

REVIEW REPORT

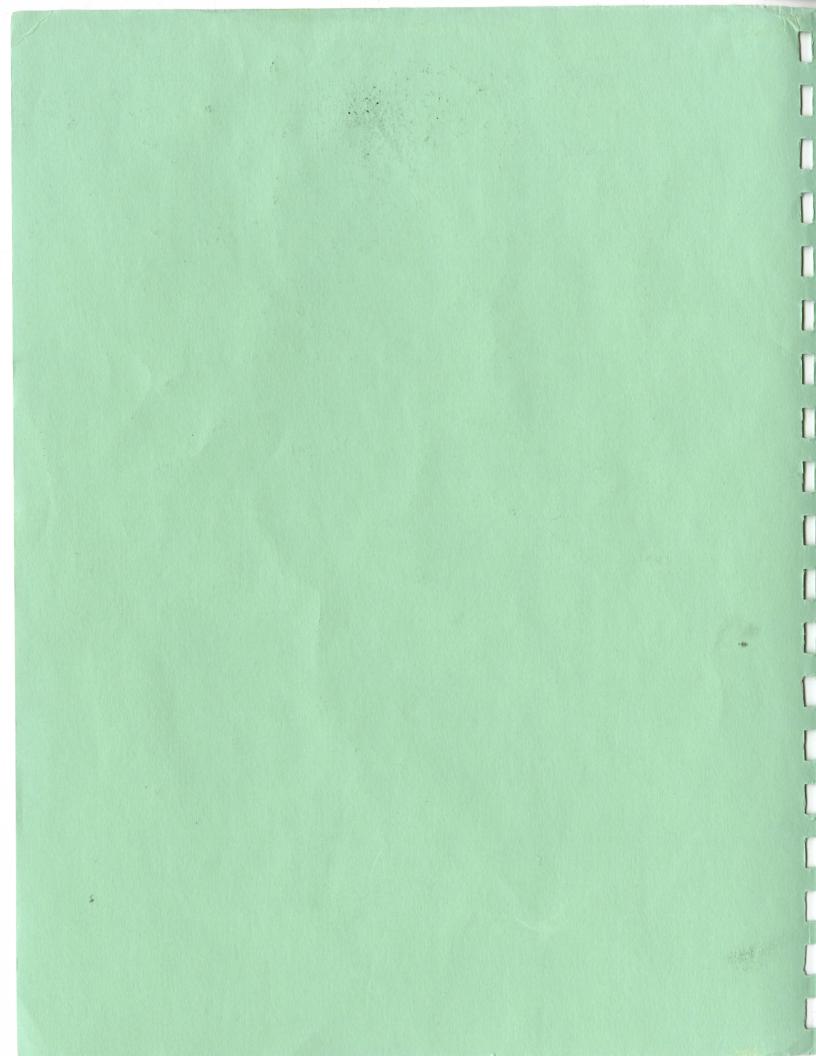
on the

BACHELOR OF TOURISM MANAGEMENT PROGRAM

March, 2004

OFFICE OF INSTITUTIONAL RESEARCH

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UNIVERSITY COLLEGE OF THE CARIBOO LIBRARY BOX 3010, KAMLOOPS, BC IARY V2C 5N3

EXECUTIVE SUMMARY

The Bachelor of Tourism Management (BTM) is a young program. It started as a continuation of the Tourism Management Diploma in 1998. In 2002, the BTM became officially a four year degree. Also in 2002, an Adventure major and an honours degree option were added to the BTM, and an entrepreneurship major was approved in 2003. As of Fall 2003, there were 97 students enrolled in year three and 64 students in year four. Of the 30 former students who responded, 23 or 77% were employed. This high percentage of graduates finding related employment exemplifies the success of the BTM program.

In spite of the real world success of the BTM program, the BTM Review Committee identifies five areas that BTM department faculty need to address:

The first area is program goals and strategic direction of the BTM degree program. The Dean and faculty must establish clear program goals and objectives. Secondly, enrolment and curricular management needs to be revisited. New efforts need to be made to increase upper level enrolments, and the issues of course overlap, grading, and 'drift' need to be addressed. Thirdly, several program management issues such as departmental integration and allocation of operational responsibilities need to be addressed. Fourthly, the BTM degree needs to increase its marketing to prospective students and to the tourism industry. Fifthly, faculty should explore additional opportunities for professional development.

Overall, the Bachelor of Tourism Management Degree Program is, in the opinion of the Program Review Committee, an innovative and exciting program that definitely adds to the progressive reputation of UCC. The Committee recognizes that the program is currently in a period of increased challenge and encourages Dean, chair, co-coordinators and faculty to channel their efforts into ensuring the program's continued success.

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BACHELOR OF TOURISM MANAGEMENT PROGRAM REVIEW COMMITTEE MEMBERS

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REVIEW SUPPORT

DIVISIONAL DEAN

<u>CHRONOLOGY OF THE BACHELOR OF TOURISM MANAGEMENT</u> <u>PROGRAM REVIEW</u>

An initial information meeting with members of the School of Tourism and Institutional Research and Planning was held on April 11th, 2003 with Maynard Kirkpatrick, Tourism Management Chairperson, Lian Dumouchel, outgoing program coordinator, and Rob Hood, incoming coordinator, to discuss questionnaire content and format. Questionnaires were refined and finalized by July 11th, 2003.

Stakeholders in the Tourism Program were surveyed on the following dates:

Former Students (1999-03):	August 29 th , 2003
Faculty:	September 9 th , 2003
Employers:	September 15 th , 2003
Current Students (Year 2):	October 21 st
Current Students (3 & 4):	October 17 th & 21 st

Current Students (1 cur 2). October 21th & 21st Reminders were mailed to non-responding former students members on September 19th. Most faculty members had responded by October 11th. The Office of Institutional Research attempted to contact non-responding former students by phone on October 2nd, 3rd, 8th, 10th, 14th & 21st.

Non-responding employers were contacted by phone on October 14th & 21st.

Former student data from BTM Program (2000-2003) were summarized from Student Outcomes Reporting System (SORS) data, as provided by the Centre For Education Information, Standards and Services (CEISS).

The cut-off date for all responses was November 12th, 2003. Information binders were sent to members of the Bachelor of Tourism Program Review Committee on November 19th, 2003, and that committee met to analyze the data and form its recommendations on December 8th and 9th.

PROGRAM BACKGROUND

In the mid 1990s, preparations were underway to offer the Bachelor of Tourism Management Degree [BTM] in the School of Tourism at UCC. The BTM was an extension of the successful 2 year diploma programs that were the mainstay of the tourism programs at UCC for several years. The requirements to complete the BTM included 2 years (60 credits) of coursework following successful completion of one of the diplomas offered at UCC or at other 2 year diploma programs across the province. Officially, the BTM was the latter half of a 2 + 2 academic program whereby those who completed the program received the BTM Degree at the end of 4 years of study. The first students to enter the BTM program did so in the Fall 1998, and graduated in April 2000.

The structure of the BTM degree changed in 2002 with a decision to market the BTM as a 4 year degree instead of the original 2 + 2 program. Beginning September 2002, the BTM was officially a 4 year degree program. Students enrolled in the program were made aware of the change and any implications for the direction of their studies. Essentially, those students studying under the 2 + 2 program continued to satisfy the 60 credits required in year 3 and 4 for the BTM degree. The new 4 year BTM enabled new students to enrol directly into the degree without having to complete a diploma prior to registering for the BTM degree. This however, had implications for the tourism program's Tourism Management Diploma, one of the precursors to the 2 + 2 BTM degree model.

Given a judgement that Tourism Management Diploma students typically laddered into the degree, the Tourism Management Department decided to not market the Tourism Management Diploma. Instead, an option was provided for students who wished to opt out of the BTM after 2 years. Following completion of the first 2 years (60 credits) of the BTM students could receive a Tourism Management Diploma.

The BTM defined in 2002 also included a new major within the program—the Adventure Major of the BTM—and an Honours Degree option. This measure of specialization was implemented based on perceptions of student demand for more concentrated/specialized areas of study. This measure of specialization was further developed in 2003, when the Entrepreneurship Major of the BTM was approved. The first courses in this major were offered in this 2003-2004 academic year.

Currently, students have the option of the two majors identified above, and the general BTM degree, an option that permits students to mix and match upper level tourism courses that exist both in and out of the two majors. Also, if majors are not the preferred choice of study, concentrations in the areas of specialization (Adventure, Entrepreneurship) are available.

ADMISSIONS REQUIREMENTS

Academic Requirements

- 1. British Columbia Grade 12; or mature student status; or equivalent
- 2. English:

English 12 with 73% or better within the last 5 years; or English 060; or Language Proficiency Index (LPI) with level 4 or better within the last 2 years; or CESL 057 and 058, each with C+ or better; or Equivalent

3. Mathematics:

Principles of Math 11 with B or better; or Applications of Math 12; or Math 051 with C+ or better; or Equivalent

4. Field Work Requirements:

In order to meet all program requirements for graduation, students must have a minimum of 500 hours of documented relevant work experience supported by industry references indicating capable performance.

