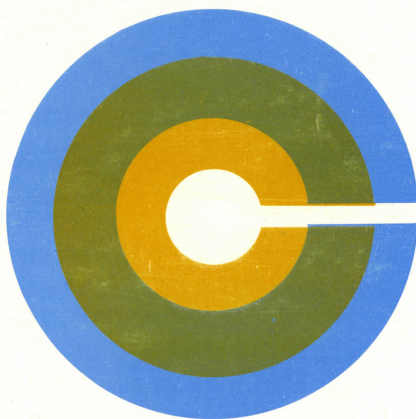


REPORT  
on the  
PROGRAM REVIEW  
of the  
PROFESSIONAL COOK TRAINING PROGRAM



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REPORT  
on the  
PROGRAM REVIEW  
of the  
PROFESSIONAL COOK TRAINING PROGRAM

OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION

JANUARY, 1990

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### SUMMARY

The Professional Cook Training Program is a viable, well respected operation that produces graduates with a thorough grounding in food preparation, sanitation and health practices, and 'a la carte dining. Employers, industry representatives, and former students praise its instructors as dedicated, helpful and encouraging, and recognize that the program offers excellent equipment and quality food materials.

The primary concern with the program centres on the growing demands made by food production and its impact on instructional effectiveness. The Program Evaluation Committee makes several recommendations that will alleviate, in both the short and long term, the growing demand for food services to the College community, while recognizing their necessity as a practical element of the course. The incorporation of a theory seminar and the involvement of instructional staff in the career counselling of students will further promote the well-being of the program.

But perhaps the most vital concern is the apparent lack of an effective marketing strategy to promote both the program and its graduates. The Committee acknowledges and applauds the completion of the promotional video for Cook Training, but sees it as only one step in an overall plan to ensure the success of the program. Only an aggressive and thorough marketing plan, coupled with an effective admissions policy, will secure both the number and type of students this program needs to continue its mandate.

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## TABLE OF CONTENTS

	Page
Summary	i
Table of Contents	ii
Program Review Committee	iii
Introduction	1
Background	1
Discussion of Questionnaire Responses	2
Questionnaire Data	3 - 4
Tabular Summary of Questionnaire Data	5
Admissions Data and Performance Statistics	6 - 12
Placement Data	13 - 14
Strengths of the Program	15
Areas Which Can Be Improved (With Recommendations)	16 - 20
Appendix A: Methodology	21

**THE PROGRAM EVALUATION COMMITTEE**

(December 4-5, 1989)

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Carol Davy



## INTRODUCTION

The Program Review for the Professional Cook Training Program was undertaken from June, 1989 through December, 1989. Initial data were solicited from the Chairperson, Food Training, on June 8, 1989. Questionnaires were mailed to the Professional Cook Training Advisory Committee on September 13, and to employers on September 14 (with a follow-up on October 20). Former student surveys were mailed on September 13, with a second mailing on October 20. Professional Cook Training faculty received their surveys on September 25, and current students were surveyed on October 24. The cut-off date for all responses was December 1, 1989. The Evaluation team met to analyze and deliberate on the data on December 4 & 5, 1989 and a draft report appeared later that month.

## BACKGROUND

The Professional Cook Training Program was established at Cariboo College in January, 1972, as a ten month pre-employment program. Its aim was to provide "on-the-job basic training in the College cafeteria for persons interested in a career in the Food Catering Industry". The Cook Upgrading component was introduced in September, 1973, and the Short Order Program in 1975 (the latter was dropped in 1976). Professional Cook Training moved to a competency-based, fixed intake TRAC model in September, 1984. In 1987, the curriculum was modified to the present format.

Currently, Professional Cook Training is offered in modified TRAC format and includes the following modules: Core Skills, Short Order, Institutional Cooking, and Dining Room/Banquet Cooking. Each module must be completed with a passing mark in order to move onto the next module, and the initial three modules must be successfully completed in order to receive a certificate. Trainees are taught a series of preparations, namely, short order, egg and breakfast cookery, vegetable cookery, meat and poultry, seafood, stocks, soups and sauces, oven-ready meatcutting and portioning, cold kitchen and buffet work, baking and desserts.

Professional Cook Upgrading is designed for people who are already in the food industry. Each module lasts four weeks and provides training in special areas. This program also offers the experienced cook the background knowledge to write the Journeyman Cook Trade Qualification examination.

## DISCUSSION OF QUESTIONNAIRE RESPONSES

### **1. Advisory Committee Survey:**

Of 13 Advisory Committee members surveyed, eight responded for a return rate of 61%. Normal response rates from advisory committees approximate 100%.

### **2. Employer Survey:**

Of 42 employers surveyed, 16 responded for a return rate of 38%. This is a reasonable rather than impressive return rate; nonetheless, it is a sufficient base from which to draw statistically meaningful inferences.

### **3. Current Student Survey:**

Of the 28 students currently registered in the program, 23 responded for a return rate of 82%.

### **4. Former Student Survey:**

Of 273 former students surveyed, 86 responded for a return rate of 32%. This figure is marginally below the return rate of one in three (33%) which would allow us to draw statistically meaningful conclusions, but is close enough for us to give substantial credence to the data reported. For a profession such as cooking, with its characteristics of high turnover and transience, a 32% response rate is satisfactory, particularly when the non-locatable rate among former students was 26% (70).

### **5. Faculty Survey:**

All six faculty in the Professional Cook Training Program responded for a return rate of 100%.



## QUESTIONNAIRE DATA

### **(Professional Cook Training Program)**

The following trends were detected in the questionnaire responses:

#### Advisory Committee Survey

With 61% of the Committee members completing the survey, the following points surfaced:

- i) the program offers students a thorough grounding in food preparation and general cooking techniques;
- ii) the graduates would benefit from practical work experience to enable them to better grasp the pressures and pace involved in the work environment;
- iii) the program could greatly benefit from a vigorous marketing strategy to ensure a higher profile;
- iv) the Advisory Committee should meet more frequently or consider scheduling more meetings of specific task forces to better facilitate its role.

#### Employer Survey

The 38% of employers were very clear in stating that the students were well prepared in basic food preparation, sanitation and health practices, and quantity cooking, but also noted:

- i) students needed more work experience in their program relevant to the speed and organizational skills required in the work place;
- ii) students are in need of more basic math such as is necessary for the re-calculation of recipe portions;
- iii) graduates could use more specific instruction in the specialized dietary needs of the elderly or hospitalized.

#### Current Student Survey

With 82% of the present students responding, the results indicated a positive reaction to most facets of the program, especially the helpfulness of instructors; however, the students were careful to note issues with which they were dissatisfied:



- i) food production tends to dominate the actual instruction, and the program is perceived as lacking in theory;
- ii) there is a general dissatisfaction with the inconsistency between texts and computer test responses, and with the quality of the videos/films in the LRC;
- iii) there were some concerns about the admissions procedures, especially with respect to wait lists for the program.

