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REVIEW REPORT

on the

**PROFESSIONAL COOK TRAINING
PROGRAM**

SEPTEMBER, 1999

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EXECUTIVE SUMMARY

Since its last review in 1990, the Professional Cook Training Program has performed steadily and efficiently, maintaining utilization rates of over 100% for the period 1991-99. The Professional Cook Training curriculum is seen as being relevant and responsive to trends in the industry, and the recent offering of Level I programming in Williams Lake in conjunction with School District #27 and the imminent expansion to North Kamloops Senior Secondary under the auspices of the Career Technical Centre are evidence of a growing demand for professional cook training.

The strain of accommodating such heavy enrolments, however, has taxed the Food Training Centre, which has not been upgraded since the early 1980s. This has persuaded the review committee to identify renovation of the Food Training Centre and inclusion of a demonstration laboratory as the program's immediate and most urgent priorities. Attention is also drawn to the inadequacy of equipment at the Williams Lake campus.

Other recommendations are made with regard to curricular adjustments—more emphasis on work rate, resume writing, inventory control, grilling and commissary foods—and more field trips. Program marketing and industry liaison are addressed, as are program management and the need for more regular, formal faculty meetings. The Professional Cook Training Program Advisory Committee seems to be energetic and progressive, but needs to broaden its representation to sectors of the industry such as institutional cooking and chain restaurants.

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PROFESSIONAL COOK TRAINING PROGRAM REVIEW
COMMITTEE MEMBERS

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Chair, Psychology, UCC

ASSISTANT CHAIR

Lian Dumouchel
Chair, Tourism Management, UCC

EXTERNAL REPRESENTATIVE

Bryce Herman
Advance Hospitality Consulting;
Advisory Committee chair

EXTERNAL REPRESENTATIVE

Gerald Kooiman
Sun Peaks Resort Corp., Sun Peaks;
Advisory Committee member

RESOURCE PERSON

Peter Nielsen
Chair, Food Training Department, UCC

RESOURCE PERSON

Kurt Zwingli
Instructor, Professional Cook Training Program, UCC

ASSOCIATE DEAN

David Twynam
Associate Dean, School of Tourism, UCC

REVIEW COORDINATORS

Alastair Watt
Director, Institutional Research and Planning, UCC

Karen Grigoleit
Research Analyst, Institutional Research and Planning, UCC

CHRONOLOGY OF THE PROFESSIONAL COOK TRAINING PROGRAM REVIEW

The second review of the UCC Professional Cook Training Program was launched on March 12, 1999 with meeting between Heather Friesen, Acting Director, Institutional Research and Planning, and Peter Nielsen, Chairperson, Food Training Department. Consultation about questionnaire design subsequently took place within the department, and questionnaires were sent or administered to the following stakeholder groups on the dates indicated:

Former Students (1995-98):	April 20, 1999;
Employers:	April 22, 1999;
Current Students:	April 30, 1999;
Faculty:	May 4, 1999;
Advisory Committee:	May 4, 1999;
Current Students (Williams Lake):	May 11, 1999.

Telephonic follow-up with non-respondents from the Former Student, Employer and Advisory Committee groups was started on May 12, 1999 and completed by June 7, 1999. All six faculty members responded by May 21, 1999. In addition to the responses to the UCC-designed Former Student questionnaire, data on the Professional Cook Training Program for the four-year period 1995-98 were assembled from the BC Student Outcomes surveys for these years.

The cut-off date for all responses was July 15, 1999. Information packages were sent to the Professional Cook Training Program Evaluation Committee members on July 27, and the committee met on September 1 and 2 to analyze the data and formulate its report.

PROGRAM BACKGROUND

The Professional Cook Training Program started as a ten-month course at Cariboo College in January, 1972. Its main purpose was to train people for employment in the hospitality industry by providing practical basic training in the Cafeteria Food Training Building. The program moved to a twelve-month, competency-based, fixed intake model in September, 1984. In 1987, the curriculum went to a Computer Managed Learning (CML) format.

In 1998, the program was restructured into three four-month semesters (Levels I, II, and III), with a mandatory one-month practicum in an industry setting. Trainees are taught preparations of breakfast, vegetables, meats, fish, poultry, stocks, sauces and soups; oven ready meat cutting; cold kitchen and deli procedures; and baking and desserts. A pass mark of 70% at each level must be achieved before the student can proceed to the next level, and before enrolling in Level III, the student must score 70% on a practical exam. Certification at each of the three levels leads into an apprenticeship as a journeyman cook.

The Cook Upgrading component was introduced in September, 1973. The program is designed for people already in the cooking industry, and instructional schedules can be arranged around their work hours.

Under the auspices of the recently-established provincial Career Technical Centres program, the Professional Cook Training Program has embarked on joint-ventureship with high schools in the region. Under this agreement, Levels I and II are delivered in high school cafeterias, and students then complete Level III at UCC. The model has been piloted, in part, at Williams Lake High School, where Level I was offered in the Winter semester, 1999, and will be implemented in full at North Kamloops High School on February 1, 2000.

ADMISSIONS DATA AND PERFORMANCE STATISTICS

Program Description

The Professional Cook Training program is organized into three levels and is 13 months long. It is designed to cover all the sections of a professional kitchen from the preparation of hors d'oeuvres to the creation of an exquisite dessert. The student will be trained in large quantity cooking in our college restaurant, as well as international quality food preparation in our highly popular dining room.

Individuals seeking employment in a professional kitchen must have creative and artistic abilities to meet the requirements of an ever-increasing demanding public. They must be alert and quick-thinking and be able to work under pressure in order to effectively prepare a variety of interesting food for people who are looking for a greater variety of menu items.

Admission Requirements

1. BC grade 10 or equivalent, grade 12 preferred
2. Food Safe, Level I
3. Successful medical
4. Satisfactory completion of C.A.T. pretest
5. Instructor interview

Course Title	Program Level		
	Level I	Level II	Level III
Safety, Sanitation and Equipment	✓	✓	
Food Service and Kitchen Management	✓	✓	✓
Health Care/Cook-Chill	✓	✓	✓
Human Resource Development		✓	✓
Vegetable and Starch Cookery	✓	✓	✓
Meat and Poultry Cookery	✓	✓	✓
Seafood Cookery	✓	✓	✓
Stocks, Soups and Sauces	✓	✓	✓
Meat, Poultry and Seafood Cutting	✓	✓	✓
Cold Kitchen	✓	✓	✓
Baking and Dessert	✓	✓	✓
Egg and Breakfast Cooking	✓	✓	✓
Employment Skills		✓	
Practical Menu Cooking		✓	

Career Advancement

Journeyman Cook

This course will be credited towards the 3 year Professional Cook Apprenticeship. Students taking the Professional Cook Training program should consider continuing their career training and pursue a cook apprenticeship to become a Journeyman Cook.

Certified Chef de Cuisine

Journeyman cooks are eligible to become members of the Canadian Federation of Chefs and Cooks (CFCC). The CFCC now offers a study program to become a Certified Chef de Cuisine. To enrol in that program you must be a Journeyman Cook and a member of the CFCC.

Employment Skills and the Practicum Component

This is a required course designed to take the student from the production kitchens at UCC to production kitchens found in the Restaurant and Foodservices Industry. The intent is to create a transition from a learning environment to the work environment and eventual employment with the tourism industry's largest employer.

Students will be required to write a résumé and with the assistance of their instructors, find and secure a summer work Practicum for a minimum of 160 hours. Students will be evaluated by their instructor and work supervisor during and at the completion of their work experience.

While this Practicum component of the program will usually take place in the summer, students may be permitted to take this course at other times of the year after discussion and approval of their instructor.

Program Development

This program has been developed with the consultation of the Ministry of Skills, Training and Labour, other colleges and institutes in British Columbia and across Canada, members of our Professional Cook Training Advisory Committee and Business Operators not only in B.C., but also throughout Western Canada.