If this requirement is not met upon admission, students will be required to complete a practicum (TMGT 190) and meet the Field Work requirement before the end of year 2.

Students cannot proceed to year 3 of the program until they have fulfilled this requirement.

Students seeking exemption from the Practicum must provide three letters of reference confirming the nature, length, and quality of their work experience.

Program Requirements

Each course with a grade of C or better unless otherwise specified.

A. Lower Level Requirements (60 credits):

1.	English (6 credits)
_	ENGL 151-3 & 161-3 with B or better, or
	ENGL 110-3 & 111-3 with C+ or better, or
	ENGL 110-3 & 162-3 with C+ or better, or
	ENGL 181-3 & 192-3 with C+ or better, or equivalent
2.	Mathematics (3 credits)
leve	MATH 110-3 or equivalent (students with C+ or better in Principles of Math 12 will be exempt from this requirement but must make up 3 credits)
3.	Statistics (3 credits)
	MATH 120-3 or BUEC 232-3, or equivalent
4.	Computing (3 credits)
	COMP 191-3 or equivalent (COMP 170, COMP 100 & BBUS 237 are acceptable
	equivalent courses)
5.	Organizational Behaviour (6 credits)
	TMGT 114-3 & 116-3, or
	TMGT 114-3 & BBUS 272-3, or equivalent
6.	Marketing (6 credits)
	TMGT 115-3 and 125-3, or equivalent, or
	BBUS 343-3 (students with BBUS 343 must make up three credits)
7.	Accounting (6 credits)
	ACCT 100-3 and 101-3 with C+ or better, or BBUS 221-3 & 254-3 or equivalent
0	-
8.	Economics (6 credits) ECON 190-3 AND 195-3 or equivalent
9.	Introduction to Tourism (3 credits)
9.	TMGT 111-3 or equivalent
10.	Hospitality/Business Law (3 credits)
10.	TMGT 225-3 or ADVG 206-3 or equivalent
11.	Environmental Stewardship (3 credits)
and a	TMGT 261-3 or ADVG 201-3 or equivalent
12.	Electives – Unspecified (12 credits)
13.	Field Work
6 10 I	Students must have a minimum of 500 hours of documented relevant work
	experience supported by industry references indicating capable performance. If this
	requirement is not met upon admission, the student must complete a practicum
	(TMGT 190-1) and meet the Field Work requirement before the end of year 2.

B. Core Upper Level Tourism Courses (15 credits):

Program Requirement

15 credits

24 credits

1.	Community and Cultural Issues in Tourism	TMGT 301-3
2.	Tourism Policy and Planning	TMGT 302-3
3.	Land Use Management and Tourism	TMGT 304-3
4.	Research in Tourism	TMGT 305-3
5.	Tourism Product Development and Innovation	TMGT 401-3

C. Plus One of the Following Program Options (45 Credits):

General

Note: Students must complete a MINIMUM of 45 upper level program credits (300/400 level)

Upper Level Tourism Specialty (15 credits)

Selected from the upper level tourism specialty electives offered

Upper Level Non Tourism Core (15 credits selected from the specified pool of courses identified in the next section)

Unspecified Electives (15 credits)

Concentration

Note: Students must complete a MINIMUM of 45 upper-level program credits (300/400 level)

- Adventure Tourism Concentration
 15 credits
- Tourism Management Operations Concentration
- Entrepreneurship Concentration
 15 credits

Major

Note: Students must complete a MINIMUM of 48 upper-level program credits (300/400 level)

- Major in Adventure Tourism Management
- Entrepreneurship Major 24 credits

Major/Minor

Note: Students must complete a MINIMUM of 48 upper-level program credits (300/400 level) AND no more than 3 credits of overlap allowed between the major and the minor

- Minor in Nature-based and Adventure Tourism International
 18 credits
- Entrepreneurship Minor 18 credits

Honours

The Bachelor of Tourism Management (BTM) Honours program requires the completion of a minimum of 120 credits. Of these, a minimum of 60 will be at the upper level including a 6-credit thesis (TMGT 499-6) and 30 upper level credits in a specific discipline chosen from the current BTM Majors offerings.

Students with a CGPA of 3.0 or better can apply for admission to the Honours program upon completion of year 2 of the BTM. Students will be admitted to the Honours program in year 3 and must maintain a CGPA of 3.0 or better with no grade lower than B- in order to remain in the Honours program.

٠	Honours Degree in Adventure Tourism Management	36 credits
•	Honours Degree in Entrepreneurship	36 credits

BACHELOR OF TOURISM MANAGEMENT PROGRAM SEAT UTILIZATION

The seat utilization percentage is a measure of the total number of seats occupied in the courses in the program compared to the total seat capacity. This ratio is somewhat suspect since the seating capacity of a course can be affected by factors such as room size and the enrolments of other programs served by the course, but remains a reasonable indicator of whether a program is utilizing its course offerings to capacity.

The following takes into account the stable enrollment and capacity from fall 1998 to winter 2004. Please note that the numbers used for Winter 04 <u>are not</u> taken from stable enrolment data.)

<u>Note:</u> Only the courses listed under the course codes ADVG and TMGT that are taught in the Bachelor of Tourism Management Program are included in the utilization figures – non-tourism courses like English and Computing are omitted.

Fall	Semester

Year	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
2002	262	436	60%	42	72	58%	304	508	60%
2003	290	466	62%	58	72	81%	348	538	65%

Upper Level

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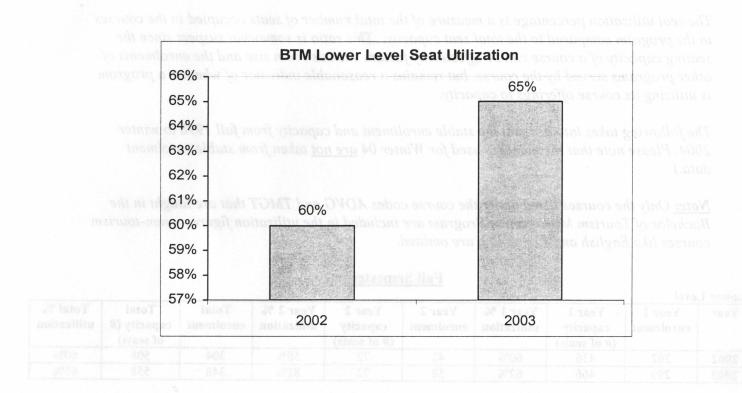
Year	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
1998	13	36	36%	16	108	15%	29	144	20%
1999	21	46	46%	10	46	22%	31	92	34%
2000	54	60	90%	34	137	25%	88	197	45%
2001	46	60	77%	59	112	53%	105	172	61%
2002	42	60	70%	81	196	41%	123	256	48%
2003	97	96	101%	64	155	41%	161	251	64%

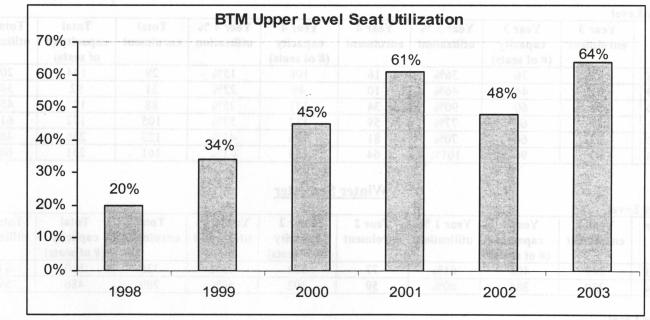
Winter Semester

Year	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
2003	249	408	61%	77	102	75%	326	510	64%
2004	230	384	60%	59	102	58%	289	486	59%

Year	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
1999	10	36	28%	41	76	54%	51	112	46%
2000	17	46	37%	83	168	49%	100	214	47%
2001	27	36	75%	68	166	41%	95	202	47%
2002	23	30	77%	70	107	65%	93	137	68%
2003	17	30	57%	67	163	41%	84	193	44%
2004	24	30	80%	77	257	30%	101	287	35%

