

**HOSPITALITY PROGRAM  
NEEDS ASSESSMENT**

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## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	1
INTRODUCTION .....	3
Description of Existing Program .....	3
Academic Division .....	4
Culinary Arts .....	5
Food Service Management .....	6
Hotel/Motel Management .....	6
Non-Degree Programs .....	6
Retail Division .....	7
Description of Occupation .....	7
METHODOLOGY .....	9
Methods of Data Collection .....	9
Methods of Data Analysis .....	12
ANALYSIS .....	12
Hospitality Industry Outlook .....	12
Employment Opportunities .....	14
Employment Outlook for Hospitality Students .....	16
Retraining Opportunities .....	20
Employee Benefits .....	22
Wage and Salary .....	22
Advancement Opportunities .....	25
Opportunities for Minorities and Women .....	27
Occupation .....	28
Level of Training and Skills Needed .....	28
Adequacy of Currently Available Training .....	37
Adequacy of OCC's Program .....	42
Student Survey .....	42
Student Withdrawal Survey .....	47
Faculty Survey .....	48
Graduate Survey .....	49
Employer Survey .....	51
Culinary Arts Employer Survey .....	51
Food Service Management Survey .....	53
Hotel Motel Management Employer Survey .....	55
CONCLUSION .....	59
Summary .....	59
Issues .....	60
BIBLIOGRAPHY .....	61
APPENDIX A: Employer-Suggested Job Titles .....	63
APPENDIX B: Culinary Arts Employer Survey .....	67
APPENDIX C: Food Service Management Employer Survey .....	73
APPENDIX D: Hotel Motel Management Employer Survey .....	79
APPENDIX E: Employer Lists .....	85
APPENDIX F: Hospitality Student Survey .....	95

APPENDIX G: Culinary Arts Employer Narratives .....	99
APPENDIX H: Food Service Management Employer Narratives .....	107
APPENDIX I: Hotel Motel Management Employer Narratives .....	117
APPENDIX J: Student Narratives .....	127
APPENDIX K: Graduate Follow-Up Survey Narratives .....	143
APPENDIX L: Internal Analysis, Hospitality Department .....	149

## EXECUTIVE SUMMARY

- This needs assessment was undertaken in order to review the compatibility of hospitality industry needs and Oakland Community College's educational responses to those needs.
- The Culinary Arts program is scheduled to be reviewed for accreditation in December 1994. This assessment should be helpful in planning for this event.
- Enrollment in Culinary Arts, Food Service Management, and Hotel/Motel Management has declined in the years 1983-1993 by 35%. There were 113 Culinary Arts graduates, 40 Hotel Motel graduates, and 20 Food Service Management graduates of the degree programs from 1987-93.
- At an advisory meeting in 1989, it was stressed that the "Hospitality program needs to be balanced among Culinary Arts, Restaurant Management, and Hotel Management; hopefully this will be accomplished by 1995." This goal has not yet been attained.
- OCC's Hospitality program has not had an active advisory committee in recent years and may require an infusion of new members to become vital once again.
- Both students and instructors are concerned with the rigid scheduling options.
- Aside from scheduling, most students are quite satisfied with the program. However, according to the Graduate-Follow-Up Survey, while more than half of all Culinary Arts and Food Service Management graduates were very satisfied with the education they received, only 27% of Hotel/Motel graduates were very satisfied. Furthermore, 83% of Culinary students who had transferred said they were well prepared for further college work, but only 40% of both Food Service and Hotel Management transfer students said they were well prepared to transfer.
- In a 1992 faculty survey, hospitality instructors expressed concern about both the lack of emphasis on innovative teaching and learning methods, and the need for curricular updating in several program areas. Input from students, graduates and employers in this assessment lends itself to resourceful teaching techniques and curricular ideas.
- In the employer survey, employers gave ideas of future trends which can be incorporated into OCC's curriculum. They also explained what they looked for in graduates and they ranked the importance of skills which are currently taught in the Hospitality programs. This information should be helpful in future course and curriculum planning.
- Members of the Hospitality department want to engage in strategic planning which would encompass space planning, equipment planning, and course/curriculum planning. While they embrace the need for updating and planning, they are concerned about the lack of time available to work proactively.
- Although the Hospitality program is resource-intensive, other local community college programs are equally, if not more, expensive.

- More than three quarters (77%) of Hospitality graduates are employed either full or part time in the hospitality field. Culinary Arts graduates have the highest employment rate, while Hotel Motel Management graduates have the lowest employment rate.
- Currently, four of the strongest business segments are contract food services, fast food, catering, and dinner-house chains. By comparison, the lodging industry is currently much weaker; hotels and motels are both hiring and promoting less often. Graduates are competing fiercely for a dwindling number of entry-level positions in the lodging industry.
- According to the local employer survey, the majority (67%) of culinary arts employers report that their need for formally trained employees will increase in the next 12 months. Less than half (48%) of food service management employers foresee an increase and 36% of hotel employers foresee an increase in their staffing needs in the next 12 months.
- Of the employers surveyed, 10% of culinary arts employers, 14% of food service management employers, and 20% of hotel/motel employers require an associate degree for entry-level positions. Others commented that they looked for at least *some* college experience when hiring, and many stressed that having a degree would help employees to advance.
- Although many businesses are currently hiring, employers stress that they are more selective about who they hire than they used to be. Especially when hiring managers, employers look for applicants who are multi-skilled in such areas as public relations, computers, personnel, finance, operations, merchandising and total quality management. Perhaps the most prevalent underlying theme expressed by employers is that **employees must be able to relate well to people--to other employees, to their employers and, most importantly, to customers.**
- Employers stress the need for experience. Although students in the Hospitality program do receive experience by working in the Ridgewood, managing the retail divisions, and working on special events, only the Hotel/Motel students are required to complete an external internship.
- As of 1990, the Hospitality industry had a turnover rate of 99% for hourly employees and 46% for salaried employees. A speculative reason for the high turnover is that employees are not prepared for the hard work, long hours, and low pay.
- Entry level management positions are dwindling. Graduates are more likely to find jobs in such positions as line cooks, supervisors, or desk clerks. Often, graduates have higher expectations, in terms of both job title and salary.
- According to the Graduate-Follow-Up Survey, the average entry-level salary for all Hospitality graduates who are working in the field is \$16,244. As of 1991, the average salary for all students who graduated from a "Public Services" program (such as Hospitality) is \$21,581. The average salary college wide for all graduates who are working in their major field is \$26,674.
- Industry experts stress the importance of students' willingness to relocate if they want to get "good" jobs and to be promoted. Community college students often hesitate to take jobs out of the area.

# Oakland Community College Hospitality Program Needs Assessment

## INTRODUCTION

The purpose of this report is to review the compatibility of current industry needs and Oakland Community College's (OCC) educational responses related to the field of hospitality. This report is intended to assist the Hospitality program and the College administration in training hospitality students in a manner that is consistent with industry needs.

This needs assessment includes a literature review, data supplied by the U.S. Department of Labor and the Michigan Occupational Information System (MOIS), information compiled from phone conversations with industry experts, an examination of related programs in other higher education institutions, and phone surveys with employers of hospitality employees. The employers contacted include fast food restaurants, upscale dining establishments, caterers, contract food service businesses, dinner house chains, food brokers, healthcare establishments, lodging establishments, country clubs, and department stores. In addition, a survey was conducted of students who had enrolled in hospitality courses at OCC from January 1992 to January 1993.

The program has a good reputation in the metro-Detroit area. There have been several rave reviews in Detroit Monthly and the Oakland Press. There are many graduates working in the area who continue to recruit students from OCC. The management dinners are very popular and the Ridgewood restaurant draws a crowd of people every day. Not only do external constituents have a favorable opinion of the program, but the faculty themselves work well together as a team and have a strong desire to achieve maximum effectiveness.

Despite the success of the program, there are many concerns. Instructors are looking for updated equipment, curricular reforms, new ways of teaching, better marketing, and better internal relations within the College. One of the biggest concerns is the limited amount of time available to accomplish the goals of the department. All the faculty feel stretched to their limits; they also believe there is much more to be done. This Needs Assessment is meant to be a first start; to assist both the department and the dean in discerning both areas of concern and ideas for improvement.

### **Description of Existing Program**

The Hospitality program began in 1965 at the Highland Lakes Campus with the Food Service Management program. In 1969, the Hotel/Motel program was developed. When the Orchard Ridge campus was under construction, plans were included to construct commercial

kitchen facilities to jointly house a culinary arts program and provide food service for all of the OCC campuses. Consequently, in 1978, the Culinary Arts program was developed, and the Food Service and Hotel/Motel Management programs were moved to the Orchard Ridge campus. The plan to provide food to all of OCC's campuses was never implemented.

Nine full-time faculty members, a purchasing agent; a catering manager; a departmental secretary; and several adjunct faculty members staff the department. The department has formed an external advisory council, however, it has not been active for the past few years. The department is headed by an elected chairperson who also functions as a full-time faculty member. Various faculty members are charged with operational responsibilities, yet the department chair has overall administrative responsibility for departmental planning, budgeting and operational management.

### Academic Division

There are three degree and three non-degree programs offered in the Hospitality department. This assessment focuses on the three degree programs: 1) Culinary Arts, 2) Food Service Management, and 3) Hotel/Motel Management. Table 1 and Figure 1 illustrate the recent history of student enrollment within Hospitality. Overall student enrollment has been slowly but steadily declining for the past 10 years.

Table 1  
Trends in Student Enrollment

	Academic Year									Ten Year
	1983-84	1984-85	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	
Student Headcount	2,450	2,339	2,087	1,942	1,841	1,592	1,740	1,637	1,587	-35.2
Student Credit Hour	5,814.5	5,572.5	5,013.0	4,863.0	4,599.0	3,927.5	4,212.5	4,082.0	3,851.5	-33.8

Figure 1  
Hospitality

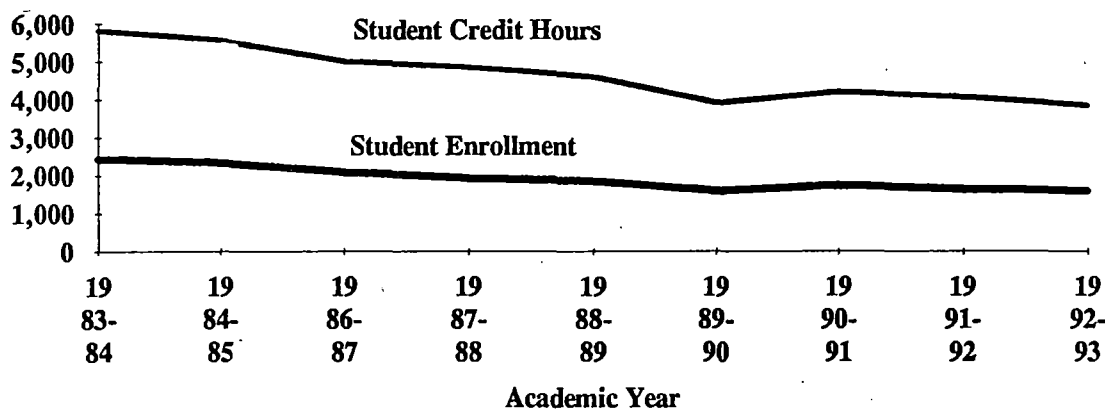
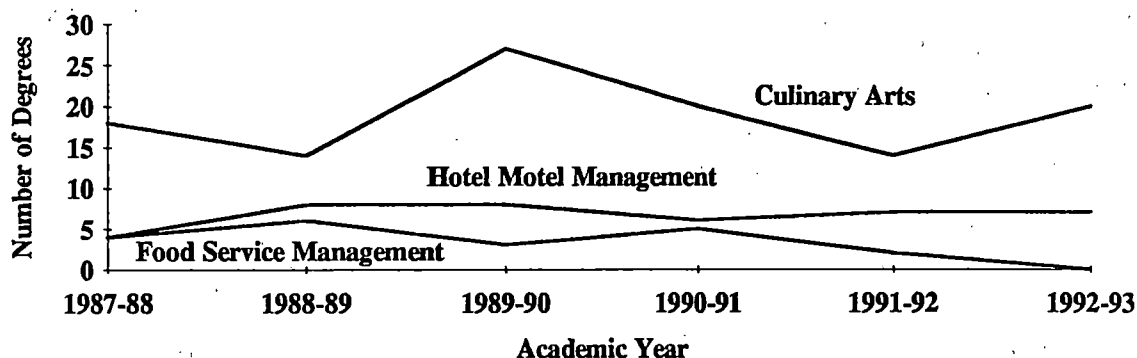


Table 2 and Figure 2 depict the number of degrees awarded in the Culinary Arts, Food Service management, and Hotel/Motel management programs. The number of graduates in Culinary Arts over the past 5 years has been erratic, while Food Service Management degrees have declined most rapidly.

**Table 2**  
**Trends in Degrees and Certificates Awarded**

Degrees	Academic Year					
	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Culinary Arts	18	14	27	20	14	20
Food Service Management	4	6	3	5	2	0
Hotel Motel Management	4	8	8	6	7	7

**Figure 2**  
**Degrees Awarded in Hospitality**



Based on a student survey done of 176 students, the following table and graph illustrate the number of students majoring in each degree option in the Hospitality program. Some students who were surveyed were undecided as to an emphasis and others had chosen a major outside of the Hospitality program.

### Culinary Arts

The majority of the Hospitality degrees granted are in Culinary Arts. This program is designed to train students to be food specialists within the hospitality industry. The Culinary Arts program is set up so that students go through a kitchen rotation, culinary salons and a recommended external internship. The minimum credit hour requirement is 72 hours, which is more than the average degree program at OCC. The students also prepare the food for the College's retail outlets. The Culinary Arts program was granted accreditation in 1990 which extends until December 31, 1994. Graduates of this option can become sous chefs, chefs, garde manger chefs, executive chefs, master chefs, and various specialty cooks.



The kitchen rotation experience is the core of the Culinary Arts program. Twelve courses are taught in module-format covering: Pantry Production I and II, Quantity Baking I and II, Storeroom I and II, Dining Room I and II, Cooking I and II, and Demonstration Lab I and II. There are two rotation series running concurrently: the beginning (110) series and the advanced (120) series. These two rotation series are normally taken during the student's first year of study.

An important supplement to the academic program is participation in external competitions sponsored by various professional associations and the community. The department typically participates in two to three culinary salons throughout the year. Culinary students prepare specific items for which they may earn a gold, silver, or bronze medal. This work is individually appraised by a panel of judges, usually consisting of local chefs.

### **Food Service Management**

The Food Service Management program is designed to train students for administrative and supervisory occupations in the hospitality industry. Sixty-four credit hours are required for graduation. These students must also take the beginning rotation series of the Culinary Arts program. Food Service Management students work in the department's retail operations in order to comprehend food preparation and service, nutrition and menu planning, food standards and sanitation, purchasing, accounting, equipment and layout, food merchandising, marketing and management. They also participate in an internal internship which encompasses planning and managing three gourmet dinner events marketed to the public during Fall semester. Graduates of this option are prepared for middle-management supervisory positions.

### **Hotel/Motel Management**

The Hotel/Motel Management program includes training in food service preparation and service, food standards and sanitation, service industry purchasing, hotel-motel sales and promotion, front office management, housekeeping, maintenance and engineering, and marketing and management. The courses geared specifically to Hotel/Motel are staffed exclusively by adjunct instructors. There are 71 credits required for this degree. The program also requires completion of the beginning rotation series of the Culinary Arts program. An external internship is required for all students in the Hotel/Motel program. Graduates of this program usually apply for middle-management supervisory positions.

### **Non-Degree Programs**

The College also offers three non-degree programs. For the purposes of this report, only the Michigan Chefs Apprentice program will be discussed. The Michigan Chefs Apprentice program is co-sponsored by the American Culinary Federation (ACF), the Michigan Chefs de Cuisine, the U.S. Department of Labor and OCC. The program entails an agreement between approved employers, the student, and the College. In accordance with ACF policy, apprentices

are graded on their work by both their supervising chef and college instructors. One day of the week is set aside for college coursework. The courses are those required for students in the Culinary Arts degree program. The program is three years long and requires 6,000 hours of compensated work for an approved employer. Employers rotate the apprentice to all stations of the organization so he or she can gain a variety of practical experiences. The program costs the student approximately \$500.00 each semester. The students are also encouraged to complete the degree; once they complete the apprenticeship, students are only shy of the Culinary Arts associate degree by nine credits. Faculty at OCC have noted that they learn from the apprentice students while they are instructing them; the students bring industry knowledge into the program.

### **Retail Division**

Unlike most departments in the College, the Hospitality department has a dual function, as both an academic department and a comprehensive retail sales operation. Three sales operations are provided through the retail division: bakery; restaurant and cafeteria; and catering. Most of the food sold is prepared by the students in the Culinary rotation and other hands-on courses. These operations provide students with the opportunity to experience the realities of working in a food service operation.

The Hospitality staff highly regard their retail services. However, one staff member has commented that they have "never had an evaluation of services by groups which have been catered." While this statement specifically refers to catering, perhaps client evaluations could be done of all the retail divisions in order to discern both areas for improvement and ideas for enhancement.

### **Description of Occupation**

There are approximately four million full-time and one million part-time persons employed in hospitality nation-wide. The Food service Industry includes all organizations that serve food to people away from home: restaurants, drive-ins, coffee shops, hotels and motels, clubs, cafeterias, vending machine operations, "take-out" stores, employee cafeterias in manufacturing plants, military feeding operations, hospitals, schools and colleges, airlines, steamships, railroads, soda fountains, tea rooms and sandwich shops, taverns and cocktail lounges, catering companies, construction camps, retirement homes, mobile kitchens, and institutions. According to the National Institute for the Food service Industry (NIFI), there are about 500,000 food service establishments in the U.S., of which 350,000 are commercial eating places open to the public. The industry ranks fourth in retail sales just behind the retail automotive industry, the grocery business and general merchandise stores. According to the NIFI, "It's a big and growing business." Hospitality is one of the country's most diverse industries.

Jobs in the industry have traditionally fallen within three categories:

Entry-level positions which require a minimum of training including: busboy and busgirl, waiter and waitress, hostess or host, sanitation and maintenance worker, kitchen helper, sandwich maker, soda fountain worker, and beverage worker.

Middle level positions requiring some experience with additional on-the-job training usually provided such as: cashier, food checker, chef and cook, pastry chef and baker, pantry supervisor, food service supervisor, waiter-captain, purchasing agent and storeroom supervisor, and meat cutter.

Higher level management positions and special positions that an individual may qualify for, depending on past experience and education including: restaurant manager, assistant manager, food production manager, personnel director, menu maker, merchandising supervisor, and director of recipe development.

Graduates with associate degrees usually obtain either middle level or higher level positions. Based on the Employer Survey, examples of job titles of people who work locally in hospitality include:

Culinary Arts -

Chef  
Sous Chef  
Head Cook  
Prep Cook  
Line Cook

Food Service Management -

General Manager  
Manager  
Assistant Manager  
Supervisor

Hotel Motel Manager -

Assistant Manager  
Housekeeping Manager  
Sales Manager  
Front Desk Manager  
Food & Beverage Manager

A complete list of job titles obtained from local employers appears in Appendix A.

Chefs supervise, coordinate, and participate in activities of cooks and other kitchen personnel in preparing foods. A chef's duties may include: planning menus and scheduling

workers, selecting and developing their own standardized recipes, employing, training, managing, and discharging workers, purchasing foodstuffs, participating in and attending culinary exhibitions and conferences, inspecting food preparation and serving areas to ensure that safe, sanitary food-handling practices are being observed.

Food service managers coordinate and supervise the activities of workers responsible for the serving of food and beverages in different types of establishments or at social functions. General duties of food service managers may include estimating food and beverage amounts and costs, purchasing food, supplies, and equipment; keeping records of inventory and employees' work schedules; consulting with the cook or chef to plan and evaluate menus; inspecting the dining room, kitchen, and equipment for cleanliness; interviewing, hiring, training, and discharging employees; and settling customer complaints about food or service. In small restaurants, managers may also run the cash register and take customers' orders. In large restaurants, managers coordinate the work of specialized personnel such as assistant managers, purchasing agents, and headwaiters.

Hotel/motel managers direct and coordinate the operation of hotels and motels to ensure that they operate efficiently, show a profit, and provide the best possible accommodations for guests. General duties of hotel/motel managers may include: making decisions concerning personnel, operations, service, and room rates; resolving problems with guests; planning budgets and authorizing purchases made by the various departments; dealing with suppliers and vendors; coordinating the activities of the front office, kitchen and dining room, and such departments as housekeeping, personnel, publicity, and maintenance; promoting conventions, trade shows, banquets, exhibits and other events; and delegating authority and assigning tasks to department heads.

## **METHODOLOGY**

### **Methods of Data Collection**

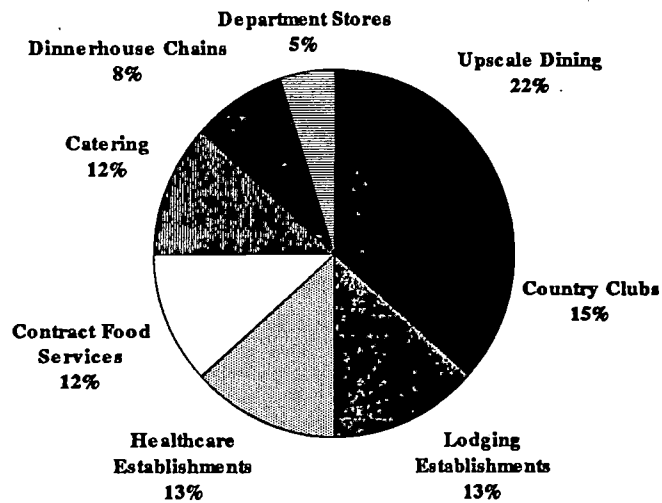
In order to obtain background information on the hospitality industry, a literature search was performed and a variety of professional, industrial, and accreditation organizations were contacted.

A telephone survey of local hospitality employers was conducted in November 1993. Three sets of surveys were conducted: culinary arts (Appendix B), food service management (Appendix C) and hotel motel management (Appendix D). A total of 192 employers from various employment categories were contacted (Appendix E). The following tables list the types of employers surveyed for both culinary arts and food service management. For the hotel/motel survey, various types of lodging establishments were contacted.

**Table 3**  
**Types of Employer Surveyed for Culinary Arts**

Employer Type	Number Responding	Percent of Total
Upscale Dining	13	21.7
Country Clubs	9	15.0
Lodging Establishments	8	13.3
Healthcare Establishments	8	13.3
Contract Food Services	7	11.7
Catering	7	11.7
Dinnerhouse Chains	5	8.3
Department Stores	3	5.0
<b>All Employers</b>	<b>60</b>	

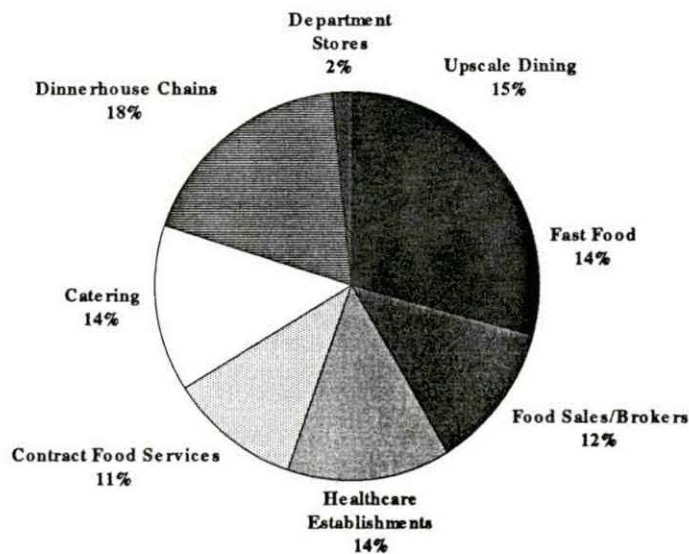
**Figure 3**  
**Types of Employer Surveyed**  
**Culinary Arts**



**Table 4**  
**Types of Employer Surveyed for Food Service Management**

Employer Type	Number Responding	Percent of Total
Upscale Dining	10	15.4
Fast Food	9	13.8
Food Sales/Brokers	8	12.3
Healthcare Establishments	9	13.8
Contract Food Services	7	10.8
Catering	9	13.8
Dinnerhouse Chains	12	18.5
Department Stores	1	1.5
<b>All Employers</b>	<b>65</b>	

**Figure 4**  
**Types of Employer Surveyed**  
**Food Service Management**



In January 1993, 46% of all students (176) who had taken at least one Hospitality course at OCC during the past academic year (January 1992-January 1993) were contacted by phone. The ages and genders of the students surveyed adequately represent the ages and genders of all students who have recently taken hospitality courses (68 were female and 107 were male). These students were interviewed regarding their reasons for taking hospitality courses at OCC, their satisfaction with the program, and their expectations for using their hospitality experience/knowledge in the future (Appendix F). Data from the Graduate-Follow-Up Survey and the Student Withdrawal Survey were also utilized.

A review of hospitality programs in community colleges was conducted. Comparisons of

enrollment and graduation information were made, and an examination of program content was conducted.

### **Methods of Data Analysis**

Quantitative analysis of the survey data was conducted by means of frequency distributions and correlations. Verbal responses from employers were analyzed for content, and appear in their entirety in Appendix G (Culinary Arts employers), Appendix H (Food Service Management employers) and Appendix I (Hotel Motel Management employers). Narrative responses from the Student Survey appear in Appendix J. Responses obtained via the Graduate Follow-up Survey are included in Appendix K.

## **ANALYSIS**

### **Hospitality Industry Outlook**

The food service industry continues to have a good growth record. Table service revenues jumped in 1986 and grew more than 6% a year until 1989, when the recession prompted a dip. In 1992 sales began to rebound (*Time*, 1993). According to the National Restaurant Association (NRA), in 1993, "Food service industry sales are projected to reach a record \$267.2 billion--up 4.8% over 1992." According to Knapp-Track, an exclusive report on the casual theme and dinner-house segment presented on a monthly basis, (*National Restaurant News* July 5, 1993), "In spite of business fragility and considerable individual uncertainty concerning the administration's budget effects, job growth was up in April and May" of 1993. The gain was in the face of a loss of 75,000 manufacturing jobs in April and 39,000 jobs in May. The best performing regions in April of 1993 were Florida, New England and the Mountain area, while the worst performers were the Pacific Northwest and California. The National Restaurant Association (NRA) has broken down various segments within the industry and made predictions on their growth for 1993. From June 1992 to June 1993, restaurant sales rose by 8.9% (*Nation's Restaurant News*, July 26, 1993). The industry's largest segment, restaurants and lunchrooms, account for nearly one-third of all commercial food service sales.

Three of the strongest industry are fast food, catering, and contract food services. Fast food will be one of the industry's "brighter spots" in 1993, says the NRA. The industry's second-biggest market in terms of sales--and one that's likely to overtake the restaurants/lunchroom segment in the near future--fast feeders are expected to have enjoyed a healthy 6.1% growth in 1993, after an equally solid 5.2% sales gain in 1992 (NRA). Fast food businesses allow young men and women the opportunity to take the helm of a \$1 million or more business a relatively short time out of school.

Catering for the office or home will post a 7% growth in 1993, the strongest sales gain among eating places, according to the NRA. More than 40% of all table-service restaurants reported offering off-premise catering in 1992.

Contract food service is also a strong sector and is growing rapidly. Looking to give patients and residents a good meal at good value, hospitals, nursing homes and retirement facilities in growing numbers are turning over management of their in-house food service facilities to outside contractors. Meanwhile, occupancy rates remain high partly due to an aging population. Reflecting in part higher enrollment rates at colleges and universities, educational food service will post a 4.1% sales gain in 1993. Meanwhile, contractors continue to increase their share of educational food service. The NRA notes that as "the competition among colleges for students heats up, food service is being treated as part of the marketing mix to appeal to more students." Employee food service is also a growing area. Increasingly, employers view their food service operations as an important employee benefit--and want them run as independent profit centers. Besides employees, the winners are contractors who are "benefiting from the tendency of firms to focus their resources on their business leaving food service to outside professionals," notes the NRA.

According to the NRA, from a short-term perspective, commercial cafeteria might not look to be a promising sector for today's job seekers: real growth for the segment, long a staple in the country's South, is expected to decline by 1%. The problem: cafeterias' older customer base. "Older consumers generally have a lower level of confidence, and their reaction to disturbing economic news is more negative than that of younger consumers," says the NRA. Longer-term, the outlook is bright. By touting cafeterias' traditional appeal--food variety and value--"this segment is expected to begin reaping the rewards after 1993," according to the NRA.

Despite the strong sectors, there are weaker areas and negative growth indicators throughout the hospitality sector. Lodging facilities are not experiencing tremendous growth, new developments for all sectors are in decline, and businesses are concerned with various labor issues. Industry experts say it will take several more years before demand catches up with the heavily over-built hotel market. According to the *Economist* (January, 1993), "Most of the banks and insurance companies that lent heavily to the hotel industry in the boom years have spent the past two years foreclosing on mortgages." Perhaps one in every two hotels in the country has been in trouble; three-quarters of those built since 1986 have been in serious difficulty. Financial institutions are now America's biggest hotel-owners--and most want to be sure of their investment. PKF Consulting, a property-advisory firm that specializes in services for hotel clients, reckons that about 40% of America's hotels may not have operating profits big enough to meet their interest costs. Estimates of total losses for 1992 vary wildly, but start at \$2 billion." In 1993, the trend toward shorter, closer-to-home trips is expected to continue, according to the National Restaurant Association. In 1992, almost half of summer travelers stayed in hotels or motels during their trips; 36 percent stayed in friends' or relatives' homes.

The number of undeveloped prime sites in this country's major markets is dwindling (*National Restaurant News*-NRN-July 26, 1993). "A more hospitable business climate in Mexico already is encouraging foreign chain operators to indulge their pent-up appetites for a slice of that country's lucrative pie of 81 million consumers." There are more trademark protections there since President Carlos Salinas de Gortari eased restrictions on foreign businesses in 1990. Dunkin' Donuts, Arby's, Chili's, McDonald's, Domino's Pizza, Carl's Jr., Jack in the Box, Peter Piper Pizza and Haagen-dazs are among those who have either set up shop south of the border or



are prepared to do so. Mexico may be among the brightest and most wide-open frontiers for chains to explore.

