



TRU LIBRARY

76972447

# **REVIEW REPORT**

## **on the**

### **TOURISM DIPLOMA PROGRAMS:**

**Events and Conventions Diploma  
Resort and Hotel Management Diploma  
Tourism Management Diploma**

## **FEBRUARY, 2002**

LE  
3  
.C34  
A6  
TOUR  
2002







## EXECUTIVE SUMMARY

Starting with the Resort and Hotel Management Program in 1990, UCC's Tourism Diploma Programs have developed steadily in the last 12 years, with Events and Conventions following in 1992 and Tourism Management in 1997. As of September 2001, the three Tourism Diploma Programs had a healthy combined enrolment headcount of 148. Of 71 graduates surveyed in the BC Colleges and Institutes Student Outcomes Survey over the last five years (1997-2001), 49 (69%) reported having found full-time employment, 14 (20%) part-time employment and 6 (8%) were taking further studies. These figures attest to the success that diploma graduates experience in finding employment or in transferring to other programs such as the Bachelor of Tourism. Indeed, former and current students speak highly of the preparation they received at UCC and of the faculty who provided it.

The challenges that face the three diploma programs, however, are not so much of an instructional as of a strategic and operational nature. The Tourism Diploma Programs Review Committee has identified six areas that it feels would benefit from the attention of Tourism Management Department faculty. Strategically, there is a pressing need to articulate a vision and mission for the Tourism Management Department as a whole and desired outcomes for each program, and then to test the curriculum of each course against those outcomes for relevance and duplication. Accompanying this review of its strategic plan and curriculum should be the development of a marketing plan designed to raise program awareness among employers in the Tourism industry, and to establish the Tourism Management Department as a leader and catalyst in the Tourism community. To assist in this process of self-scrutiny and planning, the Tourism Management Department should look to rebuilding an Advisory Committee that will act as a conduit to and liaison with the BC Tourism industry as a whole, and as a genuine sounding board for curricular initiatives.

A fourth area for review, in light of the programs' fairly substantial non-completion rates, is admissions and orientation, where adjustments may be in order for entry prerequisites and more-detailed information sessions. Another issue is student workload. Although the department has already eliminated the so-called "condensed" third semester as of September 2002—a move that will undoubtedly relieve some of the workload pressure on students—consideration still needs to be given to the 73-credit requirement for graduation, which necessitates students' taking six courses per semester instead of the normal five. The Review Committee recommends a downward adjustment of this graduation requirement.

A final area of concern is the practicum, which appears to be in need of re-calibration. The Review Committee recommends that the School of Tourism pursue the establishment of a full-time practicum coordinator position, and that in the interim, rather than concentrate practicum location, liaison and supervision duties on one faculty member (as at present), these duties be delegated to all Tourism Diploma faculty.

Since their beginnings 12 years ago, the Tourism Management Diploma Programs have made great progress in establishing themselves in student, employer and community consciousness. The next phase is to consolidate and improve their standing.



**TABLE OF CONTENTS**

SUMMARY	i
TABLE OF CONTENTS	ii
THE EVALUATION COMMITTEE	iii
TOURISM REVIEW CHRONOLOGY	1
PROGRAM BACKGROUND	1
ADMISSIONS DATA	2
ENROLMENT FIGURES	3
SEAT UTILIZATION	5
TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES	8
SUMMARY OF QUESTIONNAIRE RESPONSES	9
STRENGTHS OF THE PROGRAMS	14
AREAS OF TOURISM DIPLOMA PROGRAMS WHICH CAN BE IMPROVED (with recommendations)	15
APPENDIX A – METHODOLOGY	21
APPENDIX B - GENDER RATIO	22
APPENDIX C – LABOUR FORCE STATISTICS	22
APPENDIX D – EVALUATION OF EDUCATION	23
APPENDIX E - EMPLOYMENT PROSPECTS	24
APPENDIX F – GRADE DISTRIBUTIONS	31



## **TOURISM DIPLOMA PROGRAMS REVIEW**

### **COMMITTEE MEMBERS**

#### **CHAIR**

Dr. Ken Thomas, Assistant Professor,  
Social Work, UCC

#### **ASSISTANT CHAIR**

Ena Fraser, Instructor, Human Services, UCC

#### **EXTERNAL REPRESENTATIVE**

Christopher Nicholson, Director, Marketing and Media  
Relations, Whistler Resort, BC

#### **EXTERNAL REPRESENTATIVE**

Tahira Endean, Events Producer, Rare Indigo  
Destination Marketing, Vancouver

#### **RESOURCE PERSON**

Maynard Kirkpatrick, Chair, Tourism Management  
Programs, UCC

#### **RESOURCE PERSON**

Phillip Schettini, Instructor, Tourism Management, UCC

#### **RESOURCE PERSON**

Ted Wykes, Instructor, Events and Conventions, UCC

#### **DEAN**

Dr. David Twynam, Associate Dean, School of Tourism, UCC

#### **REVIEW COORDINATORS**

Dr. Alastair Watt  
Director, Institutional Research and Planning, UCC

Michaline Novak, Research Analyst,  
Institutional Research and Planning, UCC



## **CHRONOLOGY OF THE TOURISM DIPLOMA PROGRAMS REVIEW**

An initial information meeting with members of the School of Tourism and Institutional Research and Planning was held on September 11, 2000. Further meetings were held on April 26, June 18 and June 28, 2001 with Maynard Kirkpatrick, Chair, Tourism Management, and Doug Ellis, Coordinator, Resort and Hotel Management, to discuss questionnaire content and format. Questionnaires were refined and finalized by July 16, 2001.

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

Former Students (1997-01):	24 August, 2001
Faculty:	24 August, 2001
Employers:	24 August, 2001
Advisory Committee Members:	24 August, 2001
Current Students (2 <sup>nd</sup> Year):	24 & 25 October, 2001

Reminders were mailed to non-responding former students, employers and advisory committee members on September 14, 2001. Most faculty members had responded by October 5, 2001. The Office of Institutional Research attempted to contact non-responding former students by phone between September 28 and October 9. Non-responding employers and advisory committee members were contacted by phone in the same time-frame.

Former student data from 1996-2000 were summarized from Student Outcomes Reporting System (SORS) data, as provided by the Centre For Education Information, Standards and Services (CEISS).

The cut-off date for all responses was November 16. Information binders were sent to members of the Tourism Program Review Committee on November 20, and that committee met to analyze the data and form its recommendations on December 10, 11 and 12, 2001.

### **PROGRAM BACKGROUND**

#### **Resort and Hotel Management Diploma:**

The Resort and Hotel Management Diploma was developed between 1988 and 1989 and first offered at Cariboo College in September 1990. The program was made up of three semesters: Fall, Winter, and Spring. Courses were presented in block format, meaning that one course was offered at a time (in a similar way that the Adventure Program holds its courses today). Students accomplished a full 60 credits of material over one year and, if successful, earned a diploma at that time.

As the program developed and as Cariboo College became more involved in the development of Provincial curriculum, the program changed. We more closely met with curricula from other institutions in BC and across Canada. This gave our students more flexibility in moving to other institutions if the need be. Conversely, we were also able to more easily receive students from other institutions and give them credit for work already achieved.

We also introduced more business courses offered by other departments at Cariboo College (soon to become the University College of the Cariboo). This forced us to offer our courses in a typical semester format and the program turned into a full two-year diploma. As the program progressed, we continued to adapt our course offerings. These changes were based upon industry needs, student wants, and experience taken from our own instructors and from other institutions in BC and Alberta.

We were also heavily involved in negotiations with the BC Government and the University of Victoria in allowing our graduates to ladder into year three of their Commerce Degree. Arrangements over the years have also allowed our graduates to ladder into year three of the University of Calgary Hotel and Restaurant Degree.

We also developed our own degree during this time. The intent of the UCC degree was to allow our own graduates to ladder into the program making it a 2+2 program. We are at the stage where we need to look closely at our program offerings yet again which is why we welcome this program review.



### **Events and Conventions Management Diploma:**

Since its inception in 1992, the Events and Convention Management Diploma has evolved from a one-year program to a two-year diploma allows students to ladder into the third year of our Bachelor of Tourism Management degree. The program is designed to expose students to the many facets of the special event industry including trade shows, conferences, and community festivals. Graduates are finding career opportunities with independent event planners, non-profit associations, convention facilities and various government agencies. The program is recognized as one of the most comprehensive programs of its type in Canada.

### **Tourism Management Diploma:**

The Tourism Management Diploma program was introduced in September 1997. The program was developed in conjunction with the Bachelor of Tourism Management (BTM) and was designed to offer a less specialized diploma alternative for students who wish to complete both a career technical diploma and a bachelor degree. The program offers the same business and tourism core courses as the Events and Conventions Management Diploma and the Resort and Hotel Management Diploma, but allows more flexibility by encouraging students to select specialty courses from a "pool" of options thus customizing their studies to suit their needs.

## **ADMISSIONS DATA**

### **Admission Requirements**

- B.C. Grade 12 or equivalent
- B.C. Principles of Math 11, or Math 051, or equivalent, with at least a "C+" standing, or BC Applications of Math 12
- 67% on the combined English 12 and Government Exam (within the last 5 years)  
or Level 3 on the Composition section of the Language Proficiency Index (LPI), within the last 2 years  
or Completion of English 050 with a "B" or better  
or Completion of ESL Level 4 or TOEFL test results with 550 (paper based) or 213 (computer based) or better  
or Completion of an equivalent English program

### **General Requirements**

- Canadian Citizenship, Landed Immigrant status, or valid student visa
- Attend a program orientation session
- Submit a detailed resume to the Tourism Management Department
- Orientation Session

Applicants are required to attend an orientation session for all programs offered by the Tourism Management Department. The purpose of this session is to provide valuable information about courses, programs, entrance requirements, admission procedures and to allow prospective students to have pertinent questions answered.

### **Recommendations**

It is recommended that students who enter this field have some experience in the Tourism Industry. It is recommended, but not required, that students entering the program have some keyboarding and computer skills.

### **Graduation Credentials**

Students must attain a "C" or better in all required courses in order to receive a diploma.



## **TOURISM DIPLOMA PROGRAMS ADMISSION FIGURES**

(Source: UCC Admissions)

### **Resort and Hotel Management Diploma**

Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1997 - 98	26	-	32	68
1998 - 99	24	7	33	64
1999 - 00	27	5	32	64
2000 - 2001	32	-	38	70
2001 - 2002	29	-	25	64

### **Events and Conventions Diploma**

Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1997 - 98	20	-	6	26
1998 - 99	13	-	5	18
1999 - 00	17	-	8	25
2000 - 2001	16	-	7	23
2001 - 2002	22	-	15	37

### **Tourism Management Diploma**

Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1997 - 98	10	-	4	14
1998 - 99	20	-	17	37
1999 - 00	27	1	21	49
2000 - 2001	17	-	33	50
2001 - 2002	26	-	32	58

## **ENROLMENT - GRADUATION COMPARISONS**

### **Resort & Hotel Management Diploma**

97/98	Year 1 enrolment	26	Year 2 graduation	9	Graduation rate	35%
98/99	Year 1 enrolment	24	Year 2 graduation	13	Graduation rate	54%
99/00	Year 1 enrolment	27	Year 2 graduation	13	Graduation rate	48%

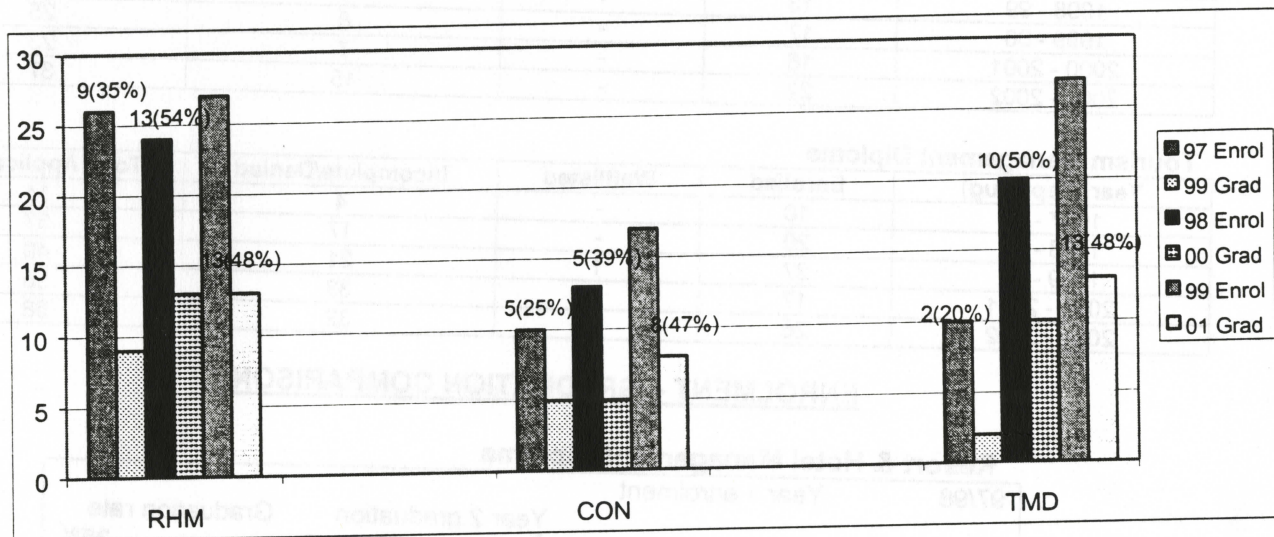
### **Events & Conventions Diploma**

97/98	Year 1 enrolment	20	Year 2 graduation	5	Graduation rate	25%
98/99	Year 1 enrolment	13	Year 2 graduation	5	Graduation rate	39%
99/00	Year 1 enrolment	17	Year 2 graduation	8	Graduation rate	47%



## Tourism Management Diploma

97/98	Year 1 enrolment	Year 2 graduation	Graduation rate
	10	2	20%
98/99	Year 1 enrolment	Year 2 graduation	Graduation rate
	20	10	50%
99/00	Year 1 enrolment	Year 2 graduation	Graduation rate
	27	13	48%



Note: Percentages reflect graduation rates.



## TOURISM DIPLOMA PROGRAMS SEAT UTILIZATION

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

The following takes into account the stable enrollment and capacity from fall 1997 to fall 2001. The first three tables show the utilization for both the fall and winter semester, while the remaining five tables show the utilization for the fall semester only.