Graduation Credentials

Graduates who successfully complete the program will receive a Professional Cook Training Certificate from UCC. This program is recognized by the Pacific Rim Institute of Tourism and counts towards credits for the Association of Tourism Professionals designation (ATP).

PROFESSIONAL COOK UPGRADING

Program Description

The Professional Cook Upgrading Program is a modularized program which can be taken both on a full-time or part-time basis. This course is designed for people with experience in the food industry. It provides training in a variety of cooking areas (modules) in a four-week period.

If you wish to upgrade your cooking skills we can customize a training program which is both flexible in time and skills to meet your needs so that you can continue to work while attending UCC. You may select one or more courses to suit your special needs:

CORE - A la carte cooking and dining room

ENTRÉE - Meat, poultry, seafood and sauce cooking

VEGETABLE - Vegetables and starch cooking

MEAT CUTTING - Beef, veal, pork, lamb, poultry cutting

STOCKS/SOUPS - Preparation of stocks and soups

BAKERY - Yeast goods, quick breads, cookies

PASTRY - Pies, pastries, cakes, desserts

Journeyman Cook Trade Qualification Examination

The Professional Cook Upgrading program will also provide experienced cooks with the background knowledge needed to write the Journeyman Cook Trade Qualification examination.

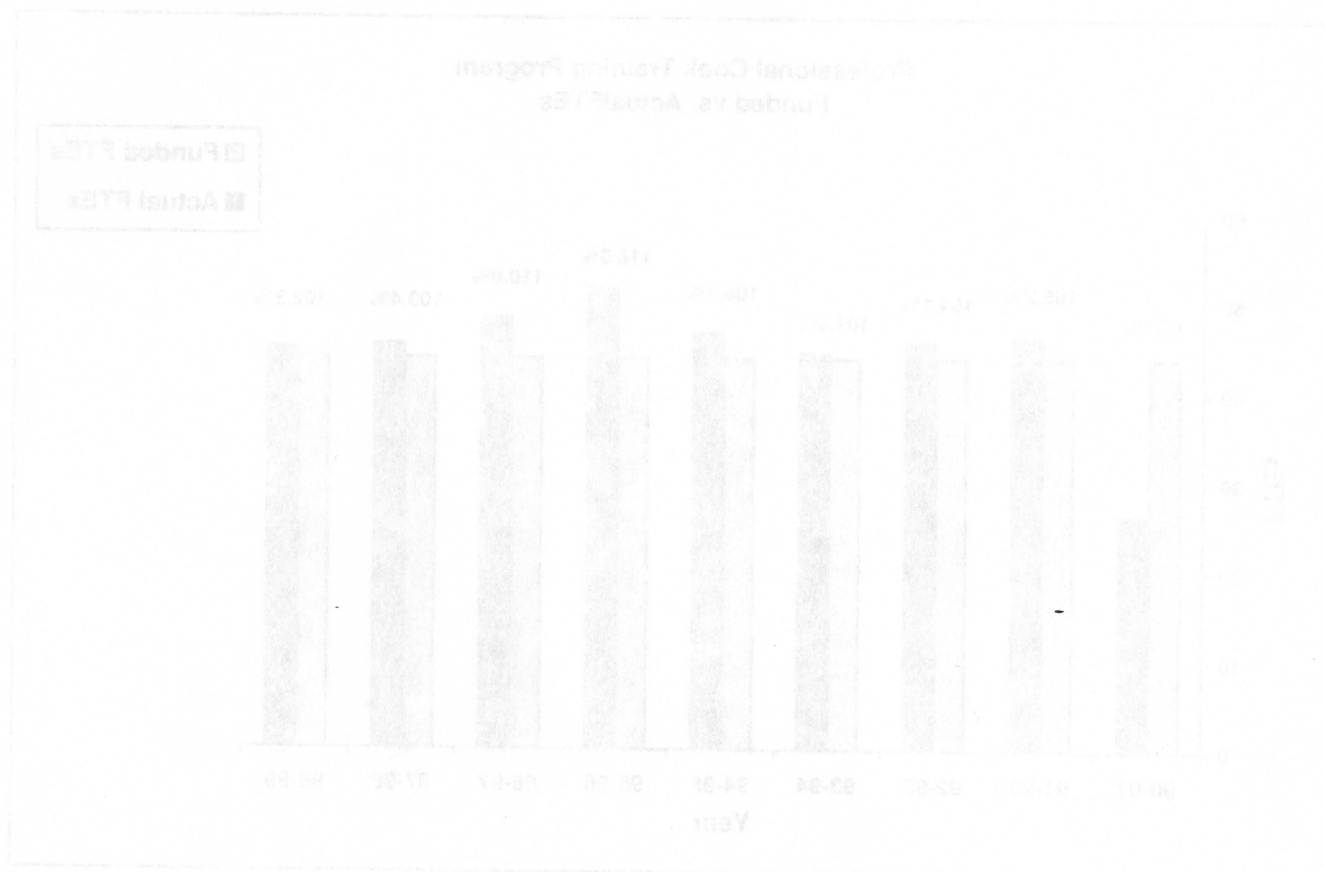
However, before applying to write the T.Q. examination with the Ministry of Skills, Training and Labour, you must have at least four years (8000 hours) documented work experience in a professional kitchen with a varied menu.

Starting Dates

First Monday of each month, September through May.

Admission Requirements

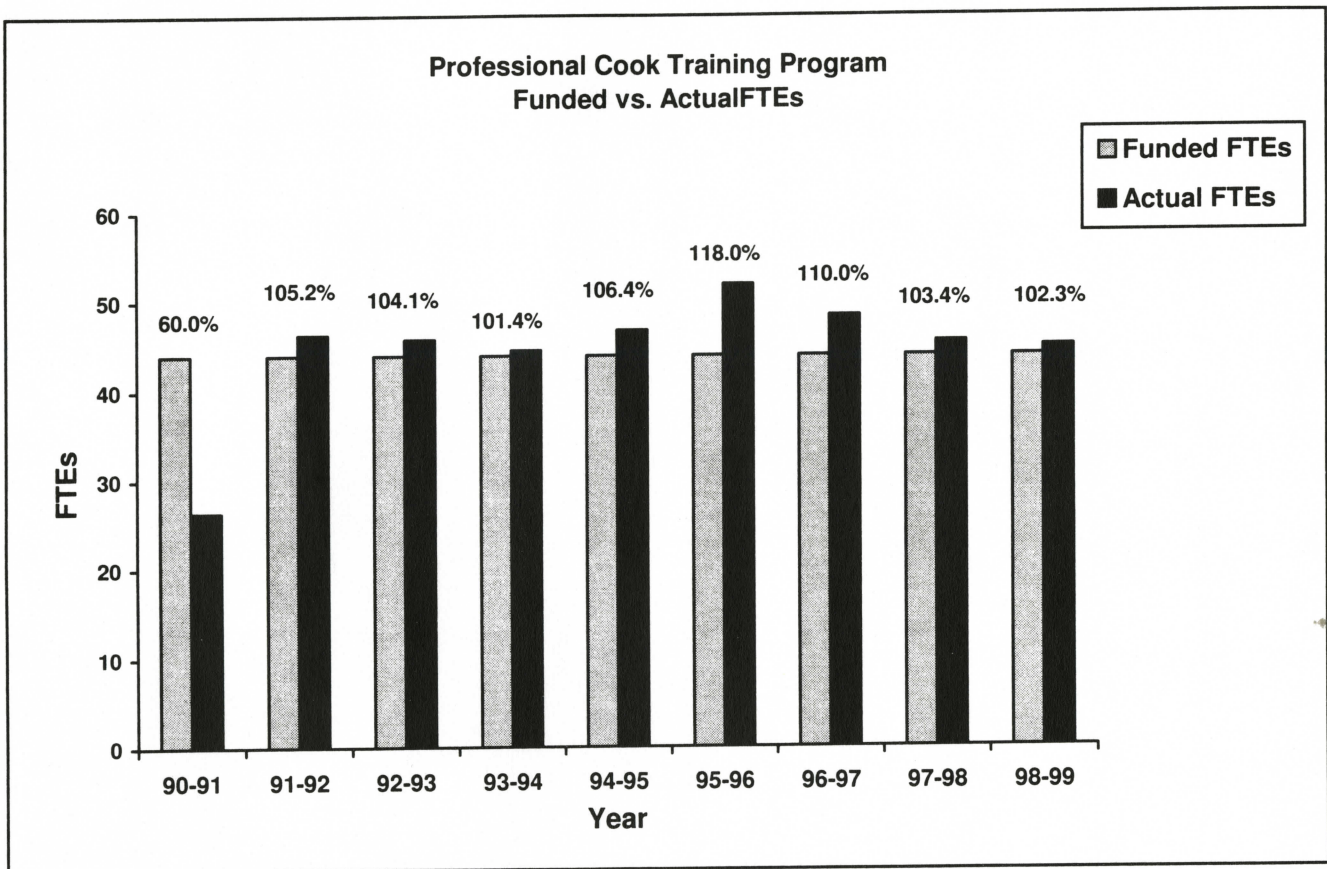
- 1) Successful medical.
- 2) Demonstrate at least two years of work experience as a cook or demonstrate at least 500 hours of related work experience plus relevant training from an accredited educational institution.



