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REVIEW REPORT

on the

ADVENTURE GUIDE DIPLOMA PROGRAM

JUNE, 2000

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EXECUTIVE SUMMARY

The University College of the Cariboo's Adventure Guide Diploma Program has a national, indeed even an international reputation, in the Adventure Tourism industry. Its faculty and support staff have built in the short span of eight years a successful program which attracts highly qualified and motivated candidates from all over the world. In the volatile and capricious labour market of recreational tourism, the program's 86% employment rate compares very well with those of other tourism-oriented programs. With the development of an Adventure Tourism option in the Bachelor of Tourism Management, and with the genesis of the Canadian Mountain Guide Diploma, the Adventure Guide Diploma Program seems well positioned for the future.

The program, however, cannot afford to rest on its laurels. Its challenge is to maintain its previously established standards of recruitment and instruction. To this end, a renewal of commitment on the part of the faculty is required, not only to the philosophy and goals of the program, but to identifying, apportioning and performing the administrative workload in an equitable manner.

If not a full review, then certainly an assessment of the balance and focus of the curriculum seems desirable at this point, given that initiatives such as the Canadian Mountain Guide Diploma and the Adventure Tourism major in the Bachelor of Tourism Management may impact the program. This program review has identified specific courses in the program for examination, overhaul and improvement, and has also suggested two additions: a mandatory defensive driving course, and an increased emphasis on writing skills throughout the program. Suggestions for improving instructional and administrative practices are likewise outlined, including the possibility of hiring a part-time equipment coordinator/instructional assistant.

A major focus for the program will be its relations with its contract faculty and employers of its graduates. Survey responses showed that few contractors and fewer employers have more than a limited sense of what the program is and what it does. Much effort has gone into keeping in touch with the alumni of the program. This review recommends that equal effort needs to be devoted to communication and liaison with the contract faculty and the employers.

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TABLE OF CONTENTS

| | |
|--|-----|
| EXECUTIVE SUMMARY | i |
| TABLE OF CONTENTS | ii |
| REVIEW COMMITTEE MEMBERS | iii |
| CHRONOLOGY OF PROGRAM REVIEW | 1 |
| TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES | 2 |
| SUMMARY OF QUESTIONNAIRE RESPONSES: | |
| - Former Students | 3 |
| - Current Students | 3 |
| - Employers | 4 |
| - Faculty | 5 |
| - Contracted Faculty | 6 |
| STRENGTHS OF THE PROGRAM | 7 |
| AREAS OF THE PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS) | 8 |
| APPENDIX A - METHODOLOGY | 14 |
| APPENDIX B - PROGRAM CAPACITY AND DEMAND | 15 |
| APPENDIX C - GRADUATION RATES | 15 |
| APPENDIX D - UTILIZATION RATES | 16 |
| APPENDIX E - EMPLOYMENT PROSPECTS | 16 |
| APPENDIX F – GRADE DISTRIBUTIONS | 19 |

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ADVENTURE GUIDE DIPLOMA PROGRAM REVIEW
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CHRONOLOGY OF THE ADVENTURE GUIDE DIPLOMA PROGRAM REVIEW

The Adventure Guide Diploma Program Review was started with two meetings on November 9 and 15, 1999, between the Office of Institutional Research and members of the Adventure Programs Department to discuss the program review focus and process and to initiate questionnaire design. Further meetings on January 13, 18 and 24, 2000, moved the design process to conclusion.

Stakeholders in the Adventure Guide Program were surveyed on the following dates:

| | |
|--|-------------------|
| Former Students (1996-99): | January 20, 2000 |
| Employers: | February 7, 2000 |
| Current Students (2 nd year): | February 9, 2000 |
| Faculty: | February 18, 2000 |
| Contract Faculty: | February 18, 2000 |

In addition, five years' data (1995-99) on the Adventure Guide Diploma Program were obtained from the BC Colleges and Institutes Student Outcomes surveys via the Student Outcomes reporting System (SORS).

Reminders were mailed to non-respondent former students on February 15, to Employers on March 2, and to Contract Faculty on March 14. All four permanent faculty members responded by February 28. Telephone follow-up on non-responding former students was undertaken between March 7 and 10; on Employers on March 27.

The cut-off date for all responses was April 11, 2000. Information binders were sent to the members of the Adventure Guide Diploma Program Review Committee on April 18, 2000, and that Committee met to discuss and analyze the data and formulate its recommendations on May 17 and 18, 2000.

TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
ADVENTURE GUIDE DIPLOMA PROGRAM REVIEW

| <u>Recipient</u> | <u># Sent</u> | <u># Completed & Returned</u> | <u>% Returned</u> |
|-------------------------|----------------------|--|--------------------------|
| Faculty | 4 | 4 | 100% |
| Contract Faculty | 34 | 18 | 53% |
| Employers: | 53 | 17 | 32% |
| Current Students: | | | |
| Year 2 | 22 | 22 | 100% |
| Former Students: | 122 | 50 | 41% |
| SORS (1995-1999) | 102 | 53 | 52% |
| TOTAL | 337 | 164 | 49% |

SUMMARY OF QUESTIONNAIRE RESPONSES

FORMER STUDENTS

Of the 50 students who responded to the survey 74% were male and 24% were female. Fifty eight percent of the students surveyed were in the 25-29 years of age group, 24% in the 30-39 age group and 14% were 19-24 years of age. Thirty-four percent of the respondents were employed full-time (year round), 42% were considered seasonal full-time and the remainder were doing other types of work or were back at school. Only 2% of the respondents were unemployed and looking for work. Rafting ranked as the main area of current employment among respondents with 24% employed in it.

Most of the respondents (60%) felt they were employed appropriately. Of those employed, 44% considered their jobs desirable with lots of work and 18% considered their job desirable but were still looking for more work. When asked how taking the ADVG Program affected their employment, 86% of respondents said that it was instrumental or assisted them in obtaining work. Only seven students stated the program did not help them in finding work at all. Eighty percent of the respondents indicated their intention to undertake further education.

Although concerns were raised about some instructors' competency in the classroom despite their effectiveness in their field classes, most students seemed to be more than satisfied with their experience at UCC. Other concerns brought up by former students include grading and evaluation methods, and lack of female role models for female students. Students would have liked more encouragement at graduation time to discuss their job prospects with instructors.

Some negative comments were directed at contracted faculty in terms of their knowledge of the program, grading standards and approachability.

Former students expressed a desire to have had more training in certain areas such as instructional skills and business skill development.

A majority of the respondents (94%) stated that the program met their overall expectations and 84% indicated that they would recommend the program to their friends.

CURRENT STUDENTS

The 22 students surveyed gave the program overall a high rating especially in the area of program administration: on a scale of 1 – 5 where 5 indicated very satisfied and 1 indicated very dissatisfied, 100% chose 5 for their response. However, there were areas in the program that the students indicated they were dissatisfied with. The numbers listed indicate the mean rating.

For example, students rated their satisfaction with their development in writing skills and language (3.14), oral presentation skills (3.50), and research and information access skills (3.32) consistently lower than in other areas.

In the section dealing with field courses, students indicated they were not completely satisfied with how well they were informed of logistics prior to trip departure (3.23) and with the amount of personal attention and feedback they received (3.50). Student comments included the following statements: "Logistics prior to field trips have never been well organized or clear since the first

year;" "feedback and organization mediocre." Students were generally satisfied with the selection of field courses (4.36).

Student responses in the section relating to classroom courses indicated students were less than satisfied with the required texts assigned in the course (2.62), though students gave a positive rating to the printed materials (e.g. handouts) (4.18).

In rating the individual courses taught in the program, students generally gave higher ratings to the 14 field courses such as Avalanche Training (4.89), Swiftwater Rescue (4.78) and Whitewater Kayaking (4.29). The exception was Food Preparation (2.82). In a separate question, although 73% of the students agreed that Food Preparation should be a required course, comments indicate that students believed the Food Preparation course was poorly designed and needs improvement.

In comparison to field courses, the classroom courses were generally given lower ratings; Computing (2.90) and Cultural Environment (2.60) had the lowest means. Comments indicate that students do not believe that these two courses in particular are adequately designed to relate to the rest of the program. However, students indicated in a separate question that both Cultural Environment (64 %) and Computing (59 %) should be required courses. Of the classroom courses, Business of Adventure (4.29), First-aid (4.20), Natural History (4.10), Marketing (4.10), and Legal Liability and Risk Management (4.05) were rated the highest.