Note: Only the courses listed under the course codes CONV, HMG, and TMGT that are taught in the Tourism Diploma Programs are included in the utilization figures – service courses like English and Accounting are omitted. In addition, ITV courses have also been omitted.

### CONV Courses

Year	Year 1 enrollment	Year 1 capacity (#of seats)	Year 1 % utilization	Year 2 enrollment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
1997	18	36	50%	73	122	60%	91	158	58%
1998	10	30	33%	108	246	44%	118	276	43%
1999	18	60	30%	68	246	28%	86	306	28%
2000	14	14	100%	115	210	55%	129	224	58%

### HMG Courses

Year	Year 1 enrollment	Year 1 capacity (#of seats)	Year 1 % utilization	Year 2 enrollment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
1997	102	132	77%	220	302	73%	322	434	74%
1998	104	164	63%	152	246	62%	256	410	62%
1999	140	168	83%	179	228	79%	319	396	81%
2000	142	160	89%	178	282	63%	320	442	72%

### TMGT Courses

Year	Year 1 enrollment	Year 1 capacity (#of seats)	Year 1 % utilization	Year 2 enrollment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
1997	538	697	77%	70	138	51%	608	835	73%
1998	572	958	60%	95	174	55%	667	1132	59%
1999	655	947	69%	103	144	72%	758	1091	70%
2000	309	624	50%	96	138	70%	405	762	53%

### Fall 1997

Discipline	Year 1 enrollment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrollment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrollment	Total capacity (# of seats)	Total % utilization
CONV	18	36	50%	22	36	61%	40	72	56%
HMG	60	82	73%	124	180	69%	184	262	70%
TMGT	241	300	80%	27	36	75%	268	336	80%

### Fall 1998

Discipline	Year 1 enrollment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrollment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrollment	Total capacity (# of seats)	Total % utilization
CONV	10	30	33%	54	108	50%	64	138	46%
HMG	63	82	77%	65	108	60%	128	190	67%
TMGT	300	450	67%	44	72	61%	344	522	66%



### Fall 1999

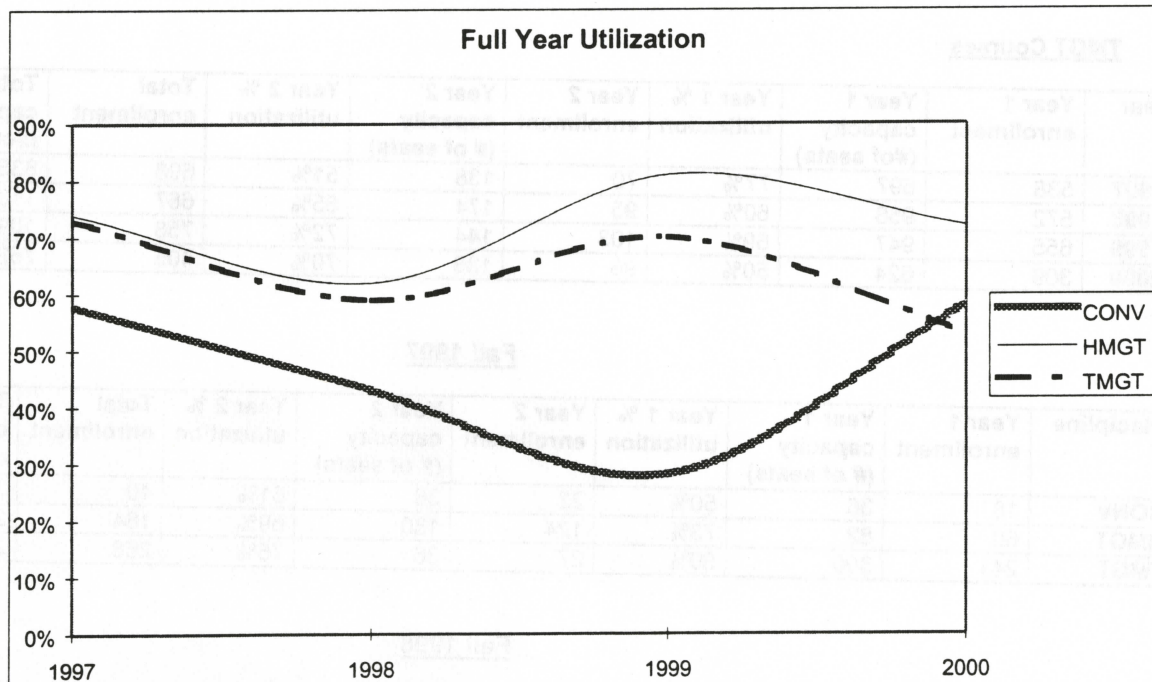
Discipline	Year 1 enrollment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrollment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrollment	Total capacity (# of seats)	Total % utilization
CONV	10	30	33%	36	108	33%	46	138	33%
HMGT	69	82	84%	79	108	73%	148	190	78%
TMGT	379	451	84%	47	72	65%	426	523	81%

### Fall 2000

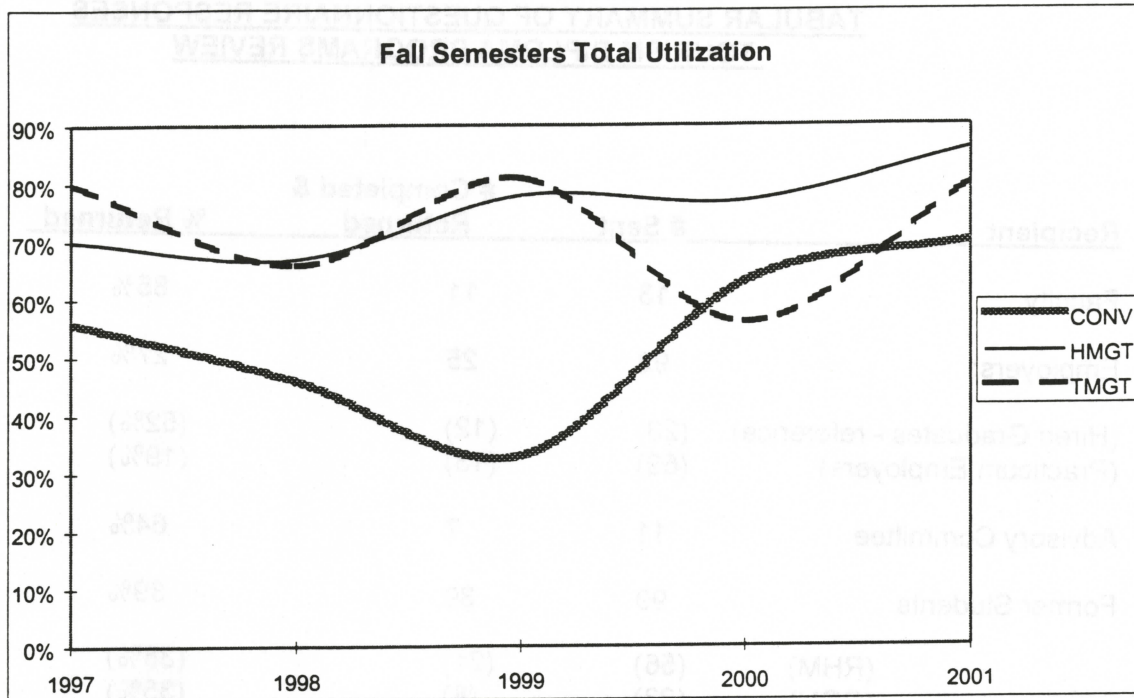
Discipline	Year 1 enrollment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrollment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrollment	Total capacity (# of seats)	Total % utilization
CONV	14	14	100%	40	72	56%	54	86	63%
HMGT	77	78	99%	67	108	62%	144	186	77%
TMGT	183	354	52%	56	72	78%	239	426	56%

### Fall 2001

Discipline	Year 1 enrollment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrollment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrollment	Total capacity (# of seats)	Total % utilization
CONV	19	14	136%	41	72	57%	60	86	70%
HMGT	29	26	112%	86	108	80%	115	134	86%
TMGT	305	406	75%	75	72	104%	380	478	80%









**TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES**  
**TOURISM DIPLOMA PROGRAMS REVIEW**

<b>Recipient</b>	<b># Sent</b>	<b># Completed &amp; Returned</b>	<b>% Returned</b>
Faculty	13	11	85%
Employers:	92	25	27%
(Hired Graduates - reference)	(23)	(12)	(52%)
(Practicum Employers)	(69)	(13)	(19%)
Advisory Committee	11	7	64%
Former Students	99	39	39%
(RHM)	(56)	(21)	(38%)
(CON)	(23)	(8)	(35%)
(TMD)	(20)	(10)	(50%)
Current Students	74	49	66%
(RHM)		(23)	
(CON)		(12)	
(TMD)		(14)	
SORS	148	79	53%
(RHM)	(82)	(40)	(49%)
(CON)	(51)	(27)	(41%)
(TMD)	(15)	(12)	(80%)

(BC College and Institutes Student Outcomes Data: 1997-2001)

<b>TOTAL</b>	<b>437</b>	<b>209</b>	<b>49%</b>
--------------	------------	------------	------------

**Undeliverable:**

Former Students = 6

Employers = 5

**Total Non Respondents = 148**



## **SUMMARY OF QUESTIONNAIRE RESPONSES**

In analyzing the questionnaire responses, the Tourism Diploma Programs Evaluation Committee used the following criteria: ratings of 4.00 or above were considered good to excellent ratings; ratings of 3.50 – 3.99, satisfactory to good; ratings of 3.00 to 3.49, less than satisfactory; and ratings below 3.00 were cause for concern. Subjective responses were used only if two or more respondents made the same point. It was recognized that the small number of respondents made the feedback less valid than would larger numbers.

Each program will be reviewed separately. The opening comments are a summary of feedback from all three programs.

### **FORMER STUDENTS**

#### **Strengths and Concerns**

Students both statistically and anecdotally reported that the strengths of the programs lay in the caliber of the instructors and their accessibility to the students. Their enthusiasm for and knowledge of the industry were commented on. Communication skills and the broad scope of the programs also received positive responses.

Major limitations of the programs were reported to be lack of access to computers with up-to-date software, and instructors who either had no teaching expertise or no knowledge of the field, making the instruction less than relevant at times. Comments about both practicum and field trips ranged from positive to highly critical.

There were variations in responses between the programs, due in part to the number of respondents, and in part to the distinctions between the streams.

### **CURRENT STUDENTS (Year 1 and Year 2)**

Since this questionnaire was completed during the Fall Semester, the first year students in the sample had not yet had enough experience to answer some of the questions.

#### **Strengths and Concerns**

The instructors' enthusiasm for the field, their accessibility to students and many small classes that facilitated interaction between instructors and students were commented on across all programs. The practical nature of the programs, the "customized" courses, and the practicum all received several mentions.

Common concerns were the inconsistent quality of service courses, and instructors who have the knowledge but not the teaching expertise. Access to a dedicated computer lab was also suggested. Workload was identified as a problem, with inconsistency of expectations among instructors as a particular issue. The students indicated an interest in learning about Tourism outside Canada.

Though the ratings were generally reasonable, some students in all three streams were critical of library resources.

### **1. RESORT AND HOTEL MANAGEMENT**

#### **FORMER STUDENTS**

Twenty-one students responded to the questionnaire.

#### **Skills Emphasis**

Resort and Hotel Management had 4.00+ scores on ability to work in a team, ability to work independently, guest service skills, having a positive attitude and oral communication. Only math and statistical skills scored below 3.00.

#### **Program Effectiveness**

Oral communication, ability to work independently, good work habits, guest service skills, a positive attitude, an ability to take initiative, a willingness to take direction and guest service skills were all above 4.00. Math and statistical skills and research skills were the only items with responses below 3.00.



### **Program Content**

Resort and Hotel Management had scores above 4.00 on four questions and 3.5 or above on all but two of the rest, indicating that most of the respondents considered the program content and learning process to have been satisfactory for them.

### **Major Strengths, Limitations and Recommendations**

Knowledgeable instructors, the benefits of field trips and practicum, comprehensive coverage of the industry and the skills needed to succeed were each commented on by several respondents. Many respondents were very enthusiastic about the program.

Several respondents wrote about the heavy course load, the need for more practical experience, and the need to ensure all instructors have teaching skills.

## **CURRENT STUDENTS**

There were twenty-three responses from current students.

### **Admissions**

Most students were satisfied with the admission procedures; however several students indicated that more specific and detailed information about the courses should be given at orientation.

### **Skills Emphasis**

The Resort and Hotel Management Program had more critical responses than the other two programs though the students seem satisfied in large part, with fifteen of the nineteen items scoring of 3.5 or above. Two comments were on the need for more practice in problem solving skills.

### **Program Content and Learning and Learning Process**

Too much repetition from course to course, and an inappropriate workload were the only two scores below 3.00. Fifteen of the nineteen responses were above 3.5, indicating satisfaction in most areas. Several of the comments were related to the heavy workload.

### **Major Strengths, Limitations and Recommendations**

Relevance of content to the industry, the accessibility and expertise of instructors, and the practicum component of the program received positive comments.

There was a wide variety in the comments on program limitations, with workload being mentioned more than once. Some respondents like the business focus, other request even more business focus. Inequity in course organization and assignments among courses, and the need for more computer courses were all mentioned.

## **2. EVENTS AND CONVENTIONS**

### **FORMER STUDENTS**

Eight students answered the questionnaire.

### **Skills Emphasis**

Strengths as determined by scores of 4.00+ were recorded on oral communication skills, written communication skills, ability to work as part of a team, good work habits and guest service skills. Math and statistical skills and critical skills were identified as problem areas with scores below 3.00. There were two comments about the need for computer courses, particularly related to planning and marketing.

### **Program Effectiveness**

Events and Conventions had 4.00+ scores on written communication skills, ability to work in a team, guest service skills, having good work habits, oral communication skills, ability to work independently, good work habits and a positive attitude. There were no scores below 3.00, though math and statistical skills had the lowest rating at 3.00.



### **Program Content and Learning Process**

Most of the responses indicated satisfaction with all aspects of the program. Five scored above 4.00 and only two scored below 3.5. The two items related to appropriateness of workload and repetition among courses, and both received scores of 3.13, indicating that students were less than satisfied with these items.

### **Major Strengths, Limitations and Recommendations**

The enthusiasm and knowledge of the instructors, communication skills, both written and oral, and opportunities to apply theory in practice were commented on twice or more.