PROFESSIONAL COOK TRAINING PROGRAM

UTILIZATION RATES: 1992 - 1999

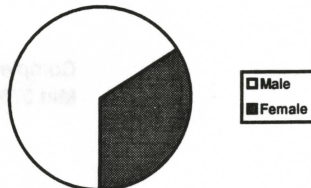
	Funded FTE	Actual FTE	Utilization Rate
1990 – 91	44.0	26.4	60.0%
1991 – 92	44.0	46.3	105.2%
1992 – 93	44.0	45.8	104.1%
1993 – 94	44.0	44.6	101.4%
1994 – 95	44.0	46.8	106.4%
1995 – 96	44.0	51.9	118.0%
1996 – 97	44.0	48.4	110.0%
1997 – 98	44.0	45.5	103.4%
1998 – 99	44.0	45.0	102.3%



GENDER RATIO OF PROFESSIONAL COOK TRAINING STUDENTS

1995/Fall – 1997/Fall Program Intake

Female:	55	34%
Male:	106	66%
Total:	161	100%



GENDER RATIO OF PROGRAM GRADUATES

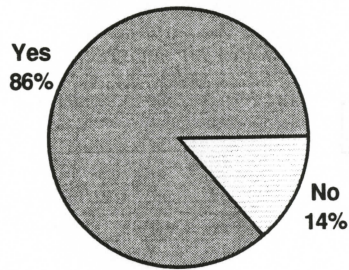
(Source: UCC Convocation Guide)

YEAR OF GRADUATION	% OF MALE GRADUATES	% OF FEMALE GRADUATES
1995	33%	66%
1996	61%	39%
1997	77%	23%
1998	56%	44%
1999	56%	44%

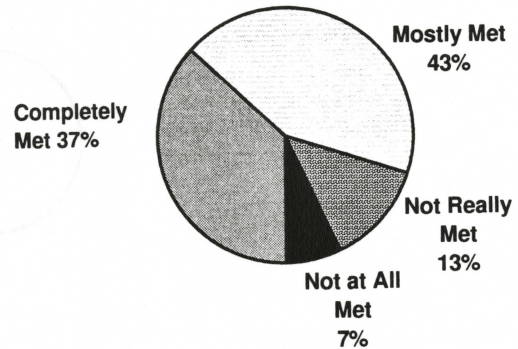
PROFESSIONAL COOK TRAINING PROGRAM **COMPLETION DATA**

(Source: Student Outcomes Reporting System, 1995-1998)

Completed Certificate Requirements
n = 57

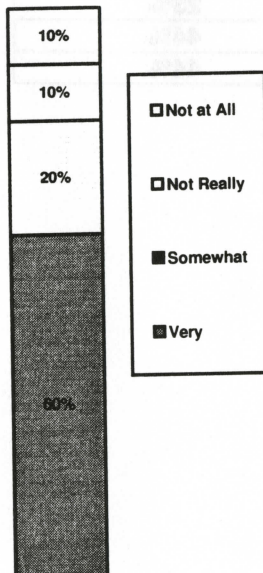


Attained Most Important Objective in Enrolling n = 54

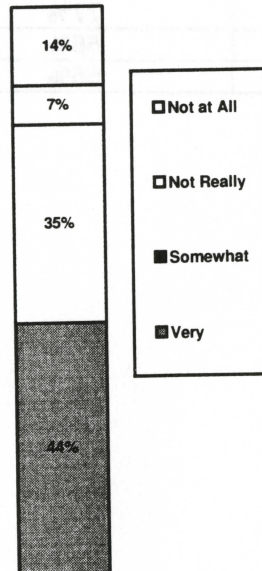


Value of Studies to Employment Outcomes

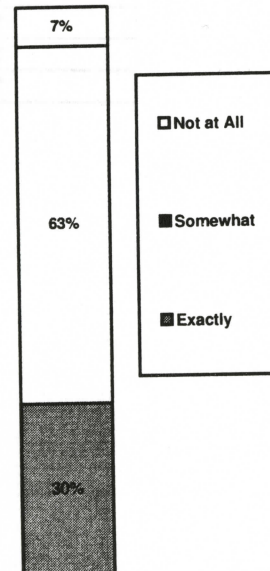
Usefulness of Training in Getting a Job
n = 30



Usefulness of Training in Performing Job
n = 43

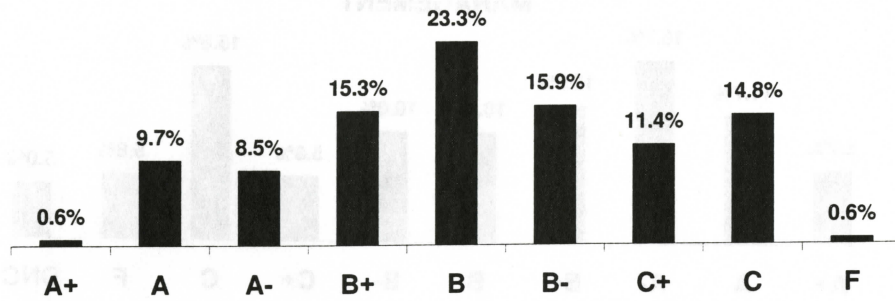


Work in Job was as Expected
n = 30

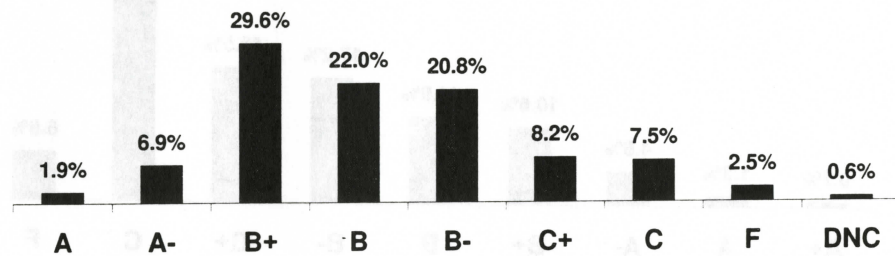


GRADE DISTRIBUTIONS: 95/FA - 99/WI LEVEL I

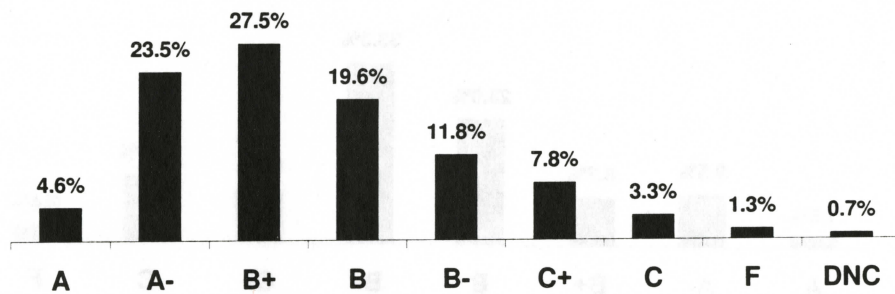
COOK 1J - SAFETY, SANITATION AND EQUIPMENT