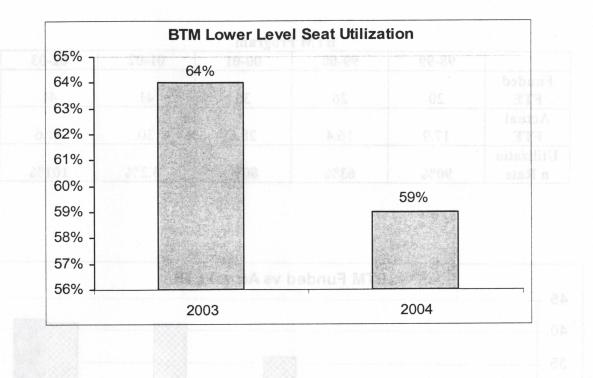
Fall Semester

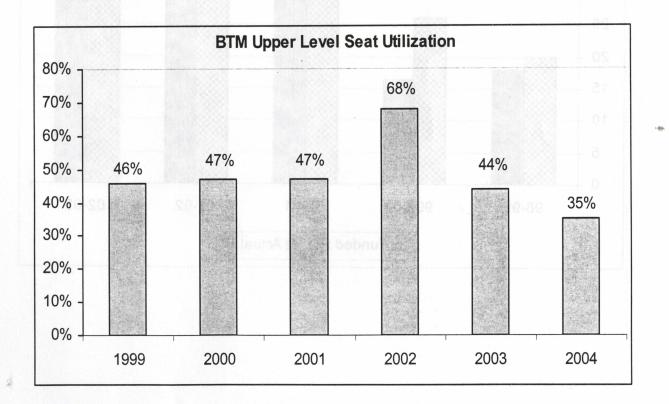




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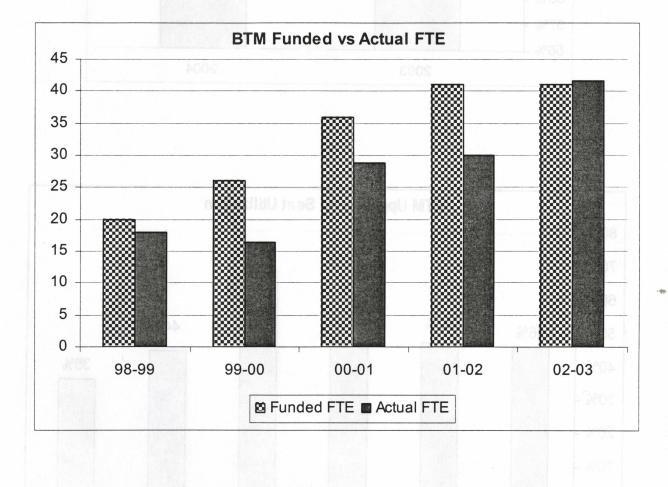
Winter Semester





UTILIZATION - FUNDED VS ACTUAL FTE: 1998 - 2003 (Source: UCC Factbooks 1998/99 - 2002/03)

BTM Program							
	98-99	99-00	00-01	01-02	02-03		
Funded FTE	20	26	36	41	41		
Actual FTE	17.9	16.4	28.8	30	41.6		
Utilizatio n Rate	90%	63%	80%	73.2%	101%		



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES BACHELOR OF TOURISM MANAGEMENT PROGRAM REVIEW

		# Completed &	
Recipient	# Sent	Returned	% Returned
Faculty	13	13 (0€=)	100%
Employers:	21	15	71%
Former Students	59	30	
Current Students:			
2 nd Yr	EC	51	91%
$3^{rd} \& 4^{th} Yrs$	63	35	56%
SORS	38	21	55%
(BC College and Institutes	Student Outcome	s Data: 2000-2003)	
guid ma stanariapa	topic of entrance a	was received on the	ie lowest score (3.30)
TOTAL	250	165	66%*

*(Note: The number of returned envelopes is subtracted from the number sent to attain the % returned.)

Returned By Post Office: Former Students = 8

Total Non Respondents = 68

ibrary Resources were rated in general from satisfactory (especial) ess than satisfactory (books, videos, and CD ROMS).

Major Strengths, Limitations & Recommendation

be former students had many positive comments on the BTM program. Instructor upport and enthusiasm were mentioned several titles, as would be program is ability to remare students for the "real world".

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2. Five students mentioned the need for the faculty and me program to siny curr and maintain linkages with the Tourism Industry.

seven students

SUMMARY OF QUESTIONNAIRE RESPONSES

In analyzing the questionnaire responses, the Committee used the following criteria: ratings of 4.00 or above were considered good to excellent ratings; ratings of 3.50 - 3.99, satisfactory to good; ratings of 3.00 to 3.49 less than satisfactory; and ratings below 3.00 were cause for concern. In the subjective comments summary, we have only identified issues where there were several comments of a common theme.

1. FORMER STUDENTS (n=30)

The former students rated the Program's ability to prepare them for their career as good.

a) Skills Emphasis and Program Effectiveness:

Bookkeeping/ Accounting and Math and Statistical skill were not seen as emphasized strongly in the program, and these same skills were not seen as beneficial in the performance of former students' present jobs. Oral communication skills, writing skills and teamwork skills were rated as receiving the highest emphasis in the program and as the most beneficial in the tourism workforce.

b) Admissions:

The lowest score (3.30) was received on the topic of entrance requirements enabling students to succeed. Although there were several comments concerning orientation it received a score of 3.57.

c) **Program Content and Learning Process:**

Former students were generally satisfied with the content of the program and the learning that took place. The only two areas of concern were course content repetition and logical progression of courses from semester to semester. The highest evaluations were related to the instructors. In particular, instructors encouraged active participation in classes, were available for consultation outside of class time and encouraged students to use the library as a resource.

d) Library Resources:

Library Resources were rated in general from satisfactory (especially internet access) to less than satisfactory (books, videos, and CD ROMS).

e) Major Strengths, Limitations & Recommendations:

The former students had many positive comments on the BTM program. Instructor support and enthusiasm were mentioned several times, as was the program's ability to prepare students for the "real world".

In regard to the BTM program's major limitations the following points received several comments:

- Five students mentioned the need for the faculty and the program to stay current and maintain linkages with the Tourism Industry
- Recognition of the BTM program in the Tourism Industry was a concern for seven students
- There were three mentions of faculty not having experience in the areas that they are teaching

Changes that the former students would like to see included:

- A closer tie with the School of Business
 - Computer skills, e-marketing, Website design
 - More business skills
- More contact with industry
- Less course content overlap and course content repetition

2. CURRENT STUDENTS - Third and Fourth Year (n=35)

a) Admissions:

The students in this category ranked the Admissions process as satisfactory. Five students commented on the need for more detailed course descriptions.

b) Skills Emphasis:

Current upper level students feel that the lowest level of emphasis is being placed on guest services, followed in order of increasing emphasis by bookkeeping/accounting, math and statistical skills, computing skills, management and problem solving skills, creativity, and lastly good work habits and a positive attitude. These students come from a variety of programs before starting year three of the BTM program. There may be some misunderstanding between faculty and students concerning these skills with faculty assuming that the students had already been exposed to them in their previous programs and the students expecting more emphasis on them in the current program.

c) Program Content & Learning:

There appears to be some discord between students at this level (they do not seem to function as a team – they are very much separated into groups). This is borne out by comments such as:

- o "Adventure Tourism degree courses are significantly better"
- "with regards to positive attitudes there should be more emphasis on this program and it's students as a team (overall)"

In the program content and learning process section the students were not as positive as were the former students. They strongly felt that there was too much repetition of course content. Other areas that received a mean score of less than 3.5 were the adequacy of UCC facilities, having regular opportunities to evaluate the program and instruction, appropriate workload, and the quality of instruction provided. However, current 3rd and 4th year students also highly evaluated certain aspects of the program and the learning process. In particular, they indicated that instructors are available for consultation outside of class time and encourage students to use the library and the internet. The above ratings were qualified by 13 statements indicating that there was a wide range of instructional abilities and course quality.

d) Library Resources:

The 3rd and 4th year students rated the books, journals, videos, and CD ROMs at the Library as less than satisfactory.

e) Major Strengths, Limitations & Recommendations:

The major strengths of the program included:

- several excellent instructors this was repeated 14 times
- the diversity of the program and its broad knowledge of the tourism industry
- the innovative courses in Adventure Tourism

Major limitations of the program included:

- o course options, quality and content. Comments ranged from "too broad" a course selection to "lack of creativity, and courses offered". These comments highlighted the need for constant monitoring of course offerings and course content.
- o instructional quality: four students comment on this. Comments included:
 - Business instructors not relating to Tourism issues
 - Instructors with academic abilities but minimal industry experience
- o recognition of the BTM program. The comments emphasized the necessity of BTM faculty networking with industry, establishing and maintaining contacts, promoting their graduates and identifying employment opportunities.

Student Recommendations:

- more interactions with Industry promotion of BTM graduates
- o make the Business courses more Tourism specific
 - o Student Advising
 - "better course selection assistance"
- ment progr • Instructional Quality:
 - Treat students equally .
 - Improvement of teaching skills (reading from the textbook in class as a regular teaching method was mentioned)
 - Canceling classes and not rescheduling them
 - More Industry experience
 - Too many student presentations
- Student evaluations of instructors should be taken more seriously
 - Courses should be kept up to date
 - Too much emphasis on PowerPoint
- Program Design:
 - More coordination between sections of the Tourism Department
 - Wider choice of electives
 - More flexibility online courses
 - More advanced computer courses/resources:
 - Website design
 - Tourism software
 - A Tourism-only computer lab
 - o International students and students interested in International Tourism
 - A more international focus in the program
 - Study groups for International students .
 - o Student/Faculty Relations
 - Form an "association of Tourism students, professionals and faculty"
 - Make UCC work contracts available to all students

Current Students – 2nd Year Continuing (n=13)

a) Admissions:

Students rated the orientation prior to admission as less than satisfactory (3.33) and "Program information" as satisfactory (3.54).

b) **Program Content and Learning:**

Students identified repetition of course content as a cause for concern. They also rated the following statements as less than satisfactory: "the practicum is a valuable learning experience"; "instructors encourage students to use the library as a resource"; "students have regular opportunities to evaluate the program and instruction"; "instruction provided in my program is of high quality"; "evaluation of my work is fair and consistent"; and "UCC facilities for instruction are adequate". Some of the more satisfactory evaluations were of instructors' encouragement of active participation in class, logical sequence of courses from semester to semester, instructor availability for consultation outside of class time, and timeliness and constructiveness of evaluation.

c) Library Resources:

Book resources, research/reference materials and videos/CD ROMs were rated as less than satisfactory, whereas journals and internet/electronic access were satisfactory.

d) Major Strengths, Limitations and Recommendations:

- The major strength of the program was again "most" instructors.
- The major limitation of the program included comments on the location of the program being too far from major tourist venues, the instructional abilities of some faculty and the lack of electives.
 - Changes that the 2nd year ongoing students would like to see included more "hands on" experiences and more course offerings.