The need for exposure to current computer software, and more information on or contacts within the employment field were requested, and the suggestion made that students be required to volunteer in community event planning. Instructors unfamiliar with the field and unable to make the content relevant to their learning were commented on several times.

## **CURRENT STUDENTS**

Twelve students in this program filled in the questionnaire.

### **Admissions**

All responses indicate satisfaction with the admission procedure, though two of the comments suggested raising the requirements for math.

### **Skills Emphasis**

There were only two scores below 3.5. (problem solving skills and creativity), indicating a high degree of satisfaction with most aspects of the program.

### **Program Content and Learning**

With only three scores below 3.5 indicating less satisfaction with those items (repetition among courses, insufficient use of new technology and few opportunities to evaluate instructors), and twelve above 4.00, the current students gave a clear endorsement of the program.

### **Major Strengths, Limitations and Recommendations**

The practical business focus, the industry-specific content, and the level of instruction received positive comments. Concerns and suggestions for change included the workload being too heavy, and the need for increased access to speakers from or visits to businesses in the community. There were several comments about the need for more information about possible ladder opportunities at admission time.

## **3. TOURISM MANAGEMENT**

### **FORMER STUDENTS**

There were ten responses to the questionnaire.

### **Skills Emphasis**

Of the nineteen items in this section, the only three below 3.00 were math and statistical skills, critical thinking and problems solving skills. Oral (4.00) and written communication (3.90) skills were clearly identified as the strengths of the program.

### **Program Effectiveness**

Bookkeeping and accounting skills and math and statistical skills both scored below 3.00. There were scores above 4.00 in many items, including written communication/report writing skills and oral communication, guest service skills, ability to work as a team, ability to work independently, good work habits, and positive attitude.

### **Program Content and Learning**

Tourism Management had seven scores above 4.00, and four below 3.5, again indicating that in most respects graduated students had a satisfactory learning experience. Strengths identified included faculty explanations of courses, use of audio/visuals and the availability of instructors, encouragement to actively participate in learning, encouragement to use the library, the practicum, and courses that challenged the student.



### **Strengths, Limitations and Recommendations**

Instructors who inspire and model professionalism, and the broad scope of the learning were singled out as strengths. The one topic raised several times was about instructors lacking teaching skills or teaching courses they are unfamiliar with. There were requests for more input from the industry via guest speakers and for more employment help upon graduation.

### **CURRENT STUDENTS**

Fourteen students took part in the survey.

#### **Admissions**

Current students indicate that they are happy with the admissions process.

#### **Skills Emphasis**

The Tourism Management students expressed considerable satisfaction with this aspect of the program with ten of the nineteen responses scoring 4.00 or above.

#### **Program Content and Learning Process**

Repetition among courses (3.17), and appropriateness of workload (3.21) received the lowest scores and were again identified as weaker areas in the program. Seventeen of the other responses scored 4.00 or better, indicating satisfaction with the education students are receiving.

### **Strengths, Limitations and Recommendations**

There were several comments about positive student-teacher interactions, the friendliness in the program, the small classes, and content that is relevant and practical. There were also several comments about the value of the business courses. Small class size was also mentioned as a drawback, leading to cancelled classes on occasion. More computer/technology/internet based courses and more content related to tourism outside of Canada were suggested.

## **4. FACULTY**

Eleven faculty responded.

#### **Objectives**

Faculty responses indicated that they believed the programs had explicit goals and objectives (3.5), and that these goals and objectives were clear (3.8). Faculty ratings indicated that they were less than satisfied that the goals and objectives were appropriate for industry needs (3.38), and that the programs' goals and objectives were being achieved (3.11).

#### **Admissions**

Most faculty expressed themselves, in the survey, as being satisfied with the current admissions process, although there was some comment on whether the Math 11 prerequisite is sufficient.

#### **Curriculum**

Faculty ratings indicated satisfaction with the logical progression of courses from semester to semester (3.63), and 1<sup>st</sup> to 2<sup>nd</sup> year (3.86). Based on the responses to the remaining items in this section, many of the faculty indicate that there is room for continued review of curriculum (3.13 to 3.44), with particular attention to the programs' abilities to meet the current needs of the industry (3.13).

#### **Skills Emphasis**

Faculty identified three generic skills --critical thinking (2.78), research skills (2.67), and information access skills (2.89)-- as not being emphasized much in the programs. Oral communication skills, guest services and ability to work as part of a team all are identified as strongly emphasized.

#### **Resources, Renewal, etc.**

Two areas of concern were lack of computer access for students (2.25) and lack of professional development funds for faculty to keep current in their field (2.25). While students expressed some dissatisfaction with library resources, faculty members comment that improvements have been and are being made.



### **Program Structure, Organization and Faculty Resources**

All the high scores on this part of the questionnaire indicate that faculty see the programs and their part in them as being successful.

### **Administration, Articulation and Liaison**

Major concerns were expressed about the lack of release time for program co-ordinators and for the Tourism Management chair. There is dissatisfaction with the amount of time the Associate Dean spends on his duties outside the department.

### **Outcomes and Overall**

Responses indicate that faculty are happy with the student success rates. Except for some reservations about the effectiveness of the second year curriculum for Events and Conventions, all scores indicate satisfaction with the effectiveness of the programs. Comments indicate that the faculty are aware of many areas that could be improved, or changed to meet the needs of the industry.

### **Advisory Committee and Alumni Contact**

Although advisory committee meetings are deemed to happen frequently enough, there is overwhelming agreement that the committee is not well constituted and that it is not effective. Comments indicate that there is a strong interest in making this a useful body. There is also agreement that tracking of the graduates is not done effectively.

## **5. EMPLOYERS**

Although fourteen of the twenty-five employers who responded to the survey indicated that they had employed graduates, the percentage of 'Don't Know' answers throughout the survey means that the results should be used with caution. It also indicates that many employers or potential employers are not well acquainted with the programs or their graduates. Strengths of the graduates were identified as their confidence, their ability work independently, and their broad base of knowledge.

There were many comments about major changes and new directions:

- the need to know how the world economy affects the industry
- the need to be multi-lingual
- the need to know new marketing methods
- the need to be familiar with computers
- the need to keep up with changing customer expectations.

Those employers who had experienced practicum students made two observations:

- a) they were satisfied or delighted with their performance;
- b) some students had unreal expectations of the jobs they expected to get with the diploma.

## **6. ADVISORY COMMITTEE MEMBERS**

Seven Committee members answered the questionnaire. Their overall evaluation of all aspects of the programs is very high. Though some members of the committee commented that they had not attended the last two meetings, most of the responses indicate that they are satisfied with their role on the committee and with their preparation for participation on it. This is in sharp contrast to the perception of the faculty.

## **STRENGTHS OF THE TOURISM DIPLOMA PROGRAMS**

The Review Committee has identified the following strengths in the Tourism Diploma Programs:

### **1. Instruction:**

Students and former students in all three programs speak highly of the professionalism, organization, expertise and field experience that most (but not all) of the Tourism instructors bring to the classroom. As one Resort and Hotel Management student put it, "Instructors are very knowledgeable [for] the most part and are passionate about their work. This is their life, not just a job." Students also commented on the availability and approachability of instructors outside of class time, and their willingness to "go the extra mile" for their students. Clearly, the Tourism Management Department can be proud of the cadre of instructors it has built up since its inception.

### **2. Practicum and Field Trips:**

In the main, students appreciated the exposure provided to the tourism industry via the practicum at the end of their first year and the field trips organized by the faculty. The Review Committee echoes the importance of these components, and later in this report suggests enhancements to the practicum experience.

### **3. Curriculum: Business Emphasis:**

Several students commented on how much they enjoyed the business aspects of the curriculum. These accolades suggest that preparation in the business area provides students with solid grounding for success in the industry and should continue to be emphasized in the Tourism curriculum.

### **4. Curriculum: Social and Interpersonal Skills:**

The survey data on skills emphasis and program effectiveness in each of the three programs indicate that although there may be some room for improvement in the numerate skills (math, stats, accounting), the three programs are serving their clientele well by inculcating "soft-side", inter-personal skills such as oral communication, guest service skills, ability to work independently, team work and "attitude". These generic outcomes are the strengths of the programs and appropriate to the client-oriented industry that graduates will enter.

### **5. Employment Rates:**

The Student Outcomes Reporting System's labour force statistics for the last five years (1997-2001) indicate a high degree of success among Tourism Diploma graduates in obtaining employment or continuing to further studies. Of 71 graduates surveyed, 49 (69%) reported having found full-time work and 14 (20%) part-time work; six (8%) have gone on to further studies, and only two (3%) reported being unemployed.



## **AREAS OF TOURISM DIPLOMA PROGRAMS WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)**

The Review Committee makes the following recommendations to improve the Tourism Diploma Programs:

### **A: PLANNING, STRATEGIZING and MARKETING:**

Response data and comments from the faculty survey suggest that some confusion exists, particularly among service course and part-time instructors, about whether Tourism diploma program goals and objectives are valid and being achieved. A strategic plan is in place and widely disseminated, but an over-arching Department of Tourism Management mission and vision would provide some framework and context for the goals of the individual programs. While applauding the progress that the Tourism Management Department has made in charting its future, the Review Committee sees a further potential for the Department to position itself as a catalyst and leader in the Tourism industry by energetic forging and maintenance of external linkages. The Review Committee recommends that:

#### **Recommendation A:1**

**The Tourism Management Department undertake an inclusive and collaborative process to revisit and develop a shared vision of the programs' and faculty's philosophies, values, goals and desired learning outcomes.**

#### **Recommendation A:2**

**Once a "shared vision," mission and goals are developed, they be used to provide clearer expectations for students, full-time and part-time faculty, and those who teach the service courses.**

Concomitant to re-focusing the direction of the Tourism Diploma programs should be the development of a marketing strategy. Two aspects of the Employers Survey were (a) the low overall response rate of 27%, and (b) of those who did respond, the percentage of "Don't Knows," which ran from 52% to 80%. These features suggest that, with a few exceptions, linkages with the Tourism industry have been allowed to languish and are in need of revitalization. Part of the strategy for this will be through an examination and renewal of the programs' practicum component, as dealt with in Section E of this report. But this should be subordinated to a comprehensive marketing plan, which in turn should be underpinned by the Tourism Management Department's vision and goals.

#### **Recommendation A:3**

**The Tourism Management Department develop a comprehensive marketing plan that includes ways of informing the Tourism industry and the wider community of the Tourism program offerings at UCC; renewed contact with and energetic cultivation of a wide range of Tourism industry employers; and improved alumni tracking.**

The final plank in the Tourism Management Department's strategy should be a capital acquisitions plan. The Review Committee recognizes that the Tourism Management Department has limited access to resources to support and enhance the delivery of its programs. It is currently working with a 1985 Point of Sale system that urgently needs replacing. So desperate is the need modern technology and software replicating those used in the hotel industry that the students themselves have raised \$5,000 towards a dedicated computer laboratory.

#### **Recommendation A:4**

**The Associate Dean, in consultation with all Tourism Diploma faculty, develop a capital acquisition plan to acquire the following resources:**

- **A Tourism-dedicated "wired" computer laboratory with front desk technology for Hotel and Resort Management training, and appropriate Point of Sale and Events and Conventions software.**



- "WebCT" and other instructional management technology for all Tourism programs.

**ACTION: Associate Dean, Tourism; Tourism Management Department faculty.**

## **B: CURRICULAR MAINTENANCE:**

The review process identified concerns from both faculty and students about the purpose, organization and, in particular, the curricular content of each program. One of the external representatives—a former student—suggested that in her experience, two semesters of Accounting were not necessary as job preparation, but some exposure to the budgeting process would certainly be applicable. Faculty members noted that there are limited opportunities to connect with one another regarding individual course content, and as a result there appears to be "overlap" of content from time to time. Several students mentioned duplication and repetition of curricular materials among courses; some complained about "logjams" of assignments, caused, they suggested, by faculty not adhering to a staggered schedule of due dates. Accordingly the Review Committee makes the following recommendations:

### **Recommendation B:1**

**That all faculty of the Tourism Management Department and the Associate Dean, School of Tourism, set aside some time as soon as is practical to:**

- 1: **Review and clarify the purpose and goals of each of the diploma programs (see above, Recommendation A:1).**
- 2: **Conduct a curriculum analysis of the skills and understandings required to meet the purpose and outcomes of each of the diploma programs.**
- 3: **Test the existing curriculum against the results of the analysis in #2 above, and adjust the curriculum accordingly.**

**ACTION: Associate Dean, School of Tourism; Tourism Management Department faculty**

### **Recommendation B:2**

**Tourism Management faculty take every opportunity to become familiar with the course content of all Tourism Diploma Programs to prevent overlap creeping into the curriculum.**

To combat the assignment "logjam" effect, the Review Committee also recommends that:

### **Recommendation B:3**

**Tourism Management faculty explore the setting of common or linked assignments, and invite part-time and service courses faculty to department meetings to participate in these linked or common course assignments as well.**

It was also noted in the student data that there was some concern about students not being afforded regular opportunities to evaluate their courses and instruction.

### **Recommendation B:4**

**As a means of monitoring the curricula of the Tourism Management programs, faculty encourage students to provide them with informal feedback on the courses they teach by means, for example, of regular classroom feedback sessions.**

**ACTION: Tourism Management Department faculty**

Two final recommendations in this section related to the maintenance of a strong curriculum are directed at faculty behaviours. One is that in such a small department as Tourism Management with such a broad



curriculum, all faculty members should be encouraged to teach beyond their own specialty to "cover the gaps". The other is that as some faculty have reached the 10-years' service plateau at UCC, the department should support their regular return to industry as part of their professional development to refresh and re-invigorate themselves, and to expand their expertise into other teachable areas.

#### **Recommendation B:5**

**All Tourism Management faculty be encouraged to teach beyond their specialty to help cover the Tourism curriculum.**

**ACTION: Associate Dean, Tourism; Chair, Tourism Management Department**

#### **Recommendation B:6**

**Faculty commit to, and be supported by the School of Tourism, in professional development activities that ensure their currency and development of expertise with respect to the Tourism industry.**

**ACTION: Tourism Management Department faculty; Associate Dean, Tourism**

### **C: ADMISSIONS and GRADUATION**

Scrutiny of the 1999, 2000 and 2001 graduation rates of the three Tourism Diploma programs on pp. 3-4 of this report reveals figures ranging from 20% to 54%, and a three-year average of 42% for all three programs. This seems to the Review Committee to be a low success rate. The Tourism Management Department's own records show a much higher success rate on a course to course basis, but, even allowing for recording problems in Colleague, the department's *graduation* rates are not that much different from Institutional Research's.