#### Former Student Survey

Of the responses from the former students, 57% were glowing in their praise for both instructors and program, but this constituency did address a few concerns:

- i) the need for more instruction in specialized dietary needs and banquet planning;
- ii) the need for immediate revision of LRC materials, especially in the area of computer test banks, to remove repetition and correct errors;
- iii) the need for more practice in costing, portion control and calculation, and for review of basic math;
- iv) the need for closer admissions screening to eliminate those students who are not really committed to the program or the field of cooking.

#### Faculty Survey

The program faculty, in reviewing their efforts, also clearly identified the following concerns:

- i) the pressure of providing food services to the College community and the emphasis on generating revenue are perceived to be at the expense of optimum instructional practice. This situation can only worsen as College enrolment continues to grow;
- ii) the curtailment of individual release time for professional development/course preparation each year by the pressures of food production. (Ancillary to this point is the general perception that the actual time available for curriculum and course preparation is not sufficient);
- iii) the lack of an on-going, consistent, and effective program marketing plan.

TABULAR SUMMARY OF QUESTIONNAIRE DATA  
PROFESSIONAL COOK TRAINING PROGRAM

recipient	# sent	# completed and returned	% return
Advisory Committee	13	8	62%
Employers	42	16	38%
Current Students	28	23	82%
Former Students	273	86	32%
Faculty	6	6	100%
TOTAL	362	139	38%

Former Students Returned by Post Office (all years)	70
Former Student Non-Respondents	117

As at December 1, 1989

## ADMISSIONS DATA AND PERFORMANCE STATISTICS

### Admissions Requirements:

#### **Cook Training:**

##### a) Educational Requirements

- 1) B.C. Grade 10 or equivalent; Grade 12 preferred.

##### b) General Requirements

- 1) Successful medical
- 2) Satisfactory completion of entry-level reading and math pretest. (CAT-17)

#### **Cook Upgrading:**

Demonstrate at least two years' work experience as a cook or at least 500 hours of related work experience plus relevant training from an accredited educational institution.

### Program Capacity/Program Demand over past five years:

Program Capacity: 49 FTE; 40 students at any given time.

The program fills to capacity or near capacity in September and November, but experiences low intakes in March and June.

Figures 1 to 3 demonstrate the pattern of Professional Cook Training enrolments, by intake, from January, 1984 to September, 1989. The graphs indicate that healthy enrolments of 90% to 95% of program capacity take place in September, with, in recent years, substantial intakes of 70% to 95% in November each year. Countervailingly low intakes of 50% to 25% (or worse) are the general pattern for the March and June intakes.

Another observation is that Cook Training enrolments peaked in 1985/86 with annual figures of 54 and 55; the past three years have seen a decline to 42 in 1987, 36 in 1988 and 21 for 1989.

These data are presented on Figures 1 to 3 in pie chart as well as bar graph form.

### Gender Ratio Male/Female

An examination of all Professional Cook Training intakes from September, 1984 to August, 1989, reveals that of 210 enrollees, 124 were male and 86 female, for an approximate ratio of 3:2 in favour of male students. More recently, in the last two years, the ratio appears to be balancing out at 1:1.



### Attrition Over Past Five Years:

Because of the competency-based nature of the program, Professional Cook Training experiences very low attrition rates. Of the 283 enrollees in the program between September, 1983 and September, 1989, there were 246 completions and only 12 withdrawals; for Cook Upgrading over the same period, the figures were 18 completions and one withdrawal in an enrolment of 19.

### Professional Cook Training:

<u>Year</u>	<u>Headcount</u>	<u>W</u>	<u>% Attrition</u>
1983 (Sept only)	27	-	---
1984	43	4	9.3%
1985	54	3	5.6%
1986	55	1	1.8%
1987	42	2	4.8%
1988	36	2	5.6%
1989	21	1	4.8%
TOTAL	<u>278</u>	<u>13</u>	<u>4.7%</u>

### Cook Upgrading:

1984	3	-	---
1985	4	1	25%
1986	5	-	---
1987	4	-	---
1988	2	-	---
1989	7	-	---
TOTAL	<u>25</u>	<u>1</u>	<u>4.0%</u>

### Grade Distribution:

The pie charts on pages 11 and 12 illustrate the grade distribution for four randomly selected modules in Professional Cook Training: Cook CSA (Kitchen Safety Practices), Cook DRD (Dining Room Soups), Cook ICC (Institutional Cold Kitchen), and ICD (Institutional Entree Cooking). The sample demonstrates student performance in these modules over the last two years (1987 to 1989).

As it is typical of vocational programs, there are no "D" grades; the minimum pass is a "C" grade, or 70%.