Labor is one of the biggest costs to a hospitality business, and many businesses have already cut back in the past two years through freezing both wages and hiring. According to the National Restaurant Association, if the looming threat of mandated health insurance becomes a reality, it could be detrimental to some hospitality businesses. Many businesses would not be able to afford to give health insurance to all of their employees. All in all, some experts are saying that the Clinton administration is not a benefit to business owners in the hospitality industry. The Food and Drug Administration is now requiring that some menus conform to the same regulations enforced on grocery store food labels to indicate fat content. In addition, the restaurant industry points out that up to 30% of its \$225 billion in receipts comes from deductible business meals. (*Time*, 1993). Now, the 80% write off for business diners has been lowered to 50% which may adversely affect revenues. An NRA study estimates a loss of 165,000 food service jobs due to this legislation. Also, the minimum wage may increase, and there is now mandated family leave for some businesses. If the minimum wage is increased from \$4.25 to \$5.25, some businesses say they will be forced to cut back hiring. Herman Berghoff, operator of Berghoff's restaurant in Chicago has said, "The past two years have been the most difficult in our 93-year history. The white-collar recession took a big bite out of our customer base. And the new taxes, regulations and tax code changes have become almost unbearable." Operators are now selling properties, slowing construction, laying off employees, and facing the reality of competing on quality instead of making money through tax breaks.

### **Employment Opportunities**

According to the National Institute for the Food Service Industry, "The food service industry offers real career potential because it has been, and will continue to be a vital, growing industry." An estimated 250,000 new people enter the industry each year to meet the need for personnel at all levels. According to the National Restaurant Association, in 1993 there will be continued demand for bright, ambitious HRI and culinary school graduates to help run hospitality operations. Representatives from Johnson & Wales agree that employees for food service are in great demand. As further evidence for the need for employees, in 1988, two researchers, (McCleary and Weaver) identified the hospitality industry as a "sector of the economy where attracting and retaining quality employees is a growing problem." In the year 2000 there is a projection of one million more jobs than there are people to fill them.

Despite the positive projections for prevalent job opportunities, experts are warning students that the slow economy and such factors as demographics are affecting each hospitality segment differently. Graduates need to be flexible about employers, locations and starting dates. Also, as part of the economic restructuring, many businesses are downsizing their corporate and field staffs. This downsizing means fewer mid-management positions. Layers of middle management have been eliminated and will probably never return. Says Rocco Angelo, associate dean at Florida International University's hospitality school: "I counsel all students to have patience. The fast track may still exist but not to the extent of the high-flying 70s and 80s."

In addition to fast food operations, catering companies and contract food organizations, one of the hotter sectors is mid-priced dinner house chains. According to the NRA, dinner house chains are "well positioned to continue their aggressive growth," they are a good market for job seekers. Another good bet may be casinos, especially for graduates from culinary schools. Michigan State University has seen a tremendous demand for students in the contract food service field with companies which provide food service to health-care facilities, schools and businesses. Both the NRA and representatives from Johnson & Wales maintain that "the industry dealing with health care is one area that is expected to expand." Hospitals, nursing homes and retirement facilities are contracting out more and more, and the population as a whole is aging. Such favorable demographics have made health-care food service an increasingly attractive career choice for graduates. Due to the higher enrollment rates at colleges and universities, there is a growing need for employees with the management and technical skills to put a good product on the table, at a cost school administrators can live with. Positions for fast food cooks are expected to grow by 10% from 1988 to 2000.

Cooks in restaurants are expected to increase by 24% from 1988 to the year 2000. Employment of chefs in Michigan is expected to increase faster than the average for all occupations through the year 2000. According to MOIS, because higher personal incomes and more leisure time will allow people to dine out more often, the demand for chefs will continue to increase. Also, as the number of working women increase, more families are finding eating-out a welcome convenience.

Nationally, about 480,300 food service managers were employed in 1988. Demand for restaurant services is expected to increase because of population growth, rising personal income, and increased leisure time. It was estimated by MOIS that approximately 16,700 food service managers were employed in Michigan in 1988. Most food service managers worked in or near urban areas or large cities, in the retail trade industry for restaurants and other eating and drinking establishments. Others worked in the service industry for educational institutions; hotels, motels and other lodging facilities; and hospitals. Employment of food service managers in Michigan is expected to grow much faster than the average for all occupations through the year 2000. A 28% growth rate will result in an average of 1080 openings annually, with 390 due to growth and 690 due to replacement of managers who retire, die, or leave the labor force for other reasons.

According to MOIS, there were about 3,050 Hotel/Motel Managers employed in Michigan in 1988, a significant number of which were self-employed. In Michigan there appears to be a good balance in both the short and long run between the number of job openings and the supply of graduates from training programs in this field. Although MOIS predicts jobs for college graduates, several hotels, including the Marriott, no longer go to colleges for recruiting purposes. A General Manager from Marriott insists that one has to get a foot in the door, and this does not happen though education. He stresses that the best preparation for prospective employees is to work in a hotel while they are in school. Other hotel representatives made similar comments in our employer surveys.

According to an article in *Training & Development* (1991), cost-consciousness has both moderated travelers' spending and raised their expectations for quality of products and services.

Competing on quality requires a staff that is capable of delivering consistent, good service promptly, intelligently, courteously, and enthusiastically. The key is qualified labor. To realize the economic potential of the hospitality industry, all participants must have capable employees. Recent reports indicate that more and more workers are unlikely to consider hospitality work; it may be that hospitality is perceived by some as a devalued occupation. A February 1990 article in *Lodging Hospitality* noted that, within the past decade, an alarming number of hotel school graduates leave the field after a few short years of middle-management experience "because the work is too hard, the hours too long, the pay too little..." U.S. business, in general, has a turnover rate of about 24% per year, but the hospitality industry shows a rate of 99% for hourly employees and 46% for salaried employees. Training may be the key to a better prepared workforce.

### **Employment Outlook for Hospitality Students**

According to the National Institute for the Food Service Industry, "This is a promising industry for the individual who takes applicable vocational courses or goes on to a two or four-year college program." According to the National Restaurant Association, graduates opting for careers in food-service enjoy an ever-growing choice of markets and employers. "There is plenty of opportunity. There's a whole bunch of diverse companies hiring."

A Marriott general manager likes to hire two year graduates because they are usually more flexible when it comes to starting job titles. However, these students are also often juggling a family with their job which can affect their performance at work. However, graduates eyeing a career in hotel management have to compete fiercely for a dwindling number of entry-level positions, the result of lagging occupancy rates. Industry experts say it will take several more years before demand catches up with the heavily over-built hotel market. Hotels have also severely curtailed management trainee programs. Fewer entry-level management positions are being offered than in years past, and "per need" hiring practices have largely replaced the management training programs of old. Lodging remains a soft market for job seekers. However, David B. Kenney, chairman of the American Hotel & Motel Association, projects the lodging industry will create 30% more managers by the year 2000.

According to the National Restaurant Association, competition for all available jobs has grown more intense. Work experience is extremely important. According to Rocco Angelo, associate dean at Florida International University's hospitality school, "companies hiring someone who has not experienced the heat of a kitchen literally and metaphorically are taking a chance on that individual." However, prior management experience is not necessarily such a big deal; someone who knows how to work is a big deal. Furthermore, students must realize that they will need to work their way to the top. As one employer stressed, "Students think they can become a chef as soon as they get out of school, but that's not true." Graduates can start out as line cooks and work their way up to cook and then relief cook and so on. Herman Cain, president and chief executive officer of Godfather's Pizza is concerned that today's students believe that their degree is a ticket to a high level position right out of school. He tells students, "Your education is a ticket to open the door, and it should mean that you will move up faster in the organization."

Of the 60 employers surveyed by OCC in the Culinary Arts field, 60% (36) have a hard time finding qualified employees. They described some of the difficulties they encounter.

New graduates have attitude problems; they think they're educated but the most valuable education is on the job. Many need better skills in following directions.

Cannot pay starting salaries expected by recent grads.

Graduates want more pay and are not willing to do what it takes to get the job done.

Employees are not willing to pay the dues. They only want to work days--no holidays and they want \$35,000/year.

Many applicants need advice on interview skills.

The majority (60%) of food service managers also responded that they experience difficulty hiring new employees. One of the most often heard complaints is that applicants are not experienced. Furthermore, many employers complained that their employees are not prepared for the hard work involved, which includes the varied and demanding schedule. Employers also complained that applicants asked for more money than they could give them.

Employees do not want to work the long, non-flexible hours; they are not able to handle the stressful job; they lack communication/people skills and motivation.

We run into too many people who cannot read or write well.

People with food service experience do not have educational backgrounds.

Employees are not dependable.

Most applicants know how to cook but do not have food service management skills; they need to know inventory, supply rotation, food costs, have a nutrition background, and know about hidden calories.

Employees need culinary training *and* business training.

Less than half (39%) of hotel/motel employers have difficulty finding new employees.

This percent is the lowest of the three sectors, i.e. hotel employers experience the least difficulty when searching for potential employees. By far, their biggest complaint is the lack of experience of the applicants. Other comments include,

It's hard to find qualified individuals who are service oriented and have people skills.

The people who apply lack education.

Applicants' appearance and attitude are awful.

Applicants lack communication skills.

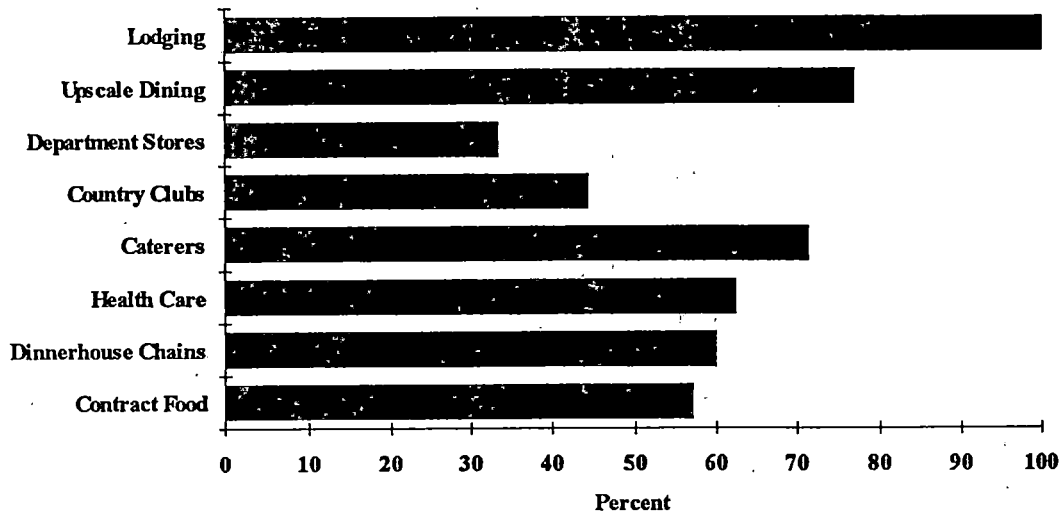
Applicants expect to work 9-5.

The majority of culinary arts employers (67%) reported on the OCC survey that their need for formally trained employees will increase over the next 12 months. This is much higher than the need specified by hotel employers. Of those culinary arts employers, 95% plan to hire new employees. Most (73%) complain that their current employees are lacking needed skills. Furthermore, 64% are expanding their operation. The following table and chart demonstrates the hiring needs of culinary arts employers by employer type. These employers were asked whether or not they expected their need for formally trained employees to increase in the next twelve months.

**Table 5**  
**Culinary Arts Employment Needs**

Employer Type	Increasing Need	Stable Need
Lodging	8	0
Upscale Dining	10	3
Caterers	5	2
Health Care	5	3
Country Clubs	4	5
Department Stores	1	2
Dinnerhouse Chains	3	2
Contract Food	4	3
<b>All Employers</b>	<b>40</b>	<b>20</b>

**Figure 5**  
**Culinary Arts Employers with Hiring Needs**

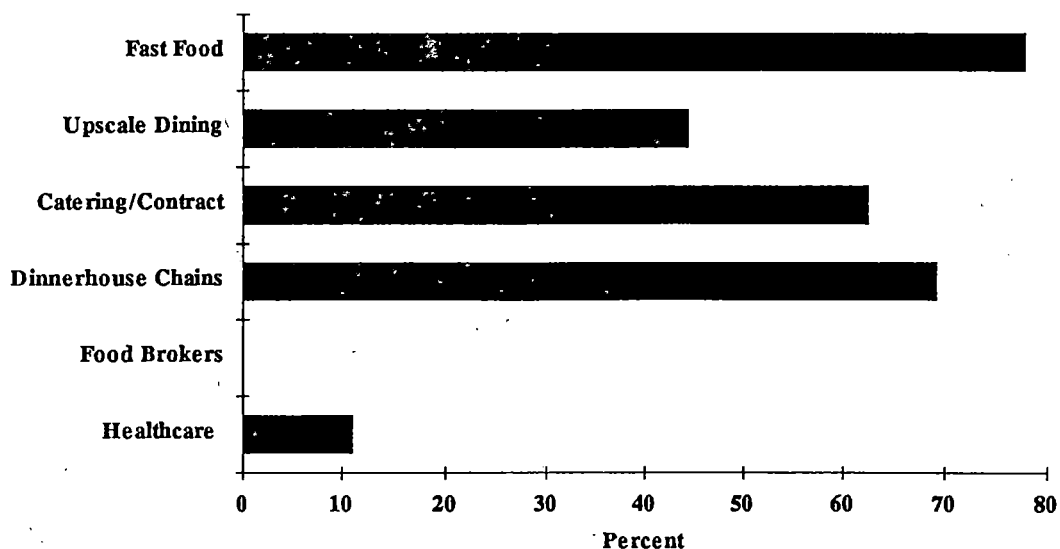


Slightly less than half (48%) of food service management employers foresee an increasing employment need in the next twelve months. Of those 97% plan to hire new employees (N=31). The main reason for the growing need is business expansion. Based on the survey results, food service management employers experience the lowest turnover rate. The following table and graph display the breakdown of food service management employers who expect to hire managers within the next 12 months. Because there were such small numbers for some of the employer types, caterers were combined with contract food service organizations.

**Table 6**  
**Food Service Management Employment Needs**

Employer Type*	Increasing Need	Stable Need
Fast Food	7	2
Upscale Dining	4	5
Catering/Contract	10	6
Dinnerhouse Chains	9	4
Food Brokers	0	6
Healthcare	1	8
<b>All Employers</b>	<b>31</b>	<b>31</b>

**Figure 6**  
**Percent of Employer Type with Increasing Hiring Needs**



Only 36% of hotel employers foresee an increasing need in the next twelve months. This increase is the lowest of the three sectors. Of the 36%, most (84%) plan to hire new employees (N=21). Their need is mainly due to turnover; 64% of employers respond that their main hiring need comes from turnover. This turnover rate is the highest in the three sectors.

Many industry experts have stressed that it is important for hospitality students to be able to relocate if they want to get "good" jobs and subsequently be promoted. Faculty at OCC have stressed that students do not like to take jobs out of the area. This unwillingness to move may especially hurt management students, as managers traditionally are transferred more than are chefs and cooks.

### **Retraining Opportunities**

Based on the employer survey, less than half (44%) of culinary arts employers offer in-house training. Examples of training now being offered to employees in the culinary arts field include

- Sanitation, safety and food handling
- Field trips to slaughterhouses, food libraries and farms
- Creating recipes

Slightly more than half (52%) of employers of food service managers offer training to their employees. This training includes

Sanitation, food handling, temperature control, food borne illnesses

Team building

Interpersonal skills training

Computer classes

Federal labor laws and disability laws

Motivational training

Supervisory training

Customer relations training

The majority (73%) of hotel employers provide in-house training. It is likely that the "wealthier" hotels are more apt to offer training; according to the employer surveys, hotels which either pay higher salaries or are acquiring new properties are the most likely to offer training opportunities for their employees. At some hotels, employees complete a survey which assesses their strengths and weaknesses and then training is outlined for the individual based on the survey results. A lot of the training offered revolves around the customer: guest service skills management, customer relations and customer flow. A few employers mentioned that their managers take turns presenting training programs to the rest of the company. Other organizations send their employees to Dale Carnegie classes. Several employers mentioned computer training. Many also mentioned training their employees in alcohol awareness. Other examples include

Interaction management/Combined decision making

TQM/quality assurance

Preventing sexual harassment, providing equal employment opportunities and cultural diversity

Goal setting

Book keeping skills, budgeting, financial strategy

Leadership training

Motivation seminars



## Employee Benefits

### Wage and Salary

The hospitality industry has been described as a pressure-cooker industry. Experts are now saying that the workload might grow even bigger in the years ahead. As corporate positions are eliminated by downsizing, duties are spread out among the remaining managers. Says Al Izzolo, director of external relations at the University of Nevada/Las Vegas hospitality school, "Alumni tell us they're working longer hours with more responsibility and less increases in money." Contract food service draws many graduates in part because this field generally offers less hectic work schedules than traditional commercial restaurants.

According to *MONEY* magazine, the average national salary for a chef is \$35,000; for an executive chef it can sometimes climb as high as \$200,000. But, cooking-school graduates usually start in entry-level line-cook jobs that pay between \$18,000 and \$20,000. Earnings of chefs depend on experience and skill, as well as type, size and geographic location of the employer, and whether or not there is a union contract. Wages are generally highest in well-known restaurants and hotels.

According to OCC's employer survey, in culinary arts, some of the highest paid positions are found in country clubs, while some of the lowest are in health care. Of the culinary arts employers surveyed, 75% stressed that the salaries they offer are based on both education and experience, 11% said their salaries were only based on experience, and no one based their salaries solely on an employee's educational attainment. The following table and chart demonstrates the average salaries for entry level employees in the culinary arts.

**Table 7**  
**Average Entry Level Salaries in**  
**Culinary Arts**

Job Title	Average Salary
Chef	\$21,858
Sous Chef	\$20,864
Head Cook	\$18,533
Line Cook	\$15,200
Prep Cook	\$14,713

**Figure 7**  
**Average Entry-Level Salaries**  
**Culinary Arts**



According to MOIS, wages of Food Service Managers vary widely according to the size, location, and type of establishment and according to the Manager's duties. Nationally, in 1990, the median annual salary for Food Service Managers was \$14,831. Most earned between \$10,400 and \$38,948 per year. Food service directors of large restaurants in the hotel industry with many years of experience earned up to \$94,000 or more annually (1989). In Michigan, graduates with bachelor's degrees in hotel and restaurant administration from one large university were offered average starting salaries of \$21,352 per year (1990). In Oakland County, annual salaries of Food Service Supervisors employed by several government agencies were \$23,729-\$39,406. Food service directors employed by Michigan hospitals had statewide average earning ranging from \$24,500 to \$51,800 per year in late 1990.

Based on OCC's employer survey, employers of food service managers offer both the highest and the lowest salaries within the hospitality industry. Some of the highest salaries are in dinner house chains, while some of the lowest are in fast-food. Of the employers surveyed, 80% said their salaries are based on a combination of education and experience, 7% said experience only, and no one said education only. Some employers gave an other mechanism for setting salaries:

Location: East Coast; Northeast; California and Chicago command higher pay scales

Tied to the size of the operation and the level of experience of the applicant

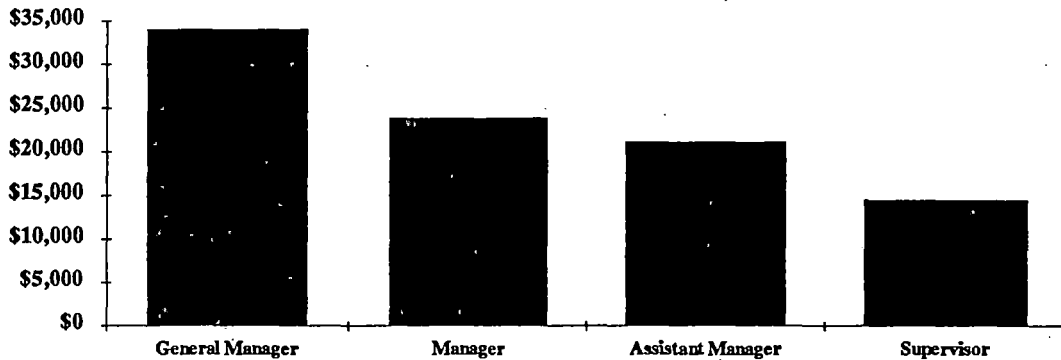
Market competition

The following table and chart demonstrates the average salaries for entry level employees working in food service management positions.

**Table 8**  
**Average Entry Level Salaries in**  
**Food Service Management**

Job Title	Average Salary
General Manager	\$34,000
Manager	\$23,854
Assistant Manager	\$21,110
Supervisor	\$14,526

**Figure 8**  
**Average Entry-Level Salaries**  
**Food Service Management**



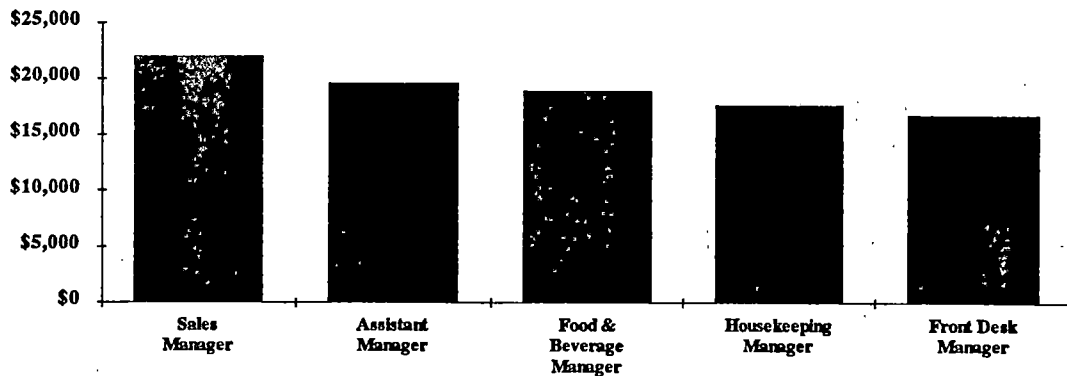
Salaries of Hotel/Motel Managers vary with type and size of property, its reputation, and geographic location. Managers with experience and a good reputation in the business earn higher salaries. Managers of small establishments sometimes receive little or no wages but may be provided with a residence and other benefits. According to a study done at Michigan State University, starting salaries differ between managers of restaurant chains and managers of hotel chains; the managers of the restaurant chains earn more, at least in the first year (based on salaries of job offers).

The majority of lodging facilities (84%) base their salaries on a combination of education and experience. A few (8%) base the salary on experience only, and no one bases salary on educational attainment alone. The hotels paying the higher salaries are more likely to require college degrees or at least some higher education experience. The following table and chart shows the average salaries for entry level employees in working in lodging facilities.

**Table 9**  
**Average Entry Level Salaries in**  
**Hotel Motel Management**

Job Title	Average Salary
Sales Manager	\$22,000
Assistant Manager	\$19,592
Food & Beverage Manager	\$18,907
Housekeeping Manager	\$17,652
Front Desk Manager	\$16,769

**Figure 9**  
**Average Entry-Level Salaries**  
**in Hotel Motel Management**



Based on OCC's Graduate-Follow-Up survey, the average salary for all Hospitality graduates who are working in the hospitality field is \$16,244. Hotel Motel graduates earned some of the lower salaries while Culinary Arts graduates earned some of the highest ones. Raman Natarajan, an executive sous chef at Caesar's Hotel Casino advises students not to look at the money. "This field is obviously not going to make entry-level employees wealthy. It is important that students enter this field because they are dedicated to it, and not because they want to make a lot of money in a short time."

### **Advancement Opportunities**

The culinary arts employers surveyed gave examples of typical advancement opportunities. Some mentioned that chefs may go into business as caterers or restaurant owners. More typical career paths include

Cook to team leader to station chef to sous chef to executive sous chef to executive chef.

Line cook to supervisor to sous chef

Line cooks to breakfast or lunch cook to kitchen manager to sous chef to executive chef

Food service managers also discussed potential career paths. Some of the smaller businesses stressed that employees receive raises as opposed to changes in their titles. Some food service managers may start their own businesses. A possible career ladder may be: food service manager, to restaurant or night club manager, to owner. In chain or franchise restaurants, a manager with the necessary experience and ability may advance to a higher level supervisory position. Then a career ladder may be: manager trainee or assistant manager, food service manager, restaurant manager, district supervisor, regional supervisor.

Other advancement examples are

General manager to area director to regional vice president of operations

Manager in training to assistant manager to senior manager to general manager to associate manager to regional manager to a corporate position

From dining room manager to manager in training to general manager to director of operations

From team leader to assistant manager to manager to area supervisor to district office position

Team leader to shift supervisor to assistant manager to manager to district manager to regional manager

Hotel/motel managers may start out as bellhops or room clerks. Many establishments promote from within so that ambitious employees have a good chance for advancement. Advancement may also mean moving to a larger hotel. Experience, education, and personal ability are important factors affecting advancement. The hotel employers surveyed articulated typical advancement paths. One employer stated that "typically one who starts in food and beverage becomes a new general manager. Those who start in front office go into sales." Conversely, another employer stressed, "In my opinion, one who starts at front office position has a 'faster chance' to advance to general manager than in any department." Another employer stated, "An enthusiastic individual who has a powerful personality, good communication skills, and knowledge of how to relate to people, and who starts at the front desk, can become a manager in 1 or 2 years." One respondent had surveyed regional general managers to see where they started. He found that one started in security (with a law degree), one started as a front desk clerk, and one started in the engineering department. A representative from Hyatt stressed that

hotels are downsizing and combining positions. Employees need to be well-versed, flexible, well rounded and willing to work in all positions if they are looking for advancement. Other comments include,

Go from front desk manager to food manager to sales manager to general manager

From sales manager to general manager or move to a larger property. Or could go into another area such as customer relations. Hotel manager could also go from hotel business to managing a country club.

Assistant director of operations, to director of operations, to area manager or regional manager. As management/cost control gets leaner the middle managers are becoming EXTINCT.

Start as assistant housekeeper or front desk supervisor; go to office manager, to assistant manager, to manager, to regional manager to regional vice president and on up.

Start at housekeeping, go to front desk, to night auditor, to general manager

### **Opportunities for Minorities and Women**

The breakdown for "Restaurant, cafeteria, and bar managers," showed that 33.9% were women, and 9.3% members of minority groups (National Institute for the Food Service Industry). Cooks in the minority group employee category were 21.5% of the total. Minority employment was 8.3% for food counter and fountain workers; 8.1% for waiters. Edward Cabbell, founder and director of the John Henry Memorial Foundation Inc., hopes that "more African-American youth will be inspired to contemplate food service careers and not continue to see them as menial and dead-end careers."

According to the National Restaurant Association, "60% of eating and drinking place employees are women, but only 17% of the owners are women." Females also dominate certain other job categories such as cooks (58.8%), food counter and fountain workers (85.2%) and waiters/waitresses (91.8%). Looking at overall food service industry statistics, 70.2% of the workers are women and 14.5% are minorities. In a main classification for all groups, labeled "Managers and Administrators," women represented 18.5% of the total. According to a study done at Michigan State University, female graduates of the Michigan State Hospitality program were more likely to pursue a position in the hotel area and least likely to accept jobs in restaurant and food services organizations. According to that same study, women generally have not fared as well in terms of starting salaries. A comparison of current starting salaries found that women have been from \$500 to \$1,000 lower, on average, annually than men.

Within the Hospitality program at OCC, of all the women surveyed by the student survey, only 5% are in the culinary apprentice program. Meanwhile, of all the men surveyed, 19% are in the culinary apprentice program. Also, 23% of all the women surveyed are enrolled in Food Service Management and 12% of all the men surveyed are enrolled in this degree option. There are indications of strained relationships between female students and male faculty members within the program. For example, the only four students surveyed to rate faculty-students relations as extremely unsatisfactorily were women.

## **Occupation**

### **Level of Training and Skills Needed**

Community college programs are designed for students seeking orientation toward the technical or supervisory aspects of food service operation. According to the National Institute for the Food service Industry, the two year programs "prepare students for working in various supervisory and administrative capacities with both public and institutional feeding operations." Graduates can qualify for beginning managerial and technical positions in most food service operations. Four year programs prepare students for higher level management positions. Graduate study at the Masters and Doctorate level are also available.

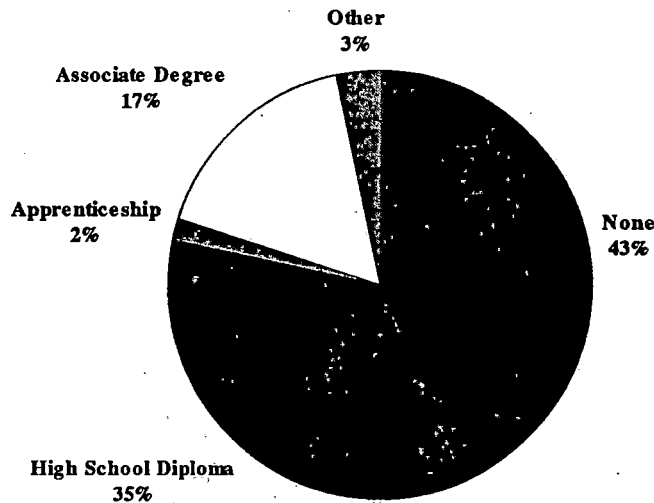
According to MOIS, the most common method of entry into hotel/motel manager positions is through promotion from a front office or departmental manager position. Most entry-level jobs are obtained by direct application to employers. Colleges with programs in hotel management often provide placement assistance to graduates. Job opportunities are frequently listed in newspaper want ads and industry magazines. According to MOIS, most enter this occupation by completing an associate degree. Some enter this occupation by completing a high school diploma or equivalent, a certificate, or a bachelor's degree. In 1988, a survey of 36 restaurant chains in Michigan was instituted by an instructor at Mercy College of Detroit. The survey asked what percentage of the Managers, District Level Managers and Division Level managers were either corporate trained; had an associate degree, or had obtained a bachelor degree. Of the 18 respondents, 41% of their Managers had degrees, 60% of District Level Managers had degrees, and 70% of Division Level Managers had degrees. These results point to a need for higher education as one advances in this field. Of those at the highest level, only 6% had associate degrees as opposed to 64% who had bachelor degrees.

Employers responding to the OCC survey were asked to indicate the minimum levels of education, experience and other credentials required for entry level employment. The following table and chart describes the level of educational attainment required by culinary arts employers for entry level employees.

**Table 10**  
**Educational Requirements of Entry-Level Positions in**  
**Culinary Arts**

Education	Number	Percent
None	26	43.3
High School Diploma	21	35.0
Apprenticeship	1	1.7
Associate Degree	10	16.7
Other	2	3.3

**Figure 10**  
**Educational Requirements**  
**Culinary Arts**



Although the majority of respondents do not *require* a college degree, many want *some* post secondary experience, or *prefer* to hire those who have a college degree. Food Service Managers commented,

We want two years of college, but not necessarily a degree

Our corporation is about to institute a new policy to only hire people with a two year degree.