There are several explanations for this phenomenon. One is that students making the transition from any of the diplomas to the Bachelor of Tourism Management degree (BTM) have been allowed to do so with only 60 credits and have therefore not met the 73-credit diploma graduation requirement. Although they are not lost to the institution, they do not qualify as diploma graduate. A second is that students complete all the course work with the exception of the practicum, and thus find themselves one credit short. A third is that they are offered permanent employment as a result of their practicum, and do not return for the second year of the diploma. The statistics bear this out: over the three-year period in question, 57 of 184, or a substantial 31% of students did not return for the second year. A fourth explanation may lie in the quality of preparation that students bring in mathematics: currently, program prerequisites stipulate only Math 11 with a C+; a review of the grade distributions for MATH 110 shows that 30% of students failed this course between 1997 and 2001, suggesting that perhaps the preparation was not sufficient.

Given the relatively high non-completion rates in each of the diploma programs and the suggestions by faculty that prospective students might benefit from a wider range of experiences in the industry and have a sounder proficiency in Mathematics and English before being admitted into the programs, the following recommendations are made:

#### **Recommendation C:1**

**It is recommended that students who enter all Tourism Diploma Programs possess demonstrable experiences in the Tourism industry before admission. Each program should determine the appropriate level of experience desired. Such experience should be identified, quantified and prioritized by each program and become an inherent part of the admission process.**

#### **Recommendation C:2**

**To ensure greater proficiency in Mathematics all students should have successfully completed BC Math 11 (or equivalent) with a minimum B grade before being admitted into their respective programs. The Tourism Management Department should monitor the impact that this proposed change in**



prerequisites has on student success, particularly in the programs' Mathematics and Accounting courses, and revisit the issue in two years to determine whether further adjustments are desirable.

#### **Recommendation C:3**

To ensure greater proficiency in the English language, the Tourism Management Department explore the suggestion that all International Students admitted to the programs will have successfully completed ESL level 5, and domestic students will have achieved a Level 4 score in the Language Proficiency Index (or a B grade in English 12 or an equivalent English course) before being admitted into their respective programs.

#### **Recommendation C:4**

Given that the orientation component of the admissions process was rated as marginally effective across all programs, it is recommended that it be reassessed with a view to injecting more substance into the group sessions (exciting careers and job prospects in Tourism, campus tour, etc.) and perhaps extending the orientation to a full day.

**ACTION: Tourism Management Department faculty.**

#### **D: STUDENT WORKLOAD:**

The Review Committee noted that both faculty and students identified heavy workload in all programs, particularly in the third semester, which was until recently compressed into two months by the extension of the work practicum into September each year. As of Fall, 2002, all three Tourism Management programs will revert to a normal three-month instructional semester, and this may distribute the student workload more evenly. However, this still leaves each of the Tourism Diploma programs with a 73-credit graduation requirement, or six courses per semester (as opposed to the normal five in academic programs). The Committee speculates that the six-course, 18-hour semester may be a legacy of the old vocational delivery format practised in Hotel and Resort Management and Events and Conventions in the early 1990's, before they became semesterized. Whatever the reason, and although it is sensitive to the need to balance the acquisition of practical, vocational skills against academic learning, the Committee feels that some reduction to a more manageable number of courses is in order. Such a reduction could be effected by reducing or restructuring the content of some Tourism courses during the curriculum review. ( See Recommendation B:1.)

#### **Recommendation D:1**

The Tourism Management Department faculty give serious consideration to reducing the number of credits required to graduate from each Tourism Diploma Program from 73 to 66.

#### **Recommendation D:2**

To achieve Recommendation D:1, the Tourism Management Department faculty, in consultation with industry and other institutions, explore the possibility of reducing the number of courses in the diploma programs by restructuring them and /or combining their content.

**ACTION: Tourism Management Department faculty**

#### **E: PRACTICUM and FIELD SUPERVISION:**

Faculty and a number of students identified concerns relating to the practicum component of the Tourism Diploma Programs and its supervision. The Review Committee believes that a worthwhile practicum experience can be the keystone of any applied program, and accordingly makes the following recommendations:



#### **Recommendation E:1**

The Tourism Management Department as a whole re-examine the purpose, objectives and learning outcomes for practica in each of the Diploma programs, and determine the best ways to organize and supervise practica experiences.

#### **Recommendation E:2**

In order to achieve E:1, the Tourism Management Department faculty:

- bring practica organization representatives and employers together to obtain advice on the nature and substance of effective practica and to nurture ongoing relationships with external Tourism related organizations;
- articulate with practicum organizations and employers on practica expectations, responsibilities and assessment criteria; and
- make regular visits to Advisory Committee member locations for ongoing consultation and dialogue.

The Committee emphasizes that the responsibility for these tasks should not, as at present, be centred on one faculty member, but should be distributed equitably among all members of the Tourism Management Department. This should be seen as an interim measure, for ultimately the aim of the department should be to secure a Practicum Coordinator position in the Tourism Management Department.

#### **Recommendation E:3**

The Tourism Management Department seek to create a new position of Practicum Field Coordinator (or Supervisor) similar to those found in the School of Social Work, the School of Education and the School of Nursing.

**ACTION: Tourism Management Department faculty; Associate Dean, Tourism**

#### **F: PROGRAM ADVISORY COMMITTEE**

Given the numerous concerns raised with regard to the Program Advisory Committee during the review, the Review Committee recommends that:

##### **Recommendation F:1**

A review of the Advisory Committee membership be undertaken and new members be solicited.

##### **Recommendation F:2**

In accordance with UCC's Program Advisory Committee Regulations, regular Advisory Committee meetings be scheduled in consultation with the Associate Dean to address matters of mutual concern, such as program marketing, curricular changes, practica, etc.

##### **Recommendation F:3**

Consideration be given to forming Advisory Sub-Committees for each Tourism Management Diploma Program to address each program's needs.

##### **Recommendation F:4**

Using the Tourism Advisory Committee as a forum, more information exchange and marketing activities be arranged with external Tourism organizations where mutual benefits are possible. Such initiatives might include guest speakers, video conferencing and workshops, and exploration of formal

partnerships with industry. The key to these activities would be creating agendas of interest and benefit to potential employers, students, and UCC. (See also Recommendation A: 3, "Marketing.")

#### **Recommendation F: 5**

**All Tourism Management Department faculty members be encouraged to participate fully in the planning and implementation of Advisory Committee meetings and related events.**

**ACTION: Associate Dean, Tourism, and Tourism Management Department faculty.**

#### **G: PROGRAM-SPECIFIC RECOMMENDATIONS:**

So far, the discussion and recommendations in this report have referred to all three Tourism Diploma Programs. The Review Committee has two program-specific recommendations to make regarding the Events and Conventions Program.

The Events and Conventions Diploma Program faces challenges of its own. Its graduates are truly cosmopolitan and find work all over the world—in the United States, the Yukon and Korea, for example. However, because it is *prima facie* a program better suited to a metropolitan area such as Vancouver, where there is greater conference and convention activity, than to an urban-rural community such as Kamloops, it has had trouble attracting full enrolments ( see p. 3 of this report: 88 enrolments for 120 places, or a 73% seat utilization, over the five-year period 1997-2001). Alternative ways must be found to deliver the program to those interested but not prepared to re-locate.

#### **Recommendation G:1**

**The Tourism Management Department should**

- (a) explore the possibility of mounting a 30-credit post-diploma Events and Conventions certificate, built around a core of occupation-focused courses such as CONV 210, 211, 219, 226 and 228, which can be delivered face-to-face or via the web;**
- (b) prioritize Events and Conventions and other Tourism courses for web-design and delivery, and seek funding for their development.**

**ACTION: Tourism Management Department faculty**



## **APPENDIX A** **METHODOLOGY**

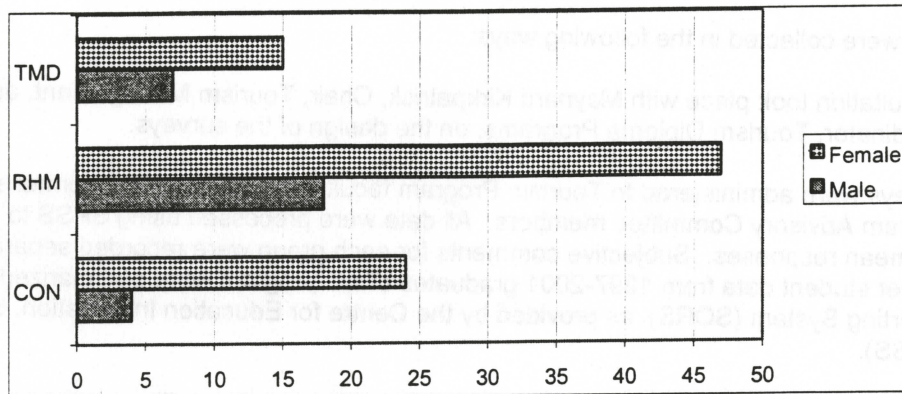
The data were collected in the following ways:

- 1) Consultation took place with Maynard Kirkpatrick, Chair, Tourism Management, and Doug Ellis, Coordinator, Tourism Diploma Programs, on the design of the surveys.
- 2) Surveys were administered to Tourism 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. Former student data from 1997-2001 graduates of the program were summarized from Student Outcomes Reporting System (SORS), as provided by the Centre for Education Information, Standards and Services (CEISS).
- 3) "Descriptive Data" on the Tourism Program's objectives, course outlines, resumes, etc., were solicited from Maynard Kirkpatrick, Chair, Tourism Management, and Tourism Management Department faculty.
- 4) Data on enrolment figures, 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:

- Lian Dumouchel, Instructor, Tourism Management Department

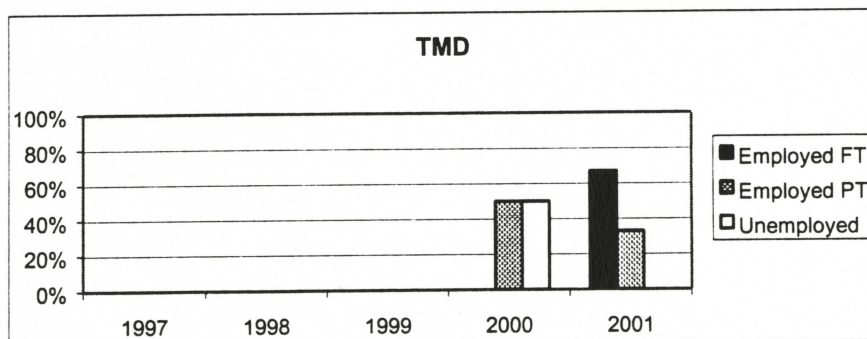
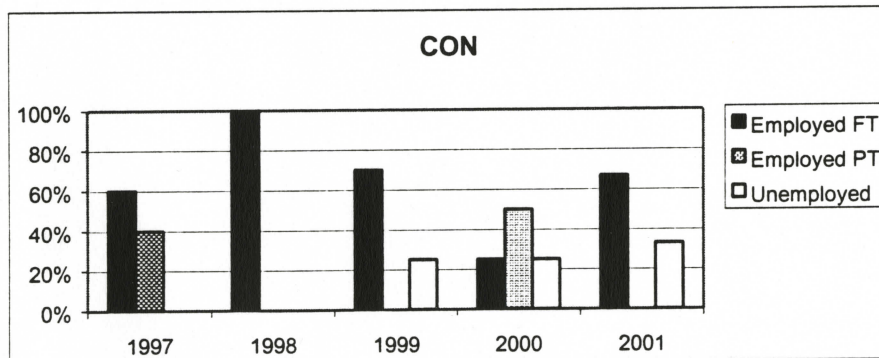
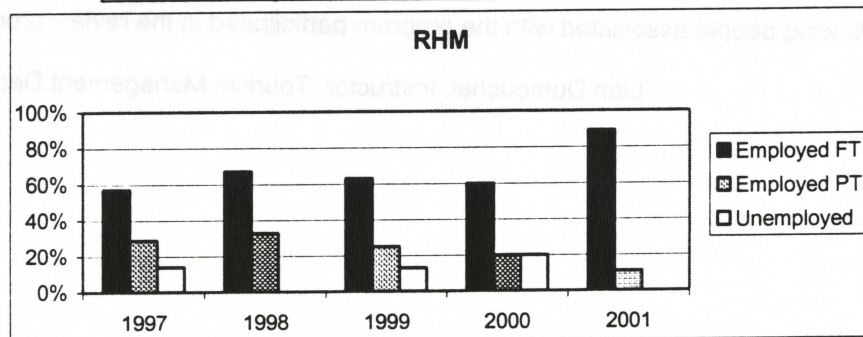
**APPENDIX B**  
**GENDER RATIO OF TOURISM MANAGEMENT PROGRAMS GRADUATES: 1997 - 2001**  
 (Source: Colleague)

**Gender Ratio Per Diploma Program For All Five Years**



**APPENDIX C**  
**LABOUR FORCE STATISTICS**

(Source: BC College and Institutes Student Outcomes Data: 1997-2001)