FIGURE 1

# COOK TRAINING ENROLMENTS (BY INTAKE)

January 1984 to November 1985

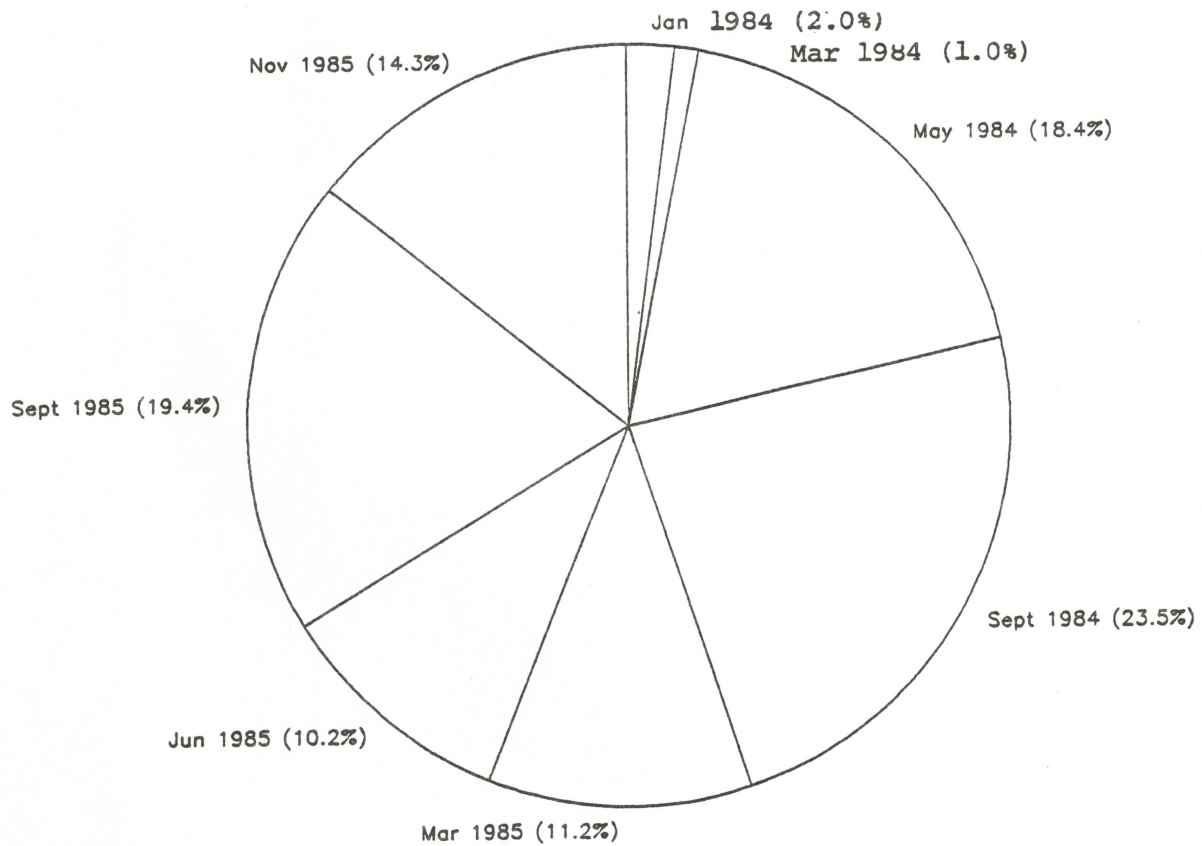
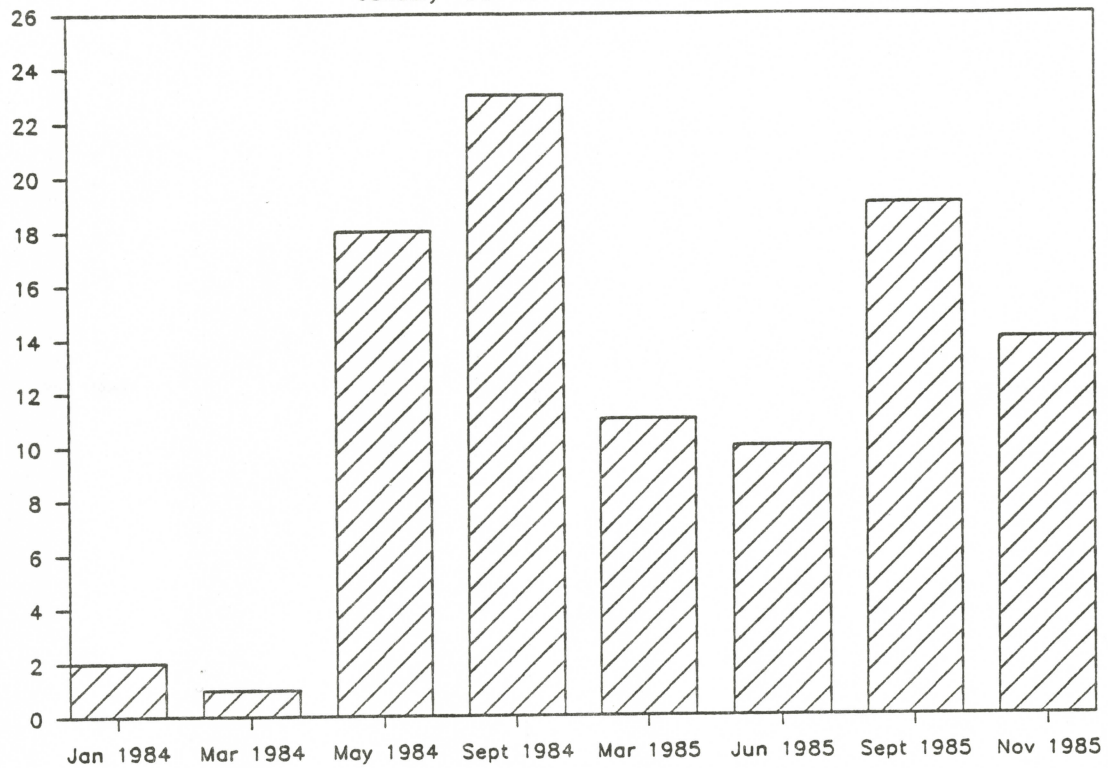
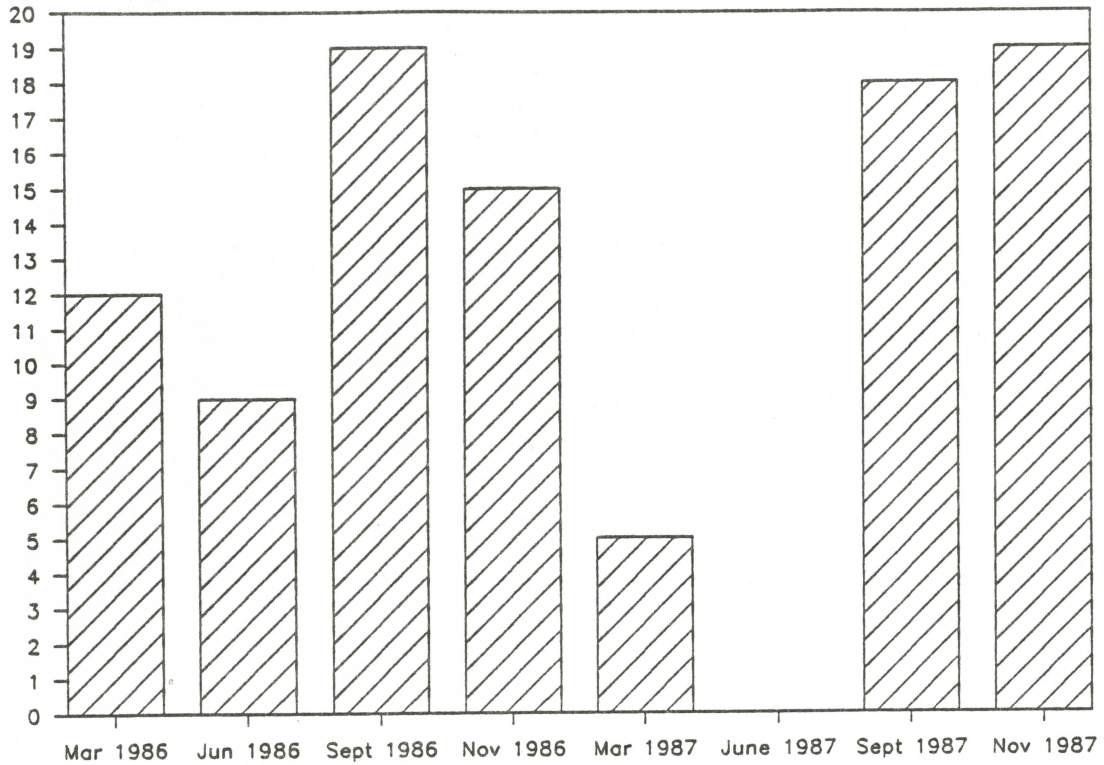