Of the 22 students, 20 (91%) stated that they intend to graduate from the program. Almost half of the class falls into the age group of 25-29 (46 %). In general, the comments indicate that many students believe that computing skills are necessary to the program but they would like to see the computing courses taught in a manner that relates better to the Adventure Guide Program. Students want more training in the development of websites and use of computers for business rather than just the basic use of computers.

EMPLOYERS

Out of 53 employers contacted only 17 (32%) responded. Therefore, the following inferences are based on the feedback of a small number of those contacted.

Seventy six percent of responding employers indicated that ADVG students are adequately prepared for the workplace. Furthermore, 83% felt that graduates' knowledge and skill base provided a sound foundation for future upgrading in the industry. The program was also seen to be responsive to current trends and changes in industry by 59% of respondents. Employers highly rated students' understanding of the guiding industry (4.13), tourism business (3.93), and natural environment (4.00).

A current Class 4 Driver's License, bear safety skills, and stronger training in Ecological Systems were indicated as features sought in a candidate for employment. Training in the areas of conflict resolution and debriefing skills, a better understanding of basic business skills (e.g. cash flow, profit/loss and how to determine food and equipment costs) were also noted as additional skills needed by our graduates. Employers commented on the many strengths of UCC's ADVG students such as "sound skills", "mature attitude", "like to work", "able to keep level-headed in emergencies", "self-motivated" and a "strong understanding of the industry". Other comments offered were "keen", "professional", "dedicated to improvement and excellence", and "client care and enthusiasm is strong".

A few employers noted they have experienced some graduates with a measure of over-confidence, bordering on cockiness at times, which can be summed up as a "sense of experience/skill not always in line with actual field experience." This was cited as a limitation for those graduates, as such an attitude does not foster teamwork.

Employers identified a need for increased knowledge about environmental stewardship as a possible area of improvement for the program. Thirty percent of respondents stated that not enough emphasis is currently being placed on natural and cultural history, while 24% thought that not enough emphasis is placed on field interpretation.

More field work practicums for students would help them develop a better sense of how various outdoor outfits operate.

Land issues, growth in areas such as adventure therapy and outdoor education in schools were cited as changes occurring in the industry.

Overall, those employers who responded appeared to be satisfied with the skills and general training of UCC's ADVG students, but the response rate was low.

FACULTY

The faculty consists of four full-time instructors and all four responded to the survey. Overall the faculty rated the program very high. Program goals and objectives, admission requirements and support were ranked high. Learning process also ranked high, except in the areas of library resources and holding review sessions outside regular class time.

Although faculty agreed that the number of faculty is sufficient to achieve program goals, concerns were raised about "some faculty lack [ing] commitment to administration duties."

Communications and the general atmosphere within the department need improvement. Departmental meetings happen less than once per month and it is clear that the department secretary, Kathy Richardson's, workload exceeds her job description. As one faculty member commented, "Kathy is the reason this place works, she backfills for others' unfulfilled duties. She's overworked".

Employment skills of students were ranked very high by most faculty, and this seems to be congruent with other data gathered in the survey. Food preparation was identified by 50% of the faculty as an area where too much emphasis is being placed currently. Meanwhile, 25% of faculty indicated rafting, field interpretation, customer service and the work experience practicum as areas where not enough emphasis is placed.

Comments from faculty support the fact that students entering the program come well prepared and leave the program well-rounded with a high degree of technical skills, although some are seen to have large egos and may expect too much after leaving the program, perhaps forgetting that they will still need further development of their personal skills.

Some faculty felt strongly that more competition from institutions across North America could affect student enrollment in the program unless the department pulls together and creates better daily strategies for program excellence and maintains its leadership status in Adventure Guide Training.

CONTRACT FACULTY

The contractors involved with the Adventure Guide Program indicate in the general questions at the beginning of the survey that they are aware of the program's goals and objectives. However, in subsequent sections of the survey that deal with specific issues, their responses and comments reveal that many of them do not believe they are adequately informed about the program.

In the section dealing with admissions, none of the 18 contractors surveyed strongly agreed with the statement that program information (calendar, brochures, etc.) clearly identifies the nature of the program. Only 22% agreed with this statement and 17% were neutral. 61% of the respondents chose N/A. Yet, the comments strongly indicated that many respondents could not answer questions because they had not seen the information themselves.

Similarly, in the sections relating to curriculum, general employment skills and job specific skills, a high percentage of the respondents chose N/A or did not respond to certain questions at all. For example, 50% of the respondents chose N/A to the question: "Students have regular opportunities to evaluate courses in the program." Contractors were asked to assess students' performance in areas of specific job skills. On the following items 50% or more of the respondents did not respond: (e) mountain based skills, knowledge and experience – 50% no response; (f) water based skills, knowledge and experience (river) – 89% no response; (g) water based skills, knowledge and experience (ocean) – 67% no response. The general lack of response to such questions suggests employers did not believe that they had sufficient information about the program's curriculum to answer curriculum related questions.

In a final question on curriculum consisting of 30 items, contractors were asked to determine the appropriateness of a particular subject in the program (5 = too much emphasis; 1 = not enough emphasis). In almost each case, the majority of the respondents did not respond to the questions. The item with the lowest no response rate (50%) was (z) guiding leadership. There were three items with the highest no response rate (94%): (h) whitewater canoeing, (m) sea kayaking, and (n) photography.

Contractors were able to make positive comments on program areas with which they are familiar. However, contractors strongly indicated through specific comments and a lack of response to certain questions that they did not have comprehensive knowledge of the Adventure Guide Program.

STRENGTHS OF THE ADVENTURE GUIDE DIPLOMA PROGRAM

The Review Committee has identified the following strengths in the Adventure Guide Diploma Program:

1. Faculty:

Current and former students indicated that the four full-time faculty members are highly trained, have a vast range of experiences, and are very competent field operators. These are essentially the same faculty members who have built the program over the past eight years from conception to a highly successful reality.

2. Departmental Support:

Kathy Richardson, the Departmental Secretary for the program, receives praise from faculty, former and current students. Kathy's dedicated professionalism and tireless work for faculty, students and the program are above and beyond the call of duty. As some students stated, "Kathy is the glue that holds the whole program together."

3. Quality of Program Candidates:

The high standards in the student selection process have enabled the program to enroll mostly high quality and committed participants. The rigorous selection process has helped to drive and maintain the serious nature and standards of the program. Students must come well prepared and be highly motivated to cope with the rigours of the curriculum. As a result, students graduating from the program are highly respected and sought after in the Adventure Tourism community. A challenge for the program will be to maintain the quality of the intake.

4. Employment Outcomes:

Of the 50 former students surveyed 38 (76%) are currently employed full-time year-round or seasonally; a further five (10%) are employed year round part-time. Nineteen (38%) indicated that the program was instrumental in their getting a job and 24 (48%) indicated that the training assisted them in obtaining work. The diversity of training offered in the Adventure Guide Diploma Program is such that well organized and rounded students are able to find or even create work in a diverse range of adventure related occupations.

5. Industry Demand:

Seven (41%) of the responding employers predicted a need for more graduates from the program in the next five years, and eight (47%) foresaw the same demand as at present. Water related skills such as raft guiding are especially in demand, as are qualified ski guides. Indications are that the demand exceeds the current supply of graduates. Many students do not necessarily follow on into the high demand areas but utilize the skills they receive at UCC by finding work in other Adventure related areas, such as mountain guiding or rock climbing instruction. Some students even start their own businesses, or specialize in such areas as mountain or adventure photography.

6. A Focused Future:

The Adventure Guide Diploma Program faculty cannot be accused of resting on their laurels. Recent program initiatives developed and administered by the Adventure Programs Department include the Adventure Centre, which offers enhancement courses in adventure guiding and entrepreneurship, and the Canadian Mountain Guide Program, which is endorsed by the Association of Canadian Mountain Guides and which will be offered next year. Another initiative, currently on the drawing board, is the development of an Adventure Tourism major in Bachelor of Tourism Management degree, which will allow graduates of the two-year Adventure Guide Diploma program to ladder into degree level studies in their field.

AREAS OF THE ADVENTURE GUIDE DIPLOMA PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)

The Review Committee identified the following aspects of the Adventure Guide Diploma Program as being in need of improvement.