Supervisors don't need a degree, but management level needs a bachelor degree.



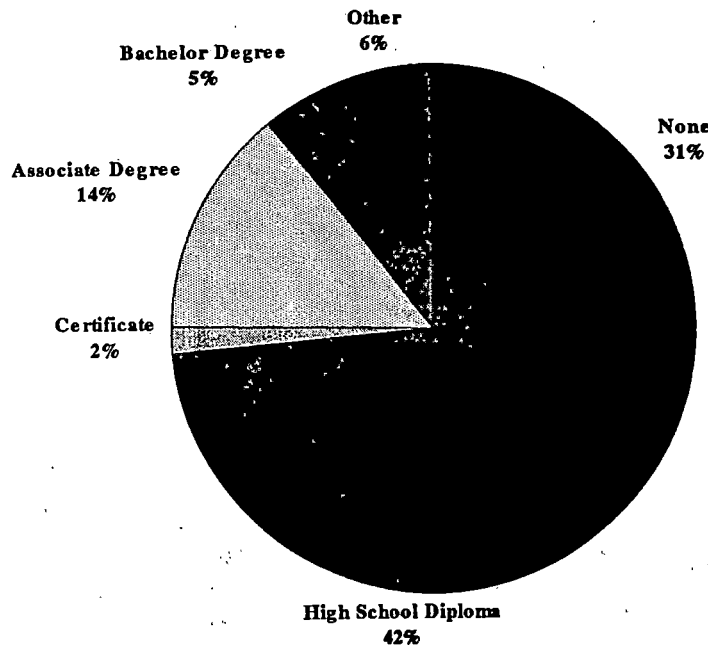
We prefer two years of college.

Chefs are not required to have a degree, but we like to see an associate degree and experience in other staff people

**Table 11**  
**Educational Requirements of Entry-Level Positions in Food Service Management**

Education	Number	Percent
None	20	30.8
High School Diploma	28	43.1
Certificate	1	1.5
Associate Degree	9	13.8
Bachelor Degree	3	4.6
Other	4	6.2

**Figure 11**  
**Educational Requirements in Food Service Management**



Hotel/motel employers also expressed an interest in at least some college education.

Prefer some college education; not necessarily a degree

No set minimum written down by corporation but try to get an associate degree holder

Like to see some college: shows ambition

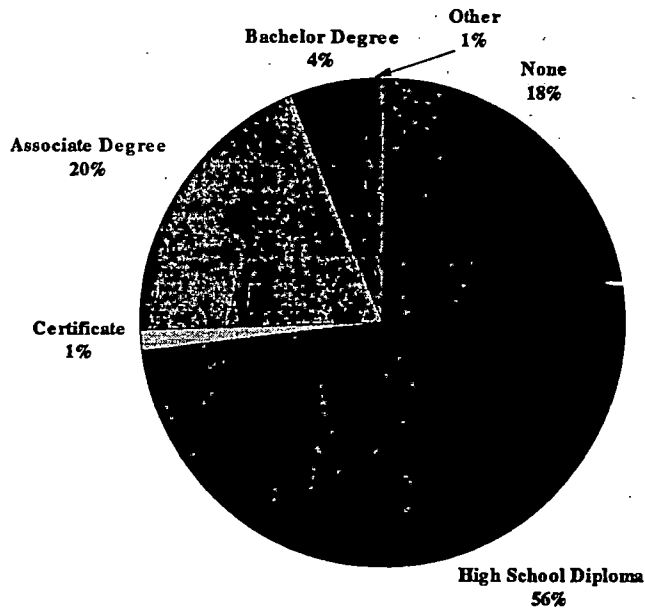
Prefer a 2 or 4 year degree

Having a bachelor degree is a strong point

**Table 12**  
**Educational Requirements of Entry-Level Positions**  
**in Hotel Motel Management**

Education	Number	Percent
None	12	17.9
High School Diploma	37	55.2
Certificate	1	1.5
Associate Degree	13	19.4
Bachelor Degree	3	4.5
Other	1	1.5

**Figure 12**  
**Educational Requirements**  
**Hotel Motel Management**



None of the three sectors (culinary arts, food service management, hotel/motel

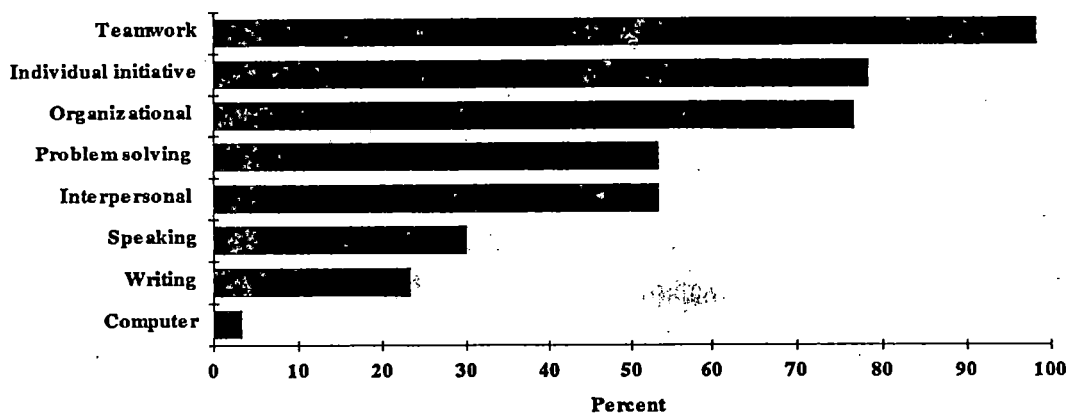
management) overwhelmingly requires a degree for entry level positions. However, both schools and employers continue to emphasize the importance of the degree for students who want to advance rapidly. Experts argue as to whether or not a degree is a necessity, however, even those who believe it is a necessity, tell students not to rely solely on a degree. Most employers stress that work ethics and communications skills are more important than a degree when it comes to advancing. Some at OCC are also interested in setting up some type of interim measurement of student success such as certificates for specific classes or semesters, so that the students have some "proof" of competency to show employers. This addition would not necessarily minimize the degree itself, but as some employers long for college experience without necessarily the degree, a written form of competency attainment may be helpful to students.

According to the NRA, restaurateurs say consumer expectations are "high and rising," which puts a premium on good management and customer relations. That means grads with good "people skills" are likely to be in particular demand. Employers were asked what non-academic skills they deemed important in an employee. The following table gives a breakdown of the culinary arts employers who listed each skill as "very important."

**Table 13**  
**Personal/General Education Characteristics Viewed**  
**as "Very Important" in Culinary Arts**

Skill	Number	Percent
Teamwork	59	98.3
Individual initiative	47	78.3
Organizational	46	76.7
Problem solving	32	53.3
Interpersonal	32	53.3
Speaking	18	30.0
Writing	14	23.3
Computer	2	3.3

**Figure 13**  
**Skills Ranked as "Very Important"**  
**Culinary Arts**



Culinary arts employers shared the single most important quality or characteristic they look for when hiring formally trained chefs and cooks. Perhaps this list could be put into a brochure for prospective students, in order to better inform them of what skills and abilities the industry requires.

Personal cleanliness/Good work ethic

A good listener with the ability to follow orders

Team member attitude, with self-motivation

Experience

A leader who is willing to learn and work hard

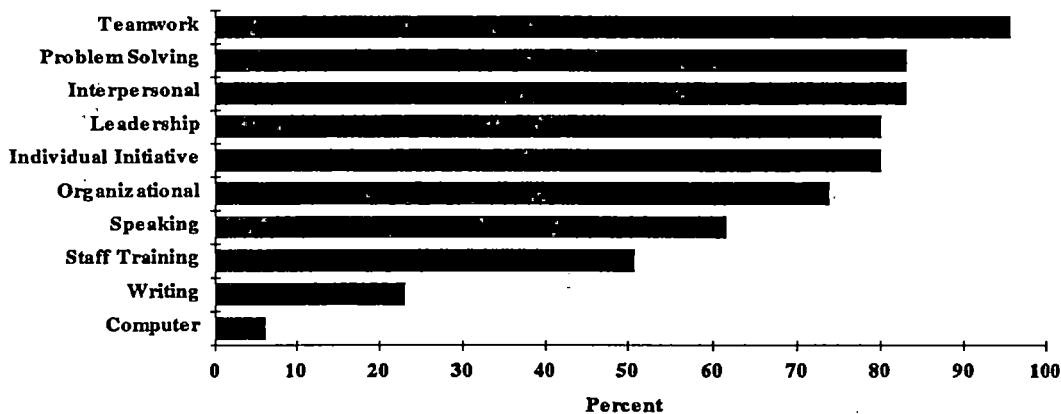
Outgoing, energetic personality

Food service management employers rated the personal skills they look for in an employee (Table 14). Although "speaking skills" were not highly rated, it was found that both upscale dining establishments and food brokerages really value speaking skills. Also, both upscale dining establishments and food brokerages value computer skills more than the other employer types, and upscale dining places really value staff training skills.

**Table 14**  
**Personal/General Education Characteristics Viewed**  
**as "Very Important" in Food Service Management**

Skill	Number	Percent
Teamwork	62	95.4
Problem Solving	54	83.1
Interpersonal	54	83.1
Leadership	52	80.0
Individual Initiative	52	80.0
Organizational	48	73.8
Speaking	40	61.5
Staff Training	33	50.8
Writing	15	23.1
Computer	4	6.2

**Figure 14**  
**Characteristics Ranked as "Very Important"**  
**Food Service Management**



Food Service Managers were also asked what is the single most important quality they look for when hiring entry level employees. Most employers stressed the importance of interpersonal/people skills including the ability to communicate well with both customers and other employees. Tangentially, many employers stressed the importance of being able to work together as a team. Many also stressed that the ability to motivate both self and others is very important. Not surprisingly, many also mentioned that experience is important. One employer had attended a meeting at the Culinary Institute of America. At that meeting, the attendees decided that the *ability to think independently* and the attainment of *customer service skills* are the two most important qualities for food service managers. Other examples include:

Personal presentation in an interview

Organizational skills

Problem solving; the ability to handle problems in the right manner for both the customer and the restaurant

Willing to work long, hard hours under pressure

Enthusiasm

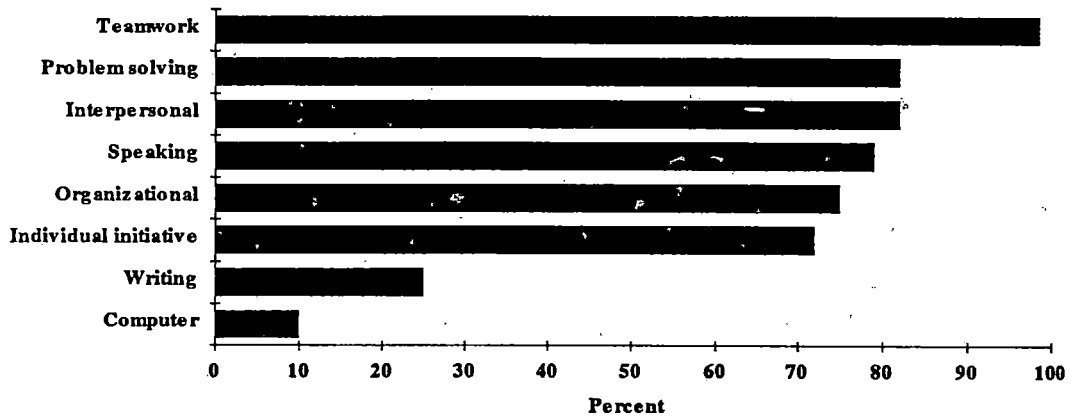
Experience in keeping costs down

A combination of sales ability, personality, intelligence and an understanding of the business

**Table 15**  
**Personal/General Education Characteristics Viewed**  
**as "Very Important" in Hotel/Motel Management**

Skills	Number	Percent
Teamwork	66	99.0
Problem solving	55	82.0
Interpersonal	55	82.0
Speaking	53	79.0
Organizational	50	75.0
Individual initiative	48	72.0
Writing	17	25.0
Computer	7	10.0

**Figure 15**  
**Skills Ranked as "Very Important"**  
**Hotel/Motel Management**



Hotel employers were asked what is the single most important quality or characteristic they look for when hiring hotel managers. The most often given response revolved around "people skills," with many employers emphasizing the need for employees to be able to deal with people--other staff, management and guests. Similarly, employers also often mentioned the need for someone who has the desire to put the guest number one, who is service oriented, who can understand and recognize guest's needs. Other employers stated that good employees need an extremely "personable" personality which includes being enthusiastic, having a positive attitude, encompassing strong drive and a high energy level. One employer stressed that these components are weighed heavier than experience. However, some employers still stressed that the most important quality in their minds is experience. One employer did mention that experience and education have equal weight when making hiring decisions. Another stated that "a track record of success, whether it be academic, athletic or professional is the strongest indicator." Many employers stressed that personal appearance (neatness, proper hygiene, how one carries oneself) is of utmost importance. Other comments include,

Willingness to work long hours

Someone who is reliable and dependable

Ability to handle stressful situations; strong problem solving skills

Leadership ability

Organizational skills

Team player

Ability to communicate

Ability to motivate others

In the October 15th, 1993 issue of *Food Service Director*, there was an article written by Alan Massarsky, president of a food service recruitment/human resources consultant firm in NYC, called "The New Food Service Manager." He notes that "As the economy continues to take its toll, sliding resources, shrinking budgets and downsizing are here to stay." There are tremendous demands on today's food service manager - he or she has to know a whole lot more today. Many business and industry, healthcare and education organizations are more open to contractors now. The focus is also changing from executive dining to cafeterias. Michael F. Thompson, President of Sportservice Corp, said that he now mandates that dining services managers be in the food and beverage business, not just food service management. Sportservice now hires many of its managers from hotels, large independent restaurants and chains. "The manager has to be a financial and merchandising wizard - a p.r. specialist, chef, retail expert, computer genius, maitre d' and personnel pro."

Robert Martin, regional vice president for Canteen believes, "Managers can be taught business, but they need to have an inherent love of food and an ability to relate to people - to their clients, customers and employees." Today's jobs in non-commercial food service are increasingly more complex. According to a representative from Service America "The jobs are better and there are better candidates out there." In addition, a representative from Service America believes that "we've found that people are seeing the value of their role in support to the customer and client. Yes, fewer people are doing more work-but it's better work."

Computer skills are becoming more important for applicants in the hospitality field. According to *Food Service Director* (October 15, 1993), computers' number one use today is for inventory-management, but a growing number of facilities are turning to software that does nutritional analysis and recipe filing. By far the biggest use of computer systems and software is for inventory management; nearly 57% of operators are controlling food stocks by computer now. Today, the average school, college, hospital or corporate cafeteria is backed up by nearly five computers that perform an increasing number of menu-planning and nutrient analysis functions.

### **Adequacy of Currently Available Training**

The whole process of the food industry is expected to become more sophisticated. Steve Nogle, chef and instructor at Johnson & Wales University, said, "While the main thrust of the educational process is to educate people for the food service industry, it is not necessarily just cooking! Emphasis is on the total food service industry involving just about anything in the hospitality field."

In the August 1992 issue of *Hospitality & Tourism Educator*, Raymond Ferreira wrote that hospitality managers should be competent in finance, operations, personnel, and marketing. He says that higher educational institutions must utilize techniques that will prepare students to make decisions in all of these areas. His advice is to supplement more traditional methods of teaching with case analysis and simulation procedures. "Utilization of case analysis techniques and computer simulation as well as research in hospitality education is needed to enhance student learning and optimize application of the material." The Professional Development section of *CHRIE* offered a workshop on cooperative learning in August 1993. This training was administered in response to several requests for teaching workshops. These requests indicate a national need for new teaching methods.

Various colleges which offer associates degrees and/or certificates in hospitality were contacted.

**Washtenaw Community College: *Hotel-Restaurant Management Technology*** This program prepares students for supervisory and/or mid-management positions in the hospitality industry. Hotel/Restaurant Managers are responsible for satisfying the guest as well as operating the establishment profitably. This is a 66 credit hour associate degree program. The program falls under the Business Division.



Enrollment in the Hotel Restaurant Management program grew from 64 students in 1988-89 to 99 students in 1990-91. However, there was a decline in 1991-92 to 65 students. Over the past five years, there has been an average decline of 26%. There have been less than 10 graduates from this program each year for the past five years. However, there has been a 125% increase in the number of graduates over this time span. In 1991-92 there were 9 graduates.

Washtenaw Community College also offers a Culinary Arts Technology program. This program provides career training as a culinary arts technician. Technicians supervise and coordinate activities of workers engaged in preparing, cooking, and serving food, cleaning premises, and washing dish-ware. He/she also plans varied menus to insure that food is appetizing and nutritionally suitable; estimates daily or weekly needs and orders food supplies and equipment. The technician may participate in preparing and cooking meals and/or may choose to assume responsibilities in the front of the house (supervising food service and dining room employees). This technician may also choose to enter the field of food and equipment wholesale and retail. There are 67-68 total credit hours required for this associate degree program.

Enrollment in the Culinary Arts Technology program has remained fairly steady since 1987-88 with a slight decline of 3.5%. This program has enrolled an average of 471 students each year. Even though enrollment has remained relatively steady, the number of graduates has declined by 53% over the past five years. In 1991-92 there were 7 graduates.

**Northwestern Michigan College:** Northwestern offers a strong Hospitality Management program. It prepares graduates for entry-level management positions in the hospitality industry. The program emphasizes lodging management as opposed to food service or travel agent operations. In addition to courses in hospitality, business, and the liberal arts on campus, students attend classes at the Park Place Hotel in Traverse City where they learn the art of hospitality by providing service to hotel guests. Northwestern has transfer agreements with several colleges and universities, including Ferris State University, Grand Valley State University, Sierra Nevada College, and the University of Central Florida. There are 106 total credits required for this associate of applied science degree.

The department offices are at the Park Place Hotel; the culinary labs are also at the Hotel. Traverse City's Rotary Club purchased the hotel and set up the partnership between the school and the hotel. They offer two degrees under the umbrella of Resort Management: one in Culinary Arts and one in Hotel Motel. Since the hotel is open 24 hours a day, they have extremely flexible scheduling options for the students. The students individually arrange eight hours of instruction time each week with their instructors. A lot of the instruction is one on one. The adjunct instructors are also employees at the hotel and they teach while they are performing their daily operations. This arrangement allows the student much hands-on experience.

Only approximately 5% of the students are "traditional;" 95% are employed full time either within or outside of the hospitality industry. The college instructors (as opposed to the hotel employees) teach out of the business department. The full time instructors work from 8-5 Monday through Friday.

Most of the equipment is supplied by the hotel, although some equipment has been jointly purchased by the College and the hotel. However, the hotel pays for upkeep. The students participate in a lot of local activities, and trips are funded by the College. The college food service is provided by ARA. The students occasionally participate in on-campus dinners or functions put on at the Olsen Center, but this is not a big money-maker. Occasionally, the students will do their own fund-raising. There are also theme buffets at the Park Place once a term and proceeds go for equipment. For example, the last buffet brought in between \$800-\$900 which was funneled into the bakery program for kitchen tools. They also do some catering, but

it is not marketed.

Not surprisingly, in the eyes of the Department Chair, their biggest strength is having a viable commercial operation at which to train students. However, the biggest weakness is their low enrollment numbers. They believe this is due to the financial situation of most of their students, as well as the mind-set of many living in the Traverse City area. In-district students pay approximately \$6,000 for tuition, books and expenses. That can seem like a lot to a single mother or otherwise non-traditional student. In addition, most graduates remain in Traverse City which is a one-season area. Therefore, a lot of students do not see hospitality as a career as much as a seasonal job.

Davenport College of Business in Grand Rapids offers a Hotel, Restaurant & Institutional Management program. They offer both an associate degree and a bachelor's degree. Enrollment for both degrees has declined slightly in the past five years. In 1988 there were 51 students in the associate degree program and in 1992 there were 31 students. However, there were always more students enrolled for the associate degree than for the bachelor degree. In 1988 there were 18 students enrolled for a bachelor's degree; in 1992 there were 13 students. They offer night classes for the upper level students. They have only one full time instructor and two adjuncts. The full time instructor teaches five classes a week and works on administrative/student duties for 20 hours each week. They replace equipment on an as needed basis. Students work with an area caterer to gain experience. More students are going into Hotel than Restaurant Management now. All students are required to work for the Department of Aging in Grand Rapids. They do basic food prep to get a taste of institutional food service. They also require a 6 month internship. They do computer simulation exercises for hotel check-ins etc. They do not have any lab facilities which the dean believes is the biggest weakness of the program. They once managed a hotel property, but found it too difficult to combine profit with education.

Lansing Community College offers one of the oldest Hotel/Motel Management programs in the state. The Hospitality, Tourism and Travel department offers a two-year, 90 credit associate degree with a choice of three curricula in hotel-motel and food service management. The curriculum may be modified to accommodate an individual student's background, goals and abilities. Hotel-Motel and Food Service Management curricula are designed to prepare the student for mid-management level positions as supervisory personnel in hotels, motels, restaurants and other hospitality institutions. In the Fall, 1993, they enrolled 1,388 students in both the Hotel-Motel and the Food Management program. In 1992-93 there were 17 associate degrees awarded in Hotel-Motel and 15 in Food Management; there were 2 certificates awarded in Hotel-Motel and 1 in Food Management.

Henry Ford Community College has a program in Hospitality-Culinary Arts. The associate degree program in Hospitality Studies has been designed to allow students to pursue a degree in either Culinary Arts or Hotel, Restaurant, and Institutional Management. It teaches the principles of hospitality management and food preparation. Laboratory classes provide students with experience preparing quantities of food. Included are quantity food preparation, gourmet baking, dining room operations, food and beverage purchasing and controls, front office procedures, personnel management, and the economics of the industry. Employers of graduates include: hotels, motels and motor inns; commercial food establishments; clubs; college food services; hospitals; airlines; recreational centers; resort and tourist operations. The emphasis in Hotel, Restaurant, Institutional Management requires 62 credit hours.

Schoolcraft College offers a program in Culinary Arts. The program provides entrance into food service occupations in the hospitality industry at advanced levels. Students become involved in quality food preparation, advanced food preparation, cost control, portion control,

quantity baking, quantity pastry, advanced pastry, meat cutting, garde-manager, dining room operation and gourmet cooking. Management functions, menu-formulation, terminology and decorative culinary skills are also covered.

Schoolcraft's program is based upon OCC's method of classroom rotations. Schoolcraft also based some courses on those offered at OCC. Many believe that the College is more public relations oriented than OCC is. They have recruited four well-known master chefs to teach in their program. (There are only about 50 master chefs in the United States.) As a result, their enrollment has increased by 20% (IPEDS Enrollment Data). Substantial promotional efforts have been invested into the program as it is used as a public image strategy. However, the dean stresses that both OCC and Schoolcraft share the same educational philosophy. Furthermore, The Dean of the program stresses that they lose money. She feels a subtle pressure to keep losses to a minimum and the department struggles with this issue.

The Culinary Arts program is designed primarily as an associate degree curriculum leading directly to employment. Students may, however, enroll without loss of credit in the baccalaureate degree program in Tourism Studies at Grand Valley State College or transfer into a hotel management or industrial education curriculum with little loss of credit.

As part of the training, students prepare meals for staff and students daily. Cooperative off-campus training is offered during the third and fourth semesters with permission of the department.

Since Schoolcraft is so close to OCC, it is interesting to look at the non-resident seats held in Schoolcraft's Culinary Arts program. Over the past eight years, the number of these seats (students) has increased by 374%! Concurrently, resident seats have increased by 83%. In 1991-92, there was a total of 768 students enrolled in this program which is a very large increase from 1990-91 when there were 272 students enrolled and 37 graduates.

Schoolcraft also offers a program in Culinary Management. Culinary Management is a two-year Associate Degree program in Applied Science designed to strengthen an experienced student's workable knowledge to supervise and manage within the culinary discipline. According to the College, kitchen managers, production managers, scheduling supervisors and sanitation supervisors are in demand. Inventory, purchasing, receiving, food and labor cost controls, and menu formulation are taught as related to sound management techniques.

Although these workers may be in demand, students are not demanding this program. In the past five years there has been a 58% decline in resident seats and a 61% decline in non-resident seats. In 1991-92 there was a total of 92 students in this program.

Joliet Junior College in Illinois offers a program in Culinary Arts/Hotel Restaurant Management. The program is designed to prepare persons for supervisory, management, and technical positions in the hospitality industry. It combines both practice and theory of the long established and constantly growing food service industry. Heavy emphasis is placed on the practical application of production practices and food presentation. These include food preparation, laboratory experience, dining room presentation, storeroom operation, meat preparation, baking and pastries, nutrition and menu planning, sanitation and garde manger work. The theoretical portion includes studying food purchasing, writing specifications, storage, human relations and job analysis, catering, accounting and facilities layout and design. General education courses include communication, social science, mathematics, and computer practices. The program was judged by the National Restaurant Association and the American Vocation Association as a national award winner of educational programs for food service and hospitality in 1986. In Fall, 1989, the Culinary Arts program enrolled 195 students and there

were 26 graduates. In Fall 1993, there were only 131 students and there were 34 graduates. In Fall 1989, the Hotel program enrolled 52 students and there were 14 graduates. In Fall 1993 there were 27 students and 5 graduates.

**Monroe Community College** has a Culinary Skills and Management program. The emphasis in this program is placed on laboratory experience to develop saleable knowledge and skills in the finer arts of food preparation, culinary art work, and management controls and systems. The program is very demanding. Employers of graduates include airlines, catering companies, clubs, hospitals and institutions, resorts, restaurants and hotels, vending, and fine dining establishments. There is both a certificate and an associate degree program. Graduate placement has been excellent. In 1988-89 they had 15 students and 13 graduates. In 1992-93 they had 30 students and 17 graduates.

**Grand Rapids Community College** offers a Culinary Arts program. Students operate a public restaurant--"The Heritage"--located on the college campus. They also gain practical experience in banquet service and catering. Graduates of this program are prepared to accept jobs as cooks and chefs in fine restaurants, hotels, motels, resorts and institutions. The program--like the industry itself--demands dedication and hard work. It requires about 35 hours of class time per week, and students are not encouraged to work at outside jobs while attending school. Students in Culinary Arts are expected to provide their own uniforms and knife sets. New students may enter the Culinary Arts program in either August or January of any year. This program is articulated with baccalaureate programs at Ferris State University and Grand Valley State University. There are 72 total credits.

**Grand Rapids Community College** also offers a program in Food & Beverage Management. Graduates of this program will find jobs as restaurant managers, banquet managers, dining room managers, food service managers, assistant managers and the like. Such workers supervise the daily operations of different phases of hotel, motel, restaurant, resort and institutional food and beverage operations. The program prepares students in business fundamentals, commercial food preparation, banquet service and bar management. Courses in purchasing, finance, computer applications and personnel management round out the two-year program. A cooperative work experience in a hotel, restaurant, resort or similar facility is an important part of the program. This program is articulated with baccalaureate programs at Ferris State College, Grand Valley State College, Northern Michigan University and Davenport College of Business. There are 70 total credits in this associate in applied arts and sciences degree.

**Macomb Community College** offers a Professional Food Service program which prepares students for technical and managerial careers in restaurant, catered, and institutional food service. Students learn quantity cooking in a well-equipped commercial kitchen, with related work in nutrition, food selection, storage and merchandising. Graduates have employment opportunities in cafeterias, restaurants, catering, hotels, hospitals, nursing homes, schools, and vending companies. A practicum which is defined as supervised practical application of a previously studied theory is incorporated within each course so as to offer ample opportunities for varied field experience. There are 62 credit hours required for this associate of applied science degree.

**Charles Stewart Mott Community College** offers a Food Management Technology program. This program is designed to offer students mid-level management experience. The program offers students an opportunity to learn and practice basic and advanced technical skills in food preparation and service, food identification, nutrition and food and beverage composition. Students acquire supervisory skills to better utilize human and physical resources in food service operations and will gain experience in the proper use and maintenance of professional food

service equipment. They also become familiar with the layout and work flow of professional kitchens and develop a sense of professionalism. There are 65 credits required in this associate in applied science degree.

Ferris State University offers an Associate Degree in Food Service Management. In addition to the food and hospitality management course work, the curriculum provides for a solid background in the marketing, management, accounting, advertising and economic areas. Employers include hotels, golf clubs, colleges and schools, restaurants, airlines, and sports stadiums. The graduate will be capable of managing menu planning, food preparation, service, cost and sanitation. The associate degree requires 103 quarter hours to complete and includes a period of supervised training in public or private operations to gain practical experience. The student can transfer to the third and fourth year hospitality management program upon completion of the AAS degree. One aspect of the program that may make future graduates even more marketable is the use of computer software programs in menu planning.

### **Adequacy of OCC's Program**

College-level Hospitality programs are usually resource-intensive, especially financially. For the 91-92 Academic year, OCC's Hospitality program experienced a loss per student credit hour of \$8.42. The calculated costs were only those directly related to teaching, no administrative costs were considered. The cost per student credit hour for OCC's Hospitality program is \$102.16. This figure was compared with information supplied by a cooperative financial affairs officer from a neighboring community college. The Hospitality program at that college costs \$126.65 per student credit hour. This cost is high in regards to their business area programs, but low when compared with vocational areas.

In addition to gathering information from other colleges, several surveys were utilized to help in assessing the Hospitality program. As mentioned in the methodology, these surveys include the Student Survey, Graduate-Follow-Up Survey, Withdrawal Survey, and the Employer Surveys. In addition, Jean De Leifde surveyed the faculty members. Information from these surveys may be helpful in determining the quality of OCC's program.