FIGURE 2

# COOK TRAINING ENROLMENTS (BY INTAKE)

March 1986 to November 1987



\*JUNE 1987: no intake

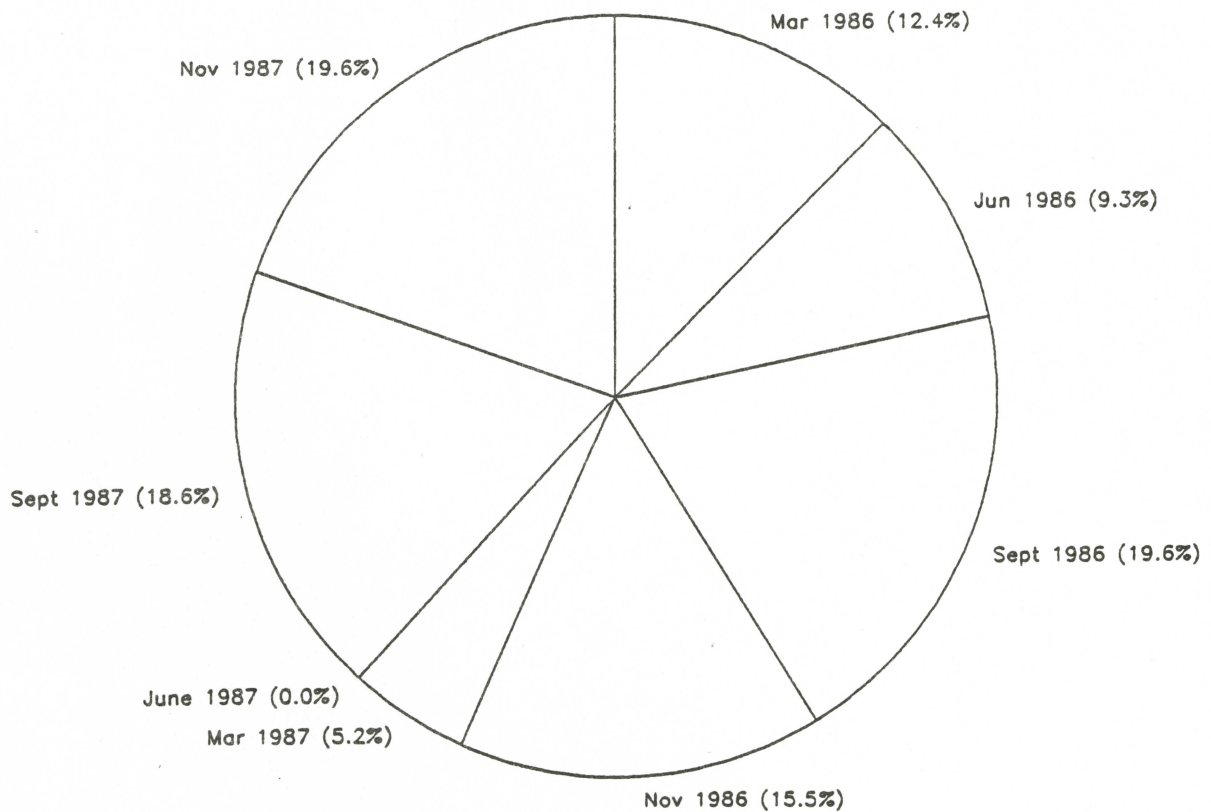




FIGURE 3

# COOK TRAINING ENROLMENTS (BY INTAKE)