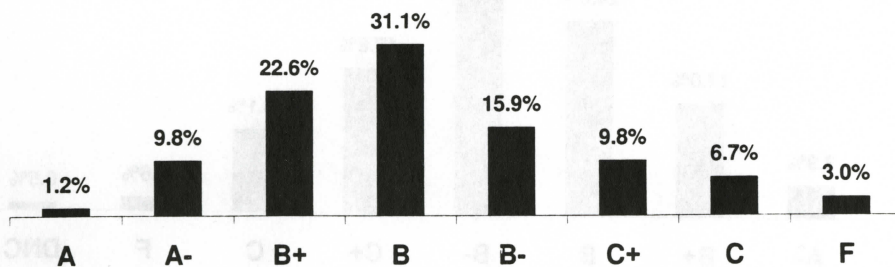
COOK 1A - VEGETABLE AND STARCH COOKERY



COOK 1D - STOCKS, SOUPS AND SAUCES

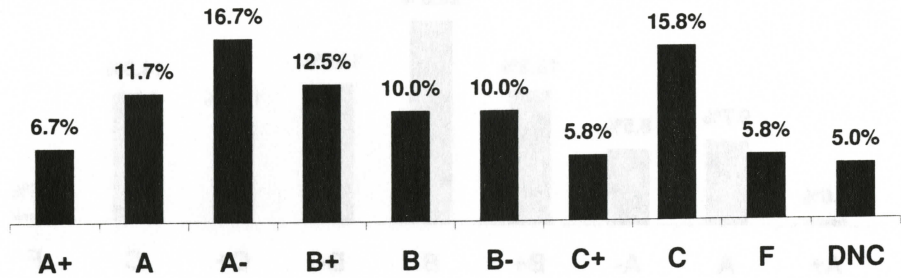


COOK 1G - BAKING AND DESSERT

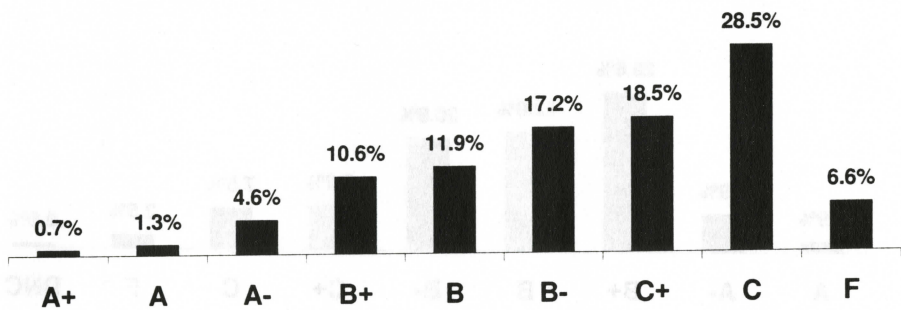


GRADE DISTRIBUTIONS: 95/FA - 99/WI LEVEL II

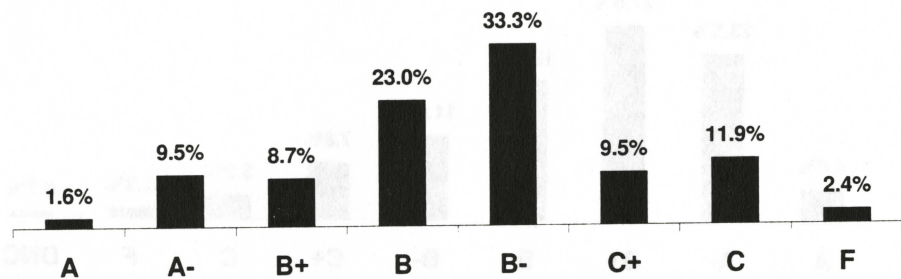
**COOK 2H - FOOD SERVICE AND KITCHEN
MANAGEMENT**