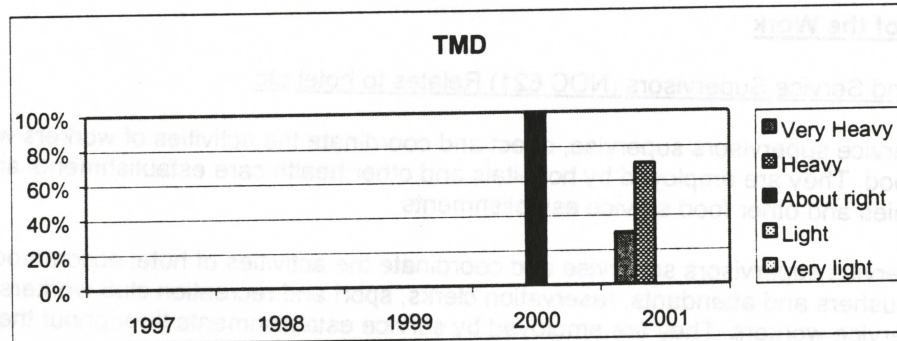
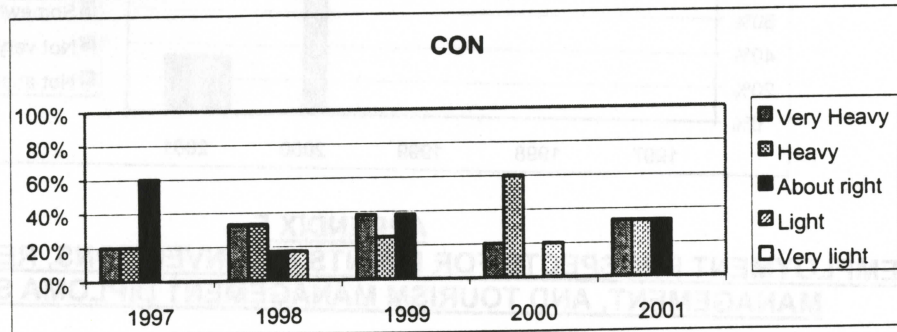
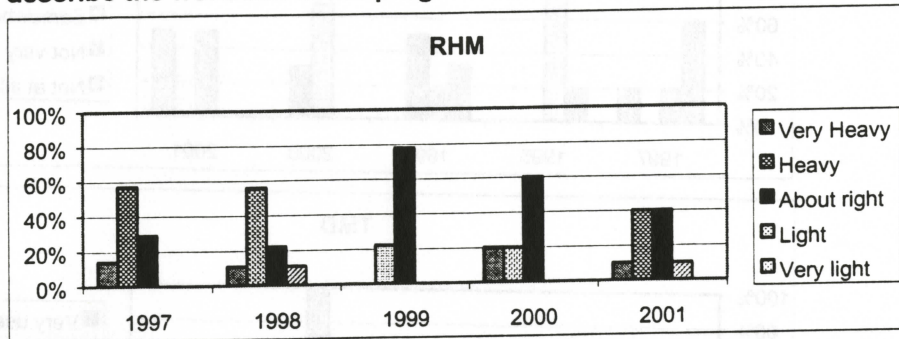




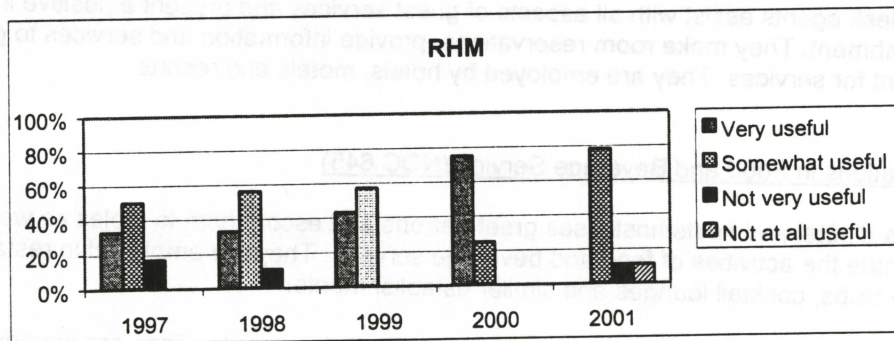
## APPENDIX D FORMER STUDENTS EVALUATION OF EDUCATION

(Source: BC College and Institutes Student Outcomes Data: 1997-2001)

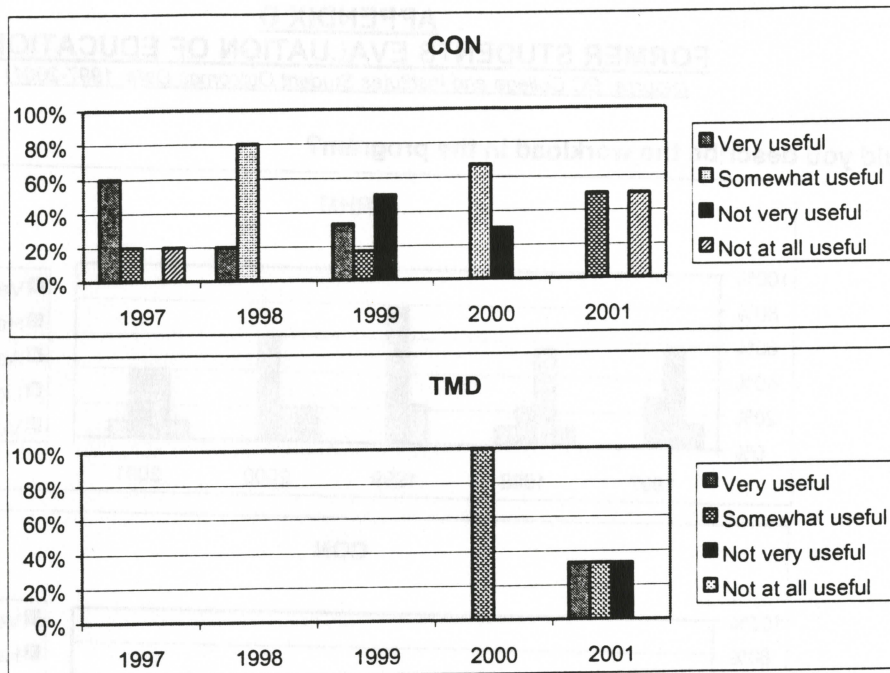
**How would you describe the workload in the program?**



**How useful was your training in performing your job?**







## **APPENDIX E**

### **EMPLOYMENT PROSPECTS FOR EVENTS & CONVENTIONS, RESORT & HOTEL MANAGEMENT, AND TOURISM MANAGEMENT DIPLOMA STUDENTS**

#### **Nature of the Work**

Sales and Service Supervisors (NOC 621) Relates to hotel etc.

Food service supervisors supervise, direct and coordinate the activities of workers who prepare, portion and serve food. They are employed by hospitals and other health care establishments and by cafeterias, catering companies and other food service establishments.

Other service supervisors supervise and coordinate the activities of hotel accommodation service clerks, theatre ushers and attendants, reservation clerks, sport and recreation club workers, commissionaires and other service workers. They are employed by service establishments throughout the public and private sectors.

#### **Front Desk Agents (NOC 6435)**

Front desk agents assist with all aspects of guest services and present a positive impression of the establishment. They make room reservations, provide information and services to guests and receive payment for services. They are employed by hotels, motels and resorts.

#### **Occupations in Food and Beverage Service (NOC 645)**

Maîtres d'hôtel and hosts/hostesses greet patrons and escort them to tables as well as supervise and coordinate the activities of food and beverage servers. They are employed in restaurants, hotel dining rooms, private clubs, cocktail lounges and similar establishments.

Bartenders mix and serve alcoholic and non-alcoholic beverages. They are employed in restaurants, hotels, bars, taverns, private clubs, banquet halls and other licensed establishments. Supervisors of bartenders are included in this unit group.



Food and beverage servers take patrons' food and beverage orders and serve orders to patrons. They are employed in restaurants, hotels, bars, taverns, private clubs, banquet halls and similar establishments.

### Major Group 01/09 - MIDDLE AND OTHER MANAGEMENT (NOC 01)

Many of these managerial groups are found throughout all industries and government. However, some are found only in specific industries. There is a great variation not only in the work settings but also in the working conditions among these managerial groups.

These are not entry-level occupations, and people who are successful at attaining this level have typically progressed through positions of increasing responsibility. Post secondary education is also important in order to achieve a position of middle manager. This is reflected in the fact that about three-quarters of today's middle managers have had some form of post secondary education.

Examples of managers in tourism related industry:

front desk manager

hotel food and beverage service manager

motel manager

restaurant manager

ski resort manager

travel agency manager

### Main Duties

#### Sales and Service Supervisors (NOC 621) Relates to hotel etc.

Workers in this occupational group supervise and coordinate the activities of their staff members.

Food service supervisors supervise, coordinate and schedule the activities of staff who prepare and portion food, and they estimate and order ingredients and supplies required for meal preparation. They prepare food order summaries for cooks or chefs according to requests from dietitians, patients in hospitals or other customers. They establish methods to meet work schedules, and they maintain records of stock, repairs, sales and waste. They also train staff in job duties, sanitation and safety procedures.

Duties of supervisors in other service industries include coordinating, assigning and reviewing the work of hotel, motel and other accommodation services clerks, theatre ushers and attendants, reservation clerks, sport and recreation club workers, commissionaires and other service workers not elsewhere classified. These supervisors establish work schedules and procedures, coordinate activities with other work units or departments, resolve work-related problems, prepare and submit progress and other reports, as well as train workers in job duties, safety procedures and company policies. They also requisition supplies and materials, ensure smooth operation of computer systems, equipment and machinery and arrange for maintenance and repair work. They may perform the same duties as workers supervised.

#### Front Desk Agents (NOC 6435)

Workers in this occupational group make room reservations, register arriving guests, assign rooms and answer enquiries regarding hotel services and registration by letter, telephone and in person. They also respond to guests' enquiries, requests and complaints. They compile and check daily record sheets, guest accounts, receipts and vouchers using computerized or manual systems, and they present statements of charges to departing guests and receive payment.

#### Occupations in Food and Beverage Service (NOC 645)

Maîtres d'hôtel and hosts/hostesses receive and record patrons' reservations and assign tables, greet patrons at the entrance of the dining room, restaurant or lounge and escort them to tables or other seating areas. They speak with patrons to ensure satisfaction with food and service, they inspect dining and serving areas for cleanliness, and they supervise and coordinate activities of food and beverage servers and other serving staff. They also attend to complaints, accept payment from patrons for food and beverage, prepare work schedules and payrolls, interview candidates for food and beverage server positions, and train new employees.



Bartenders take beverage orders from serving staff or directly from patrons. They mix liquor, soft drinks, water and other ingredients to prepare cocktails and other drinks. They also prepare mixed drinks, wine, draft or bottled beer and non-alcoholic beverages for food and beverage servers, or they serve beverages directly to patrons. Bartenders collect payment for beverages and record sales, maintain inventory and control of bar stock, order supplies, clean the bar area and wash glassware. They may supervise other bartenders and bar staff.

Food and beverage servers greet patrons, present menus, make recommendations and answer questions regarding food and beverages. They take orders, which they relay to kitchen and bar staff, recommend beverages that complement patrons' meals and serve food and beverages. They also prepare and serve specialty foods at patrons' tables, present bills to patrons and accept payment.

#### Major Group 01/09 - MIDDLE AND OTHER MANAGEMENT (NOC 01)

Generally, all these managers plan, organize, direct and control the activities of the branch or department for which they are responsible or the business they operate. They also develop and implement policies and systems for their branch or department.

Managers in sales and service work in a range of service industries, including retail trade, food services, accommodation, protective services and personal services. Included in this group also are sales, marketing and advertising managers who may work in any industry.

#### Education and Training

##### Sales and Service Supervisors (NOC 621) Relates to hotel etc.

These workers are usually selected from employees who have demonstrated leadership qualities and initiative in lower-level jobs. The usual prerequisite is high school graduation, followed by as many as ten years in a related subordinate position or training on the job. Completion of a college or university program in an area relevant to the particular field of work may be advisable. Entry into these types of programs usually requires completion of high school. Recommended post secondary programs include business administration, food service administration, marketing and merchandising or those related to management of restaurants, hotels and resorts. Training in health and safety may be advisable.

North Island College, Vancouver Community College (VCC) and University College of the Cariboo offer a part-time certificate program in food and beverage management for those already in or entering the field. Admission requires grade 12 or equivalent and some tourism front-line food and beverage work experience. Langara College has a two-year program in nutrition and food service management. Applicants with previous related work experience have an advantage. Camosun and Douglas Colleges offer a two-year program in hotel and restaurant administration/management. Admission requires practical relevant work experience or completion of a secondary school preparatory program.

Most colleges and university colleges offer tourism management certificates and/or diplomas. Malaspina University College, University College of the Cariboo, Capilano College, University of Victoria and the Open University offer a bachelor's degree in hospitality and tourism management. North Island College offers three programs in this area, including a six-month tourism career entry program and an eleven-month resort management program. Admission to the second program requires completion of the first one, or six months' relevant work experience. Both programs require applicants to have first aid certification and to undergo a mathematics assessment and a personal interview. The third program is a variable-length, part-time certificate program in food and beverage management designed for those entering or already working in the field.

Selkirk College offers a two-year diploma in resort and hotel management. Applicants must have relevant references and good English and mathematics skills. An interview is also necessary. VCC offers a two-year Hospitality Administration Diploma. Applicants need relevant work experience and proven good health. Certificates are also awarded at VCC following completion of part-time tourism professional programs to allow those working in the field to upgrade. Prerequisites vary depending on the course of study. UNBC offers a bachelor's degree in resource-based tourism.



### Front Desk Agents (NOC 6435)

Grade 12 is the minimum educational requirement for employment as a front desk agent. Generally, companies provide on-the-job training, which lasts from two to four weeks. Applicants who have completed a hotel management, hospitality administration or tourism supervision program are at a definite advantage. Those without college training usually start as information or mail clerks, bellhops or cashiers. Work experience in sales or in the hospitality industry is helpful.

Many colleges offer courses within tourism, hotel management and hospitality programs that are relevant to employment as a hotel front desk agent.

Certification is available, but not mandatory, for front desk (and reservations sales) agents. Granted by the Association of Tourism Professionals arm of the Pacific Rim Institute of Tourism, following a written examination, a skill review and an evaluation by a trained volunteer, certification acknowledges that a person has the level of knowledge, skills and attitude acceptable by industry standards.

### Occupations in Food and Beverage Service (NOC 645)

Formal preparation for these jobs is becoming increasingly important as B.C.'s food service industry grows in complexity. Although there is no minimum educational requirement, completion of grade 10 is usually preferred, and many employers hire high school graduates. On-the-job training is usually provided. Completion of a two- to three-month waiter/waitress or dining room and lounge service training program is an asset.

Restaurants with a complex level of service usually require training and experience as a counter person, bus person or kitchen helper prior to employment in a service capacity. Hosts and hostesses usually require experience as waiters and waitresses. Maîtres d'hôtel and wine stewards usually require experience as formal or captain waiters and waitresses or other relevant food service experience. Bartenders usually complete a college or other program in bartending, although some may find work as assistants or bar porters and be promoted to bartending. For those who want to move into management, completion of a hotel/restaurant management program or a dining room and lounge supervisor program is advisable. Most colleges offer programs in hospitality and tourism management.