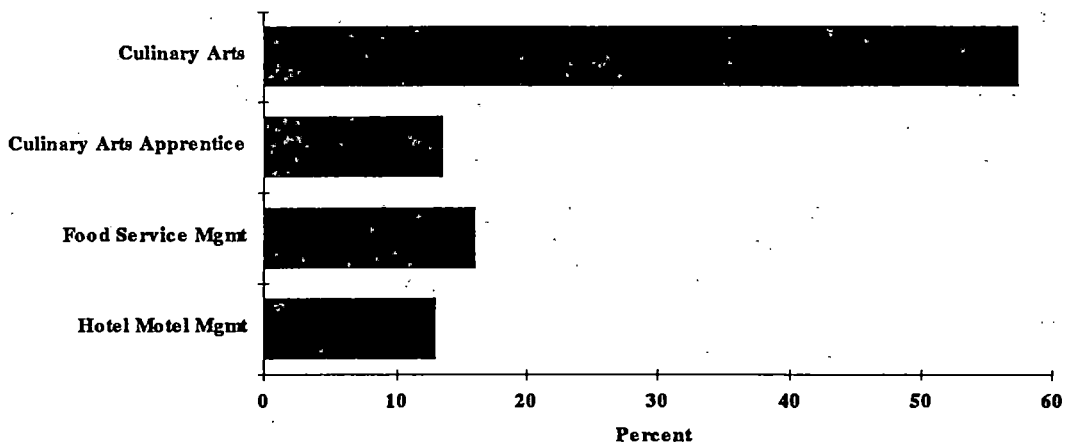
### **Student Survey**

In January 1993, the Planning & Analysis Office surveyed 176 students who had taken Hospitality courses from January 1992-January 1993. Of those, 98% were majoring in hospitality, and 2% had a major outside of the Hospitality Department. The majority of these students (57%) were majoring in Culinary Arts. Only 16% were in Food Service Management, 14% were in the Culinary Arts Apprentice program, and 13% were in the Hotel Motel program.

**Table 16**  
**Majors of Students Surveyed\***

Major	Number	Percent
Culinary Arts	93	57.4
Culinary Arts Apprentice	22	13.6
Food Service Mgmt	26	16.0
Hotel Motel Mgmt	21	13.0
<b>All Majors</b>	<b>162</b>	

**Figure 16**  
**Students' Majors**



There were 246 men and 133 women enrolled in hospitality courses within the past academic year (1992-1993); 65% of the students are male. There is a wide age range with the greatest majority (45%) of the students under 25; 20% age 25-29; 13% age 30-34; and 22% age 35 and older. The average age is 29; the average age for the women is 32 and for the men is 27. The time it takes a student to graduate from this program has a wide range as well. Based on a combined average from 1988 to 1991, it took men 4.8 years and women 6.1 years to graduate with an associate degree in the Culinary Arts program. It took men 5.7 years and women 4.5 years to graduate from the Food Service Management program, and it took men 5.8 and women 5.4 years to graduate from the Hotel Motel Management program. For all degrees at OCC, the average number of years to graduate with an associate degree is 6.1.

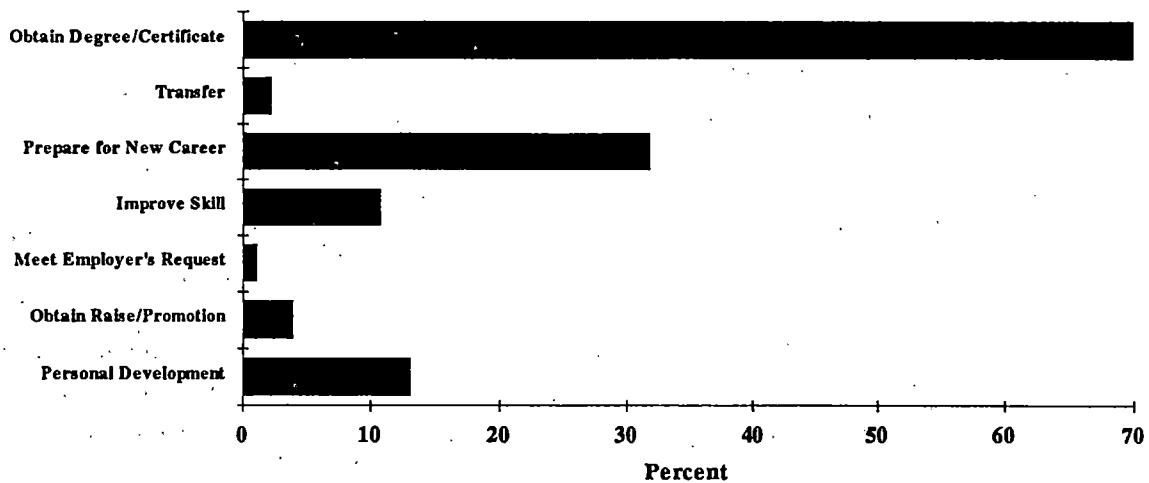
Students' reasons for taking hospitality courses vary, (Table ) but most of the students are working toward a degree or certificate. Of all students surveyed, 23 are enrolling in the courses for personal development; and this is more likely the case for the older students in the program. Out of these students, 80% are either in the Culinary Day program or the Culinary Apprentice program. Only four of the surveyed students indicated that they intended to transfer; two are in Food Service Management and two are in Hotel Motel Management. The faculty stress that there are many different types of students; not all wish to transfer. However, transferring is encouraged for those who would benefit from the experience.

**Table 17**  
**Goals of Students Surveyed\***

Goals	Number	Percent
Obtain Degree/Certificate	123	69.9
Transfer	4	2.3
Prepare for New Career	56	31.8
Improve Skill	19	10.8
Meet Employer's Request	2	1.1
Obtain Raise/Promotion	7	4.0
Personal Development	23	13.1
<b>Total Number of Students</b>	<b>176</b>	

\* Multiple answers were given

**Figure 17**  
**Students' Goals**



Of all students surveyed, 56% are enrolled full time and 39% are enrolled part time. More than half of all students in Culinary Arts and Hotel Motel are enrolled full time. However, of the students surveyed, only 35% of the students enrolled in Food Service Management are enrolled full time.

Of all students surveyed, 59% are employed full time, and 21% are employed part time. Further, 71% of the women are employed with 22% of the women unemployed *by choice*. Meanwhile, 85% of the men are employed with only 8% unemployed by choice. 77% of these students are working in a related position, and 82% of all responding students who are employed said the courses have helped them in their job. For each degree option the majority of the students who are employed are working in a related field. However, while 81% of employed

students in the Food Service Management program are working in related fields, only 53% of employed students in the Hotel Motel program are working in a related area. The faculty stress that there are many foreign students in this option who may not yet have the paperwork required to attain a job.

The student survey reveals that students are relatively pleased with the Hospitality program as a whole. When asked to rank their experience with the program on a scale of 1 to 10 with ten being most satisfactory, 70% of the students surveyed gave the program either an 8, 9, or 10. The only students to give either a 1 or a 2 were in the Culinary Arts Day program, and there were only two such students.

On the same scale of 1 through 10, 81% of the students surveyed gave either an 8, 9 or 10 for the variety of the courses offered. Furthermore, 77% were very satisfied with the content of the courses, 78% were very satisfied with the quality of the faculty, 76% were very satisfied with the faculty student relations, and 75% were very satisfied with the equipment and technology used in the program. However, only 54% were very satisfied with the scheduling of the courses. Although most students were satisfied with the quality of the faculty, the Hotel Motel students were all very satisfied with everyone rating "faculty quality" as either an 8, 9 or 10.

The students were also asked on a scale of 1 to 10, how important their classes were to them. Eighty-four percent rated the Culinary Arts lab classes as very important; 76% rated the Culinary Theory classes as very important; 83% rated the Food Service Management classes as very important; 76% rated the Hotel Motel Management classes as very important; and only 53% rated the required supportive classes as very important. However, some of the Hotel Motel Management students do not believe that they should be taking the Culinary Arts classes. In other words, these students do not think that hotel managers need to know how to prepare food.

The students were also asked to rate how important various components and aspects of the program are to them. The hands-on component of the program was rated by 85% of the students as very important. Similarly, 76% rated the catering component as very important; 70% rated the management dinners as very important; 79% rated the food show experience as very important; and 82% rated the internship component as very important. To a lesser extent, 64% of the students rated the ice carving as very important. If the student is there for personal development as opposed to getting the degree, he or she is not likely to value the food service management courses, the catering, the dinners or the internship. This makes sense as these components are usually selling points to a future employer. Conversely, if the student is employed in a hospitality related job, he or she is likely to rate highly the hands-on experience, the catering, the food shows, the ice carving, and the variety of the courses.

The students were also asked what they *most* liked about the program. Almost a quarter of them (21%) insisted that they like everything about the program. Another quarter said they liked the instructors best, 16% said the hands-on experience and 12% said the classes themselves were the best part of the program. Each degree option group of students listed the instructors as the best part of the program except for the Culinary Apprentice students who listed the hands-on aspect and the classes as the best program components.



When asked what they most dislike about the program, almost a fifth (18%) had no dislikes. However, the biggest dislike, expressed by 21% of the students is the scheduling. As may be expected, 83% of those who most dislike the scheduling are employed either full or part time. Some examples of scheduling dissatisfaction include:

The break in between courses is too long (2 1/2 hour break during the day).

They should provide more evening courses.

Some courses are not offered at enough times or on enough days.

Classes begin too early.

Although 25% of the students indicated that they most liked the instructors, 11% said they most disliked the instructors. All degree options groups of students most disliked scheduling, except for the Culinary Apprentice students who most disliked the faculty. Some comments include:

There is not enough individual help; need more hands-on help.

Need stronger bonds between the chef and the student.

Some chefs could work on people skills.

None of the Hotel Motel students most disliked the quality of the faculty. Finally, 19% of all students said the Hospitality program is too demanding. Some relevant comments include:

The courses cram too much in too little time.

Should slow down the rotation of class changes

Experts believe that the Hospitality industry is becoming *more* demanding. Resources are declining; businesses are making do with less money and less staff. Students in similar programs across the country are experiencing the same demanding schedule and most believe that such a schedule just goes with the territory of the hospitality field. One may expect that the students at OCC who complained of the Hospitality program being too demanding are not employed and therefore do not understand the rigor of a hospitality lifestyle. On the contrary, 75% of the students who complained that the program is too demanding are employed either part or full time. However, when only focusing on the students who are not employed in a related field, 31% of them found the program to be too demanding-their biggest complaint by far! Only 15% of those who are working in a related field said that the program was too demanding. There was equal

representation from all degree options on this question.

There were other comments made by students which don't fit into a particular category:

Emphasis too much on production work rather than to perfect specific skills. No time for creativity in production work. Food show and ice carving should be elective separate courses. Many skills were introduced rather than developed. Specific skills should be developed and improved.

Need to teach that there is not much advancement in this field and there is low pay.

Too much food is wasted; should make some use of it.

Instructors should concentrate more on teaching and less on faculty dinners.

It is important to stress that not all students are alike. One of the faculty commented that even though some students long for more creativity, when options are given in class, most of the students do not comprehend that freedom, and still want to be given an agenda by the instructor.

Along those same lines, out of all those who were employed in a related field, 22% had no dislikes. Out of all those who were not employed in a related field, 10% had no dislikes. This could be interpreted as encouraging since those who are working in the field may be in a better position to judge the program.

### **Student Withdrawal Survey**

When students withdraw from a course, they must complete a form which asks for their reasons for dropping the class. Twenty-seven students withdrew from Hospitality courses in both Winter and Fall Term 1993. The three most reported reasons for dropping were a conflict with their job (42%), financial reasons (21%), and a course scheduling conflict (17%). Sixty percent of these students dropped in Winter Term, and 41% dropped in Fall Term. Eighteen of these students were male and 6 were female (3 are unknown). Only men experienced a conflict with work (56% of them). Perhaps the conflict due to financial reasons could be partially alleviated by advertising the full cost of the program in the course catalogue or time schedule. In addition to the normal college tuition, Hospitality students pay a lab fee (\$330 as of 1992) and a uniform cost (\$43).

## Faculty Survey

A faculty opinion survey was administered during November 1992 (Appendix K). Faculty rated the Culinary Arts program as highest quality: 6.9 on a ten point scale; then the Food Service program (6.4); and the Hotel/Motel program was ranked third (5.8). The Hotel Motel Management program was rated lower than the other two degree programs in the areas of faculty expertise, curriculum design and promotional efforts. One particular strength which was mentioned often by the faculty was the use of excellent adjunct instructors. However, one of the most commonly expressed weaknesses mentioned by faculty is that there are no full-time faculty members in the Hotel Motel program. In other words, the adjuncts are excellent at what they do, however, it may be valued as worthwhile to invest in a full time faculty member for non-teaching duties such as enrollment management, marketing, advising students, etc.

The same faculty survey uncovered dissatisfaction with the Department of Maintenance. One of the reasons for the strained relationship with the Maintenance Department is that Hospitality staff and students are working with outdated equipment and facilities which need frequent maintenance and updating. According to the faculty, modern equipment is particularly needed for the Culinary Arts program. Some faculty stress that the equipment is renovated in a "piecemeal" manner. In other words, not enough time is spent in planning for equipment needs and renovations.

The relationship with the media was also rated as below average. Faculty see a need for the marketing and promotional efforts to be increased. In general, more public awareness is desired for the entire program. Although there are many vehicles now used for marketing and advertising, the internal report concludes that, "While these efforts have been successful in sustaining the programs, they are not sufficient to help the program grow in an environment of increasing competition." A write-up in *Detroit Monthly's Oakland Life* commented on the Ridgewood Cafe & Bakery. "The bistro's obscurity can be attributed to the lack of signs on the Farmington Hills campus and in its home, the J Building." Perhaps the Food Service Management students can exercise their marketing skills by designing signage.

They also want a strategic plan developed for the department. This scheme could incorporate a strategic marketing plan to identify key market segments and appropriate communication strategies. A Culinary Arts Department Director is desired to head 1) community projects 2) student clubs 3) class monitoring and 4) promotions and marketing. In September, 1993, a recently hired Dean was directed to oversee the Hospitality Department. The Department Chair is hopeful that this new appointment will facilitate many of the Hospitality Department's issues.

One of the weaknesses mentioned most often is the limited scheduling options for students which severely limits enrollment. In other words, there are no evening or week-end classes scheduled. Problems with scheduling was also one of the students' biggest dislikes as ascertained in the student survey.

Another challenge for the nine full time faculty members is sharing one computer.

Although the difficulties of this are acknowledged, there are similar complaints from faculty throughout the College. This problem may have to be dealt with on a larger scale.

One of the options the College has in terms of attracting more high school students is to set up a "tech prep" articulation program with specific high schools. Susan Baier has begun this coordination and is interested in the idea and committed to making it work. However, the tech prep administrators at the College have not yet decided under which umbrella the three degree programs would fall. The three umbrellas are: Health, Industrial Technology and Business.

Although there is definite competition with Schoolcraft, most instructors vehemently support OCC's philosophy toward students. A graduate from Schoolcraft who now teaches at OCC believes that OCC is more people oriented and Schoolcraft is more product oriented. For example, *Chefs* at Schoolcraft do 90% of the ice carving for the sculpture contests.

Another faculty member brought up the idea of giving information about the program to unemployed candidates who could be encouragement to enroll. The Hospitality program currently enrolls quite a few special needs students. Although there are a number of areas where these students can be successful, the nature of the business is extremely demanding. Therefore, the instructors experience a dilemma between setting false expectations for these students and unnecessarily discouraging them.

## **Graduate Survey**

Students who have graduated from one of the Hospitality degree programs over the past five years (1988-1992) have been surveyed by the Office of Institutional Planning & Analysis. During those five years there were 120 graduates. Of those, 85% were white and 15% were of minority status. There were 75 Culinary Arts graduates, 16 Food Service Management graduates and 29 Hotel Motel graduates. In addition, 53% were male and 47% were female.

Of the 120 graduates of the Hospitality department, 66 have been surveyed by the Planning & Analysis office. Most of the graduates (40%) said they were here to obtain a certificate or degree. In addition, 19% said they wanted to increase their skills and 18% wanted to start a new career. Half of all students in both Food Service Management and Hotel Motel Management said they attended OCC to receive either a degree or a certificate. Conversely, only 32% of all students in Culinary Arts were pursuing a degree or certificate.

When asked to give their overall feeling about their education at OCC, 31% gave it a 9 out of 10 and 56% gave it a 7. Furthermore, 94% were either satisfied or very satisfied with the courses in their major field. In contrast, only 78% of all graduates were satisfied or very satisfied with their General Education courses. While 58% of Culinary Arts graduates were very satisfied, only 27% of Hotel Management graduates are very satisfied. A great majority (90%) were very satisfied with the overall experience of being at OCC. Forty-one percent of Culinary and Hotel Management graduates were very satisfied with the relationship with faculty while only 17% of Food Service Management graduates were very satisfied with the relationship with faculty.

Of all the graduates surveyed, 35% of the students have attended another college since graduating from OCC. Students have transferred to other institutions including Michigan State, Ferris, Grand Valley, Sienna Heights, Schoolcraft, Wayne State and Lawrence Technological University. When asked how OCC had prepared these students to continue their education, 83% of the Culinary Arts majors said good, while only 40% of both the Food Service and Hotel Management students said good.

At the time of graduation, the average student age was 27. Female Culinary Arts students were 31 and female Food Service Management students were 23. The older the student, the higher his or her GPA was likely to be. Five years is the average amount of time it took for these students to graduate. However, female Food Service Management students took only four years to graduate. At graduation, the average GPA was 3.1. However, female Food Service Management majors had a 3.9 average GPA.

A total of 93% of the graduates are employed; 82% full time. Of these, 84% are working in the Hospitality field.

In the narrative section of the Graduate Follow-Up Survey, graduates complained often about the counseling department.

Better counselors; none really interested in student's goals

Get some better counseling. They should know more about the curriculum.

The big problem I had was the communication between advisors and students.

Other comments revolved around the curriculum.

The program should offer more management and accounting classes based on food service management.

Employers want experience--so need internship programs to provide experience.

I feel there should be more interaction in apprenticeship programs because they do pertain to college.

Other comments related to scheduling.

When classes are offered in only some semesters, please note it, either in the course catalog or the semester schedule.

## Employer Survey

In general, employers tended to comment that education was not nearly as valuable as experience. The faculty members stress that students get an education for different purposes than they get experience. For example, skills are not perfected in the classroom as they can be in a work situation which involves routinization leading to perfection. Furthermore, OCC specifically introduces special skills to the students that they might not use for a few years. However, these skills might help them get a promotion, or the contact with these skills might lead to an awareness to other options within the Hospitality field. Although OCC does serve employers, the College's number one responsibility is the student. The Hospitality department's philosophy involves preparing students with a very rounded experience so that if they tire of being in one area, they have other skills on which to rely. The OCC employer surveys reveal that employers do not, for the most part, want specialists. They too are looking for generalists, especially in the management realm.

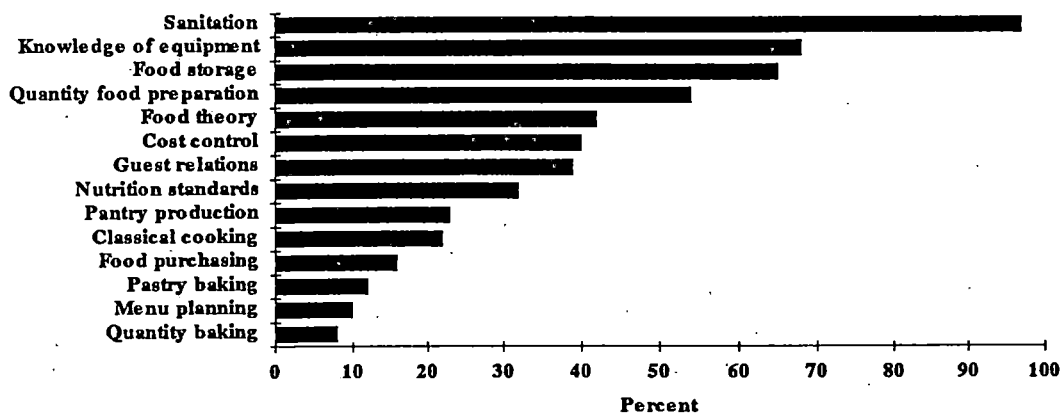
## Culinary Arts Employer Survey

The culinary arts employers surveyed rated the importance of the various skills taught in the classes at OCC.

**Figure 18**  
**Technical/Academic Skills Viewed**  
**as "Very Important" for Culinary Arts Employees**

Training	Number	Percent
Sanitation	58	97.0
Knowledge of equipment	41	68.0
Food storage	39	65.0
Quantity food preparation	31	54.0
Food theory	25	42.0
Cost control	23	40.0
Guest relations	22	39.0
Nutrition standards	18	32.0
Pantry production	13	23.0
Classical cooking	13	22.0
Food purchasing	8	16.0
Pastry baking	6	12.0
Menu planning	6	10.0
Quantity baking	4	8.0

**Figure 18**  
**Skills Ranked as "Very Important"**  
**Culinary Arts**



They then suggested additional skills which they believe are also important.

Any chef should be able to do three basic things which a surprising number of graduates can't. 1) Boil an egg 2) Blanch a tomato 3) Dice an onion.

Teach leadership skills

Training in writing a good business letter

New Federal law has been passed requiring statement of nutritional analysis. Computer programs are available now to do this with recipes--students must be trained in how to use them.

Working with frozen foods

Employers also want to be sure that students are aware that entry level jobs and pay scales are frequently disappointing.

The majority (68%) of culinary arts employers would send their employees to OCC for retraining. Furthermore, 15% are interested in customized training done by the College. One employer commented that they "really need Dietary Management classes."

Employers were also asked to describe future trends within the culinary arts field which could be incorporated into OCC's curriculum. The most often reported trends were 1) the integration of computers, 2) more nutritional cooking, and 3) basic cooking as opposed to exotic cooking. Employers also gave conflicting answers in two areas. Some said that chefs need to learn more business skills, while others said that management companies would take over business

responsibilities in the future which allows chefs to concentrate on their creativity. Additionally, the bigger, contract food services emphasized the importance of understanding pre-made food, while the more upscale establishments stressed that customers want more fresh, non-pre-made food. Relevant comments include,

Computer skills for ordering, menu planning, cost control

Portion control

No-fat cooking

Require more internships

Faster food service; more customer service

### Food Service Management Survey

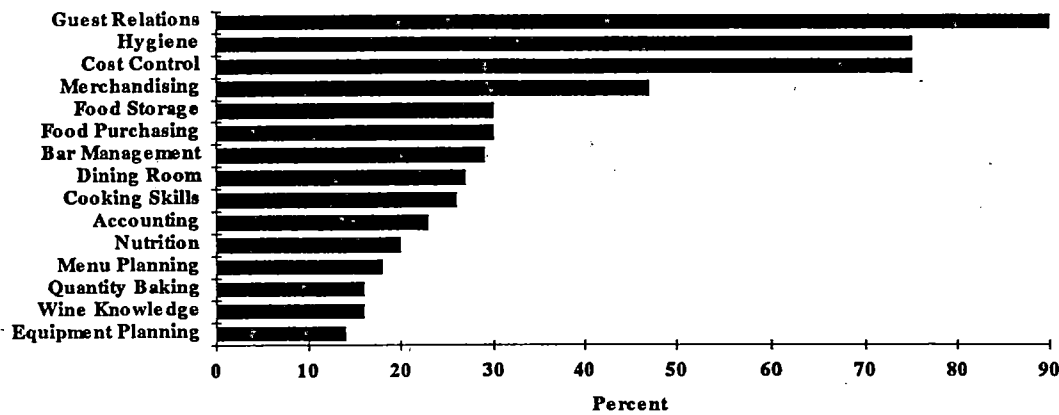
The food service managers surveyed were also given a brief description of OCC's Food Service Management program. When hiring food service managers, employers value guest relations and cost control much more than when hiring chefs or cooks. Although "menu planning" is not rated very highly, health care establishments highly value menu planning.

**Table 19**  
**Technical/Academic Skills Viewed**  
**as "Very Important" for Food Service Managers**

Training	Number	Percent
Guest Relations	54	90.0
Hygiene	48	75.0
Cost Control	47	75.0
Merchandising	27	47.0
Food Storage	19	30.0
Food Purchasing	19	30.0
Bar Management	10	29.0
Dining Room	17	27.0
Cooking Skills	16	26.0
Accounting	14	23.0
Nutrition	12	20.0
Menu Planning	11	18.0
Quantity Baking	9	16.0
Wine Knowledge	6	16.0
Equipment Planning	8	14.0



**Figure 19**  
**Skills Ranked as "Very Important"**  
**Food Service Management**



Based on this short summary of OCC's curriculum, employers gave suggestions for improving the program. It is important to note, that some of their recommendations may already be included in the current curriculum.

Experience in a restaurant; students should have experience working in all phases of a restaurant (as wait staff, dish washer etc.).

Training in staff relations

Human resources skills in order to know how to deal with cultural diversity

Menu preparation for restricted diets

Team and leadership skills

About one third (34%) said they would send their employees to OCC for retraining. This percent is by far the lowest of the three sectors. However, 29% of employers are interested in customized training; this percent is the highest of the three. Food service managers expressed interest in customized training for cost control, inventory control, leadership skills, and basic culinary skills.

Food service managers also described future trends which could be incorporated into OCC's curriculum. Most stressed the incorporating of people skills into the curriculum; be it employee relations or customer services. Many stressed the incorporation of computer training (on-line computer ordering, computer tracking for sales purposes, for catering, for menu-

planning). Others stressed the importance of learning to prepare budgets and control costs.

Managers are now less hands-on; they deal more with supervisory problems; very extensive leadership skills are needed

Need to teach listening skills

Require a cooperative work experience

More knowledge needed in the legal aspects of hiring, workers' compensation, sexual harassment

Cost control & computer accounting systems are a wave of the future; students need to understand food costs, bar costs, etc., need to be able to crunch the numbers

Food service managers need to cover all phases of restaurant operation--bookkeeping, conferences, security, computer programming. Schools should make this adjustment.

Try to give a mix of cooking skills and management skills, some schools stress one or the other, best to have some knowledge of both

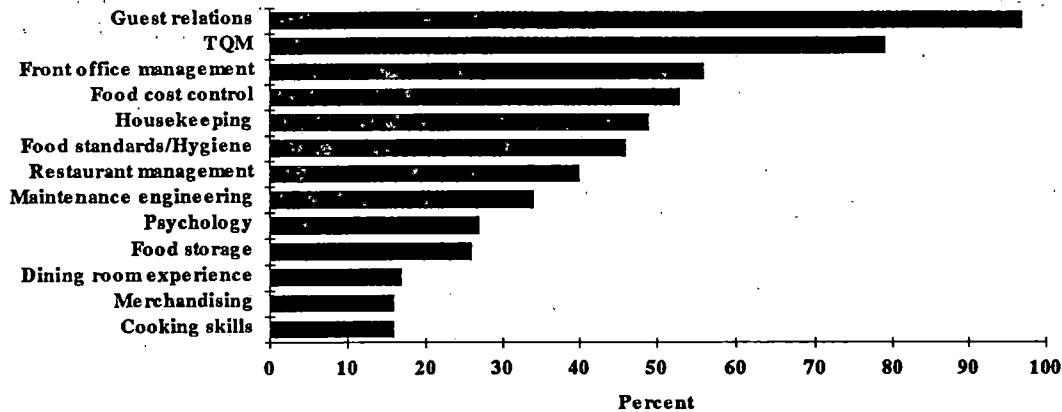
### **Hotel Motel Management Employer Survey**

The employers surveyed were given a brief introduction to OCC's curriculum. As do food service management employers, lodging facilities highly value guest relations and cost control more than culinary arts establishments.

**Table 20**  
**Technical/Academic Skills Viewed**  
**as "Very Important" for Hotel Motel Managers**

Training	Number	Percent
Guest relations	65	97.0
TQM	53	79.0
Front office management	37	56.0
Food cost control	32	53.0
Housekeeping	33	49.0
Food standards/Hygiene	28	46.0
Restaurant management	23	40.0
Maintenance engineering	23	34.0
Psychology	18	27.0
Food storage	15	26.0
Dining room experience	10	17.0
Merchandising	10	16.0
Cooking skills	9	16.0

**Figure 20**  
**Skills Ranked as "Very Important"**  
**Hotel Motel Management**



Employers made comments on improvement, based on their limited knowledge of OCC's curriculum. Many employers stressed that students need to learn "human resource" skills such as how to handle employee issues, concerns, complaints, and discipline, as well as knowledge of employment laws and regulations. Many employers emphasize that applicants need to dress neatly and to have good grooming. Many stressed the necessity of teaching computer skills. Other suggestions include,

Teach good general management skills such as how to delegate, goal setting, time management, open ended communication, and Total Quality Management

Teach team building, leadership skills and self direction

Require that students concurrently study and work in a hotel setting. May be any position--clerk, bellman, auditor...anything to see how a hotel really works.

Teach communication skills: public speaking and written skills

Instill an understanding of accounts receivable/payable, budgeting, marketing and sales skills

Another employer suggestion is to simulate a hotel in class--set up a "front desk" with computer and phones and have the students role play a check-in situation. Simulate a room and provide a housekeeping cart with cleaning products. One employer stressed that, in regards to the Hotel Motel program, the biggest weakness is that there is not enough hands-on experience in terms of simulations. However, he gave high marks to the program in terms of the instructors, especially the Culinary Arts instructors. He also said the program has a good balance of integrity and experience; the faculty focus on the students. However, he would add three things to the Hotel program: 1) A dimension on TQM; 2) Hire a full-time instructor to spend more time advising students and 3) involve the family of the students in some way such as having students bring their spouses to an orientation so the spouse/children will understand how demanding the program is and what it entails.

Lodging employers were also asked whether or not they would send their employees to OCC for retraining. Several employers had relevant comments:

I am impressed by OCC's Hotel Restaurant program

I would want to talk to someone at OCC and see if their courses fit in with what we need.

I did not know that OCC had a program.

Employers were also asked if they would be willing to offer internships to OCC students. One said they would do so if part of the wage could be paid by the College. Others said they would love to take an intern. Others had used interns in the past and did not value the experience.

Half (52%) of hotel employers said they would send their employees to OCC for retraining. Furthermore, 20% are interested in setting up some type of customized training with the College.

Employers were also asked to give a future trend which should be incorporated into

OCC's curriculum. Most employers mentioned an increased focus on guest services; "Emphasize service and TQM; anything for the guest's needs." Others emphasized the trend of moving away from department managers and into multi-faceted leadership positions. "It is necessary to learn all aspects of the hotel including housekeeping, front desk, restaurant, and inventory control; and being able to manage more than one department at a time." Many employers stressed the importance of computer knowledge. "Learn technological (telephone and computer) advancements such as computer tie-in with front desk sales and housekeeping so one knows what the other is doing." "Schools are still teaching a manual system--hotels are computerized."

Need more focus on employee motivation and empowerment, and morale training. If employees are happy they are more inclined to make the guest happy. Most classes only stress making the guest happy.