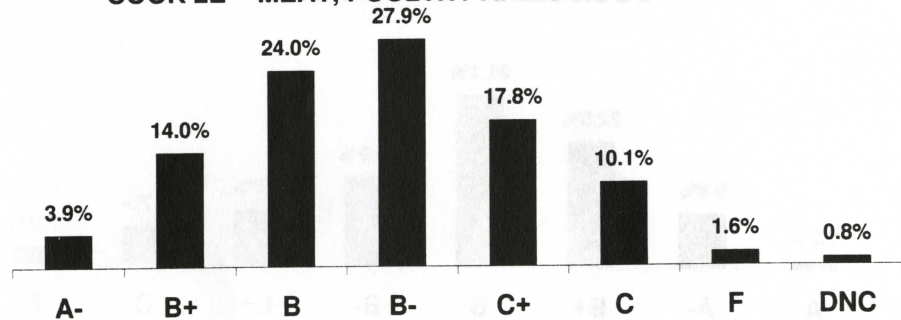
COOK 2K - HEALTH CARE/COOK-CHILL



COOK 2B - MEAT AND POULTRY COOKERY

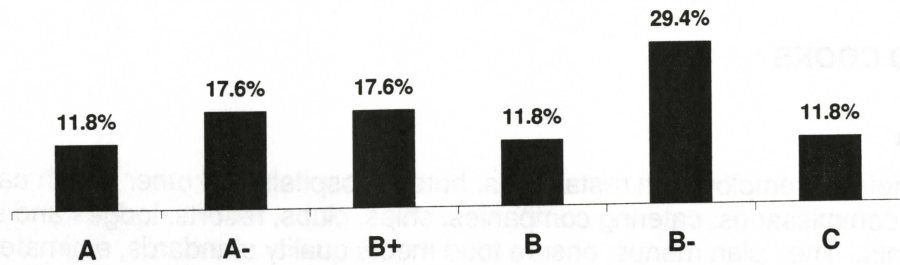


COOK 2E - MEAT, POULTRY AND SEAFOOD CUTTING

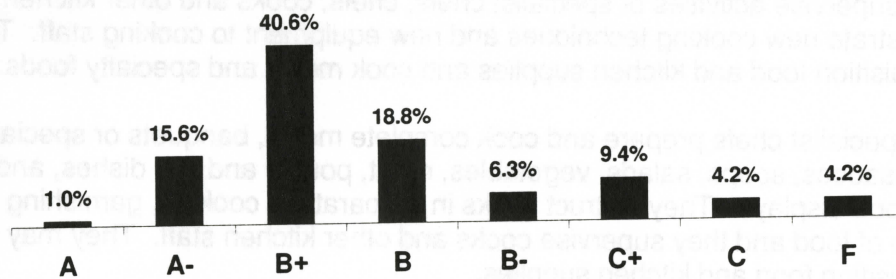


GRADE DISTRIBUTIONS: 95/FA - 99/WI **LEVEL III**

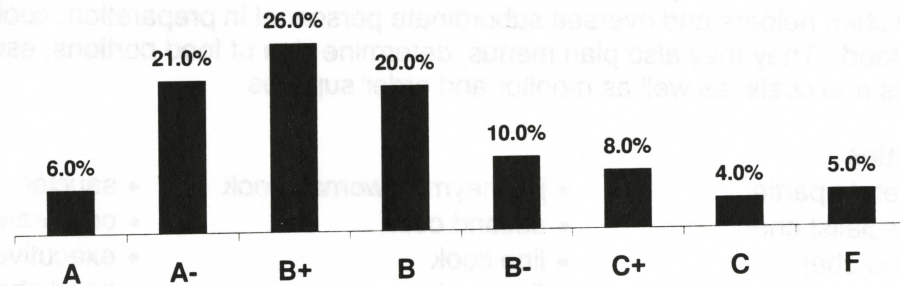
COOK 3L - HUMAN RESOURCE DEVELOPMENT



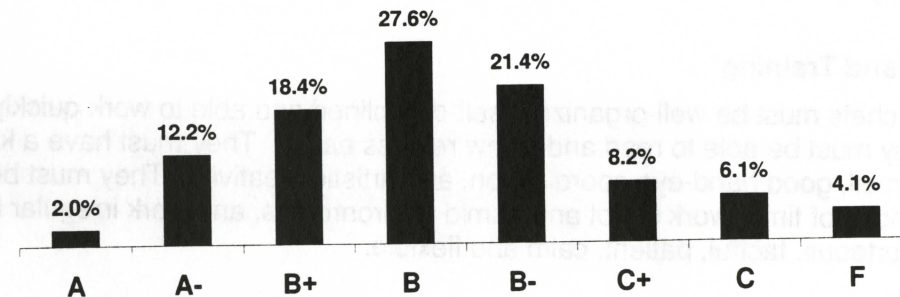
COOK 3C - SEAFOOD COOKERY



COOK 3F - COLD KITCHEN



COOK 3I - EGG AND BREAKFAST COOKERY



EMPLOYMENT PROSPECTS

(Source: BC WORK Futures, NOC 624)

CHEFS AND COOKS

Main Duties

Executive chefs are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, catering companies, ships, clubs, resorts, lodges and similar establishments. They plan menus, ensure food meets quality standards, estimate food requirements and they may estimate food and labour costs. They also supervise activities of sous-chefs, specialist chefs, chefs and cooks, they recruit and hire staff and they may prepare and cook food on a regular basis or for special guests or functions.

Sous-chefs supervise activities of specialist chefs, chefs, cooks and other kitchen workers and they demonstrate new cooking techniques and new equipment to cooking staff. They may plan menus, requisition food and kitchen supplies and cook meals and specialty foods.

Chefs and specialist chefs prepare and cook complete meals, banquets or specialty foods such as pastries, sauces, soups, salads, vegetables, meat, poultry and fish dishes, and create decorative food displays. They instruct cooks in preparation, cooking, garnishing and presentation of food and they supervise cooks and other kitchen staff. They may plan menus as well as requisition food and kitchen supplies.

Cooks are employed in the same establishments which employ chefs as well as at construction and logging camp sites. They prepare and cook complete meals or individual dishes and foods and they prepare and cook special meals for patients as instructed by a dietitian or chef. They supervise kitchen helpers and oversee subordinate personnel in preparation, cooking and handling of food. They may also plan menus, determine size of food portions, estimate food requirements and costs, as well as monitor and order supplies.

Example Titles

- | | | |
|----------------------|-------------------------|-----------------------|
| • chef de partie | • journeyman/woman cook | • saucier |
| • specialist chef | • second cook | • corporate chef |
| • sous-chef | • line cook | • executive sous-chef |
| • chef de cuisine | • first cook | • head chef |
| • garde manger, chef | • grill cook | • pastry chef |
| • dietary cook | • apprentice cook | • short order cook |
| • hospital cook | | |

Education and Training

Cooks and chefs must be well-organized, self-disciplined and able to work quickly, carefully and safely. They must be able to read and follow recipes easily. They must have a keen sense of taste and smell, good hand-eye coordination, and artistic creativity. They must be able to stand for long periods of time, work in hot and humid environments, and work irregular hours. They must be courteous, tactful, patient, calm and flexible.

Executive chefs must have the ability and maturity to oversee activities in several restaurants at once. They must acquire math, business and supervisory skills and a knowledge of health and safety issues. Comfort with computers can be important.

Most people in this field have completed secondary school as well as a college program in cooking and/or a three-year cook apprenticeship. Camosun College, College of New Caledonia, College of the Rockies, Malaspina University College, Northern Lights College, North Island College, Northwest Community College, Okanagan University College, Selkirk College, The University College of the Cariboo and Vancouver Community College offer cooking or culinary arts training programs. They take about one year to complete and prepare students for entry-level work in the trade or entry into apprenticeship. Vancouver Community College also offers a six-month certificate in Asian culinary arts and a program which combine cook training with learning English as a Second Language. Northwest Community College and University College of the Cariboo offer cook upgrading programs, designed for those already working in the industry.

Prerequisite education for apprenticeship training is Grade 10 or equivalent with English, Mathematics and Science, although Grade 12 is preferred. The apprenticeship includes technical training for three weeks each year at Camosun College, Okanagan University College or Vancouver Community College. Upon completion of the apprenticeship, an apprentice must pass an interprovincial standards examination to receive a Certificate of Qualification with an interprovincial Red Seal endorsement.

About eight to fifteen years as a cook is required to become a fully qualified chef. Those who gain experience, including in a supervisory capacity, may become executive chefs with responsibility for more than one kitchen.

Working Conditions

- The larger restaurants and expensive hotels tend to have modern equipment, convenient work areas and air conditioning. Older, smaller eating establishments tend not to have the same level of comfort in the work settings for their kitchen staff.
- In 1994, the average annual earnings for all workers in this occupational were \$15,100 (\$23,200 for chefs), but the 37% who worked full time for the full year (56% for chefs) earned an average of \$22,200 in earnings (\$27,000 for chefs).
- The rate of self-employment for chefs and cooks is 5% compared to the provincial average of 11%.
- Women account for 47% of cooks (close to the all-occupation average), but they account for only 18% of chefs.
- Younger cooks and chefs have a greater share of part-time work, many employed in fast-food outlets which accounts for the high proportion of workers aged 15 to 24 (31%).
- Older cooks and chefs have a greater share of full-time jobs that last all year round.
- Unemployment for cooks is higher than the all-occupation average and so is the proportion of this group that is employed for only part of the year due to seasonal employment and the

large number of cooks who lack the advanced skills needed for an increasingly competitive job market.

- Unemployment and the proportion of chefs working only part-time are about the same as the all-occupation average. Most chefs are in the 25 to 34 age group, reflecting the greater level of skill and experience and time needed to become a chef.

Employment Prospects

- Business at eating establishments is expected to increase with B.C.'s tourism industry.
- This is a very large occupational group, with faster than average growth which is expected to continue in the future. Cooks account for 89% of this group.
- Growing consumer preference for restaurants that offer both value and high-quality or exotic foods has the industry looking for workers who are more highly-skilled and who have experience in a wider range of tasks.
- With locally-based chefs winning internationally-recognized awards, B.C. has been developing a growing reputation for its culinary offerings. As a result, more advanced skills are being called for by this more sophisticated end of the industry.
- Many of the employment opportunities for highly-skilled chefs and cooks are concentrated in popular visitor destinations such as Vancouver, Victoria and Whistler. The prospects for higher-paying, full-time, year-round career positions will be best for cooks and chefs who have developed skills in sophisticated food preparation and presentation.