1. ADMINISTRATIVE RESPONSIBILITIES

The Committee recognizes the enormous amount of work that was undertaken by departmental members in implementing and bringing the program to where it is today – a well respected and sought after program. However, the Committee also recognizes that there was, and is, an inequity in the administrative workload of the four full-time faculty members. Some faculty are doing more than their share of day-to-day administration while others are doing less. While this may not be a problem within larger departments where there are more people to share the workload, the small number of faculty in the Adventure Guide Program requires full participation from each faculty member if the program is to continue and maintain its reputation. The program workload is too large to be effectively run by only one or two faculty members.

Recommendation 1(a):

The Department Chair should immediately convene a departmental meeting to identify the scope and itemize the number and nature of administrative duties. The outcome of this meeting should be an equitable division and allocation of these duties to each departmental member and an acknowledgement and understanding by each departmental member of his/her responsibilities. These responsibilities should be reviewed regularly (i.e. once a month) and changes made as needed. The Associate Dean should be invited to arbitrate in the event that the department cannot reach consensus on allocation and performance of administrative duties.

Action: Chair and faculty, Adventure Programs Department; Associate Dean, School of Tourism

The lack of regular departmental meetings was noted as a deficiency in the Department. This may contribute to the lack of cohesion and teamwork among the faculty members.

Recommendation 1(b):

The Departmental Chair should convene regular departmental meetings (once every two -three weeks) to provide a forum for discussion of routine and emergent issues and concerns.

Action: Chair, Adventure Programs Department

The Committee recognizes that even though the nature of the program requires all faculty to be in the field with students for a large portion of their work time (in some cases up to 70% of their contact hours), they need to spend more time on campus to assist with the day-to-day running of the Department.

Recommendation 1(c):

When they are not engaged in field activities, Adventure Guide faculty should make every effort to be available on campus during the working week.

Action: Adventure Programs Department faculty

As already mentioned, one of the strengths of this program--indeed the administrative lynchpin—is the departmental secretary. It is clear from the survey response from faculty, current and former students that she provides exceptional service beyond the normal functions of a departmental secretary. However, the dangers inherent in this state of affairs are two-fold: first, the faculty, in depending on her expertise, may unconsciously be abrogating their own administrative responsibilities by delegating them to Kathy; and second, no thought has been given to documenting procedures that may be second nature to Kathy but that would confound her successor. The Committee therefore makes the following recommendations:

Recommendation 1(d):

That the identification and allocation of administrative responsibilities outlined in Recommendation 1(a) include those duties currently performed by the departmental secretary, and that the department ensure that the departmental secretary's workload is compatible with her job description, if necessary hiring part-time secretarial assistance.

Action: Chair and Faculty, Adventure Programs Department

Recommendation 1(e):

that the departmental secretary develop an Administrative Procedures Manual which records in detail how to perform each of the duties assigned to her.

Action: Departmental Secretary, Adventure Programs Department

2. CURRICULUM

Although the Adventure Guide Diploma Program has been in place only for eight years, its curriculum has undergone substantial changes, first in the early phases when the program was establishing itself, and then later, when program standards were aligned with those of provincial and national associations such as the Association of Canadian Mountain Guides (ACMG) and the Association of Canadian Sea Kayak Guides (ACSKG). As the program moves beyond its growing pains into maturity, this is an appropriate point to assess the focus and balance of the curriculum, and make adjustments if necessary.

An added incentive to engage in curricular assessment is the development, in conjunction with the ACMG, of a diploma designed specifically for mountain guides. Will this new program affect the demand for, and balance of, the existing ADVG program, which focuses evenly on mountain and water skills? Should rafting skills, for which there is high demand, have a higher profile in the program, rather than, say, white-water kayaking? Among the survey responses received from former and current students were data on whether courses in the program should be core or elective courses. Examination of these data would provide the Adventure Guide Diploma faculty with a useful starting point for a curricular review.

Recommendation 2 (a):

Using the program review survey data as a starting point, and bearing in mind the impact that the new ACMG diploma may have on program demand, the Adventure Guide Diploma faculty should review the overall balance of the Adventure Guide Program, and make adjustments where necessary.

Action: Adventure Guide Program faculty

Several courses were identified as being weak and /or inappropriate for the program: Cultural Environment received a rating of 2.60 on a scale of 5.0, where 5.0="EXCELLENT " and 1="POOR"; Food Preparation received 2.82; Computing received 2.90; Tourism Industry received 3.14; and Adventure Tourism, 3.36. Natural History has improved from the 3.00 accorded by former students to the 4.10 rating given by current students.

Each of the above courses has its own problems. For example, the Cultural Environment course has reportedly metamorphosed into a survey of religions. The Food Preparation course, according to students, is "set up in a poor manner" and lasts "way too many days". The Computing course is far too basic, and fails to take into account the facts that 67% of Adventure Guide Diploma students already have some experience in post-secondary education and that 50% of them have a post-secondary credential. The Tourism Industry and Adventure Tourism Industry courses were, according to students' comments, taught indifferently.

Recommendations 2(b):

The Adventure Guide Diploma Program faculty should re-design the following courses in terms of content and delivery and work with the faculty who deliver them to make improvements:

- (i) ADVG 101 (The Adventure Tourism Industry);
- (ii) ADVG 112 (Food Preparation);
- (iii) ADVG 202 (The Cultural Environment);
- (iv) TMGT 111 (The Tourism Industry);
- (v) COMP 191 (Introduction to Computers and Business Information Systems): the level of material in this course is not geared to the sophistication of its clientele; the course needs to be much more advanced and application-oriented (including instruction in Web-site establishment and maintenance); if the Computing Science Department cannot deliver such a course, the Adventure Guide Diploma Program faculty might explore the customized options and flexible scheduling offered by the Computer Access Department.

Action: Adventure Guide Diploma Program faculty

While the Natural History courses ADVG 110, 267 and 268 appear to have improved in the last year or two, the Committee suggests that the Adventure Guide Diploma faculty draw upon institutional resources to enhance these offerings.

Recommendation 2 (c):

The Adventure Guide Diploma Program faculty should consult with Science and Natural Resource Sciences Faculty with regard to course content and guest lectures in the Natural History and Environmental Wilderness courses.

Action: Adventure Guide Diploma Program faculty

Students, both past and present, consistently commented on the lack of writing and communication skills offered within the program. Former students rated the development of their writing and language skills at 2.63 on a scale of 5.0, where 5.0="TO A GREAT EXTENT" and 1.0= "MINIMAL", and 2nd year students assigned a 3.14 rating. The Committee feels that it is incumbent on the program to graduate students who can write in an effective and professional manner that reflects their attainment of diploma-level education at UCC.

Recommendation 2 (d):

The Adventure Guide Diploma faculty should consider the following options and implement one or both of them:

- (i) introduce a course that will enhance writing and communication skills for students;**
- (ii) explore the "Writing Across the Curriculum" initiative with Henry Hubert, Dean of Arts, which, if implemented, would ensure writing skills are taught, practised and reinforced across the Adventure Guide program curriculum.**

Action: Adventure Guide Diploma Program faculty

Both faculty and students raised concerns about the driving skills of students driving vehicles to and from field sessions. Since employers who transport clients from base to recreational areas require competent drivers, the Committee feels that a mandatory defensive driving course should be incorporated into the program curriculum.

Recommendation 2(e):

The Adventure Guide Program should incorporate into the program a defensive driving course.

Action: Adventure Guide Diploma Program faculty

3. INSTRUCTIONAL PRACTICES

The Committee was impressed by the grade allocation rationale used in ADVG 157, but notes that this rationale does not appear to be applied to field courses across the program. Comments by some students on the inconsistency of grading across the program prompted the Committee to scrutinize the grade distribution tables, where they detected some anomalies. Further comments by students suggested that deadlines and penalties for late work are not imposed consistently by program faculty.

Recommendation 3(a):

The Adventure Guide Diploma Program faculty should review the grade rationale template in the course outline for ADVG 157, and with adjustments, adopt it as the grading standard for field courses across the program.

Action: Adventure Guide Diploma Program faculty

Recommendation 3 (b):

The Adventure Guide Diploma Program faculty should determine a program-wide policy for dealing with late assignments and unmet deadlines, and impose it consistently across all courses in the program.