Organizational skills including time-management

Must understand the needs of each customer segment, such as business groups, leisure customers, individual business, foreign travelers and corporate clients

Emphasize sales, marketing, pricing, and promotion and how they relate to guest relations

Knowledge of human resources is very important for managers. Need to know how to deal effectively with employees; need to know legal aspects; employee relations programs; compensation; counseling; and labor relations

Employers also wanted to give advice to students. They expressed that, "Students should be aware that they need to work hard, get good grades and get experience while attending school." And also, "The market has changed--there is competitiveness, those entering the field should be prepared to move from hotel to hotel to advance themselves." "We like to see management applicants have at least 2 internships on resume. Need to see mechanical, logistical operations of hotel; this is an important part of pursuing a career in management."

## CONCLUSION

### Summary

In 1988, an investigation was undertaken by Wayne Guyette of GEO Incorporated to determine if there were any current issues that might limit the Hospitality department's "continued history of success." Guyette found problems of "maturation" evidenced by declining student numbers, lack of accountability, failure to establish clear department, program, and course goals and objectives, poor marketing efforts and a failure to adequately address competitive pressures. Although this report is five years old, the findings may still be relevant.

The Guyette study also found a lack of substantive in-house training. In the surveys done as a part of the internal faculty assessment, concerns were expressed about current teaching methodologies and curriculum content. Faculty have said that they would welcome the opportunity to attend seminars and courses on teaching methods and course content ideas. The employer surveys done for this assessment can be helpful in highlighting areas of interest to the local industry which could be brought in to the Hospitality curriculum. Employers are demanding that applicants have more knowledge than was necessary in the past. Due to prevalent downsizing, each new hire must be able to fill the shoes of more than one traditional position. This pressure is mainly felt by management students who are expected to be proficient in several areas such as public relations, computers, personnel, finance, operations, merchandising and total quality management.

Declining enrollment is an issue for the Hospitality department. Some other local community colleges are experiencing declining enrollment as well, while others (such as Schoolcraft and Monroe Community College) are experiencing increasing enrollment.

In addition to OCC, other local community colleges' Hospitality programs feel pressured by the administration to not lose money. The food and the equipment needed for these programs can be quite expensive. The one college in Michigan which does not feel as many financial restraints is Northern Michigan College which has an arrangement with the Park Place Hotel in Traverse City. Students are trained there using their food and equipment. Although the College does contribute to some of the costs, the amount is minimal in comparison with other schools.

For the most part, the Culinary Arts program experiences strong enrollment, a good external reputation and high ratings from students. However, the Hotel/Motel Management program receives lower ratings from both students and Hospitality faculty members. In addition, less local lodging employers are currently hiring than are culinary arts and food service management employers. Similarly, hotels and motels across the country are cutting back on hiring and promoting; they are trying to do more with less and are therefore expecting a lot out of each employee. In other words, in many cases employees have to work longer hours for less pay, and they are expected to be extremely capable in many diverse arenas.

While employment prospects are not optimal in the lodging industry, other hospitality sectors have much better prospects. Examples of the healthier industries include catering and

contract food services, and fast food and dinner-house chains (such as Bennigan's and Denny's). These are areas where graduates may find more available jobs. In addition, caterers and contract food service organizations may offer less demanding schedules for their employees.

### **Issues**

- Department members are concerned with the lack of time they have for planning. Perhaps a department process flow chart could be done to mark how time is spent. Faculty could analyze this time to see when curricular development can take place and who has time to do it.
- For years, there has been talk of establishing an Alumni Relations board. Such a board would contribute to marketing for potential students and to job placement for current graduates.
- Another complaint found in the Guyette study and in several faculty interviews is that there is a lack of authority. Currently a new dean is on board who has the time and the interest to effectively guide the program faculty. Perhaps a first step will be to establish written goals--both long and short term.

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**APPENDIX A**  
**Hospitality**  
**Employers Suggested Job Titles**

**Food Service Management  
Job Titles**

Supervisor  
Team Leader  
Assistant Manager  
Entry Level Manager  
Manager Trainee  
Assistant Dining Room Manager  
Assistant kitchen manager  
Manager  
Assistant General Manager  
Dining Room Manager  
Restaurant Manager  
Kitchen Manager  
General Manager  
Hostess  
Store Manager

**Culinary Arts  
Job Titles**

**PREP COOK (12)**

pantry cook  
assistant cook  
garde manger  
night prep  
day prep  
chef trainee  
salad chef

**HEAD COOK (4)**

supervisor cook  
first cook  
kitchen manager  
front line supervisor  
leader cook

**CHEF (8)1**

pastry chef

**LINE COOK (28)**

station attendant  
cook  
pizza cook  
grill cook

**SOUS CHEF (8)**

second chef  
assistant pastry chef  
senior chef

**Hotel Motel Management  
Job Titles**

**Other:**

General Managers  
Controller  
Engineer  
Chief Engineer  
Assistant Chef  
Valet Server/Door Manager  
Maintenance Manager  
Chef  
Accounting Clerk  
Marketing Manager  
Stewarding Supervisor  
Maintenance Engineer  
Night Auditor  
Controller

**Food and Beverage Manager:**

Food and Beverage Director  
Food & Beverages Line Level  
Supervisors  
Banquet Manager (Supervisor)  
Restaurant Manager  
Banquet Staff  
Director of Catering  
Kitchen Supervisor

**Housekeeping Manager:**

Housekeeping  
Executive  
Supervisor  
Executive  
Manager  
Inspector  
Assistant Housekeeper

**Front Desk Manager:**

Front Office Manager  
Front Desk/Guest Services  
Front Desk Clerk  
Supervisor  
Desk Clerk  
Representative  
Shift Supervisor

**Sales Manager:**

Sales Manager/Associate  
Director  
Administrator  
Sales Positions

**Assistant Manager:**

Assistant Manager  
Manager Trainee  
Manager  
Assistant General Manager  
Department Heads  
Closing Manager

**APPENDIX B**  
**Culinary Arts**  
**Employer Survey**

**OAKLAND COMMUNITY COLLEGE**  
**Culinary Arts**  
**Employer Survey**

1. Which of the following categories best describes the nature of your business?

	<i>Yes</i>	<i>No</i>
a) Lodging	1	0
b) Upscale Dining	1	0
c) Contract Foodservice	1	0
d) Dinnerhouse Chain	1	0
e) Country Club	1	0
f) Catering	1	0
g) Department Store	1	0
h) Health Care Establishment	1	0
i) Other:	1	0

2. How many formally trained chefs and cooks do you employ? (*examples: line cooks, cold food, prep cooks, pastry chefs, sous chefs*)

2a. Part-time (30 hours or less per week)? \_\_\_\_\_ (*actual number*)

2b. Full-time (more than 30 hours per week)? \_\_\_\_\_ (*actual number*)

3. Among the formally trained cooks and chefs you employ, what are examples of their job titles and salary ranges for entry level positions?

Entry Level Job Titles	Entry Level Salary Range
a) _____	_____ to _____ per hour
b) _____	_____ to _____ per hour
c) _____	_____ to _____ per hour

4. What is the entry level salary based on?

- 1 \_\_\_\_\_ Experience only
- 2 \_\_\_\_\_ Educational attainment only
- 3 \_\_\_\_\_ Combination of both
- 0 \_\_\_\_\_ Other, please explain:

5. Is your need for formally trained chefs and cooks increasing?

- 1 \_\_\_\_\_ Yes
- 0 \_\_\_\_\_ No
- 7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

(If "No", skip to 8)

6. Do you plan to meet that need by

	<i>Yes</i>	<i>No</i>
a) Hiring new employees?	1	0
b) Retraining current employees?	1	0
c) Other, Please specify: _____		

7. What are the reasons for the growing need for formally trained chefs and cooks? *(Please check all that apply)*

	<i>Yes</i>	<i>No</i>
a) Employees are lacking professional skills	1	0
b) Employee turnover	1	0
c) New skills needed to keep current with industry trends and requirements	1	0
d) Business is expanding	1	0
e) Other reasons. Please specify: _____		

8. Do you experience any difficulty finding personnel formally trained as a chef or a cook?

1 \_\_\_\_\_ Yes *(Go to 9)*  
 0 \_\_\_\_\_ No *(Skip to 10)*

9. What kind of difficulties do you encounter?

10. What is the minimum educational qualification required by your organization for entry-level personnel in culinary arts?

	<i>Yes</i>	<i>No</i>
a) No specific educational requirement . . . . .	0	1
b) High School diploma or equivalent . . . . .	1	0
c) Completion of Apprenticeship . . . . .	1	0
d) Certificate . . . . .	1	0
e) Associate degree . . . . .	1	0
f) Bachelor degree . . . . .	1	0
g) Other education or degree, not listed <i>(Please specify)</i>		

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>
How important is the educational qualification?	3	2	1

11. Please consider the following list of skills and qualifications you as an employer would value when hiring a formally trained cook or chef. Rate each on the scale 3=Very Important, 2=Somewhat Important, and 1=Not Important.

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>
a) Ability to work as a team member . . . . .	3	2	1
b) Organizational skills . . . . .	3	2	1
c) Ability to use individual initiative . . . . .	3	2	1
d) Writing skills . . . . .	3	2	1
e) Good speaking skills . . . . .	3	2	1
f) Problem solving skills . . . . .	3	2	1
g) Interpersonal skills . . . . .	3	2	1
h) Computer skills . . . . .	3	2	1

12. What is the single most important quality or characteristic you look for when hiring formally trained chefs and cooks?

13. Please rate how important it is for entry level cooks to have a strong knowledge base in the following applications using the scale: 3=Very Important, 2=Somewhat Important, 1=Not Important.

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>	<i>Not Applicable</i>
a. Classical cooking . . . . .	3	2	1	8
b. Quantity food preparation . . . . .	3	2	1	8
c. Food storage . . . . .	3	2	1	8
d. Food standards, Sanitation & Hygiene . . . . .	3	2	1	8
e. Menu planning . . . . .	3	2	1	8
f. Food purchasing . . . . .	3	2	1	8
g. Pantry production . . . . .	3	2	1	8
h. Pastry baking . . . . .	3	2	1	8
i. Nutrition standards . . . . .	3	2	1	8
j. Quantity baking . . . . .	3	2	1	8
k. Guest relations . . . . .	3	2	1	8
l. Cost control . . . . .	3	2	1	8
m. Knowledge of equipment . . . . .	3	2	1	8
n. Food theory . . . . .	3	2	1	8

14. Are there any other skills you would like your entry level formally trained cooks to have? Please explain:

15. As part of our review we are interested in understanding potential career paths for entry level cooks. Could you explain what advancement opportunities are available, with examples of typical job titles?

16. Does your organization provide any formal in-house training for your chefs and cooks?

1  Yes (Go to 17)  
 0  No (Skip to 18)

17. Would you describe the nature of the training?

18. Would your organization send current employees to OCC for training in our Culinary Arts program?

1  Yes  
 0  No  
 7  Uncertain, please explain: \_\_\_\_\_

19. Would your organization consider offering internships (either paid or non-paid) for students in our Culinary Arts program?

PAID?

1 \_\_\_\_\_ Yes

0 \_\_\_\_\_ No

7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

UNPAID?

1 \_\_\_\_\_ Yes

0 \_\_\_\_\_ No

7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

20. Is there any customized training that OCC's Culinary Arts program might provide for your employees?

0 \_\_\_\_\_ No

7 \_\_\_\_\_ Uncertain

1 \_\_\_\_\_ Yes, Please explain:

21. What do you foresee as a future trend in culinary arts which we could include in our curriculum?

22. Would you be interested in assisting OCC in the ongoing assessment of our Culinary Arts program?  
*(This could include activities such as focus groups, advisory committee)*

1 \_\_\_\_\_ Yes

0 \_\_\_\_\_ No



**APPENDIX C**  
**Food Service Management**  
**Employer Survey**

**FOOD SERVICE MANAGEMENT  
EMPLOYER TELEPHONE SURVEY**

1. Which of the following categories best describes the nature of your business?

- 0 \_\_\_\_\_ Fast Food
- 1 \_\_\_\_\_ Upscale/Fine Dining
- 2 \_\_\_\_\_ Contract Foodservice
- 3 \_\_\_\_\_ Dinnerhouse Chain
- 4 \_\_\_\_\_ Food Sales/Brokers
- 5 \_\_\_\_\_ Catering
- 6 \_\_\_\_\_ Department Store
- 7 \_\_\_\_\_ Health Care Establishment
- 8 Other: \_\_\_\_\_

2. How many food service managers do you employ?

- 2a. Part-time (30 hours or less per week)? \_\_\_\_\_ (actual number)
- 2b. Full-time (more than 30 hours per week)? \_\_\_\_\_ (actual number)

3. Among the food service managers you employ, what are the job titles and salary ranges for entry level management positions?

Entry Level Job Titles	Entry Level Salary Range
a) _____	_____ to _____ per hour
b) _____	_____ to _____ per hour
c) _____	_____ to _____ per hour

4. What is the entry level management salary based on?

- 1 \_\_\_\_\_ Experience only
- 2 \_\_\_\_\_ Educational attainment only
- 3 \_\_\_\_\_ Combination of both
- 0 \_\_\_\_\_ Other, please explain: \_\_\_\_\_

5. Do you foresee your need for food service managers in the Detroit area increasing in the next 12 months?

- 1 \_\_\_\_\_ Yes
- 0 \_\_\_\_\_ No
- 7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

(If "No", skip to 8)

Do you plan to meet that need by	Yes	No
a) Hiring new employees?	1	0
b) Retraining current employees?	1	0
c) Other	1	0
Please specify other: _____		

7. Why is your need for food service managers increasing? (Please check all that apply)

	Yes	No
a) Employee turnover	1	0
b) Business is expanding	1	0
c) Individual work loads are increasing	1	0
d) Other reasons:	1	0

Please specify other: \_\_\_\_\_

8. Do you experience any difficulty finding food service managers?

1 \_\_\_\_\_ Yes (Go to 9)  
 0 \_\_\_\_\_ No (Skip to 10)

9. What kind of difficulties do you encounter?

10. What is the minimum educational qualification required by your organization for entry-level food service managers?

	Yes	No
a) No specific educational requirement . . . . .	0	1
b) High School diploma or equivalent . . . . .	1	0
c) Completion of Apprenticeship . . . . .	1	0
d) Certificate . . . . .	1	0
e) Associate degree . . . . .	1	0
f) Bachelor degree . . . . .	1	0
g) Other education or degree, not listed . . . . .	1	0

Please specify other: \_\_\_\_\_

11. Please consider the following list of skills you as an employer would value when hiring a food service manager. Rate each on the scale 3 = Very Important, 2 = Somewhat Important, and 1 = Not Important.

	Very Important	Somewhat Important	Not Important
a) Ability to work as a team member . . . . .	3	2	1
b) Organizational skills . . . . .	3	2	1
c) Ability to use individual initiative . . . . .	3	2	1
d) Writing skills . . . . .	3	2	1
e) Good speaking skills . . . . .	3	2	1
f) Problem solving skills . . . . .	3	2	1
g) Interpersonal skills . . . . .	3	2	1
h) Computer skills . . . . .	3	2	1
i) Staff training skills . . . . .	3	2	1
j) Leadership skills . . . . .	3	2	1

12. What is the single most important quality or characteristic you look for when hiring food service managers?

13. Please rate how important it is for entry level food service managers to have a strong knowledge base in the following areas using the scale: 3=Very Important, 2=Somewhat Important, 1=Not Important.

	Very Important	Somewhat Important	Not Important	Not Applicable
a. Cooking Skills . . . . .	3	2	1	8
b. Dining room experience or internship . . . . .	3	2	1	8
c. Food storage . . . . .	3	2	1	8
d. Food standards, Sanitation & Hygiene . . . . .	3	2	1	8
e. Menu planning . . . . .	3	2	1	8
f. Food purchasing . . . . .	3	2	1	8
g. Food service accounting . . . . .	3	2	1	8
h. Equipment planning & layout . . . . .	3	2	1	8
i. Quantity baking . . . . .	3	2	1	8
j. Guest relations . . . . .	3	2	1	8
k. Cost control . . . . .	3	2	1	8
l. Hospitality merchandising . . . . .	3	2	1	8
m. Nutrition . . . . .	3	2	1	8
n. Wine Knowledge . . . . .	3	2	1	8
o. Bar Management . . . . .	3	2	1	8

14. Are there any other skills you would like your entry level food service managers to have? Please explain:

15. As part of our review we are interested in understanding potential career paths for food service managers. Could you explain what advancement opportunities are available for food service managers, with examples of typical job titles?

16. Does your organization provide any formal in-house training for food service managers?

1 \_\_\_\_\_ Yes (Go to 17)  
0 \_\_\_\_\_ No (Skip to 18)

17. Would you describe the nature of the training?

18. Would you send your employees to Oakland Community College for training in our Food Service Management program?

1 \_\_\_\_\_ Yes  
0 \_\_\_\_\_ No if they say why not, please record it: \_\_\_\_\_  
7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

19. Would you consider offering internships for students in our Food Service Management program? Paid or Unpaid?

PAID?  
1 \_\_\_\_\_ Yes  
0 \_\_\_\_\_ No  
7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

UNPAID?  
1 \_\_\_\_\_ Yes  
0 \_\_\_\_\_ No  
7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

20. Is there any customized training that our Food Service Management program might provide for your employees?

0 \_\_\_\_\_ No  
7 \_\_\_\_\_ Uncertain  
1 \_\_\_\_\_ Yes, Please explain:

21. What do you foresee as a future trend in food service management which we could incorporate into our curriculum?
22. Would you be interested in assisting OCC in the ongoing assessment of our Food Service Management program?  
*(This could include activities such as focus groups, advisory committee)*

1 \_\_\_\_\_ Yes  
0 \_\_\_\_\_ No

**APPENDIX D**  
**Hotel/Motel Management**  
**Employer Survey**

Hotel/Motel Management  
Employer Survey

1. How many hotel managers do you employ?
  - a. Part-time (30 hours or less per week)? \_\_\_\_\_ (actual number)
  - b. Full-time (more than 30 hours per week)? \_\_\_\_\_ (actual number)
  
2. Among the hotel managers you employ, what are the job titles and salary ranges for entry level positions?
 

Entry Level Job Titles	Entry Level Salary Range
a) _____	_____ to _____ per hour
b) _____	_____ to _____ per hour
c) _____	_____ to _____ per hour
  
3. What is the entry level salary based on?
  - 1 \_\_\_\_\_ Experience only
  - 2 \_\_\_\_\_ Educational attainment only
  - 3 \_\_\_\_\_ Combination of both
  - 0 \_\_\_\_\_ Other, please explain: \_\_\_\_\_
  
4. Do you foresee your need for hotel managers in the Metro Detroit area increasing in the next 12 months?
  - 1 \_\_\_\_\_ Yes
  - 0 \_\_\_\_\_ No (If "No", skip to 7)
  - 7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_
  
5. Do you plan to meet that need by
 

	Yes	No
a) Hiring new employees?	1	0
b) Retraining current employees?	1	0
c) Other,	1	0

 Please specify: \_\_\_\_\_
  
6. Why is your need for hotel managers increasing? (Please check all that apply)
 

	Yes	No
a) Employee turnover	1	0
b) Acquisition of more properties	1	0
c) Creation of new positions	1	0
d) Other reasons.	1	0

 Please specify: \_\_\_\_\_
  
7. Do you experience any difficulty finding personnel formally trained as hotel managers in the Detroit area?
  - 1 \_\_\_\_\_ Yes (Go to 8)
  - 0 \_\_\_\_\_ No (Skip to 9)
  
8. What kind of difficulties do you encounter?
  
9. What is the minimum educational qualification required by your organization for entry-level hotel managers?
 

	Yes	No
a) No specific educational requirement . . . . .	0	1
b) High School diploma or equivalent . . . . .	1	0
c) Completion of Apprenticeship . . . . .	1	0
d) Certificate . . . . .	1	0
e) Associate degree . . . . .	1	0
f) Bachelor degree . . . . .	1	0
g) Other education or degree, not listed . . . . .	1	0

 (Please specify)

10. Please consider the following list of skills you as an employer would value when hiring a hotel manager. Rate each on the scale 3=Very Important, 2=Somewhat Important, and 1=Not Important.

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>
a) Ability to work as a team member . . . . .	3	2	1
b) Organizational skills . . . . .	3	2	1
c) Ability to use individual initiative . . . . .	3	2	1
d) Writing skills . . . . .	3	2	1
e) Good speaking skills . . . . .	3	2	1
f) Problem solving skills . . . . .	3	2	1
g) Interpersonal skills . . . . .	3	2	1
h) Computer skills . . . . .	3	2	1

11. What is the single most important quality or characteristic you look for when hiring hotel managers?

12. Please rate how important it is for entry level hotel managers to have a strong knowledge base in the following areas using the scale: 3=Very Important, 2=Somewhat Important, 1=Not Important.

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>	<i>Not Applicable</i>
a. Front Office Management . . . . .	3	2	1	8
b. Dining room experience or internship . . . . .	3	2	1	8
c. Merchandising . . . . .	3	2	1	8
d. Food standards, Sanitation & Hygiene . . . . .	3	2	1	8
e. Cooking Skills . . . . .	3	2	1	8
f. Food Storage . . . . .	3	2	1	8
g. Food Service Cost Control . . . . .	3	2	1	8
h. Restaurant management . . . . .	3	2	1	8
i. Psychology . . . . .	3	2	1	8
j. Total Quality Management . . . . .	3	2	1	8
k. Guest relations . . . . .	3	2	1	8
l. Housekeeping Supervising . . . . .	3	2	1	8
m. Maintenance Engineering . . . . .	3	2	1	8

13. Are there any other skills you would like your entry level hotel managers to have? Please explain:

14. As part of our review, we are interested in understanding potential career paths for hotel managers. Could you explain what advancement opportunities are available for hotel managers, with examples of typical job titles?

15. Does your organization provide any in-house training for hotel managers?

1 \_\_\_\_\_ Yes (*Go to 16*)  
 0 \_\_\_\_\_ No (*Skip to 17*)

16. Would you describe the nature of the training?



17. Would you send your employees to Oakland Community College for training in our Hotel Management program?

1 \_\_\_\_\_ Yes

0 \_\_\_\_\_ No if they say why not, please record it: \_\_\_\_\_

7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

18. Would you consider offering internships for students in our Hotel Management program? Paid or Unpaid?

PAID?

1 \_\_\_\_\_ Yes

0 \_\_\_\_\_ No

7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

UNPAID?

1 \_\_\_\_\_ Yes

0 \_\_\_\_\_ No

7 \_\_\_\_\_ Uncertain, please explain: \_\_\_\_\_

19. Is there any customized training that our Hotel Management program might provide for your employees?

0 \_\_\_\_\_ No

7 \_\_\_\_\_ Uncertain

1 \_\_\_\_\_ Yes, Please explain: \_\_\_\_\_

20. What do you foresee as a future trend in hotel management which we could incorporate into our curriculum?

21. Would you be interested in assisting OCC in the ongoing assessment of our Hotel Management program?  
(This could include activities such as focus groups, advisory committee)

1 \_\_\_\_\_ Yes

0 \_\_\_\_\_ No

**APPENDIX E**  
**Employer Lists**

## Culinary Arts Employer List

*D = Willing to help in the development of a program*

*P = Willing to offer a paid internship*

*U = Willing to offer an unpaid internship*

Chef Milos Cihelka *(D, P, U)*  
Certified Master Chef  
Golden Mushroom  
18100 West 10 Mile Road  
Southfield, MI 48075

Chef John Dichecco *(D, P, U)*  
Executive Chef  
Haymakers  
2375 Joslyn Court  
Lake Orion, MI 48036

Chef Pascal Paviani *(D, P, U)*  
Corporate Executive Chef  
Scallops  
1002 North Main  
Rochester, MI 48307

Chef Greg Upshire *(D, P, U)*  
Too Chez  
27155 Sheraton  
Novi, MI 48377

Chef Peter Loren *(D, P, U)*  
Executive Chef  
Opus One  
565 East Larned  
Detroit, MI 48226

Chef Steve Pilon *(D, P, U)*  
Cafe Bon Homme  
844 Penniman  
Plymouth, MI 48170

Chef Mary Coburn *(D, P, U)*  
Sous Chef  
Charley's Crab  
5498 Crooks  
Troy, MI 48098

Mrs. Schumaker *(D)*  
Assistant Director of Dietary  
Beaumont Hospital  
3601 West 13 Mile  
Royal Oak, MI 48073

Mr. John Forte *(D, P, U)*  
Owner  
Forte Belanger House Catering  
2670 Coolidge Hwy  
Berkley, MI 48072

Chef Michael Piontek *(D, P, U)*  
Executive Chef/Proprietor  
Lakeview Catering  
770 N. Lapeer Rd  
Lk Orion, MI 48361

Chef Michael Connery *(D, P)*  
Executive Chef  
Bloomfield Hills Country Club  
350 Long Lake Road  
West Bloomfield, MI 48304  
Bloomfield Hills, MI

Chef Ray Larkins *(P, U)*  
Vice President/Head Chef  
Moon Lake Banquet Catering  
3282 Dixie  
Waterford Twp, MI 48328

Ms. Peggy Madsen *(D, P, U)*  
General Mgr/Catering Director  
Chef Karl's Creative Catering  
755 Baldwin Ave  
Pontiac, MI 48098

Chef Derin Moore *(D, P, U)*  
Chef de Cuisine  
Pike Street  
18 West Pike  
Pontiac, MI 48342

Vernon Williams *(D)*  
Kitchen Manager  
Olive Garden  
4330 Crescent Boulevard  
Novi, MI 48375

Chef Rodney Wait *(P, U)*  
Head Chef  
Ruby Tuesdays  
405 North Telegraph  
Pontiac, MI 48328

Mr. Ken Smith *(P, U)*  
Managing Partner  
Chili's  
20901 Haggerty  
Novi, MI 48375

Mr. David Pierce *(D, P, U)*  
Restaurant Manager  
The Mayflower Hotel  
827 West Ann Arbor Trail  
Plymouth, MI 48170

Chef John Adamski *(D, U)*  
Executive Chef  
Wolverine Golf Club &  
Banquet Center  
17201 25 Mile Rd  
Mt Clemens, MI 48042

Chef Steven Machlay *(D, P, U)*  
Kregar Enterprises  
Meadow Brook Hall/Oakland  
University  
Walton Blvd & S Squirrel Rd  
Rochester Hills, MI 48309-4401

Chef Tom *(D)*  
Bi County Community Hospital  
13355 East Ten Mile  
Warren, MI 48089

Ms. Sylvia Simmons (D)  
Clinical Director  
Detroit Receiving Hospital &  
University Health Center  
4201 St Antoine  
Detroit, MI 48201

Mr. Allen Nutten (D)  
Chef Supervisor  
Grace Hospital  
6071 West Outer Drive  
Detroit, MI 48235

Mr. Tony Griswald (D)  
Assistant Food Director  
Henry Ford Village Lifecare  
15101 Ford Road  
Dearborn, MI 48126

Chef Ross Attard (D, U)  
Executive Chef  
Bay Pointe Golf Club  
4001 Haggerty Road  
West Bloomfield, MI 48323

Chef Michael Orlando (D, P, U)  
Executive Chef  
Great Oaks Country Club  
777 Great Oaks Blvd  
Rochester, MI 48307

Chef Norma Adams (D)  
Rochester Hills Golf & Country  
Club  
655 Michelson  
Rochester, MI 48307

Chef Alan Riley (D, P)  
Executive Chef  
The Historic Holly Hotel  
110 Battle Alley  
Holly, MI 48442

Chef Toby Puffer (P, U)  
Banquet Chef  
The Dearborn Inn  
20301 Oakwood Blvd  
Dearborn, MI 48124

Chef Greg Fellows  
Executive Chef  
Shenandoah Country Club  
5600 Walnut Road  
West Bloomfield, MI 48033

Mr. James Mcewen (D)  
Commissary Manager  
Canteen Corporation  
12840 Prospect  
Dearborn, MI 48126

Mr. Mark Fraker (D, P, U)  
Director of Wholesaling &  
Manufacturing  
Manimark Corp  
44800 North I 94 Service Drive  
Belville, MI 48111

Mr. Mike Zielinski (D, P, U)  
Location Manager  
Ogden Allied Services  
1 Washington Boulevard  
Detroit, MI 48226

Ms. Karen (D)  
Manager  
Emerald Food Services INC  
1980 Greenfield  
Berkley, MI 48072

Chef Michael George (D, P, U)  
Executive Chef  
Balogna Joe Catering  
2135 17 Mile  
Sterling Heights, MI 48310

Mr. Mark Molbus  
General Manager  
Bill Knapp's  
27925 Orchard Lake Road  
Farmington, MI 48331

Mr. Majed Sadlalaah (D)  
Associate Manager  
Red Lobster  
24705 West 12 Mile  
Southfield, MI 48034

Chef James Whitworth (D, P, U)  
Executive Chef  
Radisson Suite Hotel  
37529 Grand River Avenue  
Farmington Hills, MI 48335

Chef Michael Hall (D, P, U)  
Executive Chef  
Atrium Cafe  
Guest Quarters Suite Hotel  
850 Tower Drive  
Troy, MI 48098

Ronnie (D)  
Restaurant Manager  
Hudson's  
Twelve Oaks Mall  
Novi, MI 48185

Ms. Donna Marie Bonarek (D)  
Restaurant Manager  
Neiman Marcus  
2705 West Big Beaver Road  
Troy, MI 48048

## Food Service Management Employer List

*D = Willing to help in the development of a program*

*P = Willing to offer a paid internship*

*U = Willing to offer an unpaid internship*

Ms. Patty McMillan (*D, P, U*)  
General Manager  
Arby's  
24700 Haggerty  
Farmington Hills, MI 48335  
615-9330

Mr. David Lee (*D, P, U*)  
Co-Owner  
Subway  
29702-P Southfield  
Southfield, MI 48076  
569-5050

Mr. John Buffone  
Owner  
Papa Romano's  
Farmington Hills, MI 48334  
471-3255

Mr. John Crane (*P, U*)  
Owner  
Cottage Inn  
28845 Orchard Lake  
Farmington Hills, MI 48334  
553-2880

Mr. Brian Homeszn (*D, P, U*)  
General Manager  
Shield's  
25101 Telegraph  
Southfield, MI 48034  
356-2720

Mr. Frank Imbrunone  
Manager  
Kentucky Fried Chicken  
Southfield, MI 48067  
356-7566

Ms. Cynthia Heidisch  
Assistant Manager  
Red Lobster  
3150 Elizabeth Lake Road  
Waterford, MI 48328  
683-2018

Mr. Peter Jones  
Compensation Specialist  
Mount Clemens General Hospital  
1000 Harrington Blvd.  
Mount Clemens, MI 48043  
466-8000

Mr. John Lovett  
Assistant Manager  
Bob Evans  
13911 Middlebelt  
Livonia, MI 48154  
261-7770

Mr. Tim Lowe (*D*)  
Senior Manager  
Bennigan's  
2555 Woodward Avenue  
Bloomfield, MI 48304  
334-9810

Mr. Mike McManus  
Assistant General Manager  
Ruby Tuesdays  
Novi, MI 48377  
347-3408

Ms. Diane McHugh  
Catering Director  
Helenic Cultural Center  
36375 Joy Rd  
Westland, MI 48185  
Phone NO:525-3550

Ms. Julie Johnson (*D, P, U*)  
Manager  
Beverly Hills Grill  
Birmingham, MI 48025  
642-2355

Mr. Bennett Donaldson (*D, P, U*)  
General Manager  
Cooker's  
3773 Walton Blvd.  
Auburn Hills, MI 48326  
373-5050

Mr. Mark Barnett (*D, P, U*)  
Manager  
Grady's  
43350 Crescent Blvd  
Novi, MI 48375  
380-5403

Mr. Patrick Elwell (*D*)  
Owner  
Patrick's  
3315 Auburn Road  
Auburn Hills, MI 48326  
313-852-3410

Mr. Robert Higgins (*D, P*)  
Owner/Manager  
Oxford Inn  
1214 S. Main Street  
Royal Oak, MI 48067  
313-543-5619

Mr. Akbar Mohammed (*D, P*)  
Operations Manager  
Vanderbilt Room  
Ann Arbor Hilton  
610 Hilton Blvd  
Ann Arbor, MI 48108  
313-761-7800

Ms. Pearl Feddema (*P*)  
Employment Coordinator  
General Mills Restaurants Inc.  
P.O. Box 593 330  
Orlando, FLA 32855

Ms. Connie Panaretos  
Manager  
Big Boy  
Farmington Hills, MI 48336  
478-6164

Ms. Judy Bencich (*D*)  
Patient Services Manager  
Detroit Riverview Hospital  
7733 E Jefferson Ave  
Detroit, MI 48214  
Phone No:499-3000

Ms. Tracy Rozny  
Manager  
Travelling Chef Catering  
30600 John R  
Madison Heights, MI 48071  
Phone No:585-8626.