March 1988 to November 1989

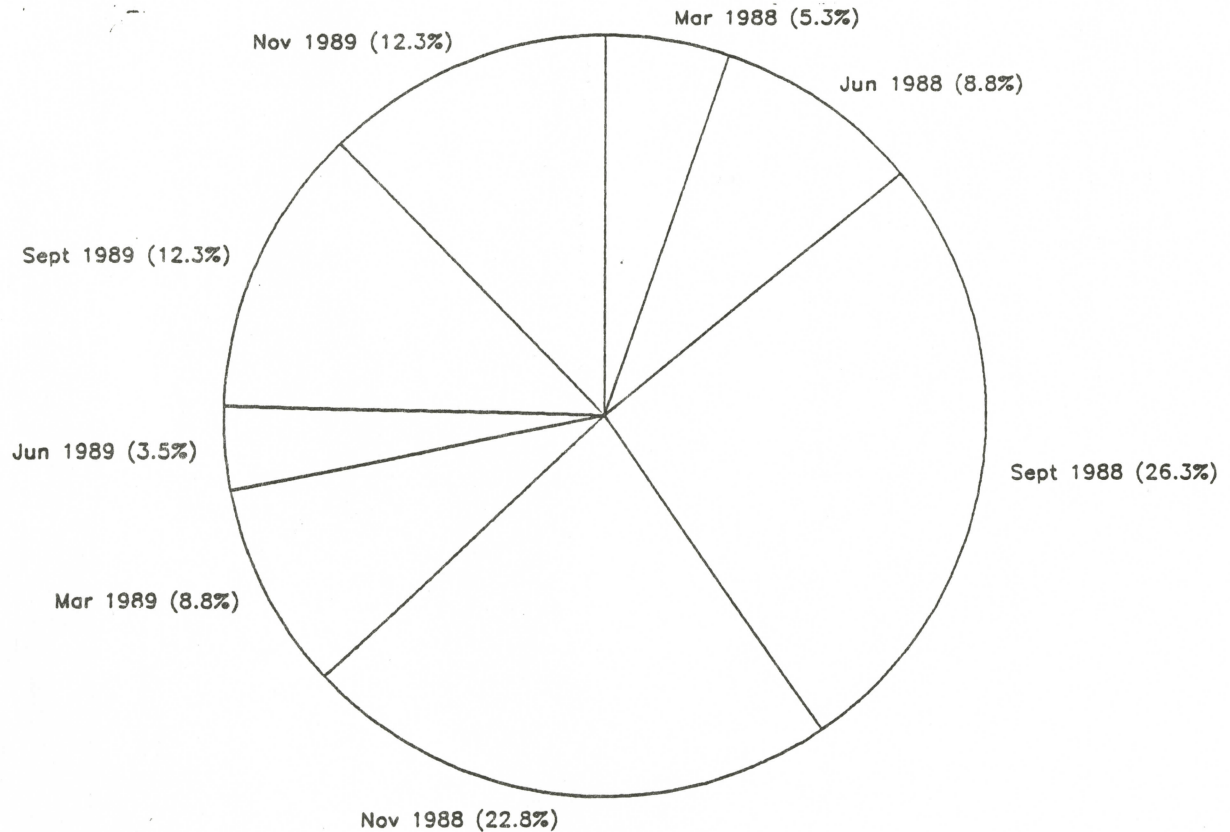
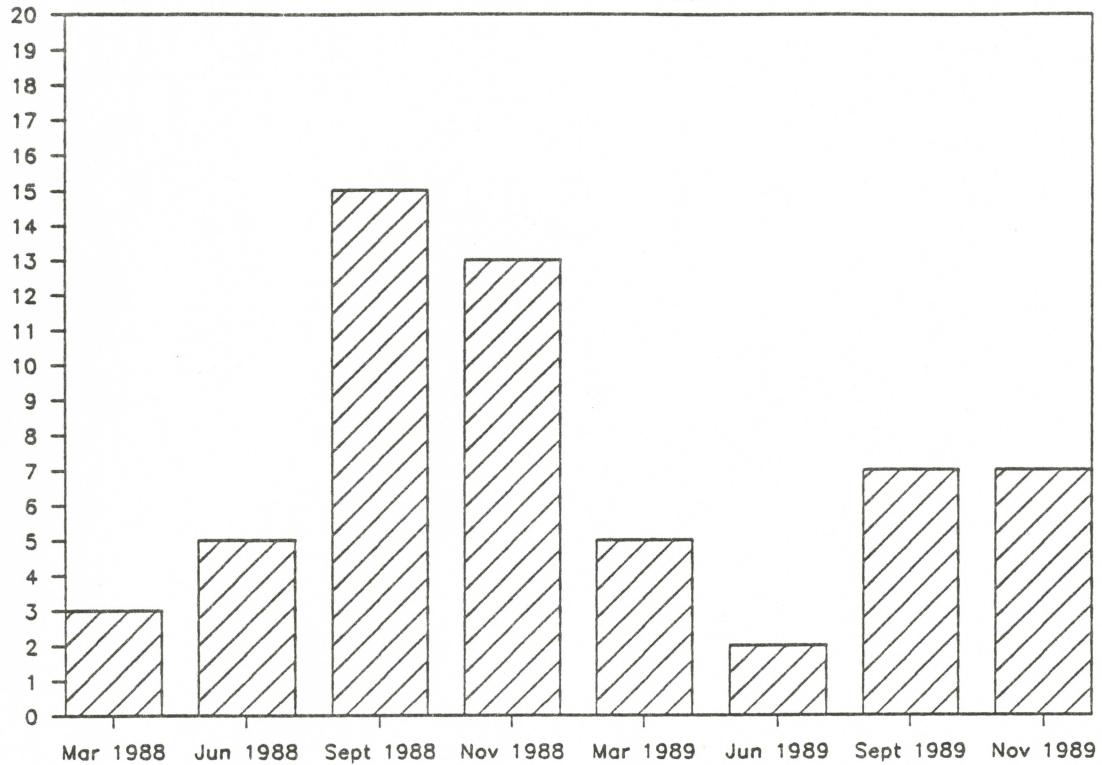
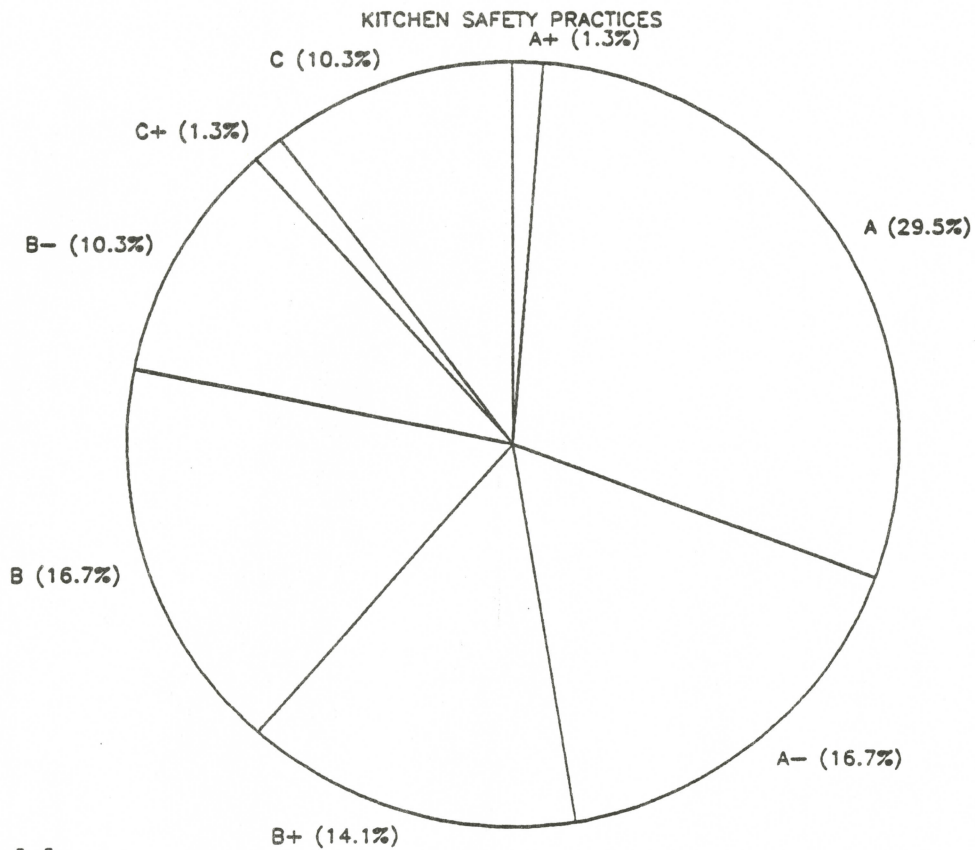
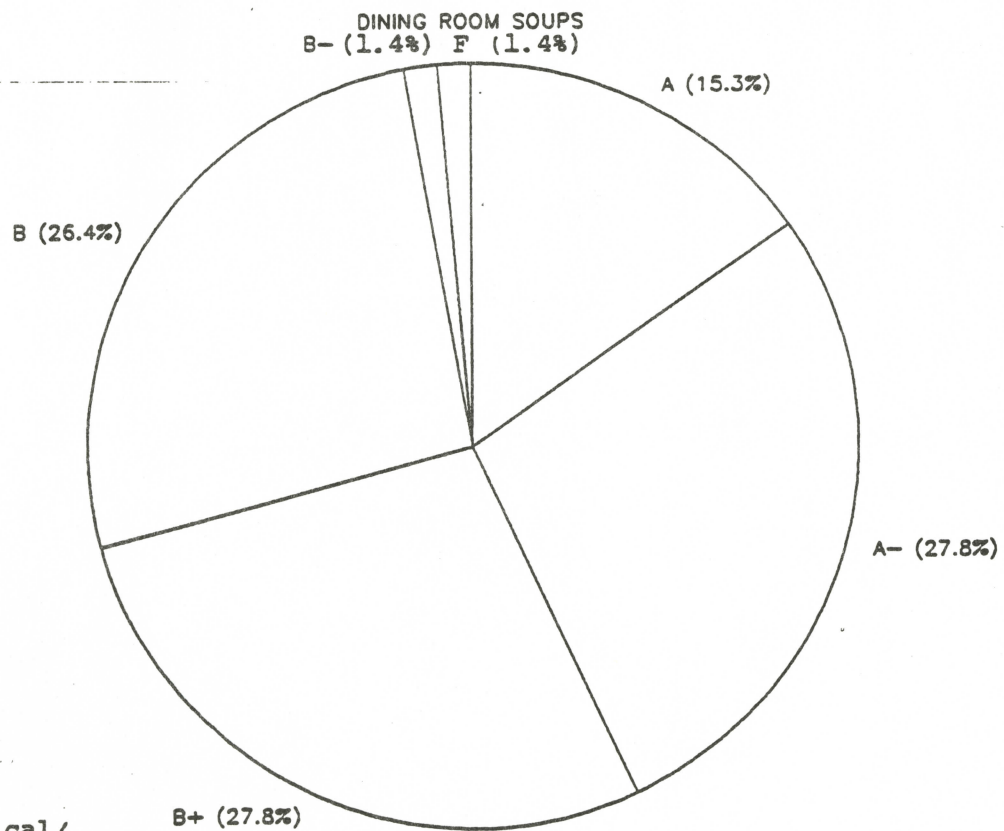