Action: Adventure Guide Diploma Program faculty

Student interviews yielded two other suggestions for the Adventure Guide Diploma faculty, both full-time and contracted. One concerned the habit of some instructors, particularly contract faculty, of merely submitting grades for field courses without debriefing students on their performance. A second was the need for career counselling for students before they enter the 2nd year of the program. This would provide students with guidance on their strengths and weaknesses and assist them in the selection of their 2nd year courses.

Recommendation 3(c):

Adventure Guide Diploma instructors should make it a practice to debrief students on their performance in field courses immediately after the conclusion of the course;

Action: Chair, faculty and contract faculty, Adventure Guide Diploma Program

Recommendation 3(d):

Adventure Guide Diploma Program faculty should consider instituting career goal counseling for each 1st year student in the program at the end Winter Semester, 1st year, to assist them in 2nd year course selection.

Adventure Guide Diploma students commented on the lack of organization regarding logistics prior to field trips. Trip logistics are not only a faculty responsibility, but also an integral part of industry competency as stated on p. 16 of this report under Employment Prospects. The Committee recommends that:

Recommendation 3(e):

Adventure Guide Diploma Program faculty should role model and demonstrate good field trip planning practices throughout the program.

Action: Adventure Guide Diploma Program faculty

4. EXTERNAL COMMUNICATION

A. Contract Faculty:

The Committee recognized that there was a lack of communication between the Department and the contract faculty used to deliver specific field courses. Many of the "contractors" are unaware the following aspects of the program: philosophy and goals; program structure and requirements as outlined in the University College of the Cariboo Calendar, the program brochure, and the admissions package; the UCC course outline format; and the results of students' course evaluations.

Recommendation 4 (a):

(i) Adventure Guide Program faculty should meet annually with all "contractors" and outline their role in the program. A clear overview of the program, its goals, philosophy and vision should be provided to each "contractor" before he/she undertakes to teach a course;

(ii) before teaching a course, each contractor should be provided with a copy of the UCC Calendar, the Adventure Guide Diploma Program admissions package and program brochure, and sample course outlines, and on completion of the course, should receive and be debriefed on the student evaluations by one of the full-time ADVG faculty.

Action: Chair, Adventure Programs Department

B. Employers:

The Committee noted that many employers surveyed exhibited the same unawareness about the program as was apparent among contract faculty. The Committee recognizes that the Adventure Programs Chair fosters communication with former students with a program newsletter, and suggests that this practice be extended to employers and potential employers.

Recommendation 4(b):

The Adventure Guide Program Chair should annually disseminate the program newsletter and copies of the program brochure to employers and potential employers to raise their awareness of the program.

Action: Chair, Adventure Programs Department

There appears to be a lack of liaison and communication among the various employers, the Adventure Programs Department, and agencies involved in provincial, federal and national certification. The Committee feels that one way to encourage dialogue among these constituencies and input into the program would be to institute a program advisory committee. The program has been without such an advisory body since inception.

Recommendation 4 (c):

The Adventure Guide Diploma Program should put in place a formal Advisory Committee that meets on a regular basis (i.e. once or twice a year) to review, among other things, trends and labour market conditions in the industry, and the relevance and appropriateness of the curriculum.

Action: Adventure Programs Department and Associate Dean, School of Tourism

5. EQUIPMENT MANAGEMENT

While students and faculty viewed the type and quality of the equipment as generally being of good to very good, they considered the management of the equipment and "equipment bay" to be haphazard.

Recommendation 5(a):

The Adventure Programs Department should hire a part-time equipment room/instructional assistant to manage equipment loans and maintain all equipment. The position need be only seasonal, e.g. September to April, and no more than two-three days per week or a daily proration thereof.

Action: Adventure Programs Department and Associate Dean, School of Tourism

APPENDIX A **METHODOLOGY**

The data were collected in the following ways:

- 1) Consultation took place with the Adventure Guide Program faculty on the focus and process of the review and on the design of the survey questionnaires.
- 2) Questionnaires were administered to Adventure Guide Program faculty, current students, former students and employers. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously. Additional former student data from 1995-1999 BC Colleges and Institutes Student Outcomes surveys were extracted from the Student Outcomes Reporting System (SORS).
- 3) "Descriptive Data" on the Adventure Guide Program's objectives, course outlines, etc., were solicited from Dave Freeze, Adventure Guide Program faculty member.
- 4) Data on annual seat utilization rates, graduation rates and grade distributions were provided by the Office of Institutional Research and Planning.
- 5) The following people associated with the program participated in the review process or were interviewed:
 - Robert Beaudry, Instructor, Adventure Guide Diploma Program
 - Dave Falcon, graduate, Adventure Guide Diploma Program (1996)
 - Joel Gourley, graduate, Adventure Guide Diploma Program (1998)
 - Dave Pehovich, former student, Adventure Guide Diploma Program (1992)
 - Adam Stein, graduate, Adventure Guide Diploma Program (1996)
 - Iain Stewart-Patterson, Instructor, Adventure Guide Diploma Program
 - Kathia Voyer, first year current student, Adventure Guide Diploma Program

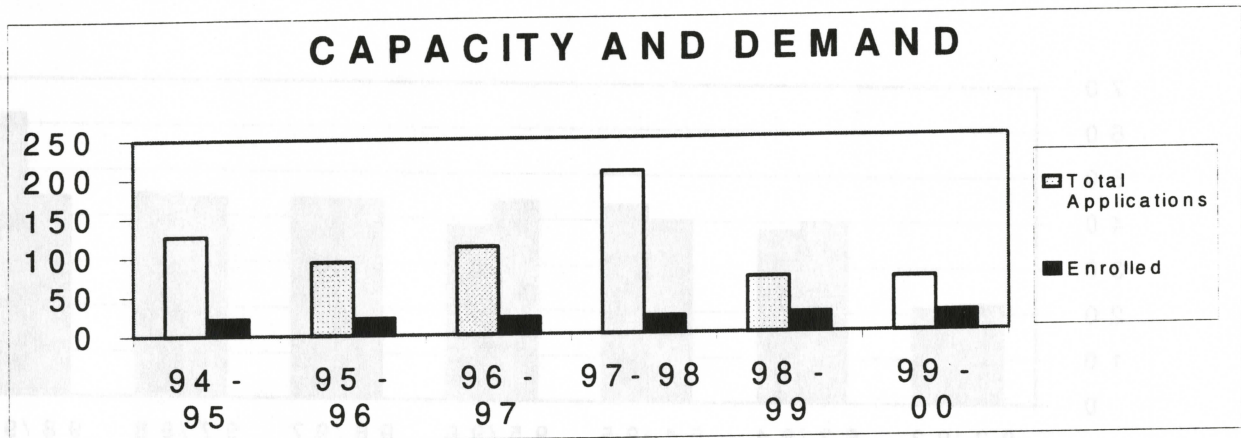
APPENDIX B PROGRAM CAPACITY AND DEMAND

Program Capacity:

The Adventure Travel Guide Program has 24 seats available per annum.

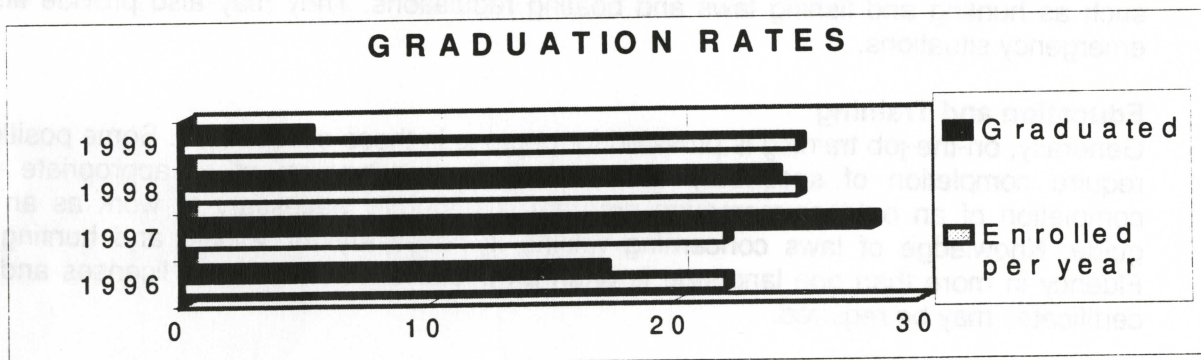
Program Demand:

| Year (Sept-Aug) | Enrolled | Waitlisted | Incomplete/Denied | Total Applications |
|-----------------|----------|------------|-------------------|--------------------|
| 1994 - 95 | 22 | 4 | 101 | 127 |
| 1995 - 96 | 22 | 4 | 68 | 94 |
| 1996 - 97 | 22 | 3 | 87 | 112 |
| 1997 - 98 | 22 | 9 | 64 | 207 |
| 1998 - 99 | 25 | 1 | 45 | 71 |
| 1999 - 2000 | 25 | 4 | 40 | 69 |