Ms. Connie Durham (*P, U*)  
General Manager  
Fandango Hall  
21209 Eureka  
Taylor, MI 48180  
Phone No:284-1450

Ms. Linda Clark (*P*)  
Manager  
Mobile Cafeteria & Lunch Wagons  
32416 Industrial  
Garden City, MI 48135  
Phone No:427-5300

Ms. Linda Carfield (*D, P, U*)  
Owner  
Ambiance Catering Co.  
2752 Coolidge Hwy  
Berkley, MI 48072  
Phone No:541-1310.

Mr. Robert Thomas  
President  
Thomas Food Brokers  
21005 Farmington Rd  
Farmington Hills, MI 48334  
Phone No:476-2998.

Ms. Kathryn Jackson (*D, P, U*)  
Manager  
Long John Silver's  
150 W. Maple  
Troy, MI 48084  
362-3646

Ms. Sharon Liddle (*D*)  
Dining Room Manager  
Home Sweet Home  
Novi, MI 48375  
347-0095

Ms. Carol Scott (*U*)  
Human Services Coordinator  
Wayne County Office of  
Nutrition Services  
30712 Michigan Avenue  
Westland, MI 48185  
326-4400

Mr. Angelo Georgias  
Manager  
Ram's Horn  
Farmington Hills, MI  
855-8882

Ms. Pamela Stocker  
Director of Operations  
Hellinic Automatic Vending Inc  
19808 Schoolcraft  
Livonia, MI 48223  
837-6666

Mr. Mike Falles  
V.P. of Sales  
Falles Fred Brokerage  
29611 Grand River  
Farmington Hills, MI  
Phone No:473-0717.

Mr. Scott Simmons  
General Manager  
Bombay Bicycle Club  
3150 S. Boardwalk  
Ann Arbor, MI 48103  
313-668-1545

Ms. Emma Stanfield  
Operations Manager  
Young's Food  
8230 East Forest  
Detroit MI 48214  
Phone No:923-4152

Ms. Carolyn Rigterink (*D, U*)  
Director of Management  
Development  
Trettco INC  
33469 West 14 Mile  
Farmington Hills, MI 48331-1585  
Phone No:661-9000

Ms. David Miller  
Operations Manager  
A & M Wholesale  
3161 Green Oaks  
West Bloomfield Twp, MI 48302  
333-3310.

Mr. Sheldon Benis (*D*)  
President  
Benis Associates INC  
2065 East West Maple Rd  
Walled Lake, MI 48390  
Phone No:624-2222.

Mr. John Manzo (*D, P*)  
Vice President  
ABC Food Broker  
25200 Mound  
Warren, MI 48091  
Phone No:756-7422.

Mr. Robert Snoor (*D*)  
Owner  
Snoor R P & Associates  
35428 Mound  
Sterling Hts, MI 48310  
Phone No:268-5590

## Hotel/Motel Management Employer List

*D = Willing to help in the development of a program*

*P = Willing to offer a paid internship*

*U = Willing to offer an unpaid internship*

Mr. Douglas Bruce (*P*)  
Director of Personnel  
Red Roof Inn, Corporate  
Headquarters  
4355 Davidson Road  
Hilliard, Ohio 43026  
614-876-3200

Ms. Janet Lawrence (*P*)  
General Manager  
Red Roof Inn  
24300 Sinacola Ct.  
Farmington Hills, MI 48335  
313-478-8640

Ms. Marilyn Meyerson (*P*)  
Human Resources Manager  
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**APPENDIX F**  
**Hospitality**  
**Student Survey**

## HOSPITALITY STUDENT SURVEY

1. What was your primary reason for taking Hospitality courses at OCC? *(Let the respondent answer and then check all that apply.)*

- To obtain a degree or certificate.
- To complete courses necessary for transfer to another college.
- To prepare for a new career.
- To improve your knowledge, technical skill or competency for your job.
- To comply with your employer's requirements.
- To increase your chances for a raise and/or promotion.
- For personal development.
- Other. \_\_\_\_\_

2. What is your current employment situation?

- 1  Employed full-time.
- 2  Employed part-time.
- 3  Unemployed. *Not employed but actively seeking employment*
- 4  Not employed and not seeking employment, *(because of choice.)*

*If not employed, skip to Question 6*

3. What is your current occupation/job title? \_\_\_\_\_

4. Is your current job related to the coursework you have taken at OCC in hospitality?

- 1  Yes *If Yes, go to #5.*
- 0  No *If No, skip to #6.*

5. Has your coursework at OCC helped you in your job?

- 1  Yes
- 0  No

6. How do you plan to use the knowledge and skills gained from your coursework at OCC?

7. On a scale of 1 to 10, with 1 being "very poor" and 10 "outstanding", how would you rate your overall experience with OCC's Hospitality program in terms of meeting your expectations?

Very Poor    1    2    3    4    5    6    7    8    9    10    Outstanding

8. What changes would you make to improve the Hospitality program at OCC?  
*(Probe for specifics.)*

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9. Are you, or were you, enrolled part-time or full-time?

- 1  Part-time
- 2  Full-time
- 3  Both full and part-time

10. Is/was Hospitality your major field of study at OCC?

- 1  Yes
- 0  No *If No, what is/was your major area of study?*

*If No was answered, skip to #12.*

11. Which Hospitality program are you/*were you* enrolled in?

- 1  Culinary Arts Day program
- 2  Culinary Arts Apprenticeship Program

- 3        Food Service Management
- 4        Hotel/Motel Management
- 5        Undecided

12. On a scale of 1 to 10, with 1 being "Not important at all" and 10 being "Extremely important", how would you rate the following elements of the Hospitality Program in terms of importance to you?

	Not Important at all									Extremely Important		Does Not Apply	
	1	2	3	4	5	6	7	8	9	10	9	10	
a.) Culinary Arts lab classes	1	2	3	4	5	6	7	8	9	10	88		88
b.) Culinary Arts theory classes	1	2	3	4	5	6	7	8	9	10	88		88
c.) Food Service management classes	1	2	3	4	5	6	7	8	9	10	88		88
d.) Hotel/Motel management classes	1	2	3	4	5	6	7	8	9	10	88		88
e.) Required Supportive classes (outside dept, such as psychology, math)	1	2	3	4	5	6	7	8	9	10	88		88
f.) Hands-on production	1	2	3	4	5	6	7	8	9	10	88		88
g.) Catering experience	1	2	3	4	5	6	7	8	9	10	88		88
h.) Management dinners	1	2	3	4	5	6	7	8	9	10	88		88
i.) Food show experience	1	2	3	4	5	6	7	8	9	10	88		88
j.) Ice carving	1	2	3	4	5	6	7	8	9	10	88		88
k.) Internship/Apprenticeship	1	2	3	4	5	6	7	8	9	10	88		88

13. Again, on a scale of 1 to 10, with 1 being "not satisfied" and 10 being "very satisfied" how would you rate your satisfaction with the following aspects of the Hospitality Program?

	Not Satisfied									Very Satisfied		
	1	2	3	4	5	6	7	8	9	10	9	10
a.) The variety of courses offered	1	2	3	4	5	6	7	8	9	10		
b.) The content of the courses offered	1	2	3	4	5	6	7	8	9	10		
c.) The scheduling of courses	1	2	3	4	5	6	7	8	9	10		
d.) The quality of Hospitality faculty	1	2	3	4	5	6	7	8	9	10		
e.) Faculty-student relations	1	2	3	4	5	6	7	8	9	10		
f.) The equipment and facilities	1	2	3	4	5	6	7	8	9	10		

14. What do you or did you most like about the Hospitality program? *(Probe for information)*

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15. What do you or did you most dislike about the Hospitality program? *(Probe for information)*

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16. Is there any other comment you would like to make about the program or OCC?

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**APPENDIX G**  
**Culinary Arts**  
**Employer Narrative Responses**

**CULINARY ARTS  
EMPLOYER SURVEY  
Narrative Responses**

**5. Is your need for formally trained chefs and cooks increasing?**

- 1 Prefer trained-don't have to spend time teaching basics. Important to know food presentation.
- 2 Seeking people with more education as they're more professional in demeanor.

**9. What kind of difficulties do you encounter?**

- 1 Have contacted OCC to hire students. Felt we got the run around. Never were able to hire students.
  - 2 New graduates have attitude problems. They think they're educated but the most valuable education is on the job. Many need better skills in following directions.
  - 3 Cannot pay starting salaries expected by recent grads.
  - 4 Need to hire people part-time. Fewer people willing to work part-time.
  - 5 Not enough on job experience.
  - 6 Formally trained students too independent. Made unwelcome change in systems already in place.
  - 7 When first out of school, many students expect to start at too high a pay rate even though they don't have real experience.
  - 8 In past, location of restaurant has been a problem (too far out).
  - 9 Don't get many applicants. Many formally trained students look down on banquet facilities. Was also asked by some recent graduates to pay \$9/hr.
  - 11 They want more pay and are not willing to do what it takes to get the job done.
  - 17 Not willing to pay the dues. They only want to work days, no holidays, and wanting 35,000 a year.
  - 20 Not finding any to interview (using agencies).
  - 21 Difficulties because of location.
  - 22 Hard to find well trained people.
  - 23 No work ethic. Students become lazier with more education.
  - 24 Improper training, and dependable people are hard to find.
  - 25 We train our own way.
  - 28 Hotels get slower applicant flow. Applicants also either lack on-the-job experience or are over qualified and want too much money.
  - 29 Don't get many applicants in hotel industry. Graduates go straight to restaurants instead of exploring the option of working in a hotel.(person interviewed was graduate of Schoolcraft--says it never was presented as a viable option to students).
  - 30 Ran classified for weeks, didn't get many applicants. Don't really know why.
  - 33 They are not willing to work certain hours, do certain tasks.
  - 34 They want more pay but are not willing to do all that is required.
  - 39 Salary is always a problem.
  - 43 Not enough hotels in the Detroit area for students to gain experience (need 40,000 rooms minimum). Also, students come out of school with education but not enough motivation; they're unrealistic about the effort involved.
  - 45 Good work-ethic lacking. Not prepared to work 10 hour days, weekends, etc.
  - 46 Sometimes have enough applicants, and sometimes not.
  - 47 Have called OCC & Schoolcraft but got no response through school. Contacted chefs directly, and was able to be provided with only 1 or 2 candidates (fewer than needed).
  - 48 Goes through connections at Schoolcraft to find personnel.
  - 49 Finding people with desire to learn.
  - 50 Need some experience as well as formal training; don't have good work standards (punctuality, responsibility).
  - 51 Pay range at Olive Garden low, don't get a lot of applicants.
  - 52 Don't get many applicants.
  - 53 No one is applying lately.
  - 54 The way they present themselves at interviews. Many need advice on interview skills.
  - 56 When setting up restaurant operations, the whole menu is planned. Sometimes chefs change them too much.
- 57 1. Has taught courses at several colleges: finds culinary arts program is frequently thought of as a last resort for under achievers; therefore quality of people is not as high.
2. Computer illiterate.
  3. Lack knowledge of financial side (cost control, etc.).
- 60 Get many applications but because they have schooling, their expectations of salary and position are generally too high for not having on the job experience.

**12. What is the single most important quality or characteristic you look for when hiring formally trained chefs and cooks?**

- 1 Personal cleanliness, and talent. If clean about self, will be clean with food.
- 2 Good attitude, willingness to learn, maturity, sense of responsibility.
- 3 Attitude & Personality.
- 4 Initiative.
- 5 Dependability.
- 6 Cooperative, a good listener with the ability to follow orders.
- 7 Someone who listens well and can learn.
- 8 Self-motivation.
- 9 Interest in what they're doing.

- 10 Experience.
- 11 Someone who likes cooking.
- 12 Someone who shows interest and knowledge.
- 13 Knowledge of the business.
- 14 Willing to learn and do a good job.
- 15 Someone who shows the interest, and love, for cooking and preparing food.
- 16 Self motivation.
- 17 Honest hard worker willing to work, and give what it takes.
- 18 Someone who shows interest and likes preparing food.
- 19 A leader, and someone willing to learn.
- 20 Experience.
- 21 Ability to cook.
- 22 Person's attitude, ambition.
- 23 Work ethic.
- 24 Dedication and a sincere interest in the profession.
- 25 Job background, good references, longevity, intelligence.
- 26 Positive attitude.
- 27 Team-member attitude with some initiative.
- 28 Commitment to culinary profession.
- 29 Motivation and good attitude.
- 30 Problem-solving ability, and the ability to work under pressure.
- 31 Good personality and hygiene.
- 32 Reading a menu and basic knowledge.
- 33 Good hygiene and some knowledge.
- 34 Appearance and knowledge.
- 35 Knowledge.
- 36 Appearance and someone ready to work.
- 37 Someone with experience or culinary arts degree.
- 38 Good personality.
- 39 Experience as a cook.
- 40 Someone willing to work hard and be on time for work.
- 41 Appearance and experience.
- 42 Talent and appearance.
- 43 Motivation.
- 44 Experience, hygiene.
- 45 Positive attitude (desire to learn).
- 46 Someone who's a team player and has a passion for the business.
- 47 Strong desire to cook as a career.
- 48 Some on-the-job experience.
- 49 Drive. Someone who will strive to do best they can.
- 50 Must be personable (get along well with others).
- 51 Initiative.
- 52 Teamwork, ability.
- 53 Outgoing personality.
- 54 Team attitude.
- 55 Outgoing, energetic personality.
- 56 Ability to create daily specials within the original concept.
- 57 Leadership qualities, but a team player.
- 58 Professional demeanor.
- 59 Humanism.
- 60 Good people skills.

14. Are there any other skills your would like your entry level formally trained cooks to have? Please explain?

- 2 Basic knife skills. Any chef should be able to do 3 basic things which a surprising number of graduates can't; boil an egg, blanch a tomato, and dice an onion.  
Also feel it's important to continue to invest in highest caliber instructors like Schoolcraft does.
- 4 Must be well rounded and have the willingness to do all types of jobs in the kitchen.
- 7 Butchering meat, and cutting fish.
- 20 Leadership skills.
- 21 A matter of personality.
- 22 Basic culinary skills.
- 23 Good common sense.
- 24 Must know basics, have speed, and common sense. Computer training would also be good. Golden Mushroom has very high standards, and would like students who understand the difference. They should also be able to write a good business letter.
- 25 They're strong on theory. Students need to get out and work under different chefs to understand reality and the need to be critiqued by other chefs outside of school. Most students aren't prepared for harsh realities of working in restaurants. They should be made aware that entry level jobs and pay scales are frequently disappointing.
- 26 The entry level is a learning position.
- 28 A-la-carte cooking.
- 29 For hotel restaurants, more emphasis is placed on regional or international cooking. Would like a little more knowledge in these areas.

- 43 No, they can be trained on the job.
- 44 Punctuality.
- 45 Good knife skills.
- 47 Strong desire to cook as career.
- 48 Most students are too sheltered. They need exposure to real industry (preferably very early on), so they can Understand what they're getting into.
- 49 No. Can learn on-the-job.
- 52 Seafood experience.
- 56 New Federal law has been passed requiring statement of nutritional analysis. Computer programs are available now to do this with recipes. Students must be trained in how to use the programs.
- 59 Equipment maintenance and repair.
- 60 Working with frozen foods.

15. As part of our review we are interested in understanding potential career paths for entry level cooks. Could you explain what advancement opportunities are available, with examples of typical job titles?

- 1 Basic preparation is assistant line cook to line cook, and heavy prep (large volume) is sous chef or kitchen manager.
- 2 Prep or pantry or line cook to night or banquet chef to sous chef.
- 3 Cook to lead cook to supervisor to chef.
- 4 Everyone works together here. No specific titles.
- 5 Except for person in charge of each kitchen, everyone learns many jobs. Advance in pay with experience and seniority.
- 6 Prep help to buffet service. Offering of investment opportunities to keep from leaving company.
- 7 Cold food prep and garnishing to line cook to sous chef to chef.
- 8 Pantry to line cook to night chef.
- 9 Cook to sous chef (after schooling).
- 11 No advancement opportunities at this time.
- 12 Supervisor position would be the next level.
- 13 Entry cook could become Executive Chef, but the next level after entry level cook would be line cook.
- 14 Advancement opportunities such as line cook or sous chef.
- 15 Entry level cooks could go on to line cooks, pastry chefs, or sous chef.
- 16 Line cooks then sous chef.
- 17 Entry level could become sous chef.
- 18 Entry level cooks could go on to become chef or Executive Chef.
- 19 From entry level cook to supervisor cook position then to chef.
- 20 Assistant cook to cook to dietary manager.
- 21 Dishwasher to pantry prep to line cook to first cook head of staff to sous chef to head chef to executive chefs.
- 22 Cook to prep to line to sous chef to chef to Executive Chef. Have to be able to travel and relocate.
- 23 Salad to line cook to sous chef to manager.
- 24 Line cook to night boiler to day boiler to assistant night saute to saute cook to lounge cook to saucier to night chef to sous chef (at this level, employees in company generally making \$50,000-60,000/Yr); Takes a minimum of 4-5 years.
- 25 Doesn't apply. Very busy kitchen with many employees. No set track for career path.
- 26 Prep and pantry experience to different levels of line cooks to supervisor.
- 27 Cook to team leader to station chef to sous chef to executive sous chef to executive chef.
- 28 Line cook to supervisor to sous chef.
- 29 Cook to sous chef or executive chef. After one year, employee can apply for other jobs. Raddison is connected to management company (one of top 2 or 3 world-wide) so employee has options of transferring within network in US, Caribbean, Mexico etc. as well as through Raddison chain (many possibilities open).
- 30 Line cooks, breakfast or lunch cook to kitchen manager to sous chef to executive chef.
- 31 Lead cook is the next position for our entry level cooks.
- 32 Lead cook would be the next position.
- 33 Supervisor position.
- 34 Senior cook would be the next position for an entry level cook.
- 35 Second cook to supervisor position.
- 36 Line cook, supervisor cook position.
- 37 They could become line cooks then move on to our supervisor position.
- 38 The next position is cold prep cook then line cook.
- 39 A head cook position would be the next level for an entry level cook.
- 40 Entry level cooks would move up to a cook supervisor position.
- 41 Head cook would be the next position.
- 42 A production manager or supervisor position.
- 43 Pantry garde manager to front line (short order) to first cook to supervisor.
- 44 Cook to assistant to chef(sous chef) to chef.
- 45 Pantry to night pantry to day boiler to night saute to day saute to night chef. No set pattern; when someone is a good hard worker, they can skip positions and advance rapidly.
- 46 Line cook to assistant kitchen manager to sous chef. There are nine restaurants in Muer Chain. Eligibility to transfer up or around is based on knowledge, experience.
- 47 Prep garde manager to fry cook to boiler to saute to saucier to sous chef.
- 48 Garde manger to hot food cook and then rotate jobs in kitchen.
- 49 Salad or pantry to banquet production to line cook to saute cook to final prep.
- 50 Food prep to production to supervisors to night chef to day chef to saucier to sous chef.
- 51 Basically no progression in kitchen, but advancement possible into management.
- 52 Line cook to expo cook to store manager.



- 53 Line cook to crew leader to management training.
- 54 Fry cook to head cook to training team (open other restaurants) to front house experience to applying to regional recruiter.
- 55 Line cook to shift leader to management; first assistant general manager, second assistant general manager to manager.
- 56 Doesn't apply here.
- 57 Prep cook to cafeteria manager to sales representative.
- 58 No advancement opportunities in kitchen but organization likes to promote from within; other jobs a possibility.
- 59 Line cook to head line cook to sous chef.
- 60 Line cook to assistant management.

**17. Would you describe the nature of the training?**

- 2 Hands on informal apprenticeship.
- 7 Head chef demonstrates.
- 13 Seminars.
- 15 We are training and learning everyday.
- 18 We would train someone just hired in our kitchen on the basics.
- 21 Training of our own technique and food preparation style of cooking.
- 22 Basics to special techniques.
- 23 Apprenticeship program, American Culinary Federation, OCC.
- 24 Banquet facilities, Bake Shop (these are upstairs in building J). Students may elect to train here if they have the interest.
- 26 Monthly training meeting covering sanitation, safety, hotel issues, and culinary growth issues.
- 31 We offer seminars and on the job training.
- 33 We offer seminars and video tapes.
- 35 When someone is hired we train them on everyday basics of our organization.
- 40 We send them to a training school provided by our organization.
- 41 We provide hands on training and also video tapes.
- 43 Twice weekly classes for new people, and also classes for advance students (run personally by chef Richard Mack).
- 47 Field trips to slaughterhouses, in-house classes, food libraries, farms etc.
- 52 Books, and videos in hired classroom sessions.
- 53 Two day seminars at main office.
- 54 Four day course with trainer plus one week light duty.
- 56 Six weeks on-site training in restaurant; will do in house after company moves in five weeks.
- 57 After hiring, written test is assessed; work one on one with person according to strength and weaknesses.
- 60 Recipes, sanitation, food handling.

**18. Would your organization send current employees to OCC for training in our Culinary Arts program?**

- 1 Uncertain, company can't afford it.
- 3 Yes. Also presently have students from Culinary Institute of America.
- 4 Yes, for seminars or workshops.
- 7 Yes. Already do pay 1 1/2 tuition.
- 9 Presently do.
- 20 Uncertain, need Dietary Management Classes.
- 23 Doing so now.
- 24 Yes. Currently pay part of tuition (employee pays \$550 per semester).
- 25 Uncertain. Would be up to employee; employer wouldn't pay.
- 28 Presently doing so.
- 29 Yes, if there was a discount.
- 44 Would consider using tuition payment as a benefit for employee with strong interest and ability.
- 48 All employees are current students at Schoolcraft.
- 50 Doing so now.

**21. What do you foresee as a future trend in culinary arts which we could include in our curriculum?**

- 1 People are more cost-conscious; they want less gourmet and more basic food.
- 2 Just concentrate on basics first. When they're in jobs, they learn trends or create own.
- 3 Moving away from making everything from scratch towards premade products such as in large operations like this one.
- 4 Catering is a young industry which will continue to grow (off-premises catering especially).
- 5 More fresh-food, health-conscious.
- 6 Catering field is growing.
- 7 Don't know, foods change; ideally train well in classical cooking and they will make their own trends by expanding on their creativity.
- 8 Computer skills for ordering, menu planning, and cost control. Also butchering skills and portion control.
- 9 People moving away from frozen or premade food to more healthful and natural style cooking.
- 15 For the chef of the 90's I would say computers.
- 16 No fat cooking.
- 17 Learning to use a computer.
- 20 Table side service. To prepare at the table.
- 21 Internships; up requirements for more internships.
- 22 More development in special areas.
- 23 Teach more hands on. Line cooking lacks in students; they need to know mutualization of efforts.
- 24 Computer training for menu planning, purchasing, etc.

- 25 Seafood.
- 26 Back to basics old home cooking. Days of expensive, exotic meals are gone.
- 27 Toward higher nutrition as well as cost effectiveness.
- 28 More emphasis on management.
- 29 Keeping up with a-la-carte trends.
- 30 Getting back to basics--emphasizing quality.
- 31 New nutritional meals.
- 34 Nutritional cooking.
- 36 Learning to prepare different sauces.
- 39 Low fat cooking.
- 42 Low fat cooking and more creative cooking for elderly people that looks and tastes good.
- 43 Faster food service. Away from gourmet to steaks, chops etc. (BASICS).
- 44 Health oriented food, knowledge of nutrition.
- 45
  1. Computers will be more important (purchasing, menus, etc.)
  2. Nutrition-conscious eating
- 46 North American cooking (basic) as opposed to French/exotic foods.
- 47 Classical food.
- 48 Revising classical cooking to more nutrition-conscious cooking.
- 49 Basics in cooking. Seafood: where it comes from, pollution, how to handle it, etc.
- 50 Can't think of future trend in industry but is concerned about a present trend. Thinks students should be warned about dangers of night hours plus alcohol availability. Sees some get into trouble.
- 51 Better nutrition.
- 52 Cost and value consciousness.
- 54 Better sanitation (especially since E-coli scare).
- 55 More customer service.
- 56 Mediterranean (but not Greek) family serving style.
- 57
  1. Computer training
  2. Hire outside financial people (chefs stress creativity, not financial aspects of business).
- 58 Financial aspect becoming more important.
- 59 Can't prepare students for future trends. Give them basics because by the time they graduate and work for a while, trends pass.
- 60 In the future, many restaurants will be owned by management companies. Skills will be needed in business and finance.

**APPENDIX H**  
**Food Service Management**  
**Employer Narrative Responses**

**FOOD SERVICE MANAGEMENT  
EMPLOYER SURVEY  
Narrative Responses**

**4. What is the entry level management salary based on?**

- 1 Do not require a hotel/restaurant degree. Is based on the individual and related work experience.
- 5 Location. East Coast, Northeast, California, and Chicago command higher pay scale.
- 17 Their own company standard salary base.
- 23 Controlled by the interview process.
- 30 Pay depends on geographic location.
- 32 Competitive with market. Tied to size of operation and level of experience.
- 34 Heavy on experience.
- 35 Experience in baking.
- 37 Contacts and manufacturers that they can bring into the business.
- 38 Market competition. Did a study five years ago to determine the pay scale at market rates. Hired an outside consulting firm to do the study.
- 51 Budget also.
- 58 Sales ability, personality, intelligence, and understanding of the business.

**6. How do you plan to meet the need for increasing food service managers in the Detroit area in the next 12 months, not including the following:**  
a) Hiring new employees?  
b) Retraining current employees?

- 10 Possibly recruit from schools.
- 11 Corporate headquarters would send a new person to this location first, before they retraining a current employee.
- 19 Restaurants should hire new to get some new blood. Students do not market themselves well and they do not seem to know how to find the job openings which are there.
- 22 Will first try to retrain current employees and see if they can handle managerial positions before we hire outside help.
- 53 Business is slow in winter; busy in summer, so will hire when the business perks up.

**7. Why is your need for food service managers increasing?**

- 7 Business is seasonal (hire in summer).
- 11 Different menu coming up (Rotisserie Chicken), so need new people for that.
- 23 Hotel is more occupied. The holiday season is approaching.
- 29 Many workers have been with us over 15 years and are getting old. Work load is too much.

**9. What kind of difficulties do you encounter?**

- 1 Not wanting to work the long, non-flexible hours, not able to handle the stressful job, lack of communication, people skills, lack of motivation.
- 2 Finding qualified help. Most come from fast-food and do not understand full-service.
- 3 Quality difficulties. Lack of experience and knowledge.
- 5 Job market is shrinking for qualified people. Many new restaurants are opening, and increased competition for the employee pool available.
- 6 Applicants not experienced, or don't want to go through training, or don't want to work long hours (48 hrs per week). Fast food management doesn't have a very prestigious image.
- 8 Not enough are qualified (experienced), or are overqualified. We can't afford salaries they are used to.
- 9 Not enough response to ads in paper. Want high-end salaries but lack experience. Many unemployed, educated white-collar workers apply but are useless without experience.
- 11 Not enough good candidates around. Don't have product knowledge.
- 12 Applicants are not prepared for the workload.
- 16 Harder to find quality people. More competition in the restaurant business. Potential employers are vying for the same people.
- 17 Area director handles hiring of new managers.
- 18 People don't want to work.
- 20 Pay hourly (7.00). Hard to find someone who's willing to work hard enough for this pay.
- 21 Most applicants don't have proper experience (have worked in inferior restaurants).
- 22 Educated people who are articulate and have common sense are hard to come by. Run into too many people who can't read or write well.
- 23 Operations manager is very particular about the people hired. The age bracket has to be right (23 age or up considered), enough maturity to know the dos and don'ts of the restaurant. Whether they are married or not; can usually pay a bachelor less than a married man.
- 26 Most are not qualified. Have a hard time finding a good manager.
- 29 Hard to find qualified people who are able to relate to senior citizens and to service providers. Some are not able to do the paper work.
- 32 Lack of food service business experience. Food service experience with no educational background. We hire for a long term and look for people who can eventually manage a unit or operation.
- 34 Lack of experience.
- 35 Do not have good experience; are not dependable.
- 37 Lack of experience; do not have good contacts.