Trends and Projections

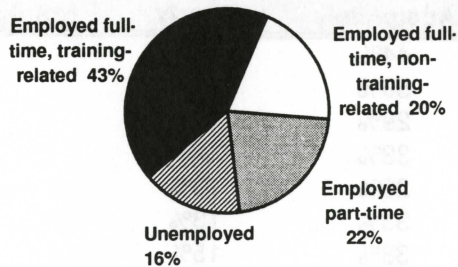
	<u>1990</u>	<u>1995</u>	<u>2005</u>
Number Employed	25,850	31,080	43,520
Estimated Openings 1995-2005	Growth (Net) 12,440	Attrition 6,130	Total 18,570

Annual Growth 1995-2005	3.4%
Main Industries of Employment	
Accommodation and Food Services	82%
Other Health and Social Services	4%
Hospitals	3%
Employment by Region	
Lower Mainland	53%
Vancouver Island	21%
Northern B.C.	10%
Okanagan/Kootenay	16%
Self-employment	5%

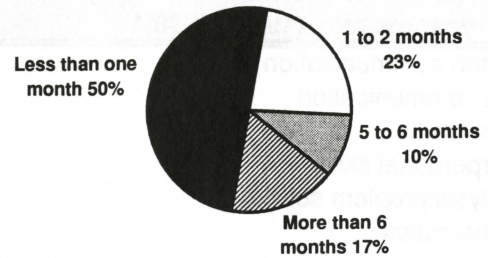
EMPLOYMENT DATA OF FORMER STUDENTS

(Source: Student Outcomes Reporting System, 1995-1998)

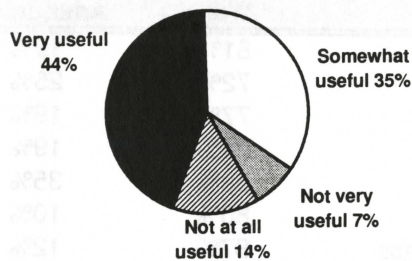
Labour Force Statistics
(n=51)



Length of Job Search
(n=43)



Usefulness of Training in Performing Job
(n=43)

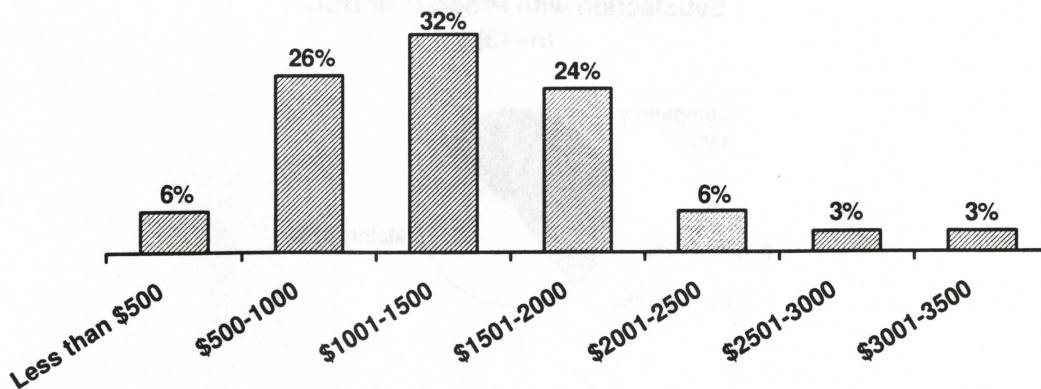


SALARIES OF FORMER STUDENTS

(Source: Student Outcomes Reporting System, 1995-1998)

Gross Monthly Salary 1995-1998

(n=34)



EVALUATION OF EDUCATION

(Source: Student Outcomes Reporting System, 1995-1998)

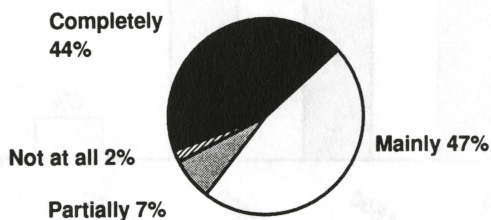
How well did the Professional Cook Training Program prepare you in the following skill areas? n = 57 four-year average (1995 - 1998)*	Well	Adequately	Poorly	Not Applicable
Written communication	44%	44%	11%	53%
Oral communication	41%	59%	0%	49%
Teamwork	71%	29%	0%	30%
Interpersonal skills	67%	33%	0%	9%
Analysis/problem solving	61%	29%	10%	14%
Mathematics	54%	33%	13%	32%
Use of computers	46%	38%	15%	54%
Use of tools & equipment	75%	25%	0%	7%
Skills for independent learning	58%	34%	8%	11%
Reading and comprehension	72%	22%	6%	36%
Entrepreneurial skills	48%	24%	29%	25%

How would you rate the following aspects of your program? n = 57 four-year average (1995 - 1998)*	Well	Adequately	Poorly	Not Applicable
Quality of teaching	81%	19%	0%	0%
Organization of program	72%	25%	4%	0%
Practical experience	77%	19%	4%	7%
Textbooks and learning materials	74%	19%	7%	0%
Library materials	58%	35%	8%	53%
Library services	80%	10%	10%	63%
Availability of instructors outside of class	87%	12%	2%	7%
Computer hardware and software	67%	25%	8%	58%
Equipment other than computers	90%	10%	0%	9%
Study facilities on campus	67%	27%	6%	13%
Program and career counselling	71%	24%	6%	36%
Places on campus for socializing	70%	23%	8%	7%

* Please note:

1998 questions used a 5-point scale - "Very Well" is included in "Well" category and "Very Poorly" is included in "Poorly".

Satisfaction with Program at UCC (n=43)



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
PROFESSIONAL COOK TRAINING PROGRAM REVIEW

Recipient	# Sent	# Completed & Returned	% Returned
Advisory Committee	11	7	64%
Faculty	6	6	100%
Employers	32	18	56%
Current Students:			
Kamloops	32	26	81%
Williams Lake	10	10	100%
Former Students:			
UCC	161	31	19%*
Student Outcomes Reporting System 1995-1998	94	57	61%
TOTAL	346	155	45%

* Due to the low response rate, these data must be interpreted with caution.

SUMMARY OF QUESTIONNAIRE RESPONSES

FORMER STUDENTS

We must interpret the results of former student surveys cautiously due to the low response rate. Only 31 of 161 questionnaires were returned, for a response rate of 19%. Despite this shortcoming, the results of this survey closely mirror those of the Student Outcomes Survey for 1995 to 1998.

There is a balanced distribution of male and female students (42% and 58%, respectively) between the ages of 18 and 24 (68%). Although grade 10 is the minimum educational admission requirement, all respondents completed grade 12 or more prior to admission.

Most respondents were employed in jobs related to their studies (89%) but earning relatively low wages (74% earned less than \$1,501 per month). These results may be influenced by two factors; first, the instance of part-time employment (16%), and second, the further training that is required to obtain the status of journeyman cook. Upon graduation from the Professional Cook Training program, students must complete an apprenticeship and invest an additional four to five years of training in order to become fully qualified in the field.

High scores were given to the general program effectiveness and the quality and expertise of instruction. Concerns identified were few and focused on the following: the lack of résumé writing; the non-use of audio-visual aids (linked to the lack of adequate classrooms); dated audio-visual materials; and the insufficient number of field trips.

The written comments identified the calibre of instruction as the major strength of the program. The lack of opportunities for students to perform in high-pressure, fast-paced environments typical of the industry was identified as a limitation of the program. This situation may have been aggravated by the high student/customer ratio in the UCC dining room.

CURRENT STUDENTS

Kamloops Campus

A more representative sample was obtained (n = 26, or 81% of those eligible for survey). Current students mirrored former students demographically. Male and female enrollment was balanced (46% and 54%, respectively). Age and educational attainment prior to admission were also similar to those of former students.

The responses closely paralleled those of former students in terms of strengths and areas for improvement.

Williams Lake Campus

The program expanded to the Williams Lake campus during the 1998/1999 academic year. Current students enrolled in the Williams Lake campus were more diverse demographically, but identified the same strengths and areas for improvement as those mentioned by students at the Kamloops campus, with a few differences brought about by the facilities used.

Students at the Williams Lake campus considered the equipment and space inadequate for the program. UCC is currently renting kitchen facilities from a local high school.

PROGRAM ADVISORY COMMITTEE

Seven out of ten (70%) Advisory Committee members completed questionnaires. Their responses mirrored those of both current and past students with regard to the quality and calibre of instruction and to the need for more instruction on résumé writing and increased emphasis on work under more realistic industry conditions.

Interestingly, there was little or no consensus in responses regarding future industry demand and in the written comments. One future trend that was mentioned more than once concerned the move toward using more pre-portioned and pre-packaged convenience foods in restaurants.