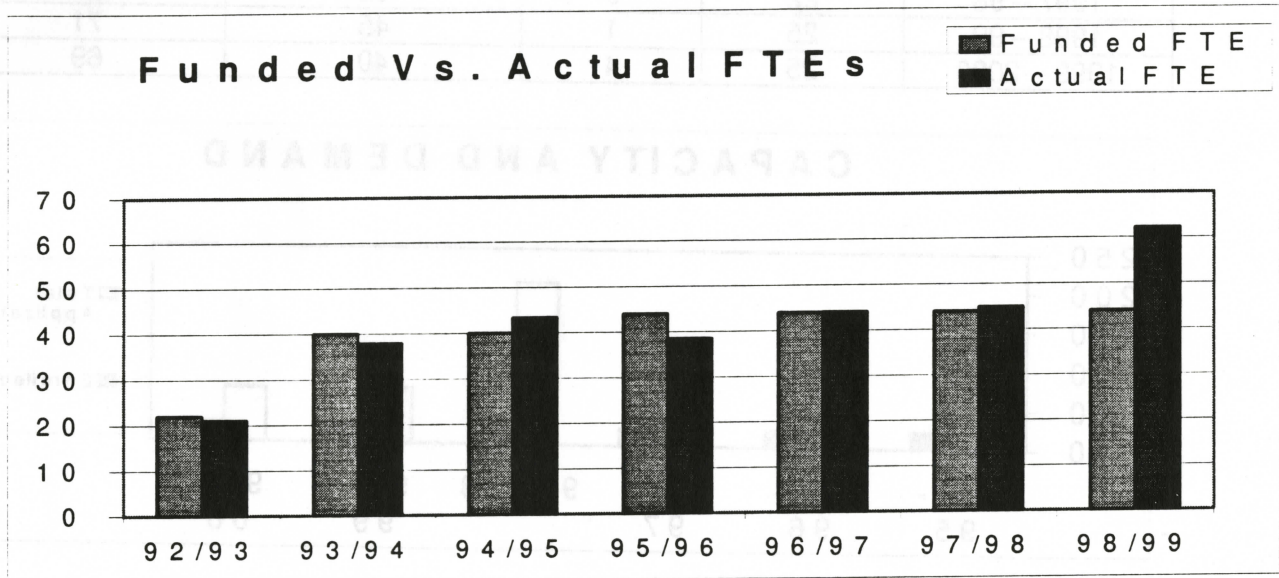
APPENDIX C ADVENTURE GUIDE DIPLOMA PROGRAM GRADUATION RATES

| | <u>1996</u> | <u>1997</u> | <u>1998</u> | <u>1999</u> |
|-------------------|-------------|-------------|-------------|-------------|
| Enrolled per year | 22 | 22 | 25 | 25 |
| Graduated | 17 | 28 | 24 | 5 |
| Graduation Rate | 77% | 127% | 96% | 20% |



APPENDIX D UTILIZATION RATES: 1992 – 1998

| | 92 – 93 | 93 – 94 | 94 – 95 | 95 – 96 | 96 – 97 | 97 – 98 | 98 – 99 |
|-------------------------|------------|------------|-------------|------------|-------------|-------------|-------------|
| Funded FTE | 22.0 | 40.0 | 40.0 | 44.0 | 44.0 | 44.0 | 44.0 |
| Actual FTE | 21.1 | 37.9 | 43.4 | 38.5 | 44.1 | 44.9 | 62.2 |
| Utilization Rate | 96% | 95% | 109% | 88% | 100% | 102% | 141% |



APPENDIX E EMPLOYMENT PROSPECTS¹

Main Duties

Outdoor sport and recreational guides plan itineraries for trips or expeditions and they either arrange transportation or they transport individuals or the group to designated locations. They assemble necessary equipment and supplies such as camping gear, rafts, life jackets, fishing tackle and food and they lead or escort individuals or groups. They advise on safety and emergency measures, techniques and the use of equipment as well as on specific regulations such as hunting and fishing laws and boating regulations. They may also provide first aid in emergency situations.

Education and Training

Generally, on-the-job training is provided for persons in these occupations. Some positions may require completion of secondary school. Self-directed attainment of appropriate skills or completion of an outdoor recreation program is generally necessary to work as an outdoor guide. Knowledge of laws concerning wildlife is necessary for wildlife and hunting guides. Fluency in more than one language is often an asset. Special vehicular licenses and first aid certificates may be required.

¹ Source: BC WORK Futures (NOC 644)

Northwest Community College offers a 75-day Wilderness Guiding Skills program for which applicants must be at least 18 years old. College of the Rockies offers an Adventure Tourism Management Skills/Business Development Program. Applicants must be at least 17 years old and can choose to study either summer or winter activities in this ten-month certificate program. Camosun College offers a ten-month Recreation Leadership program which includes outdoor activities. Applicants must have Grade 12, proven good health, good swimming skills and CPR Level C. This program prepares students for employment or for continued education in leisure studies or related fields.

Malaspina University College offers a similar two-year diploma in Recreation Administration. Admission requirements include Grade 12 or equivalent and a letter of reference from someone working in a relevant field. College of the Rockies has a Leisure and Recreation Services Management program which includes outdoor recreation studies. This program is designed to allow students to study full or part-time, and to either receive a diploma after two years of study or receive a certificate and transfer into a university degree program after one year of study. Applicants should be medically fit, with Grade 12 or equivalent.

Capilano College has a two-year diploma in Outdoor Recreation Management. Applicants must be at least 19 years of age, medically and physically fit, with a good academic background and previous relevant outdoor experience. Capilano also offers a part-time certificate program in Wilderness Leadership for which applicants must be at least 19 years old with Grade 12 or equivalent. University College of the Cariboo offers a two-year Adventure Travel Guide diploma. This program includes opportunities to prepare for national-level certification in a number of outdoor recreation areas. Grade 12 or equivalent and proven good medical health is required for admission, and keyboarding and computing skills are recommended.

People who work in this area need to be friendly and outgoing, patient, and good communicators. They must have leadership qualities and enjoy working with diverse groups of people. An eye for detail, a good memory, and an ability to solve problems and respond to changing conditions or unexpected occurrences is necessary. An awareness of safety issues is vital. Skill at budgeting time and money is often needed. Outdoor guides need good physical health, and they must be willing to be away from home and work long hours during busy seasons. A knowledge of history, geography and art can be helpful for those in this field.

Working Conditions

In 1994, the average annual earnings of all workers in this group were \$14,600 with the 14% who worked full time for the full year making average annual earnings of \$29,300. The respective all-occupation averages were \$28,700 and \$39,800.

The earnings were slightly lower for those who worked as tour and travel guides (59% of this group) while those who worked as outdoor sport and recreational guides (41% of this group) had slightly higher earnings. Of course, some guides will receive meals from their employers, and others, particularly outdoor guides, may have low or subsidized living costs while on tour. The number of employed workers in 1995 was 2,020, up from 1,720 in 1990.

About 19% of this group are self-employed (7% for tour and travel guides, 35% for outdoor sport and recreational guides), which is much higher than the all-occupation average of 11%. About 29% work part time, which is higher than the all-occupation average of 22%. Unemployment is higher than the average for all occupations. The seasonal nature of this tourism-driven occupation is reflected in the high proportion (80%) of this group who work for only part of the year. Severe winters in the north can limit the season to a few months.

Given the high level of seasonality, it is becoming more common for some workers in these areas to seek employment outside Canada in the off-season. For example, mountain guides may work in New Zealand and Australia in B.C.'s winter and kayaking guides may work the spring season in the Baja or Belize.

Employment Prospects

The outlook for the entire group of tour and recreational guides to the year 2005 calls for employment to grow faster than the all-occupation average.