- 38 A lot of people apply who are not qualified. They don't know about responsibility and how to handle it. Some are seekers of higher images; they want to get their foot in the door with the idea that they will be made director of food services.
- 41 People are experienced but have no formal education (manager level requires a degree). With no degree, they can only be a supervisor.
- 42 Applicants with degrees are easy to find. Those with degree plus experience are needed but difficult to find.
- 43 Hard to find "quality" people. Usually lack experience or people skills, or a combination of both.
- 44 Hard to find people with good work ethic, personality, and enthusiasm which is needed for this business.
- 45 Most applicants know how to cook but do not have food service management skills. Need to know inventory, supply rotation, food costs, have a nutrition background, and know about hidden calories.
- 46 Ran two ads and had very few responses. Most who replied were qualified but wanted more money than we were willing to offer.
- 50 In banquet business, hours are erratic and less people are interested.
- 51 Depending on position in this large, diversified company, many lack credentials required by the state.
- 52 Lack of expertise is number one problem. Expanding to out-of-state locations, and there are sets of new problems because of this expansion.
- 53 Food is ethnic and different than many other businesses. When we hired a culinary arts school graduate, he felt suffocated and felt his style was cramped because the menu was limited and very specific. Now there is an expanded menu, so perhaps such a graduate would not feel so cramped. This is a family owned business and has a specific and limited menu.
- 54 Inexperienced people are applying for positions.
- 56 People don't really apply for these positions. Present shift manager is an old friend he knew years ago.
- 60 Don't fit our profile. Need culinary training plus business training.
- 61 People not willing to accept wage the company wants to pay.
- 64 Not willing to accept wages offered, hours, varied unpredictable schedule, not having weekends off.
- 65 Not prepared for hard work.

**10. What is the minimum educational qualification required by your organization for entry-level food service managers?**

- 2 Two years of college, but not necessarily a degree.
- 11 Corporation wants people with a two year degree which is a new policy being instituted. Franchises hire people with a high school diploma.
- 17 Extensive restaurant hands on experience.
- 23 High school preferred or associate degree.
- 30 Bachelor degree or two year associate with five years experience will be considered.
- 31 Supervisor no degree; manager level BS.
- 32 Two year college minimum with agreement to get BS degree /BA.
- 35 Prefer five to ten year baking with associate degree.
- 36 Prefer two years of college.
- 38 Chefs are not required to have a degree. Like to see an associate degree and experience in other staff people.
- 39 Experience and certification.
- 40 American Dietician Certification from an accredited school.
- 51 Certified Dietary Manager CDM Certificate.
- 52 Associates with equivalent experience, but prefer Bachelors.
- 55 Will hire high school dropouts and give them a chance to work their way up. This might be because this location is a franchise.
- 56 Willing to hire high school drop outs.

**12. What is the single most important quality or characteristic you look for when hiring food service managers?**

- 1 Honesty, reliability, and good work ethic.
- 2 Stable, dependable, and able to communicate with customers.
- 3 Experience and people skills.
- 4 Team work, team player, work history, want people who will like their job and be happy with their job.
- 5 Ability to work with people.
- 6 Motivation.
- 7 Straight forward personality.
- 8 Personal presentation at interview. If they care enough to present themselves well in appearance and demeanor.
- 9 Initiative.
- 10 Leadership skills.
- 11 Ability to communicate well.
- 12 Speaking ability.
- 13 Ability to communicate well.
- 14 Analytical and people skills.
- 17 Organizational skills.
- 18 Common sense.
- 19 Able to cope with stress, trouble shoot problems with customers and handle problems in the right manner (both for customer and restaurant), and please the customer. Every customer is a potential full or empty seat.
- 20 Appearance and speaking ability, and how they present themselves.
- 21 Consistency and the compatibility with in a team.
- 22 Team player.
- 23 Punctuality.
- 24 Willing to work hard and long hours.
- 25 Leadership and communication skills.
- 26 Personality.
- 27 High organizational skills, communication skills, calm demeanor, able to work under high pressure, and able to interact with both

- employees and guests.
- 28 No one characteristic. A combination of the ability to handle people and stressful situations.
- 29 Organizational and interpersonal skills.
- 30 Independent thinker and customer service skills, (employer empowered to make decisions to satisfy customer while keeping the company's interests in mind).
- 31 Organizational ability, motivational skills, and leadership skills.
- 32 Interpersonal skills.
- 33 Combination of the ability to work as a team member, organizational skills, ability to use individual initiative, and problem solving skills.
- 34 Good sales and speaking skills.
- 35 Personality, and baking knowledge.
- 36 Communication skills.
- 37 Self motivation, and enthusiasm.
- 38 Like to see what they have accomplished in the field, so far, and credentials.
- 39 Experience and dedication.
- 41 Appearance, meaning good grooming and proper attire, education and experience.
- 42 Leadership skills. Have a lot of people from varied backgrounds, young people, working for a manager. Need to be able to deal with this diversity, inspire them, and motivate them.
- 43 People skills, interpersonal skills.
- 44 Cooking ability.
- 45 Team player.
- 46 Interpersonal skills.
- 47 Interpersonal skills and motivation.
- 48 Fairness, punctuality.
- 49 Common sense.
- 50 Self-motivation.
- 51 Leadership skills.
- 52 Experience in keeping costs down.
- 53 A person with "people skills" who can "lead but not control" the staff, and also someone who can deal with difficult and demanding customers. The staff is a tightly knit group of employees, many of which are "Family". They had bad luck with one manager who came in and tried to change everything and tried to control everyone. They need someone who can fit into this situation.
- 54 Experience in food business.
- 55 No one specific characteristic. A combination of a lot of things.
- 56 Honesty.
- 57 Experience and the ability to deal with people (sales work demands this).
- 58 A combination of sales ability, personality, intelligence and an understanding of the business.
- 59 Personality.
- 61 Common sense.
- 62 Personality.
- 63 Dependability.
- 64 Dependability, flexible.

**14. Are there any other skills you would like your entry level food managers to have? Please explain?**

- 2 Ability to interact with guests.
- 4 Knowledge of cost control.
- 6 Company trains in all relevant areas.
- 11 Think we've covered everything. Perhaps learning better people skills.
- 12 Can teach skills.
- 14 Employees are trained by company.
- 17 Good interpersonal skills, ability to manage people.
- 18 Common sense.
- 19 Knowledge, experience in all phases of restaurant. Experience working as wait staff, and dish washing.
- 20 Customer and employee relations most important of all.
- 21 Training in staff relations.
- 23 Mathematical skills "If we could find someone having the skills/knowledge mentioned, we would hire them in a minute. We would run after him."
- 24 Experience in a restaurant, and not only book knowledge.
- 32 Ability to deal with all levels of employees, both bosses and subordinates.
- 33 Human resources skills dealing with cultural diversity. Knowledge of how to deal with cultural mix of associates and how to manage associates with different cultural backgrounds.
- 34 Good mathematics skills, speaking skills, customer relations, and follow through skills.
- 35 Baking skills.
- 36 Sales experience, and marketing knowledge.
- 39 Menu preparation for restricted diets.
- 40 Supervisory experience for one year.
- 42 Team and leadership skills, knowledge of how to run a food service organization, know about distribution, movement of food, and tray lines.
- 46 Personnel management skills (some human resources), supervisory skills, motivational and instructional training, and team building (getting employees to operate as a team).
- 51 Personnel skills.

- 52 Need to be both creative and unique in both menus and presentation. Do a lot of promotional things and creativity is very important.
- 53 A sensitivity to the family and employees. This is a tight knit group of employees who need to be "led" not controlled.
- 56 Common sense.
- 57 A sales representative in this firm needs to know the answers to clients questions.
- 58 At a food brokerage you are dealing with selling food products not the preparation of food or the management of a restaurant.
- 60 Marketing skills (knowledge of the basics of marketing), and sales skills.
- 61 Know types of sauces, how to handle produce, use of ovens, have a willingness to learn, work as a team, good attitude. Kitchen is not a caste system. Must be willing to do all aspects of work, and whatever is expected.
- 64 An awareness that not all kitchens are run in the "text book "manner. Have to adjust to management/operations style because each establishment is different.
15. As part of our review we are interested in understanding potential career paths for food service managers. Could you explain what advancement opportunities are available for food service managers, with examples of typical job titles?
- 1 General manager, area director, regional vice president on the operations side of Chi Chis. There are other brand areas of General Mills that may be reached by advancement.
  - 2 Chi Chis typically advance. Have a corporate electronic mail system which posts openings in other restaurants. Advancement possibilities are good.
  - 3 Manager in training (4 months program), assistant manager, senior manager, general manager. Run own unit as associate manager (oversees 8 Bennigan's), regional manager (Steak & Ale and Bennigan's 60-70 Restaurants), go to corporate in Dallas.
  - 4 Advancement is there. With opening of new stores (projected at 10/year), the need for moving people around and up the ladder will increase.
  - 5 From dining room manager to manager in training. General manager (promotion based solely on performance not years of experience) to director of operations which oversees 10-14 stores.
  - 6 Team leader to assistant manager to manager to area supervisor to district office (many diverse jobs there).
  - 7 Assistant manager to manager.
  - 8 Assistant manager to general manager of any one of five stores.
  - 9 Assistant manager to store manager to owner.
  - 10 Team leader to shift supervisor to assistant manager to manager to district manager to regional manager.
  - 11 No advancement in franchise. In corporation they could end up in regional office or beyond.
  - 12 Assistant kitchen manager to kitchen manager to cutlery coordinator (15 stores to supervise). Front office to assistants to general manager to regional manager to director of operations.
  - 13 Manager to general manager to area director to regional director.
  - 14 Dining Room Manager to associate to general manager to director of operations (10-15 stores).
  - 15 Can advance to supervisor. Past that, the only other advancement is to buy your own franchise.
  - 16 Assistant manager to assistant general manager to manager to regional supervisor to district manger. Can go as high as possible in corporate structure.
  - 17 Just moving up corporate ladder. Area director to regional vice president (not too many of those around).
  - 18 Can become the owner of the restaurant.
  - 19 Up to \$50,000 salary per year plus benefits and a percentage of the business.
  - 20 From manager to general manager or other entry level.
  - 21 Dining room manager to general manager.
  - 22 Small independent restaurant with a number of managerial positions. We have a bar manager, assistant manager, catering manager, general manager and also an office manager. Not necessarily upward movement in the restaurant. Most of these are lateral moves.
  - 23 Rewards are more in dollars rather than titles. Can move to director, but many of them have been in place for years.
  - 24 Highest in restaurant is the general manager. Can then get own store or be a manager on the corporate side.
  - 25 Kitchen manager to restaurant manager to general manager to regional supervisor.
  - 26 Dining room manager to manger to general manager.
  - 27 Not a large organization. Advancement is more monetary than titles. One gains experience to move to another restaurant or another organization.
  - 28 Small place, very little advancement here. Have to move on to own restaurant or another establishment.
  - 29 No job advancement for food service managers.
  - 30 Food side assistant manager to unit manager trainee to manager to general manager to regional manager to director.
  - 31 Supervisor to manager to food services to director.
  - 32 From assistant food service director to food service director of a larger volume unit to general manager to district manager (multiple unit supervision) to regional vice president.
  - 33 Have 40 facilities in area. May advance from assistant manager in Burger King to another store or facility to department manager. Pay is commensurate with added responsibilities.
  - 34 Small company, compensation rather than title.
  - 35 To sales manager or increase work up to handling big accounts.
  - 36 Small company, compensation rather than title.
  - 37 Compensation rather than title.
  - 38 Director of food services.
  - 39 Manager to director of food services.
  - 40 Manager of food and production services, to director of dietary department.
  - 41 Part of Marriott Corp. Food services manager to food services director. Move into a larger account (a Hospital with more beds), which requires taking on more responsibility to a district manager.
  - 42 Supervisor, with education can become manager of food services or director.
  - 43 From entry level to restaurant manager to regional position (Marshall Fields, Chicago or Dayton's, Minneapolis; Hudsons, Detroit)

- to Director position.
- 44 Supervisor to manager.
- 45 From assistant to food service manager to higher level of management (with proper educational qualifications).
- 46 From supervisory position to kitchen or dietary coordinator (primarily a patient instruction position) to registered dietician advisor to food service manager.
- 47 Limited. Few advancement opportunities.
- 48 From cook assistant to sous chef to chef.
- 49 Wait staff to W.S. captain management to general management.
- 50 Prep cook to assistant cook to head cook.
- 51 Food service director to food service manager to cafeteria manager to assistant director. Many different paths because of size and diversity of corporation.
- 52 Assistant food service managers can move up to become food service managers. This is a "Family-owned" business, so a person could not hope to become the president, for example. Managers can move to other locations.
- 54 Assistant manager to restaurant manager to general manager to supervisor to area manager to director of operations.
- 55 Because this is a franchise, a person can only work their way up to manager.
- 56 Shift manager to assistant manager to manager/Franchise Owner.
- 57 Most sales reps stay in sales because it's very satisfying work for many people and can be financially rewarding also.
- 58 Sales representatives to further up into organization to management of certain accounts If one is good and is motivated there are no limits really.
- 60 No titles but more compensation.
- 61 Small company. Pay rises rather than titles.
- 62 Assistant manager to general manager. Catering director here usually does not progress to general manager.
- 63 Advancement is a potential; from cook to route supervisor.
- 64 More pay with increased responsibilities, no titles.
- 65 Crew leader to assistant manager to manager to second in charge to general manager (who runs the store). Possible to transfer somewhere else in organization.

**17. Would you describe the nature of the training?**

- 1 Restaurant training encompasses work at all levels. Learning operations, skilled positions, and managerial positions.
- 3 In training, managers have four months training, then are sent to Dallas to meet with Department Heads for interpersonal skills and leadership training.
- 4 Send entry level managers to San Diego, CA., for ten weeks training. Then there is a ten week transition period where employee adapts learning to his individual store.
- 5 Spend ten weeks training dining room managers in store; assistant manager spends 13 weeks in training. Typically 10-13 weeks in store and two weeks in Orlando for both Olive Garden and Red Lobster.
- 6 Trainers work with people, company has books, and employees take tests.
- 7 School in Connecticut run by corporation.
- 8 Go through all positions and then work with the manager.
- 10 Corporation training, video, and manuals.
- 11 Corporation does an eight week course of half classroom and half on site.
- 12 Three month program intensive training where you work all jobs.
- 13 Work through every position in back of house and one month as manager on duty.
- 14 13 weeks of training.
- 15 Special training course at the main office for Big Boy's in Warren for six weeks.
- 16 A three month program in each area of restaurant and management skills. Done in local restaurants.
- 17 Complete sanitation program, and certification by country.
- 23 Work in all food service areas. Spend two weeks at cash register, two weeks back in house to see where food comes from, two weeks behind the line, two weeks in accounting, and one to two weeks in bar area.
- 25 Eight weeks covering all aspects of the restaurant from cooking, waitressing, and bartending.
- 29 Preparing paper work and reports, sanitation procedures, food handling, and temperature control.
- 30 Unlimited Marriott training. Food side - basic production skills. Managerial training - operating procedures, team building, and cluster training.
- 32 A multitude of classes ranging from sanitation to food knowledge training to menu planning to interpersonal skills training.
- 33 Through Marriott Corp. "Cluster training" is available to all managers in food Borne illness classes, computer classes (Word Perfect, Lotus), ADA-Federal labor laws and disability laws.
- 34 A two to three week program of learning territories, getting used to customers and, their ordering habits.
- 41 More in managerial skills rather than cooking areas. Computer training, motivational training, supervisory training, and managerial training, all done by Marriott's school.
- 43 A six month program of three months in the restaurant and market place and three months in all food stations.
- 51 First three months training, followed by ten segment extensive classes (lectures, projects and assignments).
- 53 "Watch and learn" (no formalized training).
- 54 Training department for a six to twelve week training process. This is just for the franchise Burger Kings (This location is a franchise). Company owned locations have their own training department.
- 55 Management program book that employees read and take a test on.
- 56 Seminars for food preparations, customer relations, etc. Personal trainers come to locations for ten weeks.
- 57 On the job training and also manufacturers hold seminars about their products. Sales reps attend these seminars.
- 60 Have a training program designed by Technomics, Chicago, Illinois. Entry level training on how to work with other brokers, make operator calls, competitive selling, and culinary training.
- 63 30 day on site for all phases of mobile catering including cooking, and packaging.
- 64 Set up "mods" to teach salad preparation, baking, and banquet preparation.
- 65 On job training.



**20 Is there any customized training that our Food Service Management program might provide for your employees?**

- 1 Send information.
- 4 Send information. Perhaps in cost control, inventory control.
- 17 Have own on site training.
- 22 Everything can be improved at all times. Can't think of anything specific.
- 24 Would have to ask Robert Jones, General Manager.
- 26 Please send information on program.
- 27 Send information--not familiar with OCC's program.
- 30 Send information to Manager-McDonough. We do consider outside training from time to time.
- 31 Send information.
- 32 Perhaps. Currently use Macomb CC for food knowledge and training. Would talk to OCC to see what they can offer.
- 33 Our business council may have met with OCC. Send information. It is a possibility.
- 39 Send information.
- 43 Send information.
- 44 May contact Rathwell or send information.
- 45 Would like information either by phone or send information.
- 46 Send information.
- 54 Leadership skills.
- 55 Up to the owners.
- 57 Always possible but you need to speak to the President.
- 60 Send information on class in basic culinary skills (back of the house).

**21. What do you foresee as a future trend in food service management which we could incorporate into our curriculum?**

- 1 There is good potential for growth. Even in a bad economy, restaurant business does not suffer as much as other businesses. Population is growing, potentially need more restaurants.
- 2 Managers are less hands on. Deal more with supervisory problems.
- 3 Could teach listening skills and guest services skills.
- 4 See end of most mom and pop restaurants. Small restaurants are being bought up by large corporations.
- 10 Keys in fast food are service, quality food and employee relations.
- 11 Home delivery emphasis is on cost effectiveness. The bottom line is the dollar.
- 12 Schools focus on academics too much. People skills make or break a restaurant.
- 13 Good value and good service.
- 14 Industry in constant change. There is no single trend.
- 17 Very extensive leadership and management skills are needed.
- 19 Like to see a co-op required. Should have a class in bartending, learning a variety of cash registers, and how to program them. There are about six prominent manufacturers of cash registers, potential managers should learn all of them. Learning how to spot theft, cheating and con-jobs (often done by waiters & bar keepers). There is a company that provides training called Spotters, Inc., located in Michigan.
- 20 Employee and customer relations becoming more and more important.
- 21 More knowledge will be needed in legal aspects (hiring, sexual harassment, etc.).
- 22 Cost control and computer accounting systems are wave of the future. Understanding food costs, bar costs, etc., and being able to crunch the numbers.
- 23 Have to have an emotional commitment to work in a hotel. It is 100% time consuming. Have to be happy all the time to keep guests happy.
- 24 Training needed in guest relations like remembering guests' names, recognizing them by sight, and pleasing the guest.
- 25 The field is growing.
- 26 Hospitality is a very personal business. Need to develop students personal/people skills. If they don't have these, they don't belong in the business.
- 27 Restaurant people are going to have to put forth extra effort to attract diners. This means quality food and extra special service, and restaurant people need to meet the competition.
- 30 Would encourage OCC to drop name food service manager. Make move to change it to contract service management because this covers a broader base. Sees trend of food service management to cover all phases of restaurant operation like bookkeeping, conferences, security, and computer programs. Schools should make this adjustment.
- 31 Computer knowledge of systems covering catering, cost control, and menu planning. Personnel management skills for utilization of staff and manipulation of schedules.
- 32 Understand computer and their effects on goods management business.
- 33 Try to give a mix of cooking skills and management skills. Some schools stress one or the other but it's best to have some knowledge of both.
- 35 Need for a course for people who are not going into baking but need baking knowledge (Directed at baking supplies salesmen--a large field). Pattern course after the one that the American Institute of Baking has called an allied baking program. American Institute of Baking, 1213 Bakers, Manhattan KS 66502 Ph#(913)537-4750
- 36 For salesmen, teach a class in computer tracking. Familiarize students with different software.
- 37 Knowledge of labor reduction. Many restaurants are changing to ready-to-go, prepared products.
- 38 Need to be on top of ideas than can get the best production out of people to control costs.
- 39 Budget preparation, and cost containment.
- 40 Cost control needs.
- 41 Trend for hospitals is contracting food services.
- 42 Lower level management should have exposure to labor laws, discrimination, Federal Government labor laws, workers compensation, and an exposure to human resources. Managers need to know limits and guidelines when dealing with employees. If they do not know the rules, they will be met with problems.

- 43 Instruction in front-of-house involvement with customers, and team building with employees.
- 44 On line computer ordering with food suppliers.
- 45 Need more emphasis on F.S. management for this type of business (Retirement Apartment Complex for elderly before they need a nursing home). Need cooking, nutrition, purchasing skills geared toward home cooking to cover most diets, staying within a budget, and cost containment.
- 46 As food services become big business through contracting, F.S. will need marketing skills & training. See more patient/family information being passed on by food service managers. F.S. people need training and teaching abilities.
- 49 Managers should be trained to handle whole show from front to kitchen.
- 51 Development and management of airports, health care institutions and other non-traditional places.
- 53 "Health foods". Good Nutrition should be stressed more because the trend is that people want or need to eat healthier foods.
- 54 Discovering new and different menu specials and ideas.
- 57 Can't answer because it's a growing and booming business. Will be around for a long time.
- 58 Pre-prepared meals and products (not only frozen but FRESH), to be sold at the retail level.
- 61 Less emphasis on use of butter, cream, fat, and more on healthy ways of eating. School should go with this trend as these habits (healthy eating) are not going to go away. Teach simple, non time consuming, artistic presentations of foods.
- 62 Be prepared for change in trends, be flexible.
- 64 Need banquet management classes showing proper banquet service priority, and buffet set up. Requirements of custom catering.

**APPENDIX I**  
**Hotel Motel Management**  
**Employer Narrative Responses**

HOTEL MOTEL MANAGEMENT  
EMPLOYER SURVEY  
Narrative Responses

**8. What kind of difficulties do you encounter?**

- 1 Applicants have no transportation or are not what the hotel is looking for.
- 3 It is hard to find qualified individuals who are service oriented.
- 4 Applicants do not have related experience.
- 9 Applicants are not dependable or reliable.
- 10 Advertising for employees is expensive. An ad costs \$1,000. We usually rely on word of mouth.
- 26 Getting employees to keep the job; People can stay at home and make more on ADC. People don't want to work.
- 27 No one wants to work in Michigan. It is too cold.
- 28 People who apply do not have the necessary education. People think it is an easy position. They lack people skills.
- 29 We cannot find qualified managers who need no additional training.
- 31 We just ran an ad for a part-time outside sales person in the Detroit News and the Canton newspaper and had no response. We ran an ad for all positions and received 15 applications. (Note: We presently have opening for all positions).
- 33 Ran an ad last week for a desk clerk. The applicants' appearance and attitude were awful. Hired an applicant with no hotel experience and are training her on the job.
- 34 Applicants lack training, knowledge of hotel business. College degreed people need more experience dealing with clients. They are usually good with "figures" but do not know how to deal with people.
- 37 People don't want to work.
- 38 We put an ad in the Detroit News for a restaurant supervisor. Those responding were overqualified. It is hard to get the kind of people that we are looking for.
- 40 With the closing of hotels and slimming down of management, there are many managers out there. However, they often are not good, qualified managers. I look at education, experience on resumes. Then, I look for a person who will fit in our organization; work with others; have great guest skills.
- 42 It is hard to recruit sales people. They tend to stay at one job for a long time. We don't get many resumes (to file) on sales people.
- 45 Applicants are not good. There is a misconception about what skills are needed. It is difficult to find people with skills that are needed. Schools do not teach reality.
- 48 Applicants are not prepared. They lack people skills.
- 49 We mostly try to advance in-house.
- 50 A well-rounded combination of education and experience is needed.
- 54 1 Lack of hands-on-experience  
2 Lacking in communication skills
- 56 It is hard to find qualified people with hotel experience.
- 57 We usually pull managers from the Marriott system.
- 58 Applicants typically expect normal hours (9-5), but the hours and scheduling vary. They will not agree to work a variable schedule or for long hours.
- 60 It is a philosophy that's lacking. Most hotels are not the level of a Hyatt, therefore, the experience is not at the level needed. Managers have to be "Hyatt-ized".
- 61 Most lack actual hotel training. Ran an ad for sales manager, 90% of applicants had other kinds of sales experience. Detroit does not have a good base of hotel-trained people.
- 62 In restaurant, low pay is a problem
- 64 The level of professionalism required by a fine hotel is lacking in Michigan.

**9. What is the minimum educational qualification required by your organization for entry-level hotel managers?**

- 5 We prefer some college education but not necessarily a degree. Many do not have degrees.
- 6 No set minimum written down by Corporation but try to get an Associate degree holder.
- 11 Depends on owner/corporation's experience
- 20 95% have college degrees
- 22 Accountants must have a B.S.
- 31 Not based on experience or education at this location. Others may vary. Want someone who is dependable, willing to learn, and we will train.
- 35 Experience and education
- 36 With background in hotel management and experience
- 39 Like to see some schooling (college)--shows ambition--look at the human factors more than the books.
- 41 Varies by position; upper level management requires college at entry. More experienced, older managers do not have college but extensive experience.
- 46 We need to see two years of college plus experience.
- 47 An Associate degree is preferred but not required.
- 50 Personal preference of manager; not necessarily company policy.
- 51 We usually require an Associate degree. It depends on the position.
- 59 We prefer a two or four year degree
- 63 Some college is helpful
- 64 B.S. a strong point though it is not required.

**11 What is the single most important quality or characteristic you look for when hiring hotel managers?**

- 1 People skills
- 2 Willingness to work long hours (not a 9-5 job); able to handle many tasks at the same time.

- 3 Hard worker with wonderful attendance; pleasant personality; service oriented.
- 4 Mainly people skills
- 6 Ability to do the job
- 7 People skills
- 8 People skills
- 9 Reliable-dependable, able to manage
- 10 Personable, responsible, dependable, track record in jobs and school
- 11 Ability to handle stressful situations; ability to deal with people
- 12 Knowledge
- 13 People skills
- 14 Understanding or interest in recognizing guests' needs
- 15 Enthusiasm, attitude, drive, energy-would rate these qualities higher than experience
- 16 Work experience
- 17 Experience and personality
- 18 Personality and education
- 19 Experience with education
- 20 Organizational skills
- 21 Leadership ability
- 22 People skills in conjunction with other skills. How she/he inter-relates with employees, peers and guests.
- 23 Must be qualified
- 24 Sincere desire to fulfill requirements within service industry-desire to put guest number one
- 25 Interpersonal skills and ability to adapt to different situations; have pre-employment testing which tests adaptability, personality, level of aggressiveness, and conformity
- 26 Able to work well with others
- 27 Have to be personable; must look me in the eye when interviewing
- 28 People skills
- 29 Common sense
- 31 Friendliness and appearance
- 32 Education, qualifications, personality
- 33 Appearance, personality, how one carries himself/herself
- 34 Personality
- 35 Personality
- 36 Personality; longevity in a previous managerial position
- 37 Enthusiasm and professionalism
- 38 Team player
- 39 Common sense
- 40 Personable; work well with others
- 41 Some pertinent relative experience
- 42 Experience
- 43 Appearance, personality
- 44 Able to deal with people; knowledge of guest/customer service
- 45 A combination of problem solving skills (how to handle guests) with common sense.
- 46 Genuine enthusiasm, certain knowledge about service oriented industry; a philosophy to grin and bear it
- 47 Guest service skills--able to interact with guests
- 48 Outgoing personality
- 49 Organizational ability; ability to get along with others
- 50 Commitment
- 51 Depends on position--no one quality important
- 52 Enthusiasm
- 53 Ability to communicate
- 54 Ability to motivate others
- 55 Ability to be very service oriented
- 56 Attitude
- 57 Genuine enthusiasm, sincerity
- 58 Initiative
- 59 Leadership skills; a track record of success whether it be academic, athletic or work experience
- 60 Leadership skills, flexibility
- 61 Interpersonal skills, people skills
- 62 People skills
- 63 Communication skills
- 64 Team work
- 65 Leadership qualities--a team leader
- 66 Experience in outside sales calling  
Commitment/loyalty (attitude-they won't dismiss people but interview is rigorous) (let interviewees know they must be committed).

13. Are there any other skills you would like your entry level hotel managers to have? Please explain:

- 2 Time management skills
- 3 One who takes initiative without being asked
- 5 Knowledge of high level service
- 6 Human Resources and finance training

- 8 Communication skills good grooming, punctuality, honesty, strong work ethic
- 10 Look for hands-on experience (either part or full time) in a hotel setting. May be anything: clerk, bellman, auditor... anything to see how a hotel really works, plus a good scholastic background.
- 11 Like to see that one has volunteered working with senior citizens or in a psychiatric center--need to show involvement with different types of people
- 12 Good customer skills, initiative, enthusiasm, friendly personality
- 14 Understanding of accounts receivable/payable
- 15 Need "old school" dedication, good attitude, willing to give total commitment (a 24hour/day, 365 day/year job)
- 21 Marketing knowledge
- 22 Computer skills for all entry level people
- 23 Looking for a well-rounded individual with knowledge, commitment, experience, education who gets along well with people and who is interested in "making a team"
- 24 Knowledge of a foreign language (may be sign language)
- 25 Looking for human resource skills; need to know how to handle employee issues; concerns, complaints and discipline; need to know how to guide employees
- 26 Knowledge of the area in which one is to work; an understanding of the type of people that must be dealt with in that area
- 28 Accounting skills
- 30 Looking for more general areas than mentioned - good general management skills - how to delegate, goal setting, time management skills, open ended communication skills
- 31 Sales and marketing knowledge to attract new clientele
- 33 Ability to cope with public and have an understanding of people; ability to extend every courtesy possible to guests to make them feel at home
- 35 Computer knowledge
- 36 Too numerous to mention
- 38 Good attitude - a manager who is a "hands-on" team player
- 41 Statistical marketing orientation
- 42 Accounting, budgeting, marketing, sales skills
- 44 Sales skills
- 45 Interpersonal skills related to general guest service, skills and problem solving; an ability to know how to react to problems; pro active management skills
- 46 A certain personal pride in self-accomplishment; confidence to face challenge; ability to take constructive criticism and work with it
- 47 Communication skills: public speaking or written skills
- 49 Basic supervisory skills
- 50 Knowledge of employment laws and regulations
- 51 Sales experience
- 56 Good personality
- 57 Hospitality skills; work ethic without thinking they will hire in as a supervisor; love of hotel industry; initiative; drive.
- 58 Basic problem solving skills applicable to many departments; knowledge of business processes; T.Q.M.; Sales and financial.
- 59 Supervisory skills
- 60 Writing skills, public speaking skills, appearance, confidence, problem solving skills, knowledge that you will be held accountable for your actions; leadership skills, self direction
- 61 Computer skills, marketing skills
- 63 Mathematical knowledge; should be to aware of own well being; needs to look good, dress neatly, have good grooming
- 65 Leadership skills; Budget control knowledge
- 67 Learning capabilities, versatility--be cross trained, flexibility--prepared to work any day

14. As part of our review, we are interested in understanding potential career paths for hotel managers. Could you explain what advancement opportunities are available for hotel managers, with examples of typical job titles?