EMPLOYERS

Of the 18 employers responding to this questionnaire, 13 or 72% have hired a Professional Cook Training graduate from UCC in the past five years.

Overall, 62% of respondents felt that graduates “met” or “exceeded” expectations. They were satisfied with the graduates’ knowledge of basic skills, but showed some dissatisfaction with the level of specialized skills attained. This may be due to unrealistic expectations of the skill attainment possible following an introductory ten-month cooking program.

The written comments identified the graduates’ positive attitude, motivation and willingness to learn as major strengths. Employers echoed the need for more instruction under realistic industry conditions to improve graduates’ ability to work under pressure.

FACULTY

All faculty members responded to the questionnaire (n=6). Overall, faculty echoed the strengths identified by the other groups. Most, if not all faculty members “agree” or “strongly agree” that the program is meeting its objectives, has adequate admission requirements, and has an appropriate curriculum that is responsive to trends in industry. They are also satisfied with most aspects of the program, the students and their performance.

Faculty did not feel that students had sufficient opportunity to evaluate the program. They also echoed current and past students’ concern for the lack of field trips, and minimal exposure to résumé writing. They also identified the inadequacy of facilities as a major limitation of the program. Specifically, faculty mentioned the critical need for a demonstration lab and for more classroom space.

STRENGTHS OF THE PROFESSIONAL COOK TRAINING PROGRAM

The Evaluation Committee has identified the following strengths in the Professional Cook Training Program (PCTP):

QUALITY OF INSTRUCTION

One of the most obvious strengths of the Professional Cook Training Program is the high quality of instruction. Former and current students consistently attributed their success in the program to their instructors. The vast majority (88%) of respondents "agreed" or "strongly agreed" that instruction was satisfactory, and written comments provide further evidence that students consider instruction a major strength of the program.

The results from the survey of the advisory committee of the PCTP provide further evidence of the high quality of instructions with 86% of respondents indicating that they "agreed" or "strongly agreed" that instruction was satisfactory.

Of special note are the contributions that Kurt Zwingli has made in developing a province-wide curriculum.

RELATIONSHIP TO INDUSTRY

The PCTP currently enjoys very good relationships with industry. This is achieved, in part, through the Program Advisory Committee (PAC), which is seen by both UCC and the Ministry of Advanced Education, Training and Technology as the critical point of interface between industry and public sector training. The role of the PAC is to ensure that the training offered at the institution reflects industry standards, to forecast market demand for graduates of the program, to promote the program through its connections with industry, and to assist in the program review process.

Results from the survey of the PAC members indicate that the PCTP is seen as being responsive to the demands of industry. In practice, this can best be illustrated by the recent incorporation into the program of a 160-hour practicum between Levels II and III.

CURRICULUM

Results of the both the employer and PAC surveys indicate that the program provides students with a solid foundation in the trade. Specifically, 92% of the employers and 85% of the PAC members surveyed reported that they either "agreed" or "strongly agreed" with the statement that the graduates' knowledge and skills provided them with a sound foundation for future upgrading.

Further, the survey results indicated that students, faculty, and the PAC saw the program curriculum as being relevant. Results from the comparable section of the survey of employers, however, were less positive. This discrepancy was considered to reflect some unrealistic expectations held by employers.

However, written comments from the survey of employers frequently emphasized the positive attitude, motivation, and willingness to learn demonstrated by graduates of the program.

DEMAND FOR THE PROGRAM

Utilization rates for the Professional Cook Training Program have consistently been over 100% since 1991/1992. In addition, there are consistently large numbers of students on waitlists. There have been no difficulties in achieving capacity enrollments. This clearly indicates the continuing interest in the program.

AREAS OF THE PROFESSIONAL COOK TRAINING PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)

The Evaluation Committee identified the following aspects of the Professional Cook Training Program as being in need of improvement. Recommendations are prioritized.

1. FACILITIES/EQUIPMENT

Faculty, students, and the PAC have emphasized the need for a demonstration lab and increased classroom space. Faculty members have prepared a draft proposal outlining needed upgrades to the Kamloops facilities that would solve these deficiencies. The review committee has learned that UCC Administration will allocate funds for the renovation of the Food Training Centre, but the current plans do not include a demonstration lab or any additional classroom space. As such, the review committee recommends that:

- a) PCTP faculty complete the proposal for upgrading the Food Training Centre facility to include a complete budget of required expenditures using as a guide the formula followed by either Camosun College or Okanagan University College.**

ACTION: PCTP faculty

- b) The PCTP Chair and the Associate Dean, School of Tourism, propose the revision of renovation plans for the Food Training Centre to include a demonstration lab and additional classroom facilities. The revisions will also call for the removal of the College Access Program from its present location on the ground floor of the Food Training Centre.**

ACTION: PCTP Chair and Associate Dean, School of Tourism

Faculty, students and the Advisory Committee have identified a lack of sufficient equipment (this is especially relevant for the Williams Lake campus). The Kamloops campus has made improvements in this area with the acquisition of new equipment this year (see Appendix B), but this is a recurring problem that will only become more acute without sufficient funds. At Williams Lake, the teaching facility and equipment are severely overloaded, with one four-burner stove serving 14 students. The review committee recommends that:

- c) The PCPT faculty consider (where possible and practical) developing additional sources of funding that would allow the acquisition of adequate equipment for program;**

ACTION: PCTP faculty

- d) The Dean, Williams Lake Campus, impress upon School District #27 the need for additional equipment for the teaching facility there.**

ACTION: Dean, Williams Lake; Chair, PCTP; Associate Dean, School of Tourism

2. CURRICULUM

The results of the review indicated several areas in which the current curriculum needs to be modified in order to better meet the needs of all constituencies.

All of the surveyed groups noted the need for the curriculum to include a greater emphasis on employability skills for the students. As a result the review committee recommends that:

- a) **An appropriate amount of instructional time be specifically set aside for instruction on employability skills. This would include, among other things, résumé writing and job interview skills.**

ACTION: PCTP faculty

A second deficiency of the current curriculum that was identified in the responses to the surveys of both the students and faculty was the lack of sufficient opportunities for field trips. As such, the review committee recommends that:

- b) **The PCTP faculty reassess the current opportunities for field trips with a goal of expanding (within logistical and financial reason) the opportunities for students in the PCTP. As part of this process the faculty might consider options such as field trips to local relevant businesses (e.g., institutional food service providers, wineries) and sending smaller groups of students to the various locations;**
- c) **Based on this reassessment, the PCTP faculty develop and institute for the next academic year an increased number of student field trips.**

ACTION: PCTP faculty

The results of the surveys of both employers and former students strongly suggest that students lack experience working at a typical industry pace. Respondents from these groups noted the need for increased experience working under pressure. The review committee recommends that:

- d) **The PCTP faculty review the current practices related to food preparation in both the Cafeteria and Dining Room and propose changes to current practices that would provide (at least part of the time) students with a more realistic work environment. This could be achieved, for example, by having fewer students actually preparing food at any one given time and having the other students otherwise involved (e.g., in serving, dishwashing, bussing, field trips, etc.);**
- e) **Based on this review, the PCTP faculty develop and institute changes to current practices that would provide students with some experience that more closely resembles that of the work place.**

ACTION: PCTP faculty

The data collected both from the surveys and through the interviews with former students and faculty suggested that the current curriculum was somewhat deficient in covering certain areas.