Current Students – 2nd Year Not Continuing (n=38)

All surveyed students were in the Tourism Diploma program.

Reasons for not continuing in the Bachelor of Tourism Management Degree:

- o expense of the program, especially for the International students.
- o desire for work experience before continuing in the degree program.
- o lack of business, marketing, and public relations focus in the degree.
- o diploma is a satisfactory entry level qualification for the tourist industry

3. FACULTY (n=13)

a) **Objectives**:

Consistently low average scores were registered for all questions dealing with objective and goals. Faculty indicated that goals and objectives are not written down, are not clear to them, are not appropriate for the tourism industry's needs, and are not being achieved. Three faculty indicated that the objectives need to be tied to industry.

b) Admissions:

Admissions criteria were ranked as satisfactory except for the area of student orientation (3.5), which was identified as an area that should be reviewed to determine if it is needed. Comments supported the fact that the website, promotional materials and student advising need to be constantly monitored.

c) <u>Curriculum</u>:

Faculty, on average, did not agree that the curriculum is determined by the program's goals and objectives. There was also not overwhelming agreement that the curriculum covers all key areas required for success in the tourism industry or that curriculum responds to current trends/needs in the tourism industry

The comments on the Curriculum section indicate that the faculty are quite concerned about delivering a quality program. They recognize that the "two plus two" option means that several student coming from technical diploma programs are expected to function in a more traditional academic mode. This creates problems in the range of student abilities within classes and in student expectations.

d) **Skills Emphasis**:

In the section on Skills Emphasis, the faculty indicated that less emphasis was placed on the following five categories:

- o math and statistical skills.
- o critical thinking
- o bookkeeping/accounting skills
- o written communication/report writing skills
- o problem solving skills

Students perceived Math and statistical skills and bookkeeping/accounting skills as being less emphasized than other skills. This situation begs the question, "Are these essential skills for BTM Degree students? If not, why are they on the skills emphasis list?"

e) <u>Resources, Renewals, etc.</u>:

- o The lowest rating (2.18) was for sufficient professional development funds.
- Classroom facilities were rated as less than satisfactory. In the Library, the collection of videos, CD ROMs, journals, books, and research/reference materials was rated as less than satisfactory, but interlibrary loan and internet access were rated good to excellent.
- o Faculty rated student computer access as marginally satisfactory while students rated this category as less than satisfactory

f) Program Structure, Organization and Faculty Resources:

- The only category rated below 3.5 was "the knowledge and experience of faculty are effectively utilized within the program" (3.23).
- The faculty rated the courses within the program as complementing one another more highly than did the students. They also gave higher ratings to the fairness and consistency of the evaluation of student work, the timely and constructive criticism of student work, and the opportunity of students to evaluate the program and instruction.
- There were comments to the effect that the program, and not just individual classes, should be regularly reviewed by the students.

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a lack of recognition and pro or limitations include.

student enrollment

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student enroument a lack of concrete objectives

What major changes are occurring

0

what major changes are occurring program over the next five years?

increased turbulence and u

consumer trends land use issues internationalization uncertainty in stud

entrepreneurial opportuni

International Toul Aboriginal Touris

a lack of articulated vision

- the graduates appearito have received a good basic education in the field of
 - - a lack of recognition and Program cost to the student

4. EMPLOYERS (n=15)

a) General Work Skills:

- All the work skills listed (Math and statistical skills, management skills and bookkeeping/accounting skills) met or exceeded employer expectations.
- Positive attitude, ability to work as part of a team, guest service skills, and ability to work independently were rated "above" expectations.
- Lower (but still satisfactory) ratings were given to written and oral communication skills.

While most comments were quite positive, some concerns were mentioned.

- International student graduates had more difficulty with English skills
- The employers would like to see:
 - More emphasis on written and oral communication
 - Training in Website design and management
 - Improved Interpersonal skills maturity and understanding
 - A realistic expectation of starting positions in a company

b) Overall Assessment of the program:

- All items were evaluated positively
- Comments on the strengths of the BTM degree program graduates indicate that the graduates appear to have received a good basic education in the field of Tourism.
 - They have a good understanding of and an ability to perform workplace skills.
 - They are forward thinking, take initiative and are a positive influence on the employer's business.
- Comments on the limitations of the program stress:
 - English written and oral skill
 - Hands on experience practical understanding of the industry

c) Major changes occurring that will impact the direction of BTM in the next five years:

Globalization and World events, such as the following, were mentioned several times:

- 911, SARS
- consumer reluctance to travel
- destabilization
- multicultural activities
- Aging populations
- Changing niche markets

d) **Further Comments:**

Employers emphasize that the training and education does not stop when school ends and that "on the job" training is equally important.

STRENGTHS OF THE BACHELOR OF TOURISM MANAGEMENT PROGRAM

The Review Committee has identified the following strengths of the UCC BTM Degree program.

1. Instruction:

In general the students speak highly of the instructional quality of the BTM program. Most instructors seem very dedicated and want to make the program a success. There also seems to be good contact/relations with students; instructors are sincerely interested in providing assistance.

2. Curriculum: Breadth and applied nature:

The curriculum offered is broad with several options for concentration. There is a good selection of courses, including an honours program. The BTM Degree faculty are to be applauded for developing such a applied, innovative program. With all new ventures, there are detractors and distractions but the Committee encourages the continued innovation and forward thinking that has so far been reflected in this program.

3. 2+2 laddering option:

Students are able to transfer after they have graduated from any Tourism Diploma program in Canada into the BTM degree program. By allowing students to ladder from program to program, the BTM is operating in a manner that is consistent with UCC's and the Ministry of Advanced Education's value of accessibility.

4. Co-op:

There is a new Co-op program and a full-time Co-op faculty coordinator. This linkage with industry will provide hands on experience to students prior to graduation and will increase the visibility of the BTM program.

5. Employment rates:

Of the 30 former students who were surveyed, 23 or 77% have found employment. This high percentage of finding related employment exemplifies the success of the BTM program.

[Of the 16 former students who answered the questionnaire in the former students' outcome data, 84% were employed full time and 16% were employed part time. Over half (53%) the students found work in somewhat related fields, and 37% found work in very related fields.]

AREAS OF THE BACHELOR OF TOURISM MANAGEMENT PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)

The Review Committee noted that several of their recommendations to improve the Bachelor of Tourism Management (BTM) Program are similar to those contained in the February 2002 Review Report on the Tourism diploma Programs. These include:

- lack of a shared vision,
- course overlap and content repetition in core and service courses,
- lack of recognition within industry,
- insufficient program promotion and marketing;
- additional encouragement and support for faculty professional development.

These recommendations are explained more fully below.

A. PROGRAM GOALS AND STRATEGIC DIRECTION:

It became apparent to the Review Committee that although BTM program goals have been discussed, they do not exist in definitive written form and have not been sufficiently internalized and embraced by all faculty members. For example, when faculty members who participated in the interviews were asked to state the program's major goals, the answers were varied and in some cases contradictory. The Committee considers it essential that the BTM Degree program have a clear vision of what a graduate of the BTM Degree program represents to the tourism industry. Although some work has been done on the Tourism Management Diplomas' goals during previous "Day in May" planning sessions and recently, in January 2004, the goals of the BTM (as distinct from the Tourism Diplomas) need to be further clarified and enunciated in written form.

Recommendation A:1

That the Dean, School of Tourism, and faculty develop a clear mission statement and goals and monitor the BTM degree program to ensure that the goals are being adhered to and met.

ACTION: Dean, School of Tourism; Department Chair; Faculty

In discussions with faculty and students it became apparent that there is some confusion concerning the allocation of 'application' versus 'theory' within the BTM. Not only were third year students often surprised at the different weights placed on these two items between the first two years of the degree versus year three but several faculty members were also uncertain as to the general allocation on these two approaches throughout the program.

Recommendation A:2

That the BTM faculty discuss the mix and location of 'applied' versus 'theoretical' tourism across the program and that the outcome of this discussion be relayed to students before they enter the third year of the BTM.

ACTION: Department Chair; Co-Coordinators; Faculty

In analyzing the curriculum vitae of BTM faculty members, the Review Committee noted that while the depth of knowledge by faculty members in particular areas is great, the breadth of knowledge across the entire tourism field is somewhat limited. While this appears to be acknowledged to a degree by the program, in that there are no tourism courses offered in such areas as Aviation and International Travel, the Committee is concerned that the program may have grown beyond the expertise of its faculty. For example, the entrepreneurial major seems to be based on the expertise of only one faculty member.