There will be greater job growth for guides in outdoor sport and recreation because of the growing interest in adventure tourism and active vacations. This industry will also benefit from the current expansion of the provincial park system and the protection of wilderness areas in B.C. However, because outdoor sport and recreational guides are a very small occupational group, their projected annual growth rate of 3% will result in only 290 new job openings from the year 1995 to 2005. Another 170 jobs will result from replacement needs. Outdoor sport and recreational guides usually work on a seasonal basis. A substantial proportion of outdoor guides are self-employed, creating their own business and opportunities in a recreation field or location with which they are familiar.

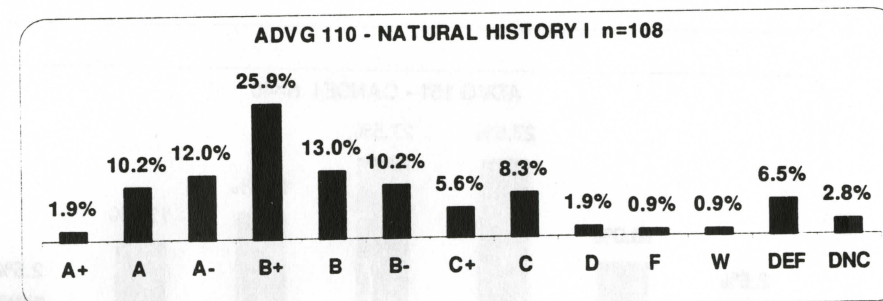
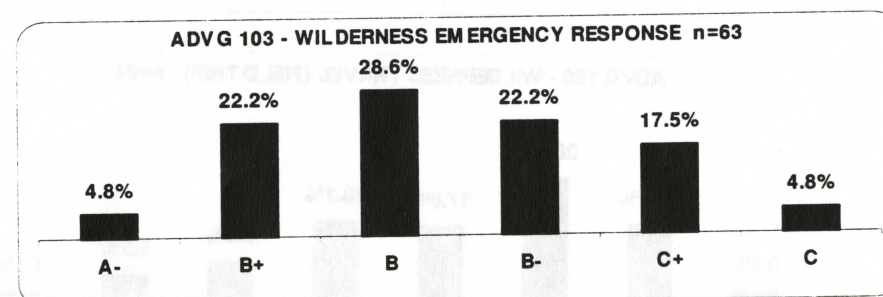
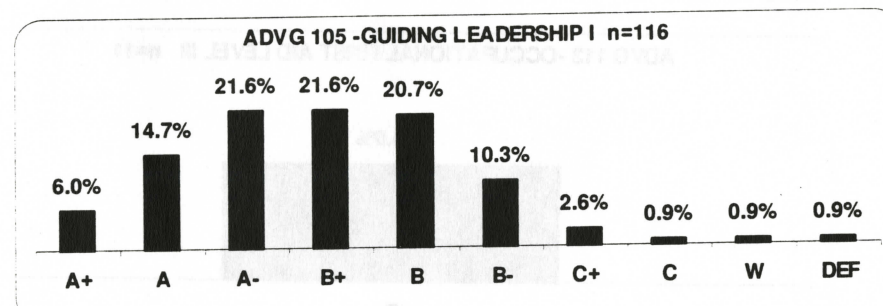
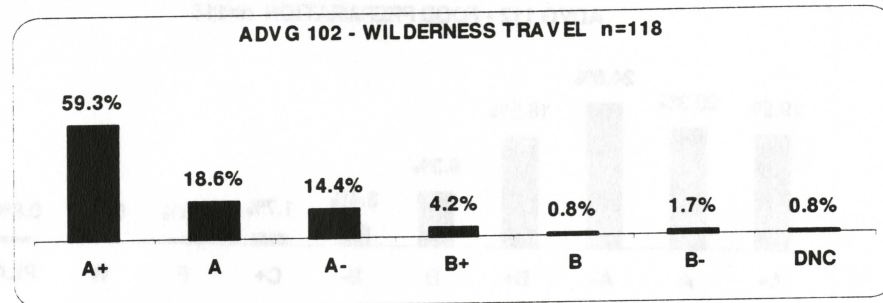
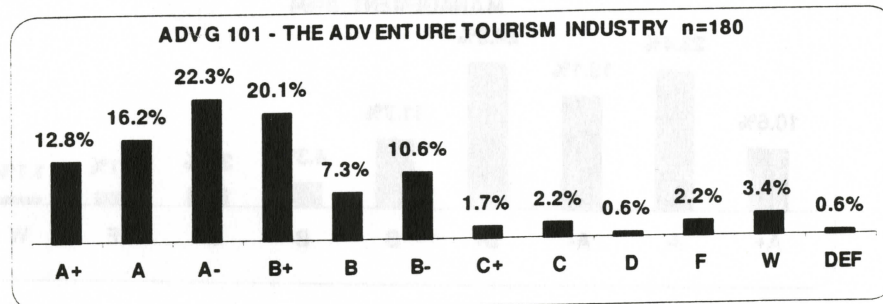
Trends and Projections

B.C. Employment Trends and Projected Demand

| | | | |
|--------------------------------------|---------------------|------------------|--------------|
| Number Employed | 1990 | 1995 | 2005 |
| | 1720 | 2020 | 2460 |
| Estimated Openings 1995-2005 | Growth (Net) | Attrition | Total |
| | 450 | 360 | 810 |
| Annual Growth 1995-2005 | 2.0% | | |
| Main Industries of Employment | | | |
| Other Service Industries | 29% | | |
| Accommodation and Food Services | 17% | | |
| Personal and Household Services | 16% | | |
| Employment by Region | | | |
| Lower Mainland | 37% | | |
| Vancouver Island | 33% | | |
| Northern BC | 15% | | |
| Okanagan/Kootenay | 15% | | |
| Self-employment | 19% | | |

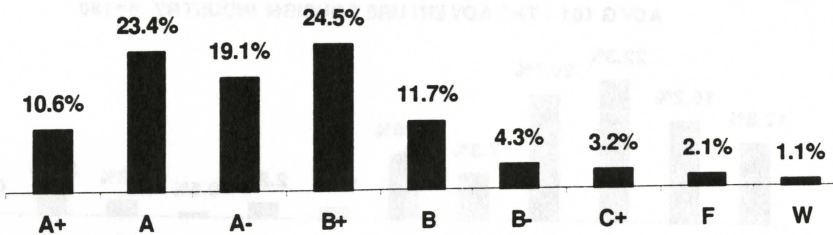
APPENDIX F

GRADE DISTRIBUTIONS: 97/FA - 99/FA²

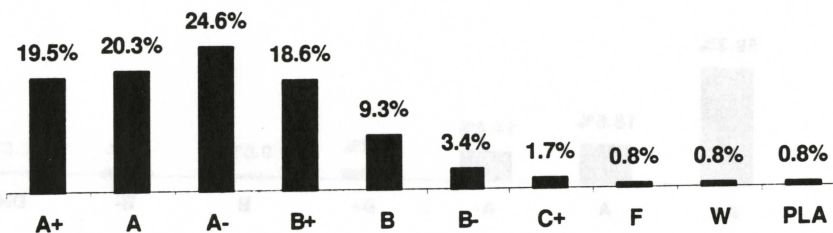


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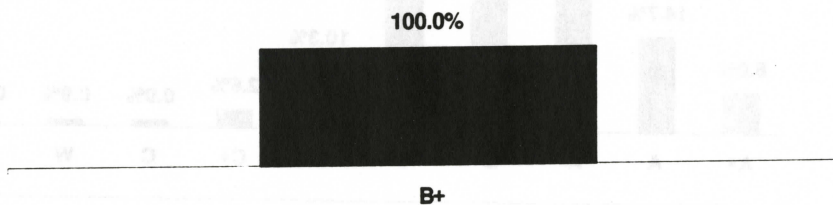
**ADVG 111- EMERGENCY SITUATION, SEARCH AND RESCUE
MANAGEMENT n=94**



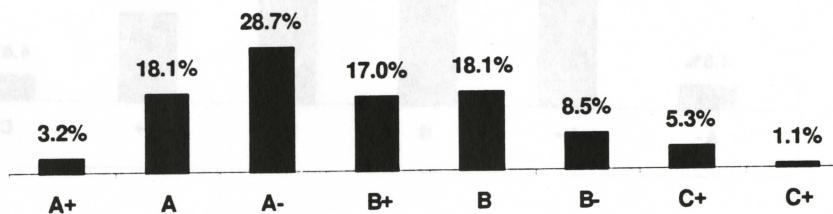
ADVG 112 - FOOD PREPARATION n=118



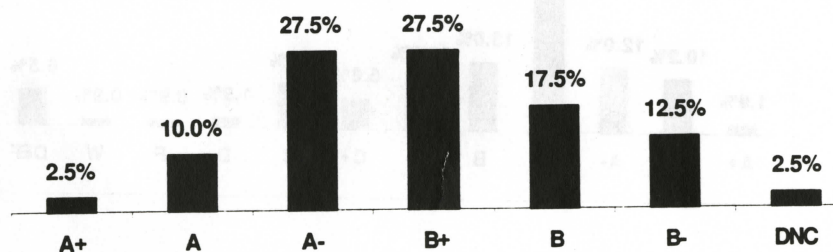
ADVG 113 -OCCUPATIONAL FIRST AID LEVEL III n=11