Specifically, both employers and students noted that there was only minimal coverage of the topic of inventory control into the current curriculum. The review committee recommends that:

- f) The PCTP faculty review their current curriculum and modify it so as to include a greater emphasis on practices/theory involved around inventory control; and**
- g) Based on this review, the PCTP faculty develop and institute changes to the current curriculum to achieve this goal.**

ACTION: PCTP faculty

Additionally, employers, faculty, and the PAC indicated in their responses to the survey that an industry trend was the move towards a greater reliance on pre-packaged/pre-prepared (a.k.a. commissary) foods. While realizing that this should not be a main area of focus, the review committee recommends that:

- h) The PCTP faculty supplement their current curriculum to include discussion of the industry trend toward this increased reliance on commissary foods.**

ACTION: PCTP faculty

Finally, employers indicated in their responses to the survey that the current program was somewhat deficient in emphasizing certain types of preparation of meat, poultry, and seafood. Based on discussion with PAC members, the deficiency appeared to be related to the comparatively recent emphasis in the industry on grilling. As such, the review committee recommends that:

- i) The PCTP faculty expand (where practical) their current curriculum to include a greater discussion of, and practice in, grilling.**

ACTION: PCTP Faculty

Two items regarding minor deficiencies in the delivery of the curriculum were also identified in the responses to the student surveys. Students reported that a greater variety of teaching aids (e.g., overheads and videos) might facilitate learning. As such, the review committee recommends that:

- j) The PCTP faculty adopt a wider variety of instructional aids where possible. The review committee is aware that the current teaching environment does not easily lend itself to adopting a variety of instructional aids. This limitation, however, would be overcome with the implementation of proposed structural changes to the Food Training Centre.**

ACTION: PCTP Faculty

Perhaps related to the lack of use a variety of teaching aids was the question of the currency of some of the audio-video materials available for use. The review committee recommends that:

- k) In consultation with the library, the PCTP faculty undertake more frequent updating of audio-video materials.**

ACTION: PCTP Faculty/UCC Library Staff

3. FEEDBACK AND EVALUATION

Some students noted the need for greater objectivity in evaluation and noted the need for more regular feedback regarding practical performance. As such, the review committee recommends that:

- a) **PCPT faculty continue to use on-line evaluation tools for theoretical material and provide more regular and frequent feedback regarding practical performance.**

ACTION: PCTP faculty

Faculty noted the need for increased opportunities to receive student feedback on both their performance and the program's effectiveness. The review committee recommends that:

- b) **PCPT faculty schedule more frequent and regular opportunities for students to complete the standard UCC evaluation questionnaire.**

ACTION: PCTP faculty

4. FACULTY AND DEPARTMENT ADMINISTRATION

Faculty raised concerns about the lack of formal departmental meetings. It was pointed out that scheduling such meetings is difficult, given the faculty workload. However, the review committee recommends that:

- a) **The PCPT Chair and faculty implement more regular and formal departmental meetings, at minimum on a monthly basis.**

ACTION: PCTP Chair and faculty

Faculty and students raised concerns about the distribution of faculty workloads among the different stations. It was reported that the student/instructor ratio varied greatly across content area and stations (e.g., vegetable preparation vs. bakeshop). This situation resulted in uneven learning experiences for students and unnecessarily high stress for certain instructors. Accordingly, the review committee recommends that:

- b) **The PCPT Chair and faculty review the student/instruction ratio for each station and content area—in particular, the bakeshop—and strive to ensure a more equitable distribution of students and workload.**

ACTION: PCTP Chair and faculty

Faculty raised concerns about the inadequate Chair release since the implementation of the Williams Lake program and in light of the proposed program at North Kamloops Senior Secondary School, scheduled for 2000. The PCPT Chair's workload has increased with the added responsibilities of these new programs but no allowances have been made for any additional release time. As such, the review committee recommends that:

- c) **The PCPT Chair and the Associate Dean, School of Tourism, review the Chair's workload and allocate adequate release time to meet these additional demands. The review committee recognizes that resources may require**

reallocation prior to the successful implementation of this recommendation. Additional divisional funds may also be required.

ACTION: PCTP Chair; Associate Dean, School of Tourism; Dean, Professional Schools

5. MARKETING/AWARENESS OF PROGRAM

Faculty, students and the PAC have identified a need to increase the level of marketing for the Dining Room and Cafeteria without appearing too aggressive to the local food and beverage business community. These same stakeholders identified the need for faculty to improve liaison with industry. Following discussions with these same stakeholders, the review committee recommends that:

- a) **Faculty intensify internal marketing efforts on campus (e.g., via e-mail) and continue current community marketing efforts such as direct mail campaigns.**
- b) **Faculty increase awareness of program through Chefs' Association and the Kamloops Restaurant Association.**
- c) **Faculty increase awareness and understanding of the program, and simultaneously maintain their currency in the field, by taking advantage of funds available via the Associate Dean, School of Tourism, for industry liaison and short-term field placements.**

ACTION: PCTP faculty

6. PROGRAM ADVISORY COMMITTEE

PAC questionnaire results and interviews with faculty and PAC members identified the need to broaden the base of PAC membership and re-orient members of the PAC committee who may not have a good understanding of the program or their role. As such, the review committee recommends that:

- a) **The PCPT chair recruit a broader representation of PAC members from areas including institutional cooking (e.g., Royal Inland Hospital, Overlander) and large franchise chains (e.g., Milestones).**
- b) **The PCPT chair re-orient PAC committee members regarding the mandate of the committee and the content/structure of the program.**

ACTION: PCTP Chair

7. FUTURE DIRECTIONS

Faculty, employers, former students and Advisory Committee members are confident that the existing Entry-level program constitutes a sound foundation for the next level of training: apprenticeship programming. Professional Cooking is an expanding field, with both customer and employer demand projected to increase steadily in the next few years. The Committee accordingly recommends that:

- a) **The PCTP Chair and Associate Dean develop plans to offer apprenticeship level Professional Cook training at UCC.**

ACTION: PCTP Chair; Associate Dean, School of Tourism

APPENDIX A **METHODOLOGY**

The data were collected in the following ways:

- 1) Consultation took place with Peter Neilsen, Chair, Food Training Department, on the design of the surveys.
- 2) Surveys were administered to Professional Cook Training Program faculty, current students, former students, employers, and program advisory committee members. 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 1995-1998 graduates of the program were summarized from Student Outcomes Reporting System (SORS) data, as provided by the Ministry of Advanced Education, Training and Technology.
- 3) "Descriptive Data" on the Professional Cook Training Program's objectives, course outlines, etc., were solicited from Peter Neilsen, Chair, Food Training Department.
- 4) Data on annual FTE utilization rates, graduation rates, gender 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:
 - Claire Hanaghan, Instructor, Professional Cook Training, Williams Lake
 - Kimberley Johnstone, Instructor, Professional Cook Training, Kamloops
 - Derrick Moffat, Instructor, Professional Cook Training, Kamloops
 - Mark Perry, Instructor, Professional Cook Training, Kamloops
 - Franz Stieg, Instructor, Professional Cook Training, Kamloops
 - Former students of the Professional Cook Training program.

APPENDIX B
CAPITAL EQUIPMENT REQUEST LIST

MEMO

The University College Of The Cariboo
School of Tourism
Professional Cook Training Program

This is a list of equipment purchased or to be purchased from the funds \$50,000.00. The funds will come from the CTC program and are allocated to The Professional Cook Training program for upgrading equipment, once these funds are approved by UCC.

The following items originally approved Capital request. These items will also be funded from the 50,000.00.

2 PC #2K. for Ken Jakes, Kim Johnstone	\$ 4960.00	Received
1 Combitherm Oven / Steamer	\$ 16000.00	Ordered
Installation of the oven	\$ 2000.00	

The following items will be ordered once the funds are place.

1 Range with 6 Burners with Oven	\$ 3000.00
1 Range Hood / Mechanical work (6 feet double sided 20 gauge with filters CSA standards)	\$ 4000.00
1 Only Mixer, Blender	\$ 550.00
1 Only Ice Cream Freezer	\$ 1800.00
1 Only Double Sink for Bakery	\$ 1000.00
Purchase of Sausage Maker from Overwaitea (This is for the Retail Meat Cutting Program)	\$ 2000.00
1 Only Colour Printer 720 C Desk Jet	\$ 600.00
Total	\$ 35000.00

Some the funds will used to upgrade small wares in the kitchen.

[illegible]

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