Recommendation A:3

That the program faculty and the Dean ensure that in future the program possesses sufficient "bench strength" (at least two faculty) with a focus in a particular area before introducing a major in that area.

ACTION: Dean, School of Tourism; Faculty

Recommendation A:4

That the faculty re-evaluate their ability to offer the entrepreneurial major, given their present resources.

ACTION: Faculty

B. ENROLMENT AND CURRICULUM MANAGEMENT

Utilization figures for the last few years (2000-2003) indicate that the Bachelor of Tourism possesses excess capacity in the number of students that it is able to carry. This excess capacity needs to be filled in order to ensure that UCC's resources are being used as efficiently as possible.

Recommendation B:1

That, in an effort to increase enrolment in upper-level TMGT and ADVG courses, the Adventure Programs and Tourism Management Departments consider opening up enrolment to non-tourism students and introducing a Post-Baccalaureate Diploma in Tourism.

ACTION: Faculty

In this time of fiscal restraint it is more important then ever to use all existing resources to their fullest capacity. This requires careful timetabling on the part of department chairs to ensure that class enrolments are at acceptable levels.

Recommendation B:2

That non-core courses be taught in a systematic rotation that provides students with consistent access to an array of electives.

ACTION: Department Chair

Several of the comments heard from students and faculty were also heard in the February 2002 Tourism Diploma Programs Review. For example, faculty indicated concern about the amount of course content overlap between TMGT and ADVG courses while students commented on the discrepancy between course outlines and what was actually taught in the class, and on the repetition of material in several courses.

Recommendation B:3

That the School of Tourism establish the recently formed BTM Curriculum Working Group as a permanent committee.

ACTION: Dean, School of Tourism; Faculty

Recommendation B:4

That the faculty evaluate the content of all TMGT and ADVG courses to ensure that material is not being duplicated.

ACTION: Faculty

Recommendation B:5

That the Chair reiterate to faculty that course content should not deviate from the objectives stated in the course outline.

ACTION: Department Chair

While reviewing the grade distributions for the courses within the BTM program, the Committee noted substantial discrepancies. Specific courses that were noted as having grades that are well above norms for the School of Tourism are: ADVG 301 (a.k.a. TMGT 304), ADVG 401, ADVG 402, ADVG 403, ADVG 404, TMGT 301, and TMGT 405.

Recommendation B:6

That the Department Chair ensure that grade distributions across courses comply with School of Tourism grade distribution norms, while the Dean ensure that grade distributions across departments are also reasonable.

ACTION: Dean, School of Tourism; Department Chair

Ten students in the Tourism Diploma programs identified costs as the main reason for not moving on into the BTM program. The Dean reports that UCC fees are higher than those of other institutions in BC offering similar programs and with the additional "add on" fees the total comes very close to the SFU professional degrees program's total cost. UCC has a tuition capping policy on credit-rich programs if the curriculum is driven by external accrediting agencies. The Tourism Diploma programs (Tourism Management, Events and Conventions and Resort and Hotel Management) require completion of 73 credits for graduation but unfortunately the curriculum is not the requirement of an accrediting agency, and thus Tourism Diploma Programs do not qualify for the tuition cap.

Although it is certainly not its intention to interfere with program pricing practices, the Committee echoes the recommendation of the Tourism Management Diplomas Review Report (February 2002) that, in the interests of reducing the tuition costs of the diplomas and encouraging students to continue to the BTM:

Recommendation B:7

The Dean, School of Tourism, and the Tourism Management Department reduce the number of credits required for graduation in each of the Tourism Management diplomas from 73 to 60.

ACTION: Dean, School of Tourism; Tourism Management Department

Recommendation B:8

The BTM program take advantage of UCC's provision for setting differential fees and apply to the appropriate quarters.

ACTION: Dean, School of Tourism

C. PROGRAM MANAGEMENT

The Review Committee recognized that there has existed a lack of communication between the Adventure Tourism faculty and the Tourism Management faculty. Faculty interviews confirmed this issue. The Committee was, however, encouraged to hear that these problems are being reduced somewhat by the existence of the BTM Curriculum Working Group and by some decentralization in budgetary control. However, the Committee felt that further improvements can be made.

Recommendation C:1

That the Dean, School of Tourism, and the faculty ensure that curriculum and programming decisions be made by committees that have representation from both the Adventure Programs and the Tourism Management departments.

ACTION: Dean, School of Tourism; Department Chair; Co-Coordinators; Faculty

Recommendation C:2

That, if possible, the Adventure Programs and the Tourism Management faculty involved in delivering the BTM be co-located.

ACTION: VP, Administration and Finance; Dean, School of Tourism

Recommendation C:3

That the Dean and faculty take a more active role in ensuring that BTM goals and standards are being maintained across both departments.

ACTION: Dean, School of Tourism; faculty

Several faculty relayed concerns to the Committee that administrative and advising responsibilities have not been distributed in an equitable manner across BTM faculty.

Recommendation C:4

That the Chair and Co-Coordinators regularly evaluate the non-instructional duties of their faculty to ensure that these duties are being distributed equitably.

ACTION: Department Chair; Co-Coordinators

Recommendation C:5

That the faculty consider spreading advising among all faculty, perhaps according to the alphabetical order of students' last names.

ACTION: Faculty

The Program Review Committee heard several comments related to the hectic schedule of the Dean and the large load of external and internal committee commitments that he carries. Some of these duties, such as his Interim Deanship of Professional Schools and of the School of Business and Economics were admittedly foisted on him by senior administration. Nonetheless, the perception among faculty is that he has been "spread too thin."

Recommendation C:6

That the Dean, School of Tourism, in conjunction with the VP Academic, re-evaluate his institutional administrative duties outside the School of Tourism with a view to divesting himself of some of those duties so as to enable greater concentration on School of Tourism programs.

ACTION: VP Academic; Dean, School of Tourism

There were student concerns that some students in the BTM program were invited to work on contracts for financial reimbursement while other students were not. While the Review Committee found no evidence of inappropriate hiring it was felt that a proactive stance on this issue would be beneficial.

Recommendation C:7

That students be hired for contract employment in a fair and open manner in accord with procedures laid down by the UCC Human Resources Department.

ACTION: Dean, School of Tourism; Department Chair; Co-Coordinators

D. MARKETING and averagen

A common theme identified by the Review Committee was that the BTM Degree is not fully understood or recognized in the Tourism Industry. The need for more promotion and marketing of the program was therefore identified as desirable. The Committee acknowledges the networking and liaison work that is already being done by the Dean and faculty at the Tourism Educators' Conference, with Sun Peaks, Rocky Mountain Rail and other local businesses, and on the provincial Human Resources Taskforce and the provincial government's 2010-2015 Task Force on Tourism. It also acknowledges that the School of Tourism has allocated over \$5,000 for promotional materials in the last year. However, expansion in other areas of marketing needs to be addressed.

Recommendations D:1

That the BTM faculty and the Dean, School of Tourism, continue their efforts to proselytize the BTM program through the following strategies:

- Continued attendance at provincial and national tradeshows and conferences
- Continued networking and liaising at a local, provincial and national level
- Increased interaction with BTM alumni, including maintenance of tracking lists and email addresses that update their whereabouts
- Increased employer tracking and contacting: during the review, BTM faculty had difficulty in identifying 20 employers for survey purposes
- Increased focus on high school recruitment: Tourism Diploma and BTM students tend to be slightly older than the UCC average age (25) and less likely to be attracted to entry-level jobs in the industry, whereas 22-23 year olds just completing their degree will see entry-level jobs as the next logical step in establishing their careers
- Website improvement: the School of Tourism website should be enhanced, simplified and have better linkages

ACTION: Dean, School of Tourism; Faculty

The Review Committee recognizes that program advisory committees are not required by the Ministry of Advanced Education for Degree programs. This being said, it is the committee's opinion that the BTM will benefit from an advisory committee.

Recommendations D:2

That the faculty and the Dean, School of Tourism, consider forming a balanced program Advisory Committee for the BTM program to use as a sounding board for curricular initiatives, a mirror and monitor of the changing skills required in the tourism industry, and an ongoing point of contact with the industry.

ACTION: Dean, School of Tourism; Faculty

Student comments received by the Review Committee were very negative concerning the snowboarder on the poster advertising the BTM program. The students felt that the picture did not reflect the professional image that they wished to project to Tourism Industry employers.

Recommendation D:3

That the faculty re-evaluate the image of the snowboarder carrying a briefcase presently displayed on the BTM promotional brochures and posters.

Force on Tourism. It also acknowledges that the School of Tourism has a

ACTION: Faculty

E. FACULTY DEVELOPMENT

The Review Committee recognizes the importance of faculty expanding their range of expertise, perhaps by returning to industry. It must also be pointed out that attendance at conventions and trade shows provides an opportunity for a UCC BTM Degree program information booth to be set up and for faculty to actively promote the program.