FIGURE 4  
GRADE DISTRIBUTION - COOK CSA



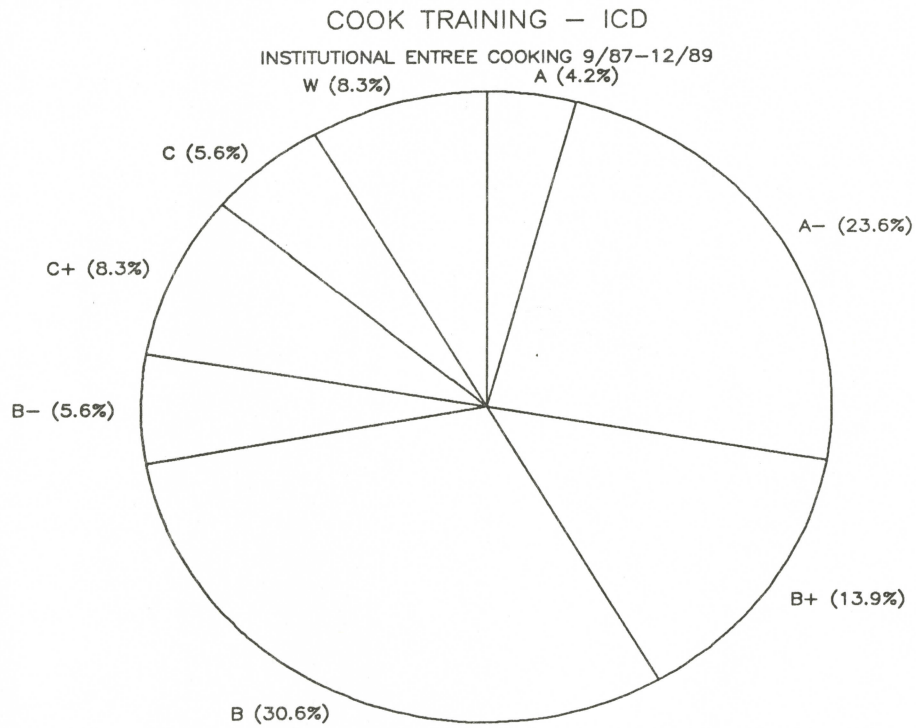
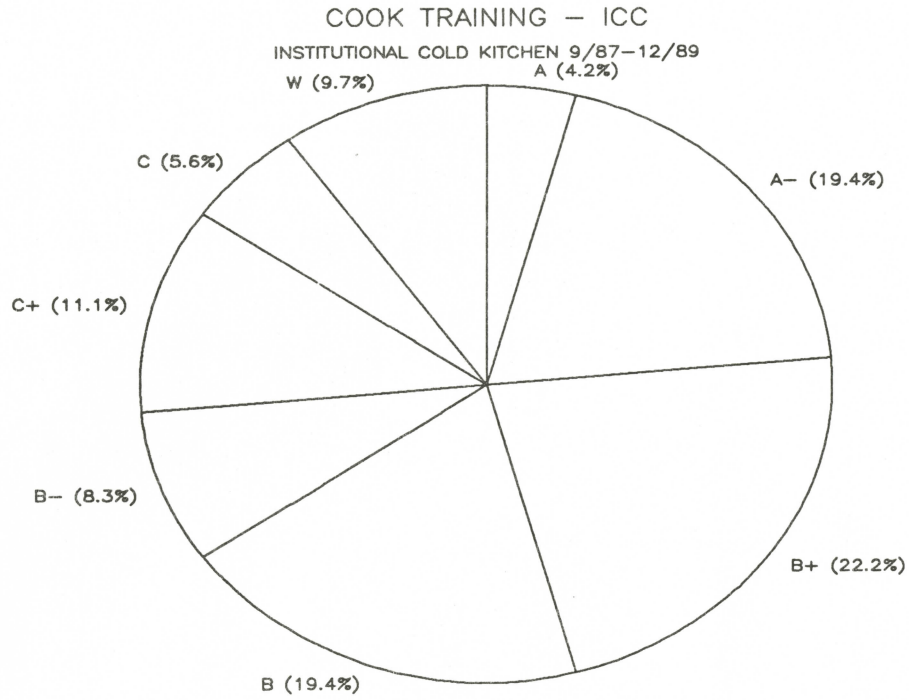
\*Self-paced Module