ADVG 150 - WILDERNESS TRAVEL (FIELD TRIP) n=94



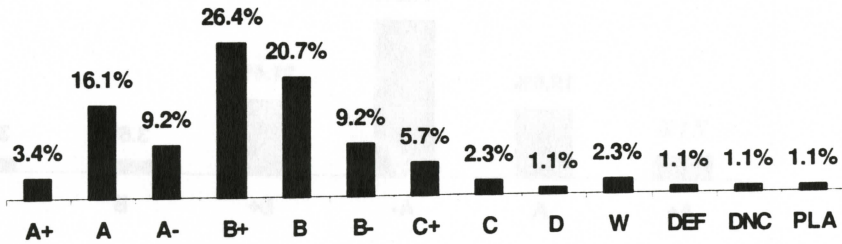
ADVG 151 - CANOE I n=40



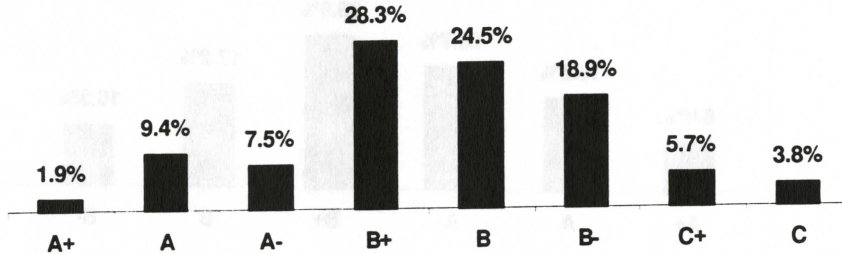
² Summer session

GRADE DISTRIBUTIONS: 97/FA - 99/FA

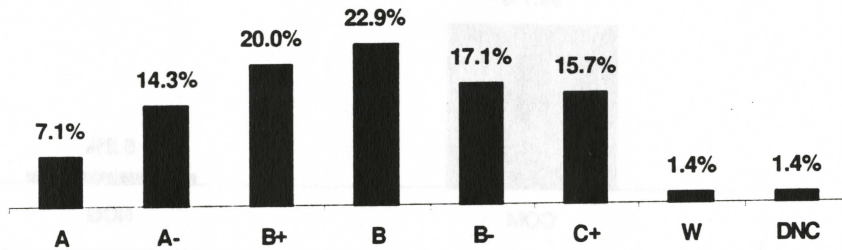
ADVG 153 - KAYAK I n=87



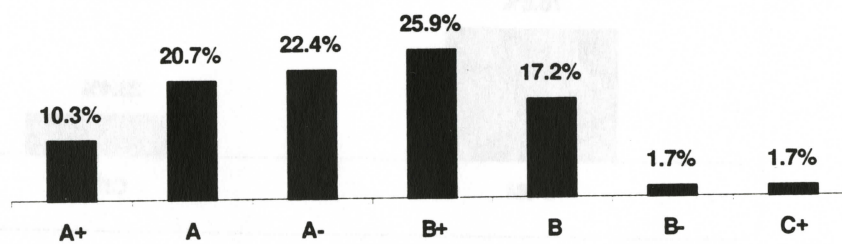
ADVG 155 - SKIING I n=53



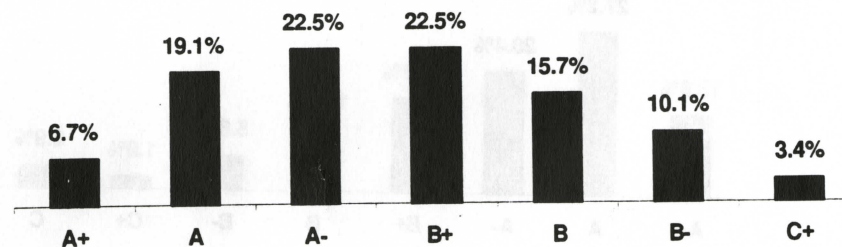
ADVG 156 - SKI TOUR I n=70



ADVG 157 - ROCK CLIMBING I n=58

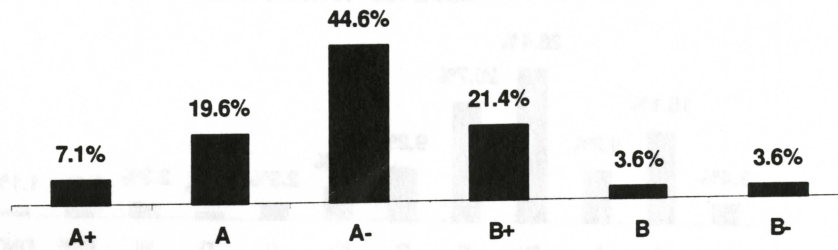


ADVG 158 MOUNTAINEERING I n=89

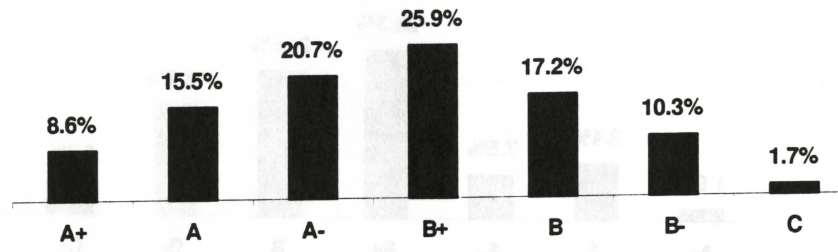


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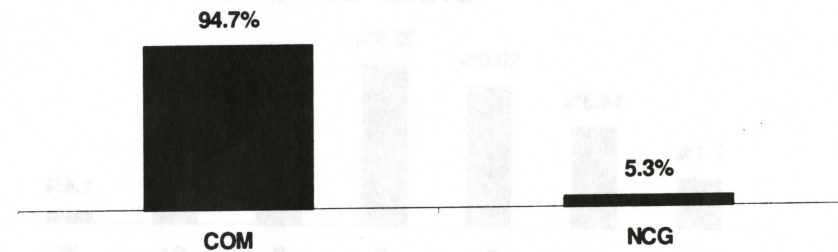
ADVG 159 - AVALANCHE & SAFETY FOR SKI OPERATIONS I n=56