Recommendation E:1

That the faculty explore opportunities to expand their range of curricular expertise (perhaps by returning to industry) and to attend trade shows as ambassadors of the BTM degree. Funding sources might include the UCC Assisted Leave, Scholarly Activity and Short-Term Leave funds.

ACTION: Faculty

Decommendations D:2

That the faculty and the Dean. School of Tourism, consider forming a natured program Advisory Committee for the BTM program to use as a sounding board for curricular initiatives, a mirror and monitor of the changing skills required in the tourism industry, and an encoder point of contact with the industry.

AUTION, Dean, School of Tourisme Faculty

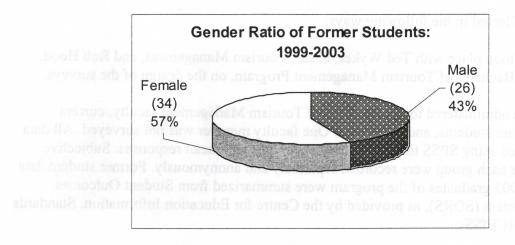
<u>APPENDIX A</u> METHODOLOGY

The data were collected in the following ways:

- 1) Consultation took place with Ted Wykes, Chair, Tourism Management, and Rob Hood, Coordinator, Bachelor of Tourism Management Program, on the design of the surveys.
- 2) Surveys were administered to the Bachelor of Tourism Management faculty, current students, former students, and employers. One faculty member was not surveyed. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously. Former student data from 2000-2003 graduates of the program were summarized from Student Outcomes Reporting System (SORS), as provided by the Centre for Education Information, Standards and Services (CEISS).
- 3) "Descriptive Data" on the Bachelor of Tourism Management Program's objectives, course outlines, resumes, etc., were solicited from Ted Wykes, Chair, Tourism Management, and Bachelor of Tourism Management's faculty.
- 4) Data on enrolment figures, graduation rates, gender and grade distributions were provided by the Office of Institutional Research and Planning.
- 5) Faculty and students associated with the program were invited to be interviewed. The following people participated:
 - Lian Dumouchel, Instructor, Tourism Management
 - Ted Wykes, Chairperson, Tourism Management
 - Maynard Kirkpatrick, Coordinator, Tourism Management Programs
 - Gilles Valade, Department Co-Chair/Coordinator, Adventure Guide Diploma, Adventure Programs
 - Robin Reid, Instructor, Tourism Management
 - Dr. Robert Hood, Coordinator, BTM Program/Assistant Professor, Tourism Management
 - Doug Ellis, Co-op Coordinator/Instructor, Tourism Management Programs
 - Ross Cloutier, Department Co-Chair, Adventure Programs
 - Three students

<u>APPENDIX B</u> GENDER RATIO OF THE BACHELOR OF TOURISM MANAGEMENT GRADUATES:

(Source: Colleague)



APPENDIX C GRADUATION RATES (Source: Colleague)

The following table reflects numbers of graduating students by program since 1998:

	1998	1999	2000	2001	2002	2003	Total
BTM	0	3	8	12	16	20	59

*There is some duplication as graduates with double majors are included twice.

APPENDIX D: COURSE PASS RATES

(Source: Colleague)

Pass rates may be determined by subtracting "fail" (F), "did not complete" (DNC), "withdrew" (W), and "audit" (AUD) from enrolment numbers. Hence, in the first table, we have course pass rates for lower level courses (TMGT) in the BTM program over the period of Fall 2002 and Winter 2003:

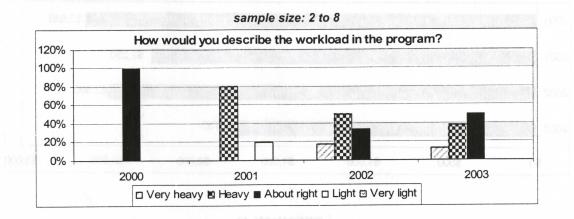
sor, Tourse	Total Registrants	Total Passes	Total Non Passes	% Passes	% Non Passes
1 ST year courses	11	9	2	82%	18%
Total	11	9	2	82%	18%

In this table, we have course pass rates for upper level courses (ADVG, TMGT) in the BTM program over the period of Fall 1998, Winter 1999, Fall 1999, Winter 2000, Fall 2000, Winter 2001, Fall 2001, Winter 2002, Fall 2002, and Winter 2003:

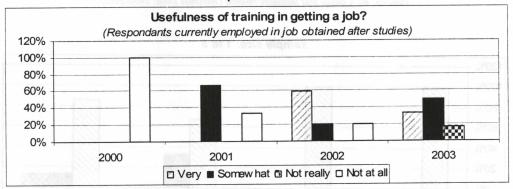
	Total	Total	Total	%	%
	Registrants	Passes	Non Passes	Passes	Non Passes
3 rd year courses	262	256	6	98%	3%
4 th year courses	584	553	31	95%	5%
Total	846	809	37	96%	4%

<u>APPENDIX E</u> FORMER STUDENTS EVALUATION OF EDUCATION

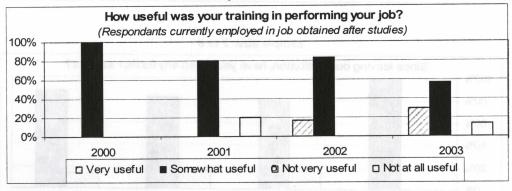
(Source: BC College and Institutes Student Outcomes Data: 2000-2003)





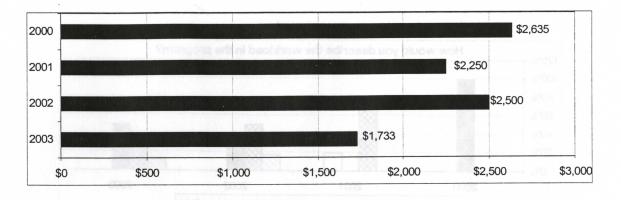






<u>APPENDIX F</u> <u>MEDIAN MONTHLY SALARY FOR BTM GRADUATES</u>

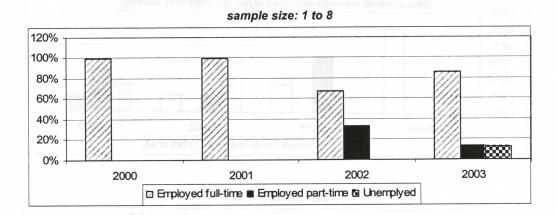
(Source: BC College and Institutes Student Outcomes Data: 2000-2003)

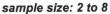


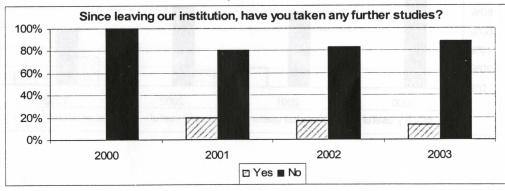
APPENDIX G

LABOUR FORCE STATISTICS

(Source: BC College and Institutes Student Outcomes Data: 2000-2003)



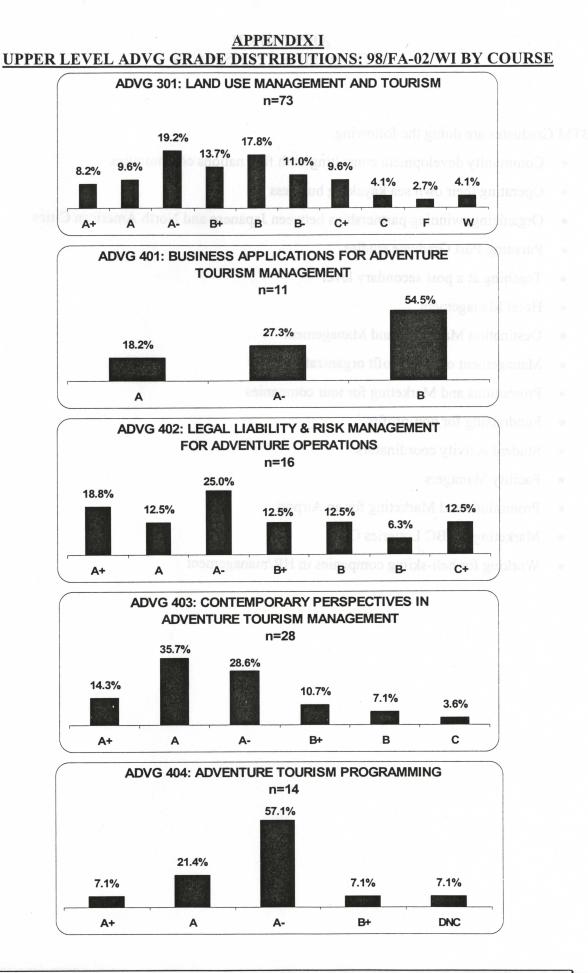




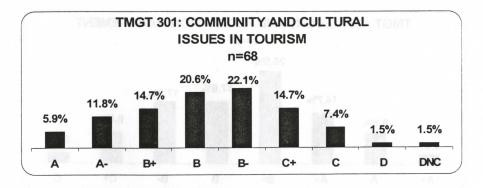
<u>APPENDIX H</u> EMPLOYMENT PROSPECTS

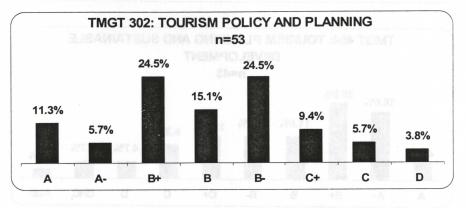
BTM Graduates are doing the following:

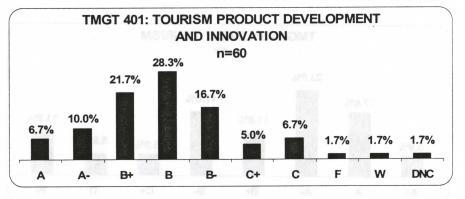
- Community development consulting with first nations communities
- Operating their own sea kayaking business
- Organizing twinning partnerships between Japanese and North American Cities
- Pursuing Post Graduate studies
- Teaching at a post secondary level
- Hotel Management
- Destination Marketing and Management
- Management of Non-profit organizations
- Promotions and Marketing for tour companies
- Fundraising for non-profits
- Student activity coordinators
- Facility Managers
- Promotions and Marketing for an Airport
- Marketing for BC Lotteries Corp
- Working for heli-skiing companies in HR/management

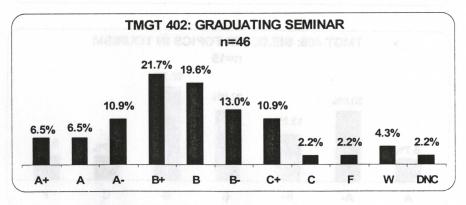


UPPER LEVEL TMGT GRADE DISTRIBUTIONS: 98/FA – 02/WI BY COURSE

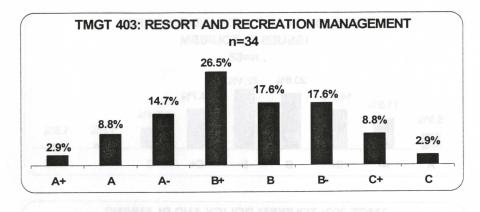


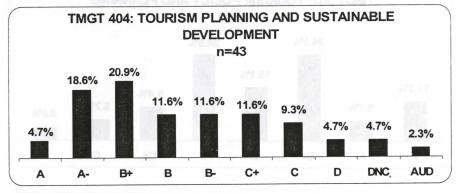


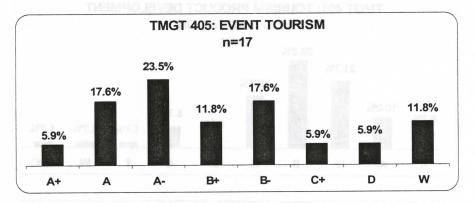


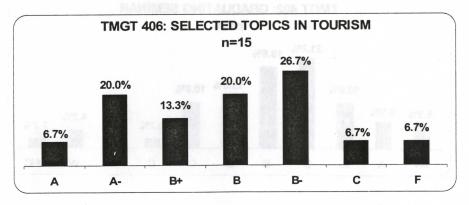


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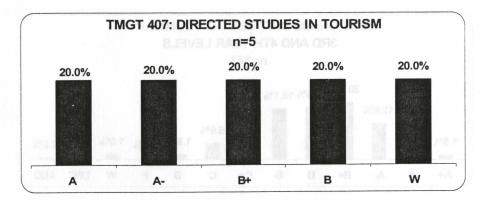


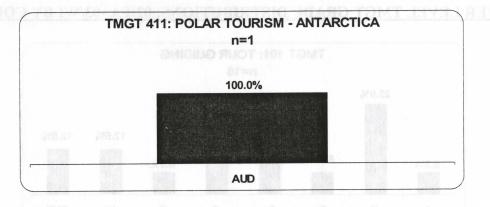




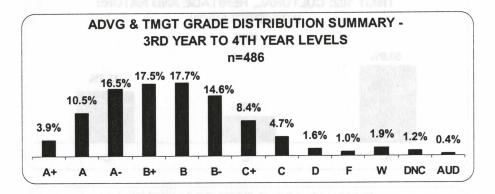


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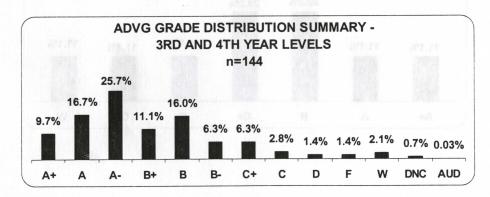




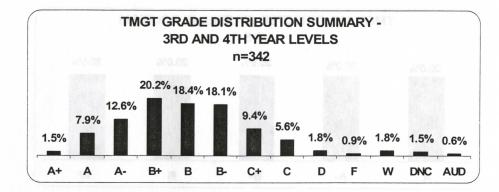
TOTAL ADVG & TMGT GRADE DISTRIBUTION SUMMARY - 98/FA - 02/WI



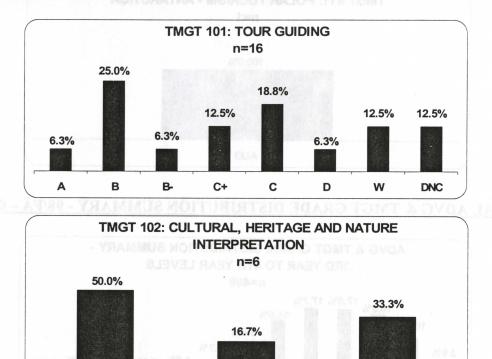
ADVG GRADE DISTRIBUTION SUMMARY - 98/FA - 02/WI

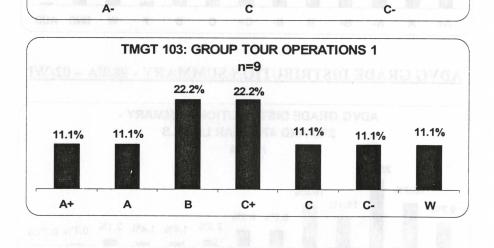


TMGT GRADE DISTRIBUTION SUMMARY - 98/FA – 02/WI



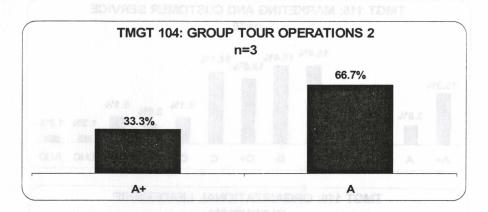
LOWER LEVEL TMGT GRADE DISTRIBUTIONS: 02/FA -03/WI BY COURSE

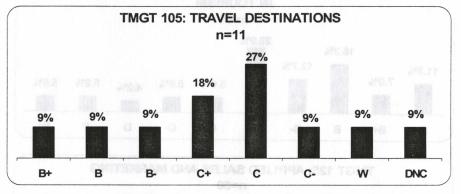


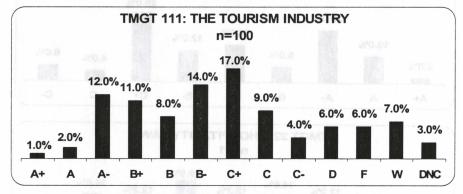


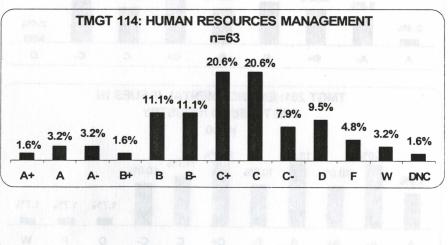
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LOWER LEVEL TMGT GRADE DISTRIBUTIONS: 02/FA -03/WI BY COURSE