GRADE DISTRIBUTION - COOK DRD



\*Combined Practical/  
Theory Module

FIGURE 5





## PLACEMENT DATA

### Types of Employment:

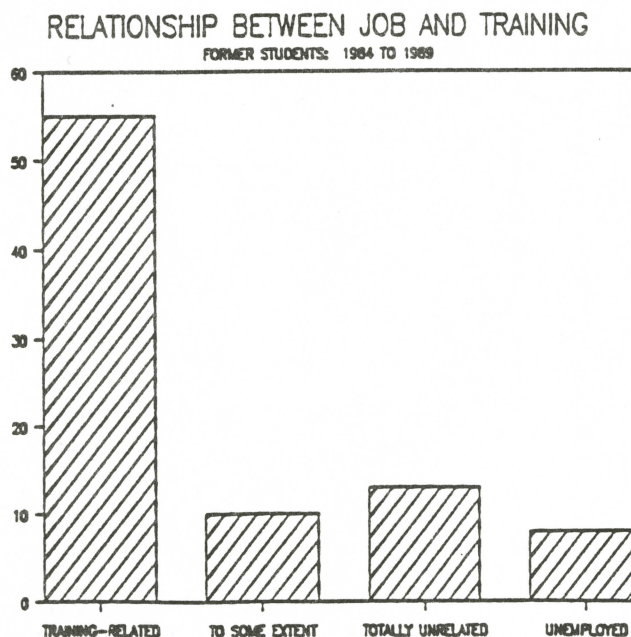
Types of jobs for which graduates are suitable are 2nd year Apprentice, Short-order Cook, Camp Cook, and Institutional Cook. Better paying, full-time, year-round career positions require higher skills levels, and are to be found in B.C.'s increasingly sophisticated tourism and hospitality industry, and in institutional service.

### Placement and Employment:

Within the College, jobs are posted on a notice board as they are received by the Food Services Department. Students are referred to interested employers on an informal basis. Most graduates find work immediately after graduating, but many change jobs in search of better pay.

Of 86 former student respondents, 55 (64%) indicated they were in training-related jobs; 10 (12%) reported being in jobs related to some extent to their training; 13 (15%) were employed in occupations totally unrelated to their training, and eight (9%) were unemployed.

TRAINING-RELATED	55
TO SOME EXTENT	10
TOTALLY UNRELATED	13
UNEMPLOYED	8



### Current Salaries:

Low paying jobs are plentiful in the \$5.00 to \$6.00 per hour range. Of 86 former student respondents, 75 disclosed approximate salaries for an average of \$1,550.00 per month (\$18,600.00 per annum). The average for those in training-related jobs was \$1,485.00 (\$17,820.00 per annum), for those in jobs unrelated to their training, \$1,615.00 (\$19,380.00 per annum); the figures for the latter category, however, are highly suspect, as monthly wages of \$5,000.00 were reported.

Hourly wages are as follows:

Cook Apprentice:	\$ 6.00 - \$ 7.50/hr
Short Order Cook:	\$ 5.00 - \$ 6.50/hr
Camp Cook:	\$ 7.00 - \$12.00/hr
Cook (Union):	\$10.00 - \$11.00/hr.

### Job Opportunities Projection:

Compared to all other occupations, B.C. job growth in this occupational group was above average between 1981 and 1987, and is expected to grow at an average rate into the mid-90s. An increase of approximately 3,000 new jobs is expected between 1989-95, and job openings resulting from replacement or attrition needs are estimated at 3,690 for the period. By 1995, this occupation is expected to employ more than 25,200 workers in B.C. Cooks and Chefs are the ninth largest job group in B.C., but turnover rates are more than six times those of other industries.

Across Canada the employment growth in this group was extremely rapid during the 1970s and has not really declined since, with projected growth expected to be well above average.

### Further Education Opportunities:

Opportunities for further education are to be found in the following programs:

- Cook Apprenticeship (Okanagan College; Vancouver Community College: City Campus);
- Cook Upgrading (Cariboo College);
- Journeyman Cook (Open Learning Agency);
- Certified Chef de Cuisine;
- Tourism Supervisory Development Program (Cariboo College);
- Food and Beverage Management Certificate Program (Cariboo College).

A small but vociferous minority of Cariboo College Professional Cook Training graduates lamented the fact that Cook Apprenticeship and Journeyman Programs are available only at Okanagan College, Kelowna, necessitating relocation for students who wish to continue their training.



### STRENGTHS OF THE PROGRAM

The following strengths may be identified in the Professional Cook Training Program:

1. Chronicled by former and current students, as well as industry representatives, is an abiding respect for the competence and dedication of the program instructors. There is strong approval for the personalized instruction as well as for the team effort of the teaching staff.
2. Compared to those of Lower Mainland institutions, the current size of this program is to be commended. The program is applauded for its friendly instruction and a student-instructor contact ratio that fosters a supportive learning environment.
3. Employers observed that graduates of the program have a sound foundation in health/sanitation practices, basic cooking, and 'a la carte preparation.
4. The Cariboo College dining room is acknowledged for its excellent instruction and for the quality of foods that students are allowed to work with there.
5. The design of the program is recognized as being appropriate for the students, and its curriculum as sufficiently comprehensive to meet industry needs.
6. The superior equipment and facilities are accredited by former students, employers and advisory committee members alike, while the quality and range of food materials employed in the program are rated excellent by all people involved in the evaluation.
7. Although not unique in the province, in general, the Cariboo College Professional Cook Training Program, and particularly the 'a la carte dining room, has a very high Provincial reputation.



**AREAS WHICH CAN BE IMPROVED**  
**(WITH RECOMMENDATIONS)**

Analysis and discussion of the data and the input from the eight interviews with current and former students, instructional staff, and a co-ordinator of a related program suggest that the following areas of the Professional Cook Training Program might be improved. The seven identified areas needing improvement have been prioritized, as have the recommendations within each area.

**1. Food Production:**

While food production is recognized by employers and advisory personnel alike as providing students with practical "hands-on" experience, this aspect of the program is only effective as an instructional tool when program enrolments are high and the general College population is static. At present neither of these factors pertains: Cook Training is substantially under-enrolled, and the College community is steadily increasing, with no plateau or decline in sight. The pressure on instructional staff to increase food production levels despite a serious decrease in the number of students in the program, and the perceived need to generate a profit from Food Services have created a pedagogical conflict between instruction and production. The recommendations here attempt to address the increasing role of production in a teaching facility:

- a) As an immediate solution to the decreased program enrolment and its effect on production, we recommend that the Bursar and the Chairperson, Food Training, hire an auxiliary chef to help with the food services provided by the cafeteria.
- b) With the completion of the Campus Activity Centre (circa Fall, 1991), we recommend that the Bursar and the Chairperson, Food Training, shift the weight of food production there, thereby freeing the Professional Cook Training faculty to fulfill their instructional mandate.
- c) Although this is a less desirable solution, as an alternative we recommend that the Food Services staff utilize prepared food packages to alleviate some of the pressures resulting from the current low enrolments.

- d) An even less favourable solution is that Food Services consider contracting out the cafeteria operation to private business. Students in the Cook Training Program would then be responsible for some food production, albeit in a more restricted capacity than at present.