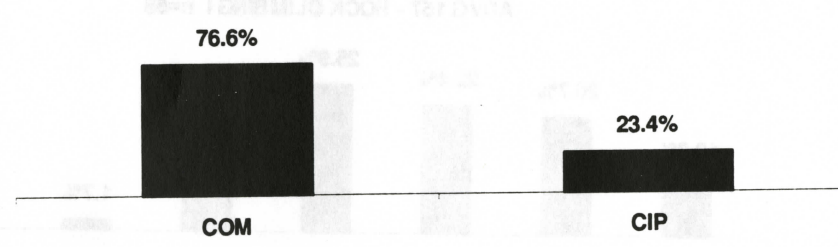
ADVG 160 - SWIFTWATER RESCUE I n=58



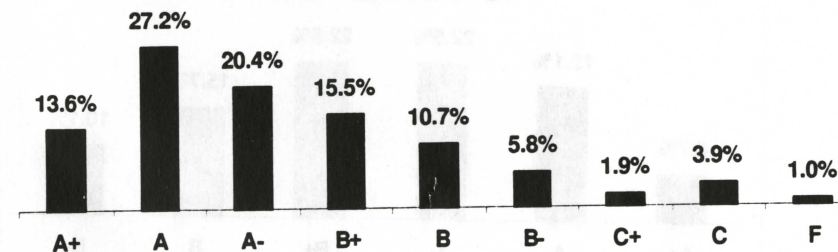
ADVG 190 - EXPEDITION I n=19



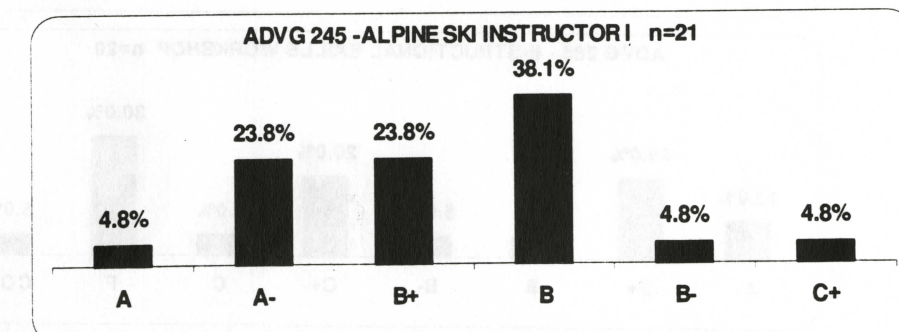
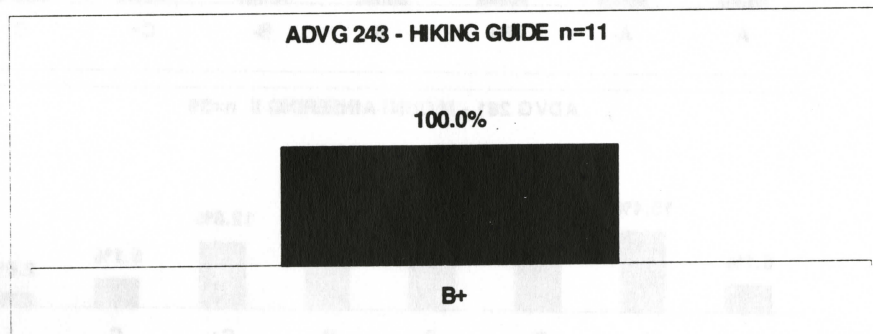
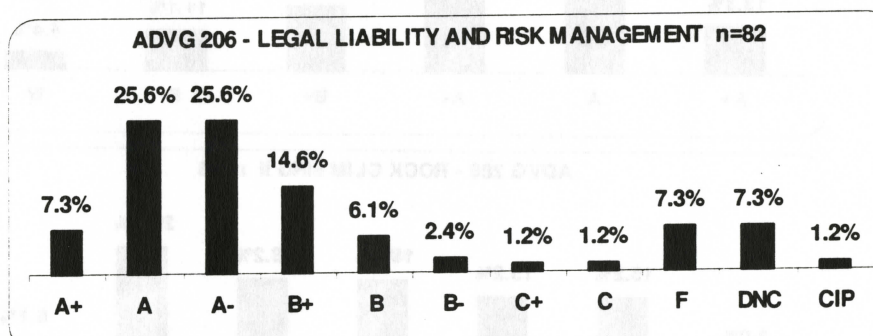
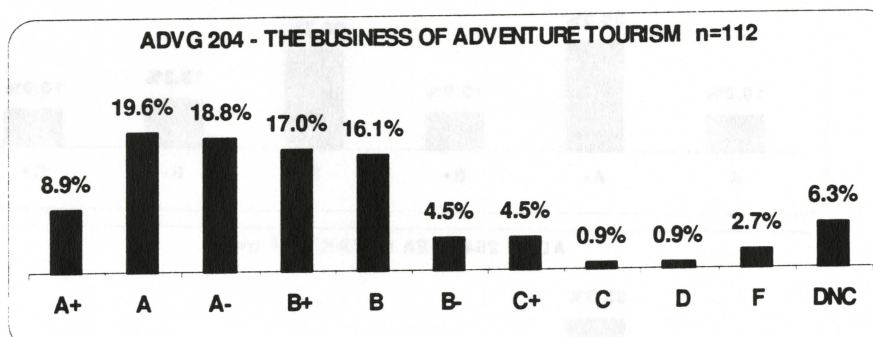
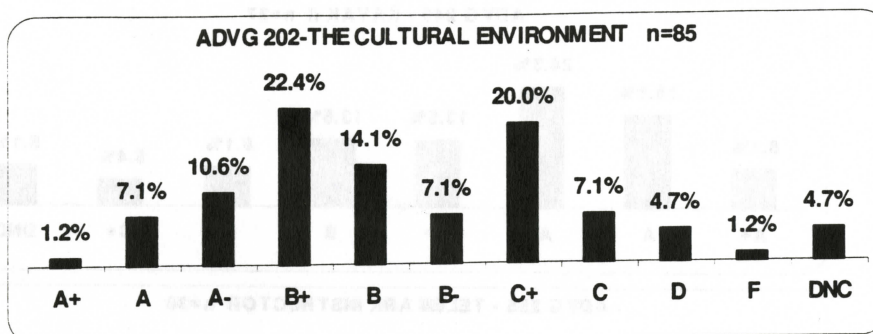
ADVG 195 - WORK EXPERIENCE PRACTICUM n=47



ADVG 201 n=103

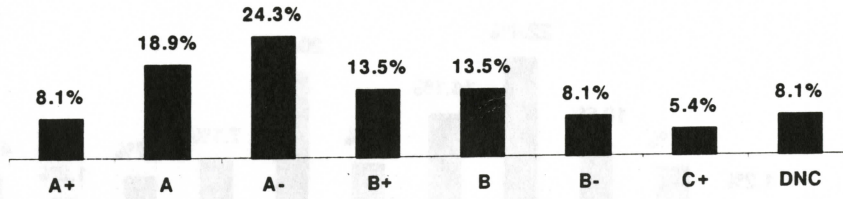


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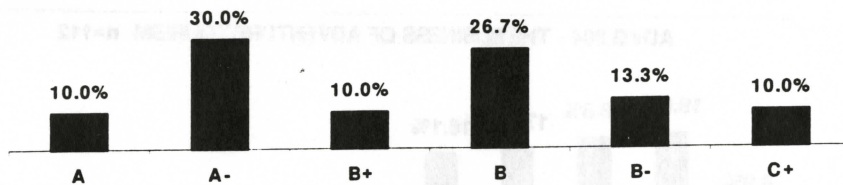


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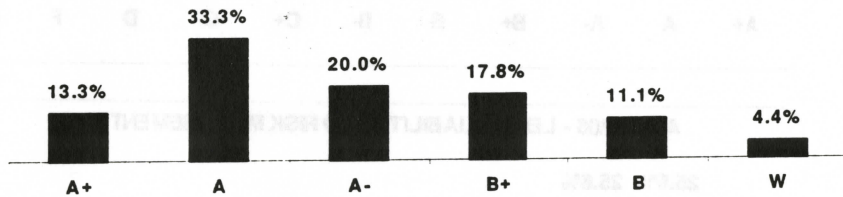
ADVG 249 - KAYAK II n=37



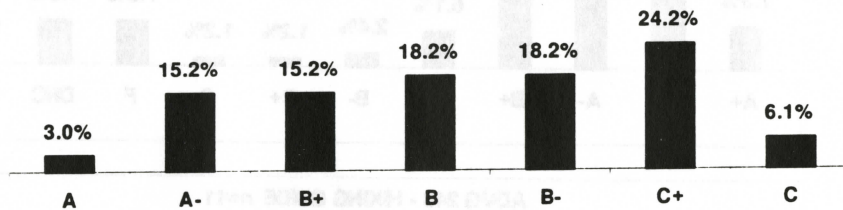
ADVG 255 - TELEM ARK INSTRUCTOR n=30



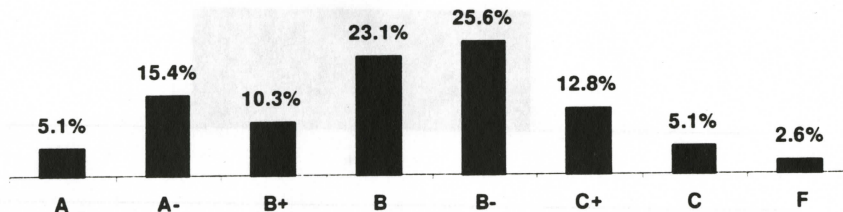
ADVG 264 - SEA KAYAKING I n=45



ADVG 280 - ROCK CLIMBING II n=33



ADVG 281 - MOUNTAINEERING II n=39



ADVG 285 - INSTRUCTIONAL SKILLS WORKSHOP n=20