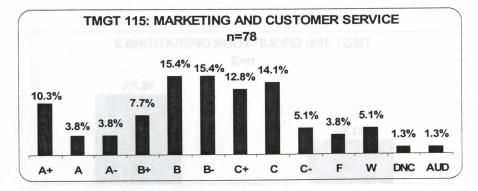




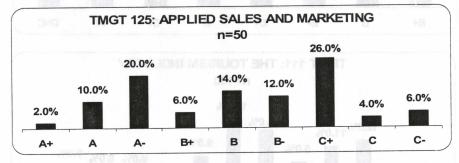


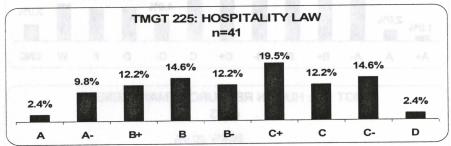


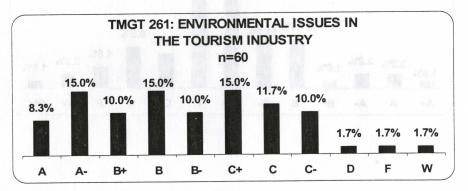
LOWER LEVEL TMGT GRADE DISTRIBUTIONS: 02/FA -03/WI BY COURSE



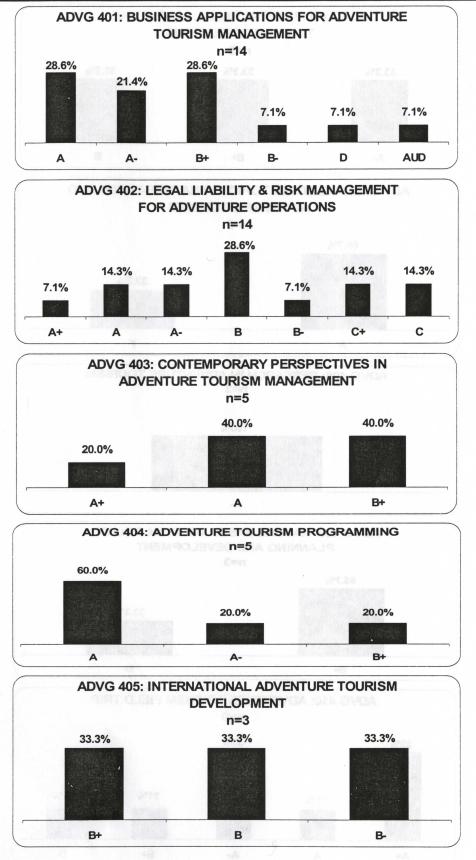






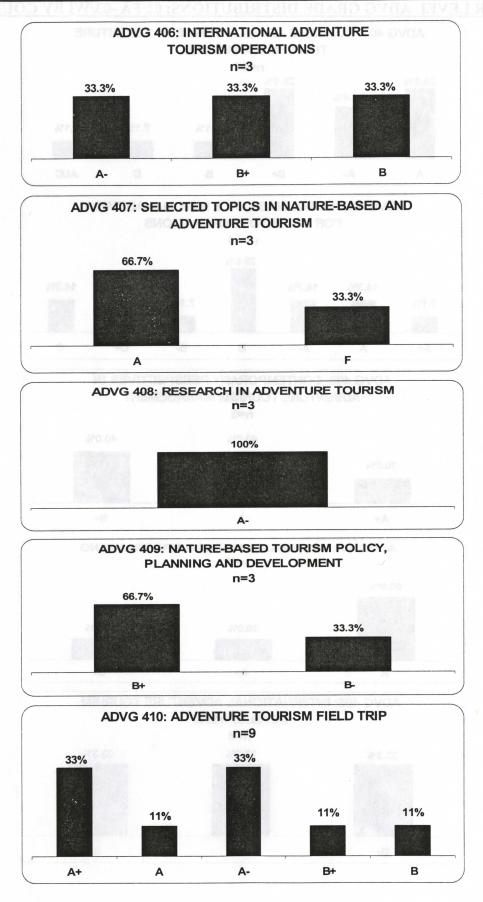


UPPER LEVEL ADVG GRADE DISTRIBUTIONS: 02/FA -03/WI BY COURSE

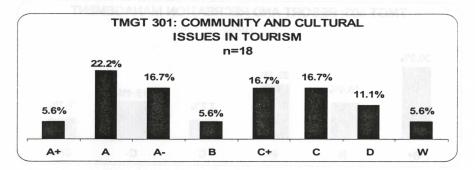


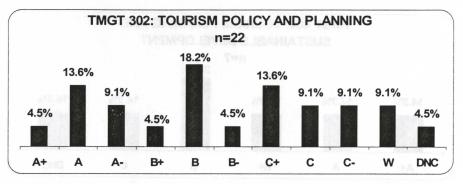
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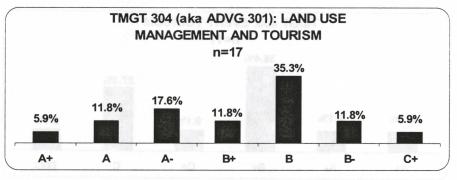
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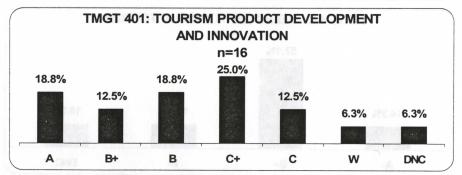


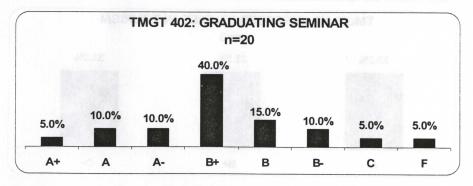
UPPER LEVEL TMGT GRADE DISTRIBUTIONS: 02/FA -03/WI BY COURSE

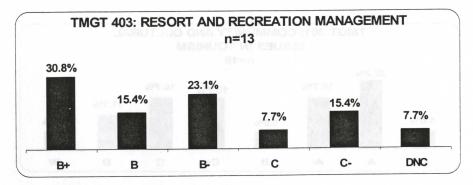


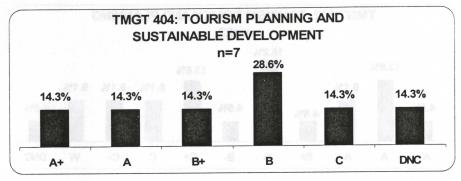


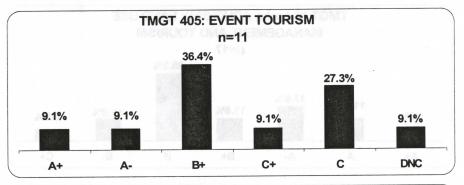


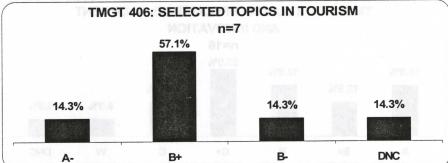


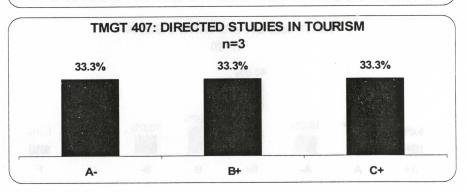




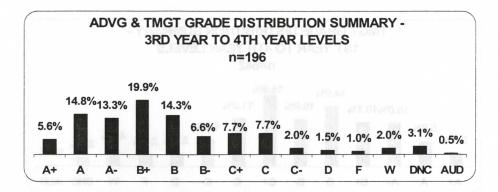




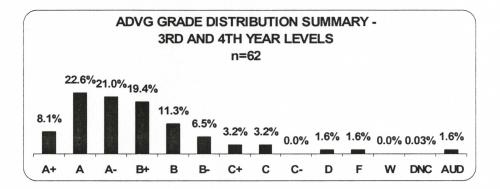




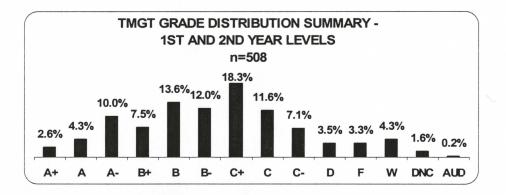
TOTAL ADVG & TMGT GRADE DISTRIBUTION SUMMARY - 02/FA -03/WI



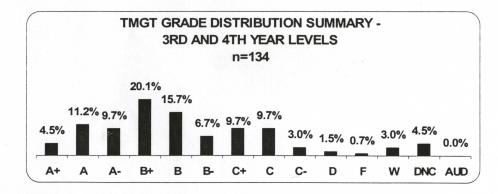
ADVG GRADE DISTRIBUTION SUMMARY - 02/FA -03/WI



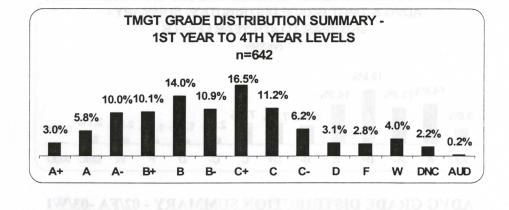
TMGT LOWER LEVEL GRADE DISTRIBUTION SUMMARY - 02/FA -03/WI



TMGT UPPER LEVEL GRADE DISTRIBUTION SUMMARY - 02/FA -03/WI

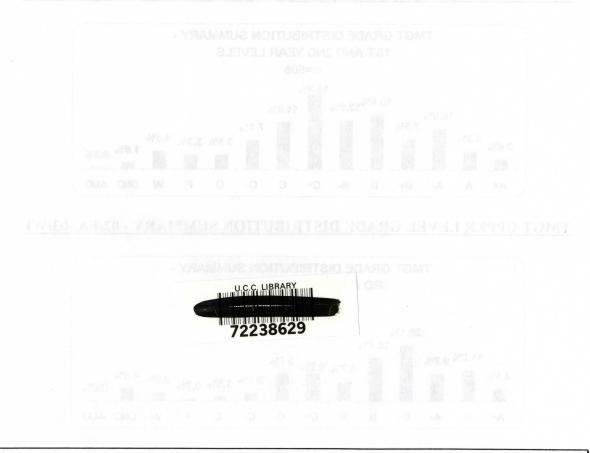


TOTAL TMGT GRADE DISTRIBUTION SUMMARY - 02/FA -03/WI





TMCT LOWER LEVEL GRADE DISTREBUTION SUMMARY - 02/FA -03/WI



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