## 2. Instructional Concerns:

Given the tendency of the self-paced instructional model to diminish instructor-student contact, and given the current demands of the food production, we recommend the following:

- a) that each instructor in the Cook Training Program give a class seminar (minimum one hour per week), dealing with the theory covered each week.

This will afford students the opportunity to review the week's work, and provide a less pressured environment in which to discuss their questions about course content. We also recommend:

- b) that, to foster instructor-student contact and to help students determine their career paths, each instructor in the program take a more active role in career counselling;
- c) that, to meet the demand for more emphasis on special diets and institutional cooking, the Chairperson, Food Training, arrange more frequent tours of large institutions, such as hospitals;
- d) that, in keeping with the high calibre of the program and the quality of instruction offered, the program faculty undertake continual reviews of all supplemental course materials and tests in the LRC, and that they remove errors and discrepancies;
- e) that Learning Guides be made available in the book store for those students who wish to purchase them for reference;
- f) that program instructors place more emphasis on such aspects of curriculum as weights and measures, scaling recipes, portioning, and the reading of bills and subsequent organization of meals.



### **3. Professional Development/Course Preparation:**

Professional Cook Training faculty feel that there is insufficient time allotted contractually to professional development (PD) and course preparation. In addition, what time is allocated is often relinquished when instructor illness, decreased student numbers or special events make heavy demands on food services.

To relieve the situation, we recommend the following:

- a) that the Chairperson, Food Training, schedule specific PD time for each instructor, and ensure that this time is utilized appropriately;
- b) that the Chairperson, Food Training, schedule the relief chef to ensure adequate coverage for those regular faculty engaged in PD activities or absent because of illness;
- c) that, alternatively, if the two previous recommendations cannot be implemented, the Vice President, Instruction, shut down the Professional Cook Training Program for nine weeks during the summer (mid-June--mid-August) to permit all instructors to take their PD and vacation en bloc. With the qualified relief person available, basic food services could still be maintained for the College community, albeit on a reduced scale.

(The VP, Instruction, may choose to invoke this recommendation in Summer, 1990, in response to the program's low enrolment problem.)

### **4. Program Marketing:**

Given the general reputation of the Professional Cook Training Program, the College must bear some responsibility for having failed to market it effectively. Economic upswings such as that currently being experienced in B.C. usually signal decreased enrolments in Cook Training Programs because of the availability of higher paying jobs. This trend has certainly been in evidence in all Interior Cook Training Programs (at CNC, Okanagan, and Cariboo), but Cariboo alone has failed to counter dropping enrolments with aggressive media advertising.

We commend the Professional Cook Training Program for its recently completed promotional video and feel that this, coupled with the following recommendations, will ensure steady program enrolments:



- a) that the Chairperson, Food Training, the Dean, Trades and Industrial Training, and the Public Relations Officer develop a long-range marketing plan that highlights the strengths of the program and that emphasizes aggressive recruitment of students from both high schools and the community;
- b) that the Chairperson and/or instructors engage in recruitment through high school visitations and selected student awareness programs which will introduce students interested in the field to the College program;
- c) that the College advertise regularly on television and radio and in regional newspapers to generate more public interest in the program;
- d) that media presentations emphasize that the Professional Cook Training Program is but one step in a progressive career path, and that long-range career opportunities may emanate from this training;
- e) that the Professional Cook Training Program work closely with the Canada Employment Centre to ensure that all students, whether CEC-sponsored or potential fee payers, are properly informed about the program;
- f) that the Chairperson, Food Training, maintain contact with the Kamloops Restaurant Association to help inform potential upgrading candidates of the program's merits;
- g) that the Cook Training Program continue its association with the Tourism Supervisory Development Program, and the Food and Beverage Program, and explore the possibilities of joint marketing strategies and "laddering" linkages;
- h) that the Chairperson, Food Training, more actively promote the Cariboo College dining room as an advertisement for the Cook Training Program;
- i) that the College consider the establishment of a placement office, not only to secure employment for program graduates, but to demonstrate to prospective students its commitment to employment-oriented training.

(This office would not be restricted to Vocational students only, but would serve Academic/Technical students too.)

**5. Admission Policy and Procedures:**

Throughout the surveys and the subsequent interviews with current students, it became apparent that in view of the concerns about program access and student commitment, a re-examination of the admission policies must be undertaken.

We recommend:

- a) that, to streamline the admissions procedure, to minimize the possibility of misinformation, and to maximize program enrolment, the Dean, Trades and Industrial Training, ensure that optimum linkages and communications exist among the Admissions Department, the Vocational LRC secretariat, the CEC, and the Chairperson, Food Training;
- b) that the Chairperson, Food Training, or his delegate, interview applicants to ensure that appropriate students are admitted to the program.

**6. Co-Op and Work Experience Options:**

Employers and Advisory Committee members recognize the need for work immersion to help students adjust to the pace and pressure of the work place. The Committee feels that the balance between practical experience and college training can best be facilitated by a Co-Op program. The choices on the number of intakes per year and the sequencing and arrangement of instruction and on-the-job experience are several. However, the Committee strongly recommends:

- a) that the Dean, Trades and Industrial Training and the Chairperson and faculty of Professional Cook Training actively explore the Co-Op option and develop a design appropriate to the program.

**7. Advisory Committee:**

To meet the needs of the program, and to encourage active member participation and accommodate requests for more frequent meetings, we recommend:

- a) that sub-committees of two to three members be established, who would meet in addition to the twice yearly plenary committee sessions. These sub-committees should address the program's needs in the areas of technology, marketing, employment, and co-op experience.



## APPENDIX A

### METHODOLOGY

The methodology was fivefold:

- 1) Standard questionnaires were administered to Professional Cook Training former students, advisory committee members, employers, faculty and current students. All data were entered into an SPSSX software program to achieve mean and mode responses. Verbal comments for each group were recorded separately and anonymously.
- 2) "Descriptive Data" on the Professional Cook Training Program's history, current profile, objectives, budget, etc., were solicited from Kurt Zwingli, Chairperson, Food Training, via the standard "Data Required from Director" form, along with course outlines for the program.
- 3) Statistical data on annual headcounts, attrition rates, graduation rates, gender ratios, and grade distribution were provided by the Office of Institutional Research.
- 4) Several discussions were conducted with Kurt Zwingli, Chairperson, Food Training, Earl Bloor, Dean, Industrial Trades & Training, and the Professional Cook Training faculty during the design of the questionnaires and collection of the data.
- 5) The Program Evaluation Committee interviewed the following people associated with the program:

Sandra Abrey (former student), Martin Bucher (instructor), Don Campbell (instructor), Pat Duke (current student), Kathleen Purdy (current student), Philip Schettini (Chairperson, Tourism and Recreation Management), Joe Surette (current student), and April Vanderveen (current student).



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MAR 17 1998

MAR 30 1998

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