North Island College offers a five-week Professional Food and Beverage Service program designed for those entering or working in the industry. North Island also offers a 99-hour Professional Bartending program that prepares graduates to obtain a "Serving It Right" certificate, required by all people who serve alcohol in B.C. Okanagan University College offers an 80-hour bartending program. Graduates receive their certificate after they complete the "Serving It Right" training, which can be done either through Okanagan or by correspondence.

Vancouver Community College (VCC) offers a number of programs in this area. Three-month Dining Room and Lounge Service programs are offered at both basic and advanced levels. Applicants to the basic program must have grade 10 or equivalent, and applicants to the advanced program must have completed the basic program or an equivalent. Both University College of the Cariboo and VCC offer Food and Beverage Management certificates. This is a ten-month program for which applicants must have grade 12 or equivalent. An eight-month Food and Beverage Service program is offered for those who wish to incorporate English as a Second Language instruction into their program at VCC. Those who apply for this program must have some degree of English language skill. Proven good health is required to be accepted into any of these programs.

Certification is available, but not mandatory, for bartenders and for food and beverage servers. Certification is granted by the Association of Tourism Professionals arm of the Pacific Rim Institute of Tourism, following a written examination, a skill review and an evaluation by a trained volunteer. Certification acknowledges that a person has the level of knowledge, skills and attitude acceptable by industry standards.

### Major Group 01/09 - MIDDLE AND OTHER MANAGEMENT (NOC 01)

Managerial positions are usually achieved after many years of work in a particular industry. Most people who enter management have above average educational qualifications. Typical credentials may be an



undergraduate degree in arts, science, engineering or education, followed by specialized business or management courses.

Public colleges and universities in B.C. offer a range of degree programs that may, in time, lead to this management level. Formal training in administration may be required, and many institutions offer programs specifically designed to impart management and administration skills. There are also many non-credit, part-time management and professional upgrading courses offered by community colleges and university colleges in B.C.

In general managerial positions require an ability to supervise and coordinate staff and activities, which requires good organizational and communication skills. Good planning and analytical skills and problem-solving abilities are needed. An ability to develop and implement policies, monitor quality control, develop niche markets and control inventories may be necessary. Personal qualities that are important in these careers include leadership ability, a desire to serve others, an ability to relate to other professionals and a capacity to work well under pressure. Good written and oral communication skills as well as an ability to deal with change and technology are assets.

### **Working Conditions**

A recent graduate survey found that individuals entering this occupational group as retail trade supervisors, food service supervisors and other service supervisors earned between \$1,450 and \$1,750 per month for full-time work.

The number of employed workers rose from 10,430 in 1990 to 11,680 in 1998. The largest occupations in this group are retail trade supervisors (48%), food service supervisors (20%) and cleaning supervisors (12%).

Sales and service supervisors are employed in a wide range of industries, but the largest concentrations work in retail trade (39%), accommodation and food services (22%) and other services, such as building and dwelling servicing (8%). About 59% are located in the Lower Mainland, 19% are on Vancouver Island, 16% are in the Okanagan/Kootenay, and 7% are in Northern B.C.

Women account for just over half (52%) of this entire group but make up 61% of food service supervisors and 75% of executive housekeepers.

The average age for this group is 37, very close to the all-occupation average of 38. As well, the age distribution for the entire group is similar to the average for all occupations in B.C., but there is a high proportion of food service supervisors aged 15 to 24 as well as an unusually high proportion of dry cleaning and laundry supervisors aged 55 to 64.

### **Front Desk Agents (NOC 6435)**

This is a medium-sized occupational group, with the number of workers employed in 1998 standing at 3,850, up 500 (15%) over 1990. The tourism industry has seasonal peaks, and this is reflected in a relatively high level of workers in this occupation (36%) who work full time for only part of the year. This compares to only 27% for the workforce as a whole. In some communities the difference between peak and off-peak season volume has been reduced (for example, non-winter months in Whistler) by developing off-peak activities and increasing marketing efforts for the off-peak season.

The mix of full-time (77%) and part-time (23%) workers is similar to the all-occupation averages. Self-employment is very low (3%) for this occupation, and the unemployment rate is lower than the average for all occupations.

All of the front desk agents in B.C. are employed in the accommodation and food services industry. Approximately 46% of hotel front desk agents work in the Lower Mainland. This region's representation is lower than the all-occupation average of 57%, which reflects the importance of tourism in areas away from the Lower Mainland and the development of accommodation facilities throughout the province. The Okanagan/Kootenay region accounts for 21% of the workers, 12% are located in Victoria, 10% are located on the rest of Vancouver Island, and 10% are located in Northern B.C.



Women account for 68% of the workers in this group, substantially higher than the 46% that they represent in the workforce as a whole. The entry-level nature of this work is reflected in a high proportion of young workers. The 15 to 34 age group accounts for 66% of all the workers in this occupation, compared to only 40% for the workforce as a whole. The average age is 33, five years younger than the average for all occupations.

#### Occupations in Food and Beverage Service (NOC 645)

In some large restaurants and hotels, food and beverage service workers belong to unions, so they may receive higher wages. For example, food and beverage service workers at the Four Seasons Hotel in Vancouver are members of the Hotel, Restaurant and Culinary Employees and Bartenders Union, Local 40. The hourly wage rates for the lounge department at the Four Seasons (effective March 1, 1996) paid to workers after one year of employment were \$14.61 for a First Bartender (service), \$11.55 for a First Bartender and \$10.59 for a Server. Hourly wage rates for the fine dining room, room service and restaurant/coffee shop departments at the Four Seasons (effective March 1, 1996) were \$13.05 for a Cashier, \$12.41 for a Host/Hostess (food) and \$9.29 for a Server. These example wage rates are for union workers and apply to a large hotel in Vancouver, but workers in much of the province will earn lower wage rates.

In addition, a recent survey of college graduates who found work in this occupational group reported that *maîtres d'hôtel* earned an average of \$900 per month, based on 25 hours worked in a week, food and beverage servers earned an average of \$1,020 per month, based on 27 hours worked in a week, and bartenders earned an average of \$1,210 per month, based on 28 hours worked in a week.

The number of employed workers increased 20% (7,170 workers) from 35,470 in 1990 to 42,640 in 1998. Food and beverage servers represent 78% of these workers, and the growth in this occupation accounted for 84% of the total increase. As for the rest of the people in this occupational group, bartenders represent 14%, and *maîtres d'hôtel* represent the final 8%. Only 2% of this entire group is self-employed, but half (52%) work part time. Bartenders are an exception within this group, with only 37% working part time. Nonetheless, even among bartenders the level of part-time work is well above the provincial average of 26%. The rate of unemployment for this entire group is about the same as the average for all occupations.

Seasonal employment typifies these occupations. The proportions for those who work for only part of the year are 65% for *maîtres d'hôtel*, 63% for food and beverage servers and 52% for bartenders. This compares with only 45% for the workforce as a whole. However, it is worth noting that there is a growing trend toward developing year-round tourism activity in specific regions of the province. For example, Vancouver is now being marketed as an active centre for the performing arts, a host for cultural and sporting events and a starting point for Alaska cruises, as well as a gateway to tourism around the province. Similarly, Whistler has developed a substantial level of visitation during the summer months to complement the high volume of tourists drawn by its world class reputation as a winter destination resort. These changes increase the level of business for hotels, restaurants and other services in the off-season, which in turn leads to increased demand for workers in food and beverage service occupations.

Over 90% of the workers in this occupational group are employed in the accommodation and food services industry. Much like the averages for all occupations, about 54% of these workers are located in the Lower Mainland, 19% are on Vancouver Island, 18% are in the Okanagan/Kootenay region, and 9% are in Northern B.C.

This occupational group is dominated by women. Women account for 89% of *maîtres d'hôtel*, 79% of food and beverage servers and 56% of bartenders.

#### Major Group 01/09 - MIDDLE AND OTHER MANAGEMENT (NOC 01)

The largest group in middle management is retail trade managers, who account for 26% of these workers. This is followed by managers in food services and accommodation, at 12%.

Managers in the retail trade, accommodation services, food services and other business services also have high rates of self-employment, between 40% and 50%.



Given the responsibilities of employees in this group, it isn't surprising that part-time work among these workers is less than the workforce average. Only 9% of individuals in this occupation work part time, compared to 26% for the workforce as a whole.

Unemployment is very low for middle managers, and as a whole, seasonal fluctuations are not an issue. However, in some industries there are more managers who work full time for only part of the year. More than one-quarter of the managers in construction, accommodation, food services, publishing, motion pictures, broadcasting and performing arts, as well as recreation and sport work full time for only part of the year. These are industries where seasonal influences might be a factor in the availability of full-time, full-year work.

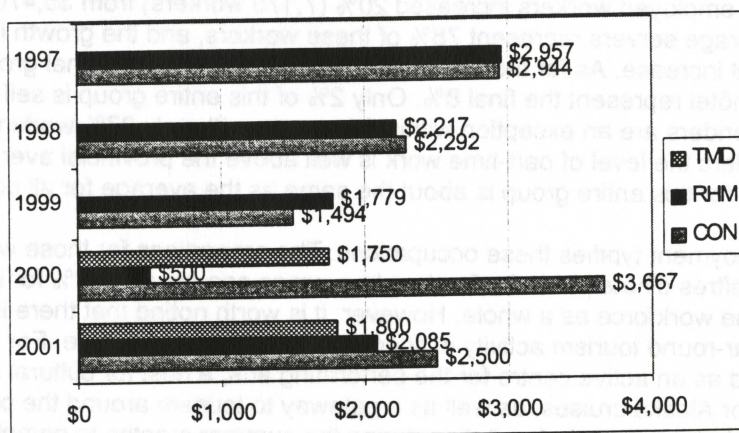
The industries with the most middle managers reflect the size of the occupational groups. The largest industry share is in retail trade, followed by the accommodation and food services industry.

Middle managers are found throughout the province. There is a slightly higher than average concentration in the Lower Mainland (62%), and a slightly lower than average share in Northern B.C. and the Okanagan-Kootenay regions. There is some variation in geographic location based on occupational group.

Women are somewhat underrepresented in middle management. They represent 38% of all middle managers, compared to 46% for the overall B.C. workforce.

### **MEDIAN MONTHLY SALARY FOR RHM, CON, AND TMD GRADUATES**

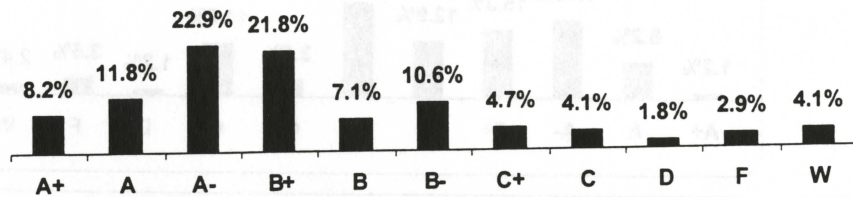
*(Source: BC College and Institutes Student Outcomes Data: 1997-2001)*



**APPENDIX F**  
**GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE**

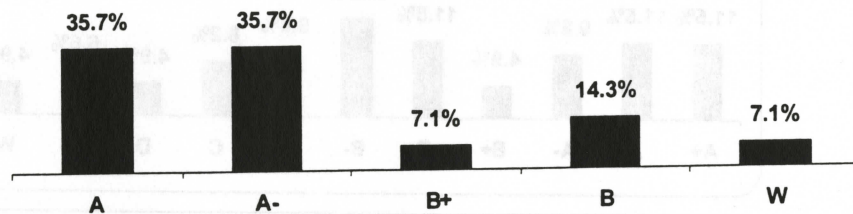
**ADVG 101: THE ADVENTURE TOURISM INDUSTRY**

n=170



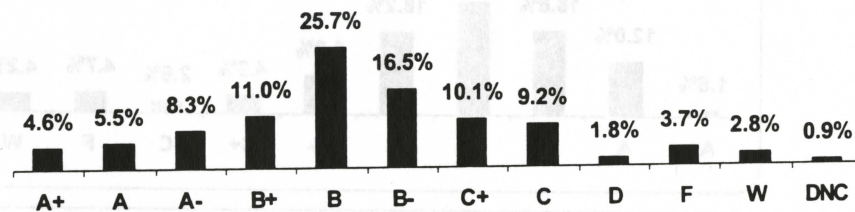
**ADVG 211: ADVENTURE TOURISM ACTIVITIES**

n=14



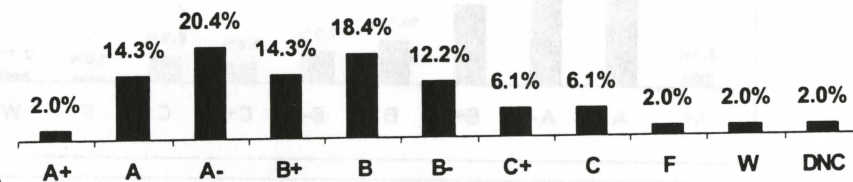
**CONV 210: MANAGING EFFECTIVE MEETINGS I**

n=109



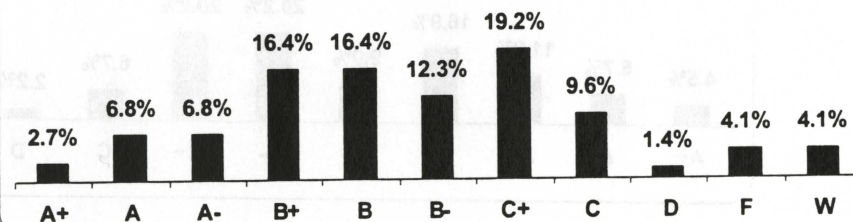
**CONV 211: MANAGING EFFECTIVE MEETINGS II**

n=49



**CONV 219: ASSOCIATION OPERATIONS**

n=73

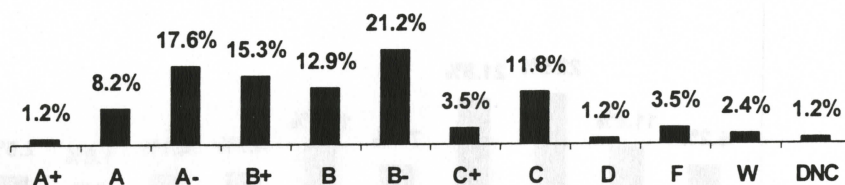




## GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE

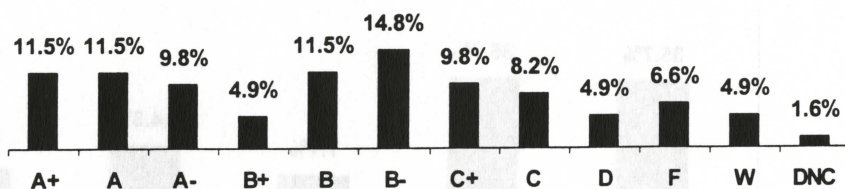
### CONV 226: MANAGING FESTIVALS AND EVENTS

