activities. The new TNT 250 was created as a result of the outcomes of the capstone course to provide a mid-term assessment and provide opportunities in meshing and using the skills acquired in the first, second, and third quarters.

The inclusion of the capstone course in the curriculum allows the program to use student performance to benchmark content in the rest of the program. Students must earn a "C" or better in the capstone.

Outcomes of the Capstone have resulted in modifications to TNT 104, TNT 225 and TNT 123, along with other course changes. In addition, an Oral Sales Presentation Checklist has been developed using the General Education Checklist. This checklist is being used in all TNT courses that require sales presentations. Each student is

required to self-assess each oral presentation/activity upon completion. The student must provide their positive aspects and areas to improve and what they should do to improve.

As a result of department review of feedback during the curriculum review, three courses – TNT 108, 112, and 114 – had major revisions, and new courses – TNT 109, 130, 131, and 250 – were created.

VI. General Education: Are you using any tool(s) to assess any of the three primary general education outcomes* (communication, thinking, values/citizenship)? If so, describe.

All faculty have been provided with general education checklist information and are encouraged to use this material to assess written and oral communication skills.

The TNT Capstone engages communication, thinking and community via the “pretend” clients each student must find and serve during the course. The student must serve the client with no input from the facilitator. Each “pretend” client provides feedback on his or her impression of the service the student provided. Again, the student assesses their performance throughout the Capstone course.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Writing is reinforced through the curriculum with various assignments. Case studies and papers/reports are required in TNT 100, 112, 114, 130, 131, 201, 202, 210, 215, 250, 278 and 297.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Various types of oral business travel presentations linked to research in sales, marketing and management topics are incorporated throughout the program. Oral presentations are required in TNT 100, 130, 131, 201, 202, 210, 215, 250, 278, and 297.

The oral sales presentation checklist and all Capstone assessments require the student to verbally assess themselves with the facilitator during one-on-one sessions throughout the course.

Collaborative learning is practiced through teamwork and process education within all TNT classes. Rotation of individual roles within each team encourages personal growth. Roles include: Spokesperson, Reflector, Captain and Recorder.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills and problem solving are stressed, as a result of case study simulation of client needs and resolution of simulated management issues. Teams are provided situations and asked to provide input on application and must determine “why” or “why not” the technique would be beneficial. Students also create solutions to problems along with listing potential problems they might encounter. For example, in the first quarter a student might handle a problem such as the request of a client to carry a pet on an aircraft. Later in the program, the student would address more complex management personnel issues such as theft in the workplace.

In their management situational case studies, students must create two possible solutions for each case, provide their reasoning, show anticipation of the employees responses, indicate where the situation would be discussed, and finally advise which solution they would choose and defend that choice.

The department is also incorporating more student-based assessment within the program to better prepare students to continually evolve into better employees and experience positive growth on a personal level. The Process Education Reflector role assists in developing thinking skills through the Reflector’s assessment of the team’s performance. Teams are also given scenarios and must reflect on why and how the situation can affect the outcome of the transaction.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

The TNT internship provides opportunities for students to view how different businesses are either engaged or disengaged with the community. Also the student reports provide an avenue for students to reflect on themselves, the workplace, and their education. The report includes reflection on how a company's philosophy of operation can affect them along with how an employee's interaction affects an operation.

TNT courses incorporate teamwork problem-solving activities that involve ethical issues that might be faced in the travel industry. In addition, students learn about inequities in the workplace in reference to team accomplishments are sometimes a result of unequal effort by the team members.

VII. Recommendation(s)/Comment(s):

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.