n=85



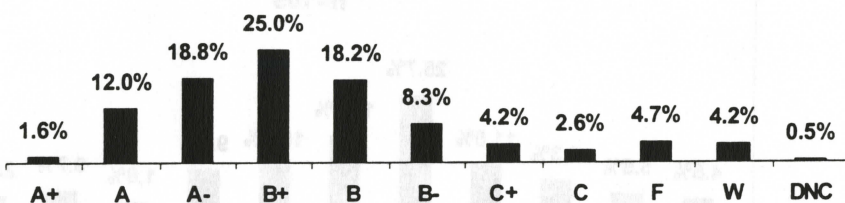
### CONV 228: TRADE SHOW OPERATIONS

n=61



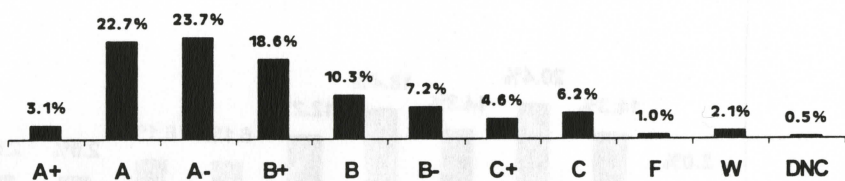
### HMG1 111: DINING ROOM OPERATIONS

n=192



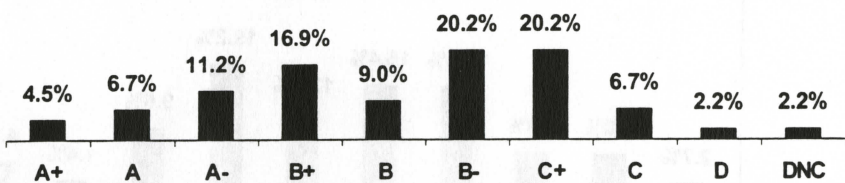
### HMG1 121: FOOD AND BEVERAGE PREPARATION

n=194

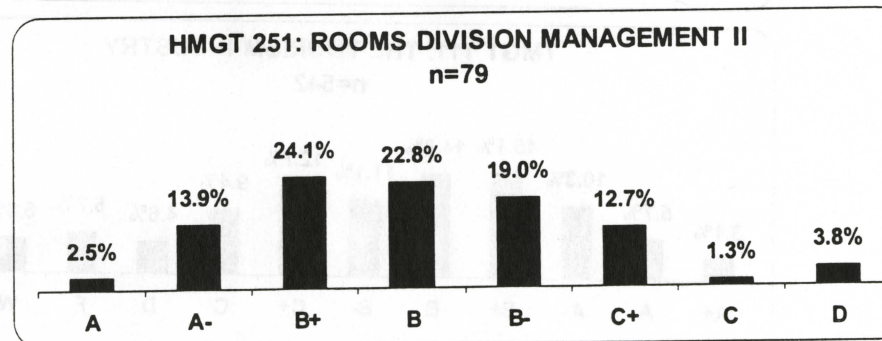
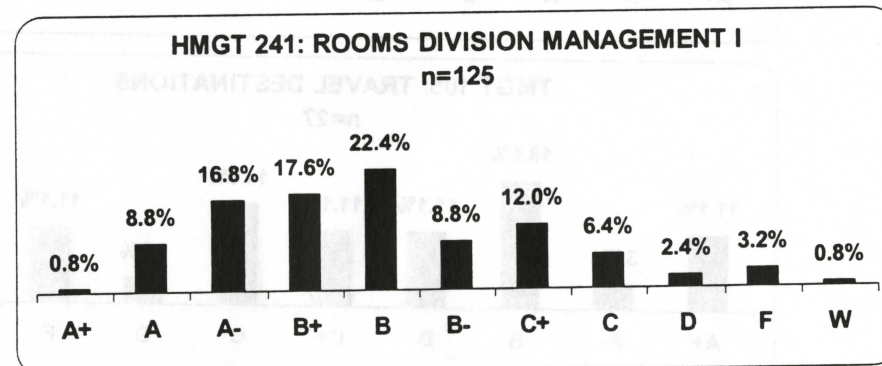
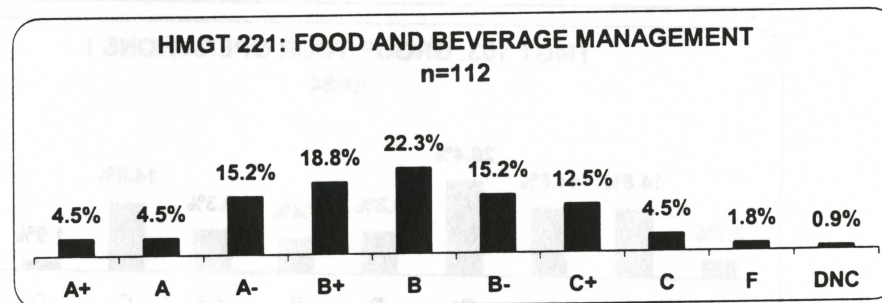
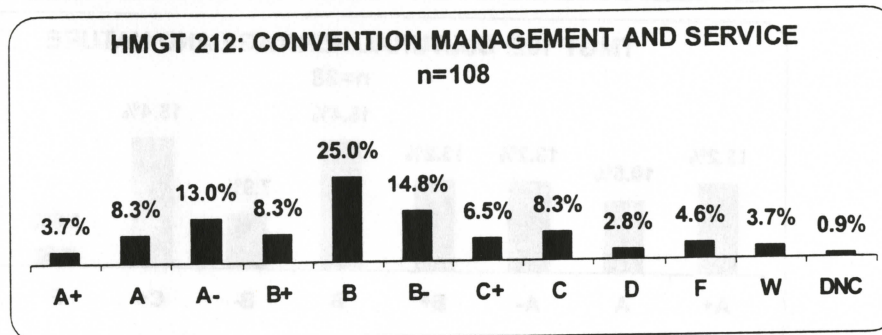
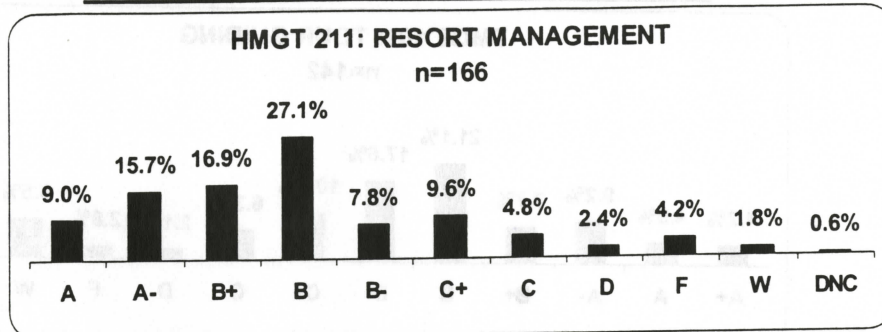


### HMG1 210: FOOD AND BEVERAGE COST CONTROL

n=89



## GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE

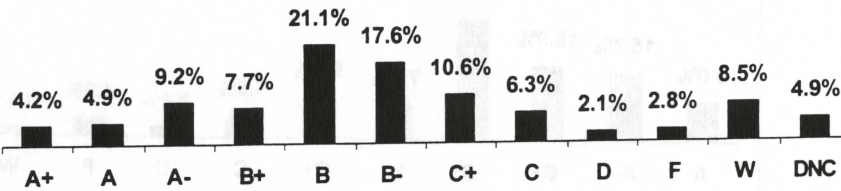




## GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE

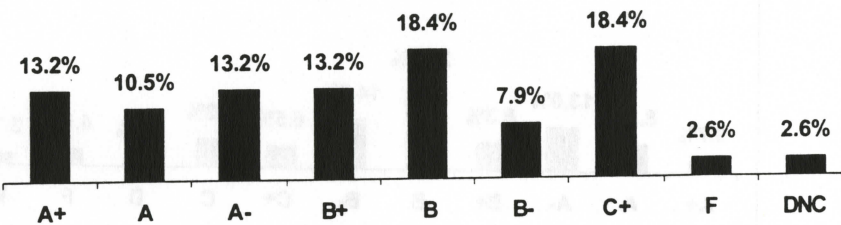
### TMGT 101: TOUR GUIDING

n=142



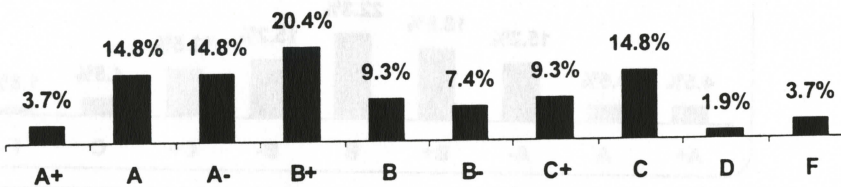
### TMGT 102: CULTURAL HERITAGE AND NATURE

n=38



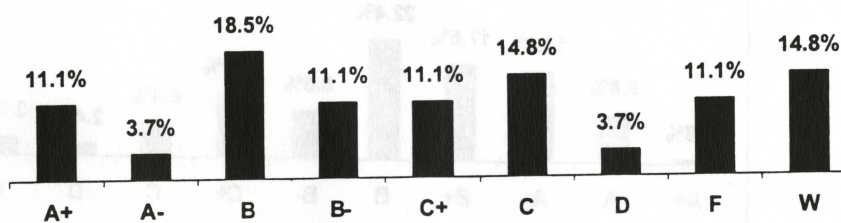
### TMGT 103: GROUP TOUR OPERATIONS I

n=54



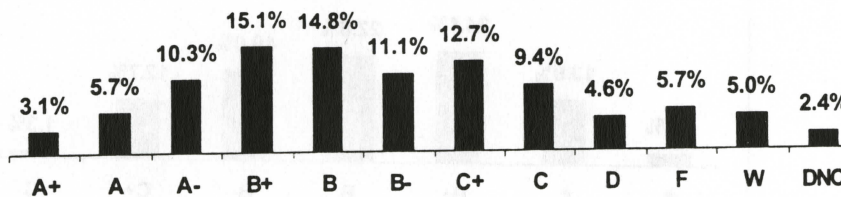
### TMGT 105: TRAVEL DESTINATIONS

n=27



### TMGT 111: THE TOURISM INDUSTRY

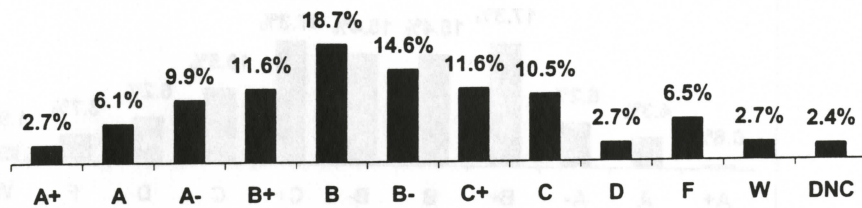
n=542



## GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE

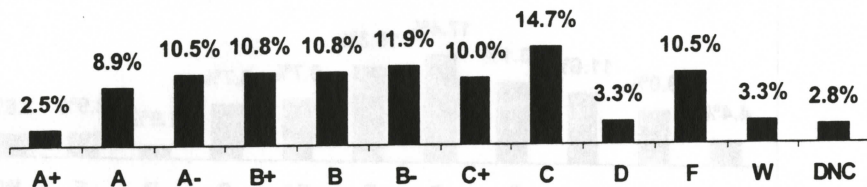
### TMGT 114: HUMAN RESOURCES MANAGEMENT

n=294



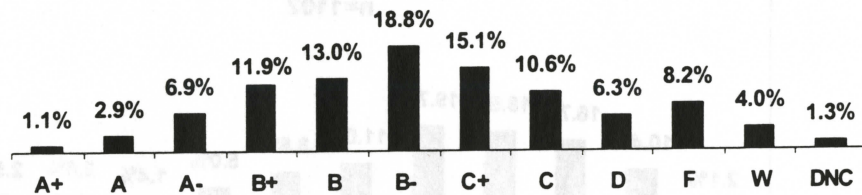
### TMGT 115: MARKETING AND CUSTOMER SERVICE

n=361



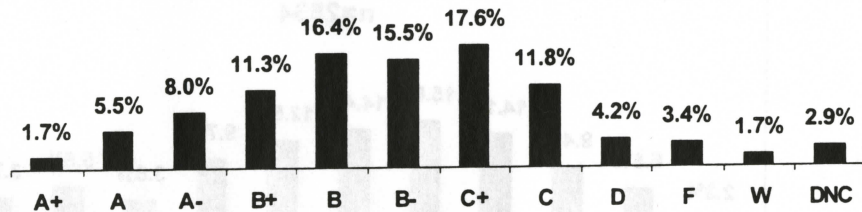
### TMGT 116: ORGANIZATIONAL LEADERSHIP IN TOURISM

n=378



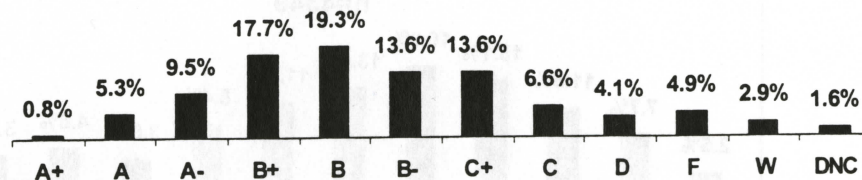
### TMGT 125: APPLIED SALES AND MARKETING

n=238



### TMGT 225: HOSPITALITY LAW

n=243

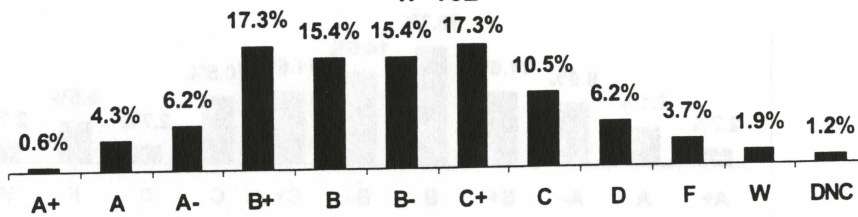




## GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE

### TMGT 261: ENVIRONMENTAL ISSUES IN THE TOURISM INDUSTRY

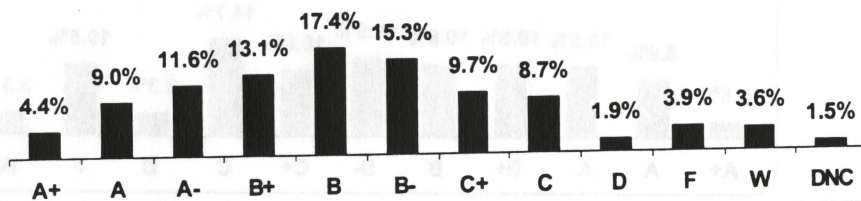
n=162



## GRADE DISTRIBUTIONS BY TOURISM PROGRAM

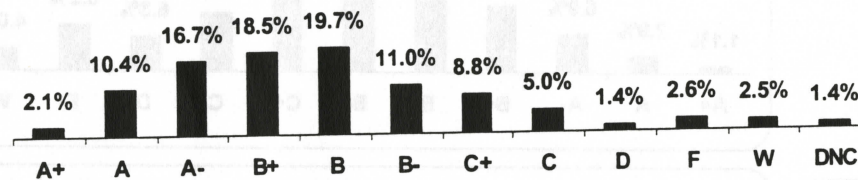
### CONV COURSE GRADES 97/FA-01/FA

n=413



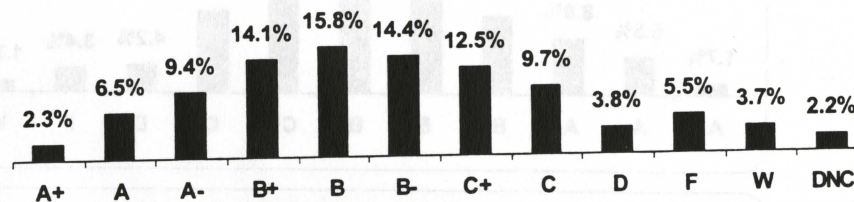
### HMGT COURSE GRADES 97/FA - 01/FA

n=1102



### TMGT COURSE GRADES 97/FA - 01/FA

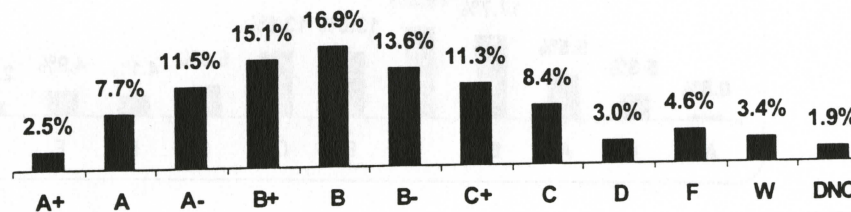
n=2834



### CONV, HMGT, TMGT COURSE GRADES 97/FA -

01/WI

n=4349



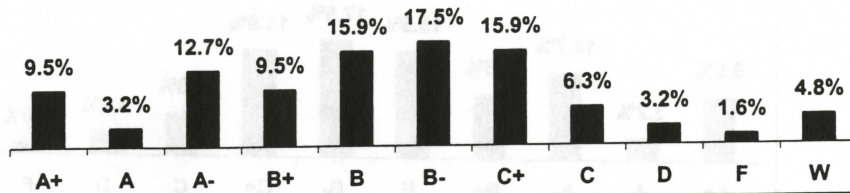
# **GRADE DISTRIBUTIONS BY TOURISM PROGRAM SERVICE COURSES:**

**97/FA – 01/FA**

**YEAR 1**

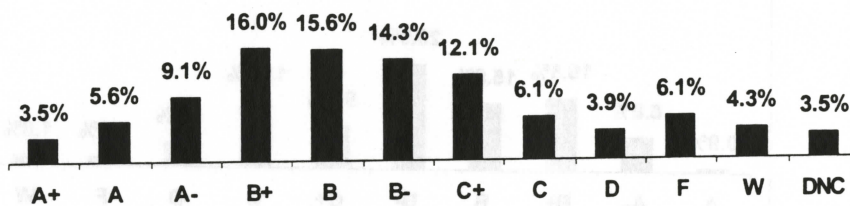
## **ACCT 100: FINANCIAL ACCOUNTING**

**n=63**



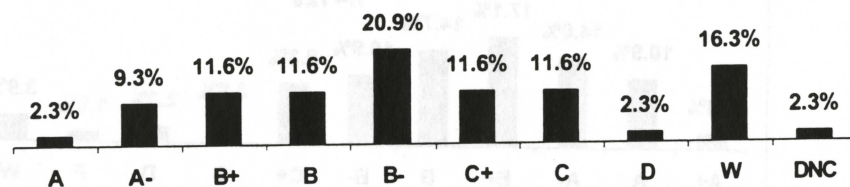
## **COMP 191: INTRODUCTION TO COMPUTERS & BUSINESS INFORMATION SYSTEMS**

**n=231**



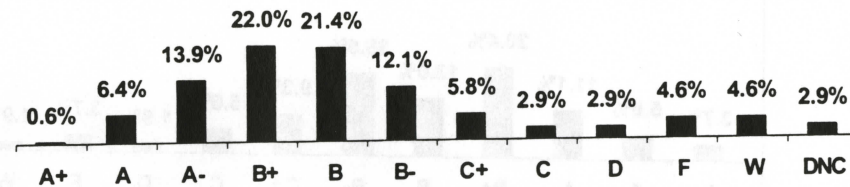
## **ENGL 110: COMPOSITION**

**n=43**



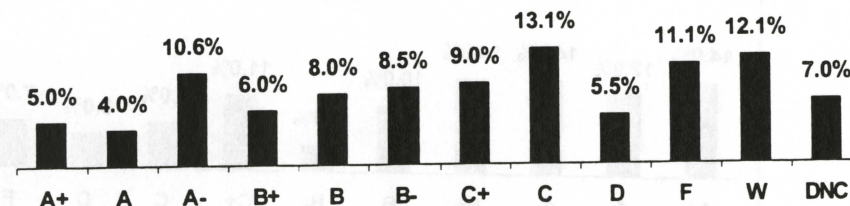
## **ENGL 151: BUSINESS COMPOSITION**

**n=173**



## **MATH 110: FINITE MATH WITH APPLICATIONS**

**n=199**





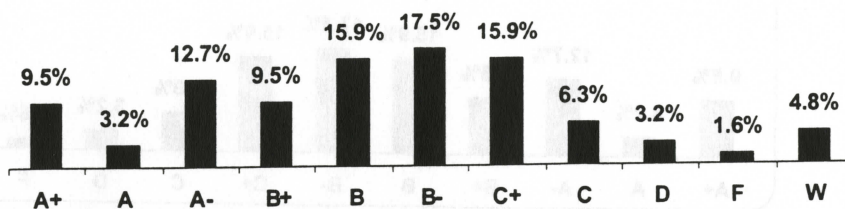
# **GRADE DISTRIBUTIONS BY TOURISM PROGRAM SERVICE COURSES:**

**97/FA – 01/FA**

**YEAR 2**

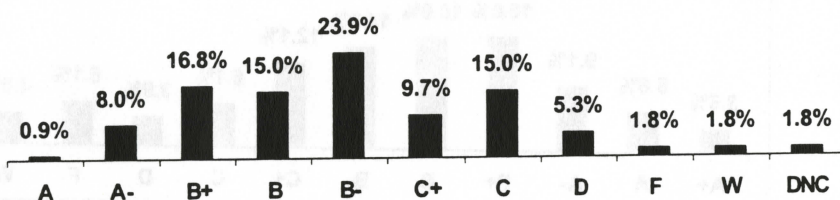
## **ACCT 101: MANAGEMENT ACCOUNTING**

**n=63**



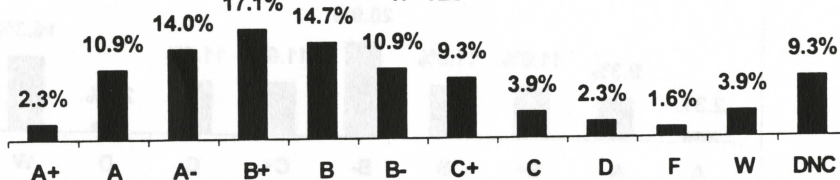
## **COMP 291: COMPUTER APPLICATIONS IN BUSINESS**

**n=113**



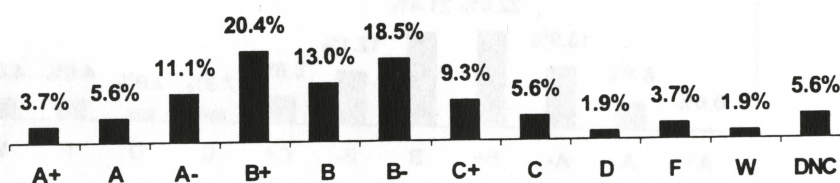
## **ENGL 161: REPORT WRITING & BUSINESS PRESENTATIONS**

**n=129**



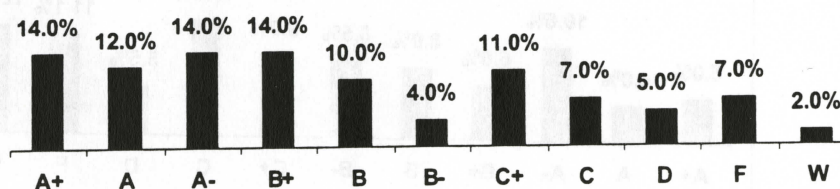
## **ENGL 162: BUSINESS WRITING & PUBLIC SPEAKING**

**n=54**



## **MATH 120: INTRODUCTION TO STATISTICS**

**n=100**



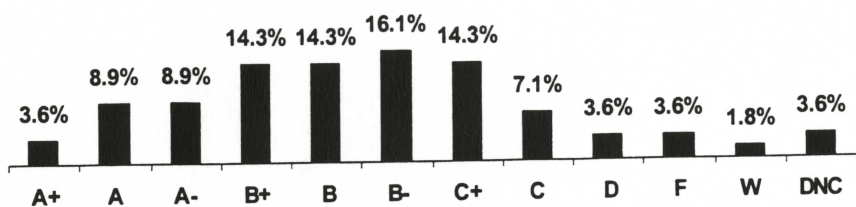
**GRADE DISTRIBUTIONS BY TOURISM PROGRAM SERVICE COURSES:**

**97/FA – 01/FA**

**YEAR 2**

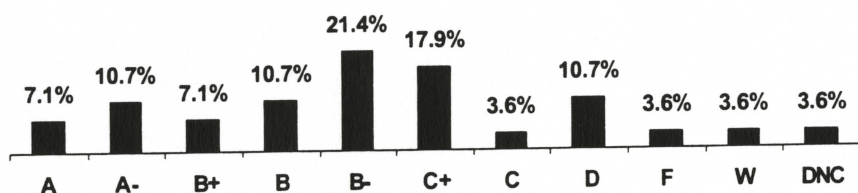
**ECON 122: INTRODUCTION TO BASIC ECONOMICS**

**n=56**



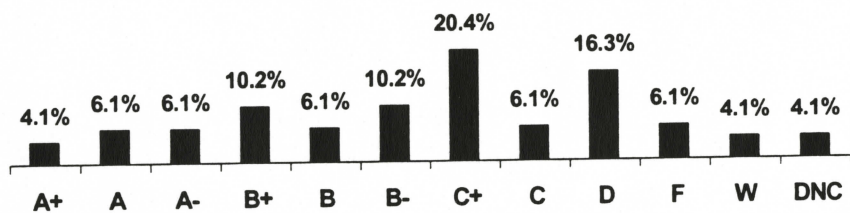
**ECON 190: PRINCIPLES OF MICROECONOMICS**

**n=28**



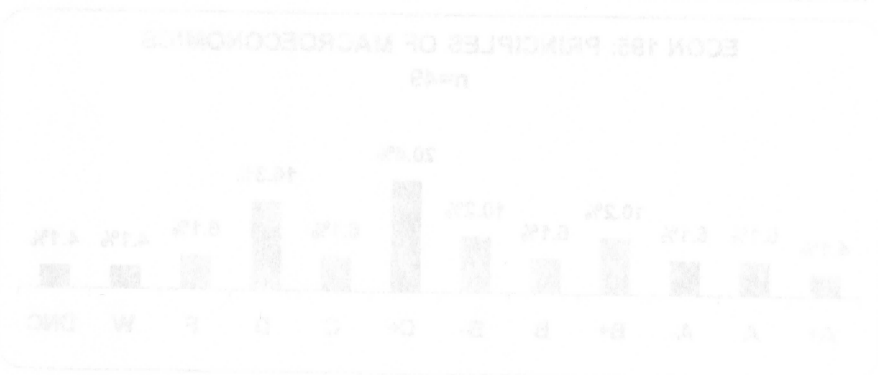
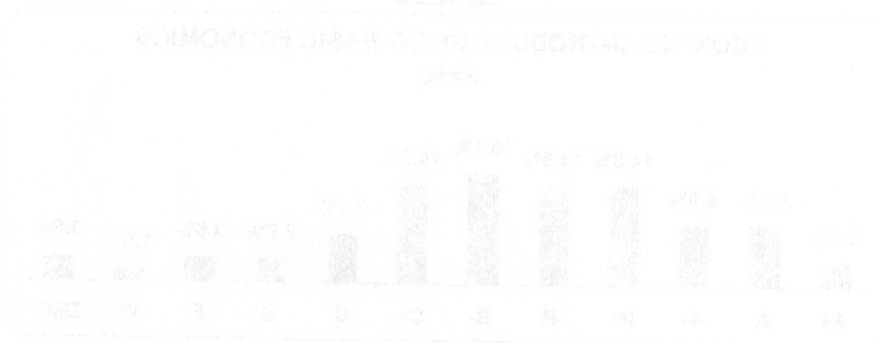
**ECON 195: PRINCIPLES OF MACROECONOMICS**

**n=49**





GRADE DISTRIBUTIONS BY TOURISM PROGRAM SERVICE COURSES  
 YEAR 2



U.C.C. LIBRARY  
 72162399