- 1 Manager at another site
- 2 Move to a larger property (same position more pay, prestige) i.e., go from a small not a full service hotel such as a "garden hotel" to a larger property - a luxury or resort hotel
- 3 Go from food division manager to rooms division to front office manager. It is important to diversify, to learn every department for advancement.
- 4 May move to general manager in another location
- 5 Supervisor, manager, director of department
- 6 May go to food and beverage
- 7 Manager, general manager, regional vice president
- 8 Shift manager, assistant front desk manager, front desk manager
- 9 Assistant manager to in manager to district director to corporate office position
- 10 Go from front desk manager to food manager to sales manager to general manager
- 11 From sales manager to general manager or move to a larger property; go into another business such as customer relations; hotel manager could go from hotel business to managing a country club.
- 12 Promote from within; move people from department to department
- 14 Someone could come in as front office clerk go to reservations agent go back to front office manager or reservations manager; depends on size of hotel; go to corporate field position or front office training manager or reservations training manager; B. Come in as front office clerk or front office manager; go to sales associate to sales manager to director of sales or director of sales and marketing to corporate staff: regional sales and marketing to resident manager to general manager.
- 15 Can move from location to location, move from one department to another, can advance to management
- 16 Various management and director positions
- 17 Assistant Director, Director and General Manager

- 18 Various management opportunities--Assistant Director to Director to General Manager
- 19 General Manger
- 20 Able to manage multi properties; Marriott locates a Courtyard and Fairfield Inn together and they share one Manager. Go to sales, then to Washington D.C. as Regional Director of Marketing.
- 21 Assistant Director of Operations, Director of Operations (depending on how big company is), Area Manager or Regional Managers (as management/cost control gets leaner the middle managers are becoming EXTINCT.)
- 22 Good promotion opportunities; Important not to let oneself get locked into one specific department if one wishes to advance to General Manager. There is pressure to lock a person into one department (food & beverages etc.) The money is good if one stays in one department but to get to general manager, must diversify skills/experience.
- 23 May progress in a particular field to General Manager or Regional Manager. The next step is owner and that's not possible without lots of money.
- 24 Front office; Front Desk Clerk; Reservationist; Front Desk Team Leader; To Sales position; Inside Sales Coordinator (clerical position) or Field Manager; Outside Sales Manager; Senior Sales Manager; Director of Sales. Food and Beverage: Server/Steward. Trainer: Team leader trainer: Manager Housekeeping: Housekeeper Lead trainer; Housekeeping team leader; Executive Housekeeping. Usually just one Engineering Manager.
- 25 Move from front desk to food and beverage area or room side service.
- 26 Unlimited: from management to Quality Control Engineer where the "couple" will travel nation wide to Dallas to join the Board of Directors.
- 27 Some promoting from within: there are over 760 properties so the competition is great. May move to quality assurance manager; regional engineer; area manager.
- 28 From entry level to director; general manager; corporate; become District Quality Assurance person; Vice President on up
- 29 Start as Assistant Housekeeper or Front Desk Supervisor to Office Manager; Assistant Manager; Manager; Regional Manager to Regional Vice President and on up.
- 30 Most hotels are going to fewer managers--1) Start in restaurant then become Supervisor; Manager; Director. 2) Housekeeper to Room Inspector; Assistant Executive Housekeeper; Executive Housekeeper; Rooms Division Manager; 3) Front Desk Clerk to Reservations; Front Office Manager; Rooms Decision Manager. 4) Cook to Sous Chef; Chef; Dining Room Manager: Dining Room Director.
- 31 In my opinion, one who starts at front office position has a "faster chance" to advance to General Manager than in any department. Front office to assistant GM to GM or Sales Department to Director of Sales. There are management companies that manage a group of hotels. Go to management company, as a Sales and Management Director and oversee many managers.
- 32 Front desk clerk to manager
- 33 This is a small unit - try to promote from within. Have other properties and other restaurants; move people to other properties
- 34 Could go from front desk to general manager depending how one trains himself or could go from banquet staff to supervisor to banquet manager
- 35 After experience at front desk as a clerk go to sales either banquet or restaurant or to a Restaurant Manager.
- 37 Start housekeeping, front desk, night auditor up to General Manager
- 38 Promote from within from desk clerk; potential is very good to advance. Must be willing to relocate
- 39 Entry level to supervisor level in department; small hotel, have to move to another hotel for more advancement
- 40 Start front desk to supervisor position to Assistant to Department Head, Department Head to Assistant General Manager--General Manager.
- 41 Hotel business has changed; not the "go go" business of the 80's. Not the advancement that there once was. There will always be employee turnover and retirement and replacements will be needed for them.
- 42 Front Desk; Assistant Front Desk; Assistant General Manager; Saute Cook; Sous Chef; Assistant Executive Chef; Executive Chef.
- 43 Small Motel, limited advancement; most people have been with the motel for a long time.
- 44 May move up in own department; have policy to promote from within; start in sales, food and beverage, or housekeeping. From sales move to Director of Sales; General Manager; Regional Manager
- 45 Little here; small property; historically start at front desk or front office and move to front office supervisor to Assistant General Manager to GM
- 46 Typically need food and beverage + front desk + accounting or sales to move to Assistant executive management or General Manager, (he started as a life guard, served in maintenance, cook, accounting to general manager). One of his managers started as linen boy, moved to maid, housekeeping supervisor, porter, desk clerk, assistant shift leader to afternoon manager, and he will probably advance further.
- 47 Typically one who starts in food and beverage becomes a new general manager. Those who start in front office go into sales. Policy to promote from within
- 48 Bus boy-waiter-bartender-club manager-manager of hotel
- 49 Front desk supervisor--front desk manager--hotel operations--upper management--director of sales-upper management.
- 50 Front office manager--rooms division--assistant hotel manager--operations manager-general manager.
- 51 Desk clerk-guest service manager--general manager
- 52 Guest service manager--assistant general manager--general manager--go to full service property as assistant general management
- 53 Front desk manager--food & beverage--controller--general manager
- 54 Assistant front office manager--front office manager--general manager
- 55 Front desk to department head to assistant manager; another track would be Food and Beverage-Restaurant Manager; Assistant Banquet Manager; Banquet Manager; Usually the restaurant people prefer to stay in Food and Beverage.
- 56 Typically start at front desk to assistance manager to manager of hotel; Travelodge has 450-500 hotels nationwide--can be transferred to other properties.
- 57 Room for advancement; May start as banquet server, with college training can become Executive Meeting Manager or up.
- 58 May start as a steward and progress to GM; individual has to make the best of any opportunity. He took informal survey of GM's recently to see where they all started. One started in selling rooms. One started in Security (with a law degree). One as a front desk clerk. Strathearn started in the Engineering Department with a marketing degree.
- 59 After 1-1 1/2 years as a manager can move to run own property then General Manager. After 5-6 years can progress to Vice President then move to Corporate as a trainer or Quality Control.
- 60 Advancement is there. 80% is in the employer's hands, 20% is in Hyatt's. Hotels are downsizing and combining positions.

- Employees need to be well-versed; flexible, well rounded, willing to work in all positions.
- 61 Front desk clerk moves to Front desk supervisor to Front Desk Manager. Rooms manager usually moves up room housekeeping and maintenance, all may move to GM.
  - 62 Have 4 restaurants in area. Most advancement opportunities are in that area. Motel employees: only a General Manager and a Front Desk Manager.
  - 63 An enthusiastic individual who has a powerful personality, good communication skills, knowledge of how to relate to people who starts at front desk can become a manager in 1 or 2 years.
  - 64 One who starts out in management-ultimate goal is to become director of a Department or General Manager or to become Director of a Department or General Manager or Managing Operator of a Hotel. There is room and opportunity for advancements.
  - 65 From Assistant Manager become General Manager; Next make a lateral move to a Courtyard property and progress up the ladder there
  - 66 Room for advancement through the chain of properties or by transferring to other properties.
  - 67 Front office--assistant manager--general manager

## 16. Would you describe the nature of training?

- 1 Cross train for other departments-on-the-job
- 2 Wyndham has a Corporate trainer who comes in for 2 day training sessions. Each manager must present training weekly on 1 topic to other employees.
- 3 Interaction management: TQA (their trade mark for quality management); tips training; alcohol awareness training, interviewing; service. Have a training manager on site.
- 4 On the job training--some separate training
- 5 Often not formal--usually in areas where needed
- 6 Cross training so individuals have knowledge of more than one department
- 7 Provided (approximately 2 times a year) by Red Roof Corporation Home Office
- 8 Provided by Embassy; training to fit particular needs as they arise
- 9 6 week training-go through all areas when they first start
- 10 2 day seminars on Interaction Management, Corporate Training, Guest Service Skills Management
- 11 Hotel managers in area attend seminars in Chicago and Memphis
- 12 Hilton has "Priority One Class" which is a 15-20 hour course on customer relations.
- 15 Corporate training by Holiday Inn
- 17 Hands-on training
- 22 Holiday Inn training is multifaceted. Training in guest services; videos; on the job training; send to seminars; Sent several employees to Dale Carnegie classes; Certify in alcohol abuse
- 23 Limited training in guest relations
- 24 Yield management meetings deal with occupancy rates; computer base training in house and outside Corporate training.
- 25 Have supervisory training programs on preventing sexual harassment; EEO (equal employment); cultural diversity; goal setting
- 27 6 week corporate training before a manager takes position. Spends 2 weeks on a property learning all phases-laundry, housekeeping, maintenance; how to operate front desk; balancing books. Second week sent to Dallas where book keeping skills; quality assurance; safety and security program are taught. Next 2 weeks actual on the job practice.
- 28 Choice systems and Ramada have training seminars: we send line employees; also have catering, computer, guest relations training
- 30 Train in managerial areas, informal training
- 32 Four weeks on the job training
- 37 On the job
- 38 Have training (1 year plan) for employees; employee completes a survey which states strengths and weaknesses, where one sees oneself in future, states if re-locatable. A career path plan is developed by corporation which outlines training needed to reach goals stated. Department Heads groom employees.
- 39 On the job training in Combined Decision Making
- 40 Belong to Hotel-Motel Association located in Lansing, Michigan. Have over 60 videos on hotel management-use those for training. Human Resources Manager does the training.
- 41 Send to seminars
- 42 In-house communications, strategy-weekly staff training meetings
- 43 On the job teach bookkeeping, cashier duties, meeting customers
- 44 Hilton Corporation has a 6 weeks training format which makes employee well versed in every aspect and area of the hotel.
- 46 Corporate has national development programs. Lines of authority go through certification programs. District managers monitor people in individual properties to maintain a hotel wide standard of uniform service.
- 48 American Hotel-Motel Association tapes; Bell and AT&T seminars on phone skills send to computer classes at local community colleges
- 51 Sales training program. Customer--flow program developed by organization.
- 52 Interaction management class conducted by corporation
- 53 Management candidate program 2 year program through Corporation
- 54 Holiday Inn, guidebooks; Classes at headquarters in Atlanta
- 57 Marriott has "Cluster Training" where employees from several hotels in an area get together and present formal training in subjects needing attention done in January and July for 2 full days. Human Resources Directors present programs 2 times/month for 8 sessions. Have O.P.S. program on property service. Marriott Corp has training on employment laws.
- 58 Southfield Hilton Garden has a new program called "Front Line Leadership" which will be presented to Assistant Managers and Department Head on leadership training. Hilton has classes on yield management, reservation training; customer focus training; a series of basic guest skills training; employees watch "Priority One" tapes on all aspects of hotel.
- 59 Training is extensive; The initial training is 6-7 weeks in length covering every aspect of hotel. Have ongoing classes in organizational activities covering new laws, standards and policies. Every year one can elect to take 3 courses in Columbus, Ohio, on personal development; time management; leadership; budgeting.



- 62 In restaurant train 4-6 weeks depending on need. Those with cooking skills spend time on the floor to get supervisory training. Those in catering office often train as cooks or hostesses. Computer training; closing training
- 63 All round training in all aspects of hotel work
- 64 Send employees to seminars on Financial Investment to help employees understand financial strategy
- 66 Motivation seminars; Managers belong to organizations which put on seminars i.e., sales people belong to sales management organizations; attend/present seminars on time management.

**17. Would you send your employees to Oakland Community College for training in our Hotel Management program?**

- 4 Would recommend
- 6 Currently do send to Culinary Arts Program
- 8 Would consider
- No need
- 12 No tuition reimbursement for OCC, use EMU and Washtenaw Community College
- 22 Yes, do not reimburse but encourage employees to continue education. Depends on the type of classes
- 24 Yes, do send our employees to OCC; Hilton has tuition reimbursement for full time employees.
- 28 Would have to look at the program
- 34 Not familiar--it is a possibility
- 35 No, in Macomb Community College area
- 38 Yes; Had 2 interns from Human Resources Program (OCC); Impressed by OCC's Hotel Restaurant Program.
- 40 Possibly, have to look at the program
- 43 Decision would have to come from the owner: Thomas Toma
- 46 Do not know the depth of the program
- 47 Yes; have tuition reimbursement
- 48 Yes if it were closer
- 51 Advancement based on performance, not further education
- 52 Presently offer tuition reimbursement
- 53 If any employee wants to further education, will reimburse 1/2 tuition if they maintain B average
- 55 May encourage people but not program or tuition reimbursement
- 57 Have tuition reimbursement
- 58 If an employee would not fund it but had a personal interest ---YES
- 59 Not familiar with the program
- 60 Need to meet with someone from OCC. Need to talk about courses to see if there is a fit. Need to meet potential interns.
- 61 Not familiar with program (from Philadelphia)
- 62 Did not know OCC had a program
- 65 If there was a need
- 66 Has tuition reimbursement

**18. Would you consider offering internships for students in our Hotel Management program? Paid or Unpaid?**

- 3 Yes, very interested in internship program-asked that OCC contact her about it. Presently have an externship with Eastern Michigan University, where students observe hotel employees which fulfills a class requirement.
- 6 Paid with supplement coming from college
- 8 Could consider it
- 11 Owner was asked last summer and refused--but it should be an option worth considering
- 12 It is possible--would have to look at program
- 14 Yes, have one currently at corporate/hotel in Minneapolis
- 15 I would like to talk about having an internship, non paid, having students drift from one job to another, giving basic training front office, housekeeping, etc.
- 24 Depends on individual: Paid if willing to take an entry level position
- 27 Up to the individual property
- 28 Would consider, depends on what needs are at the time; could be paid or unpaid
- 34 That would be a higher management decision.
- 35 May look at it
- 38 Have an intern student currently-non paid. In summer time usually pay interns because they fill a regular staff position
- 39 Would "love" to take an intern
- 41 Depends on the individual and need at the time
- 43 Would have to contract Thomas Toma
- 55 Tried it in past, did not work well; the internship consisted of taking a student for about one week. Spent 2 days in Front Office; Restaurant; Banquet area
- 57 Have to look at individual/look at program to see if it fits with Marriott's needs.
- 58 Work part time not watching-"doing"
- 59 Have to contact local general manager at a hotel in area. They would have to have a need--normally in the summertime when they are busier.
- 66 Yes--Please post that the Berkshire is interested in offering internships. Paid/unpaid depends on the qualifications of the candidate and what the Berkshire is looking for at the time.

**20. What do you foresee as a future trend in hotel management which we could incorporate into our curriculum.**

- 2 Need more focus on employee motivation and morale training. If employees are happy they are more inclined to make the guest happy. Most classes only stress making the guest happy.
- 5 Emphasize service--anything for the guest's needs--Ritz Carlton just won Macomb Baldrige Award for Excellence--that's what

- hotel management is about.
- 6 Need for individuals to be able to manage more areas at one time. The trend is away from department managers into leadership that is multi-faceted.
  - 7 Most smaller motels are scaling down to one manager per property. It is necessary to learn all aspects of hotel including housekeeping; front desk; restaurant; inventory control.
  - 8 Do not know what OCC's program is like therefore can't comment on what's new
  - 9 Customer Service/guest service/TQM
  - 10 Using tapes, videos, role playing to learn guest service routines; Importance of time management-organizational skills
  - 14 Radison is reorganizing their hotel structures. They are stressing the future need of understanding needs/requirements of each customer segment.  
Customer Segments: Business, Leisure- a)family; b)seniors; Group business studying dynamic and functions of above as well as studying the role of the travel agent and the wholesale leisure/resort business. Understanding or being culturally sensitive to the foreign traveller; being sensitive to their habits.
  - 18 Guest service
  - 20 Able to manage more than one department at a time, i.e., Engineering and Housekeeping; Marriott is eliminating managers.
  - 21 Computers are becoming a vital part of industry. More low-end managers need sales background. Communication skills are needed to motivate employees and to deal with the public.
  - 22 Rapid changes in new technology from what's happening in telephones; point-of-sale; food and beverages; banquet systems; computerization hardware and software. Experimental operations in the lobby where a guest with credit card, advance reservation registers himself by dropping credit card into slot, is issued an electronic key and there is no waiting in line.
  - 23 Emphasis must be placed on guest satisfaction. Also emphasis on sales and marketing and guest relations
  - 24 Computer tie-in with front desk sales and housekeeping; one will know what the other is doing.
  - 25 Knowledge of human resources ever so important for managers. Need to know how to deal effectively with employers; need to know legal aspects; employee relations programs-compensation-coaching-counseling.
  - 26 Everything is becoming computerized. A knowledge of computers is needed in the future.
  - 27 Motel 6 has implemented a strong safety and security training program (in effect for 2 years). In hotel business this is a must.
  - 28 More computer skills needed
  - 29 Managers need to be versatile. Properties vary so much and one has to understand that the next property can be an 180 degree difference. Need to be able to switch gears
  - 30 Trend is fewer managerial positions. Managers need broad based knowledge of management skills than they did in the past. Computers will be used in all areas of hotel.
  - 31 Managers need to be knowledgeable in all aspects of hotel business. Students believe that upon completion of schooling they will immediately become a hotel manager. Managers have to learn that position by dedication and hard work. Students should be aware that they need to work hard, get good grades and get experience while attending school.
  - 33 Business has been slow for a couple of years. For the last few months business has been increasing. Believe business in the industry as a whole will pick up
  - 34 The market has changed, there is competitiveness, a cut-throat business, those entering the field should be prepared to move from hotel to hotel to advance themselves. Every lesson brings a different clientele--in winter its corporate businessmen-in summer its transient travellers.
  - 35 All departments will have computers so everyone in hotel management knows what others are doing.
  - 36 Manager must have human resources management training.
  - 38 Hotels are doing more with less staff. Managers need to learn organizational skills, and be able to recognize strengths and weaknesses. Time management
  - 39 Specialized hotel management classes
  - 40 Being competitive with other hotels; knowing hotel management styles; Implementing the newest ideas to attract guests into the hotel
  - 41 Marketing on a micro and macro level will become more essential for all department heads to understand. Now a competitive business, need to understand where customers are and how to care for customers and how to get customers
  - 42 Need for more human resources; labor relations, law. Health insurance laws are changing; computer literacy; accounting; clerical; interpersonal communication.
  - 44 Everyone in management should have some sales and marketing training and service training. Service is the bench mark of this industry.
  - 45 Need to know efficiency from a stand point of guest services, vacancy rates, guest/room profitability, cost control.
  - 46 Schools need to stress that this is not an easy business. (He is disappointed with schools). It can be fun but there is a big negative side to it. One plus point is if a person reaches a certain level of authority he or she is assured food on the table and a roof over ones head.
  - 47 Eliminating mid level management. Have a need for more lower skills personnel. Looks like the business for the industry is picking up.
  - 48 Guest relations
  - 49 Training in the needs of corporate clients.
  - 50 Sales and marketing emphasis as opposed to just operations
  - 51 Direct sales background is very important.
  - 52 More emphasis on guest services
  - 53 Marketing and sales training helpful
  - 54 Computer skills and marketing skills
  - 55 Uncertain about future--not knowledgeable about that
  - 56 Need for strong computer knowledge; sales skills need to be able to promote own property; people skills
  - 57 Potential managers need people skills. Have slogan "Walk a mile in everybody's shoes before you judge them," because you are a supervisor you are not better than any one else.
  - 58 Managers must be creative--must be generalists. Cannot expect to run only one department must be able to run several departments at one time.
  - 59 The more general and comprehensive the training can be, the better. Now asking managers to do more than ever. Knowledge

- of pricing, promotion, marketing, sales, TQM classes and supervisory skills training.
- 60 Schools have to be more real. Industry is changing. Books are antiquated. Schools are still teaching a manual system--hotels are computerized. The profit picture has changed. Hotels are downsizing. Managers are overseeing more departments. Managers have to be enthusiastic. Mediocrity will not be tolerated.
  - 61 An emphasis on marketing; direct sales knowledge; knowledge of employee empowerment (when a guest has a request beyond the norm, ability to think on feet, make a decision, give guest an answer)
  - 62 Fire and safety are an on-going challenge.
  - 64 Like to see management applicants have at least 2 internships on resume. Need to see mechanical, logistical operations of hotel--important part of pursuing a career in management.
  - 65 Total Quality Management skills are very important.
  - 66 See smaller (hotels motels) being taken over by franchises, education eventually comes from the franchises.
  - 67
    - 1 Marketing/Communication
    - 2 Financial Management
    - 3 TQM

**APPENDIX J**  
**Hospitality**  
**Student Narrative Responses**

**HOSPITALITY**  
**Student Survey Narrative Responses**

**1. What was your primary reason for taking Hospitality courses at OCC?**

- 26 School reputation
- 31 Personal product development
- 34 Close to home
- 40 Only accredited school in the area
- 75 Understand how cooking works
- 137 To learn more about food industry
- 139 Catering service
- 140 Become a Chef
- 141 Become a Chef
- 142 Food Service Management
- 144 Would like to open catering service
- 168 To become ACS Certified
- 172 Learn classical cooking

**3. What is your current occupation/job title?**

- 01 Manager of a motel
- 02 Cashier at Kmart
- 03 Holiday Inn Banquet Cook
- 04 Waiter
- 05 Cook
- 06 Secretary in mechanical maintenance
- 07 Cook
- 08 Cook
- 09 Cook
- 10 Chef
- 11 Cashier
- 12 Chef's apprentice
- 13 Chef at Charley's Crab
- 15 Chef
- 16 Sales
- 17 Cook in high school
- 18 Salesperson
- 19 Cook
- 20 Dental Hygienist
- 21 Cook
- 22 Baker
- 23 Salad Prep
- 24 Pastry
- 25 Restaurant Manager
- 27 Pastry Chef
- 28 Cook
- 29 GM Assembler
- 30 Line Cook
- 31 Support Staff Investigator
- 32 Cook
- 34 Sautee Cook
- 35 First Cook
- 36 Line Cook
- 37 Line Cook
- 38 Cook
- 40 Baker
- 41 Supervisor of Food Service for Dept. of Corrections
- 42 Culinary Arts (Cook)
- 43 Cook at Olga's
- 45 Conveyor Attendant Scheduler
- 46 Certified Cook
- 47 Cook at Charley's Crab
- 48 Assembly at GM
- 49 Self employed Accountant
- 50 Pastry Chef
- 51 Machine Operator
- 52 Not related
- 53 Apprentice Cook
- 56 Second Cook
- 57 Pastry Chef
- 58 Banquet Server

61 Owner of Bakery Baker  
 62 Waitress  
 63 Back up Cook  
 65 Pastry Chef  
 66 Manager for Skyline Club  
 67 Clerk  
 68 Cook  
 69 Hostess at Olive Gardens  
 70 Hot appetizer Maker  
 71 Executive Chef - Grosse Pointe Yacht Club  
 72 Self employed  
 73 Line Cook  
 74 Nurse  
 75 Cook  
 76 Bar Manager  
 77 Sous Chef  
 78 Pantry Person at Ford  
 81 Bakery at Meijers  
 82 Pizza Maker at hotel  
 84 Antonio's Prep Cook  
 85 Sub Shop  
 86 Manager (restaurant)  
 87 Medically disabled thus retired  
 88 Assistant Chef  
 90 Apprentice in baking  
 91 Supervisor of Dietary Foods at hospital  
 92 Head Guest Service Representative  
 94 Chef  
 95 Pet store Clerk  
 96 Pastry Chef  
 97 Waiter  
 98 Night Chef  
 99 Cook  
 100 Chef  
 103 Sales (Sears)  
 104 Cook  
 105 Cook  
 106 Teacher  
 107 Catering Manager at OCC  
 108 Maintenance Man  
 109 Cook Crew Leader  
 110 Full-time Student Was Assistant Management (Bank)  
 112 Dietary department  
 113 Cook  
 114 Bakery and Line Cook  
 115 Catering  
 117 Day Broiler  
 118 Radisson Banquet Chef  
 119 Assistant Pastry Chef  
 120 Account Clerk  
 121 Lochmoor Country Club Cook  
 122 Cook  
 126 Waiter  
 127 GM Assembly Division  
 129 Assistant Chef  
 130 Cook  
 131 Catering company  
 132 Banquet Manager  
 133 Ponderosa Cook  
 134 Sous Chef at Holly Hotel  
 135 Supervisor of housekeeping at hotel  
 139 GM Sewer  
 140 Twoshies - Cook  
 142 MTI - work in warehouse  
 143 Cook  
 145 Retail sales  
 146 GM Worker  
 148 Line Cook  
 149 Assistant Manager at restaurant  
 152 Night Dining Room Manager  
 154 Cook for caterer  
 155 Club Manager

156 Stock Person  
 157 Prep Cook  
 158 Manager at Pennas  
 159 Roundsman, swing shift in restaurant  
 160 Not related  
 161 Cook  
 164 Prep Cook at Bonnie's Patisserie, Bookkeeper for a medical accounting firm  
 165 Night Cook at an old age resident home. Cooks for 300 people  
 166 Chef's Assistant at Fox and Hound Restaurant  
 167 Waitress/Bartender at Key Largo Restaurant  
 168 Pastry Chef in Clarkston  
 169 Crew Leader at Bill Knapp's Restaurant  
 171 Sous Chef  
 172 Chief Receiving Checker at GM dock  
 173 Operation Manager at Detroit Newspaper Agency  
 174 Sous Chef for a country club  
 175 Cook in restaurant  
 176 Baker - Whitney Restaurant and a teacher at Oakland Technical Center

**6. How do you plan to use the knowledge and skills gained from your coursework at OCC?**

01 Work in Hotel Management  
 02 Become manager of restaurant, then eventually owning a restaurant  
 03 Catering Director  
 04 Become a cook  
 05 Owning a restaurant  
 06 Becoming a motel manager then opening up a bed/breakfast motel  
 07 Become a sous chef  
 08 Become a baker  
 09 Undecided  
 10 Chef  
 11 Become a writer for a food magazine  
 12 Own a restaurant someday  
 13 Professional Chef  
 14 Pastry Chef  
 15 Chef  
 16 Don't know  
 17 Assistant Director of food service in school system  
 18 Not at this time - broke my foot. Won't be able to be a chef for 3 - 5 years  
 19 Chef  
 20 Not sure yet  
 21 Chef  
 22 Work in a children's hospital - in nutrition. Nutritionist  
 23 Open own restaurant, become certified chef  
 24 Full-time pastry chef  
 25 Move up/advance in career  
 26 Own/operate own place  
 27 Own my own business  
 28 Pastry chef  
 29 Own my own business  
 30 Transfer for bachelor's degree in food management  
 31 Development of personal food product for marketing  
 32 Continue in culinary field  
 33 Own my own business  
 34 Broaden my horizons, expand on basic skills learned  
 35 Own my own restaurant someday  
 36 Put in real world and get a good paying job  
 37 Further education in Europe  
 38 Career development  
 39 To get a related job  
 40 Undecided  
 41 Director of Food Service for State of Michigan  
 42 Not sure  
 43 Restaurant manager  
 44 Banquet manager or catering manager  
 45 Professional Chef  
 46 To become a Chef or Culinary Arts instructor  
 47 Want to be a Professional Chef  
 48 Would like to own a Bed and Breakfast  
 49 Would like to open a Bed and Breakfast  
 50 Own a restaurant and bakery  
 51 Work in a hotel

- 53 Become Executive Chef
- 54 Own a restaurant
- 55 Undecided
- 56 Become a Chef
- 57 Open a deli, then restaurant
- 59 Become a Pastry Chef
- 60 Management and Chef. I'm in my 40's. I was laid off and am now doing what I always wanted to do.
- 61 Certification as an Executive Pastry Chef
- 62 Management position
- 63 Chef
- 64 Uncertain but would like to do something in this field. Now have a teaching degree, but do not wish to work in that field
- 65 Chef
- 67 Not in this field anymore. Am not sure what I will do
- 68 Would like to be in this field but not certain to get in the exact capacity.
- 69 Hotel Manager is my goal
- 70 Plan to be a Chef
- 71 Going to Metamora Country Club in January. Will stay in this field (Chef).
- 73 Certified Chef
- 74 Open Bed and Breakfast with my sister
- 75 Own my own business. Currently starting own business with craft shows.
- 76 To become a negotiator in this field
- 77 Continue to be a Chef
- 78 Degree in Management to be promoted in Ford Food Services
- 79 Own my own restaurant
- 80 Chef and Manager
- 81 Pastry Chef and own my own business
- 82 Uncertain
- 83 Catering service
- 84 To become a Chef
- 85 Am not sure
- 86 Opening my own restaurant
- 87 Opening catering business
- 88 Chef
- 89 Need to get more hands on experience and then will use everything I've learned to move up the culinary ladder, to become a Chef and hopefully to have my own restaurant eventually.
- 90 Own my own restaurant
- 91 Maintain what I am doing. There is going to be cuts and demotions at the hospital. Am hoping this degree will allow me to stay in my present position.
- 92 I have been in the process of changing my goals. I am undecided at this point in time.
- 93 Working in the culinary field
- 94 Plan to open a restaurant
- 95 I don't know yet. Maybe Master Chef
- 96 Own a restaurant
- 97 Chef
- 98 Certified Executive Chef
- 99 Chef
- 100 Dropped out of program (Culinary Arts) and am switching major to Business.
- 101 Own a restaurant
- 102 Hotel/motel or restaurant management
- 103 Plan on getting Bachelors degree in management at MSU and want to own a restaurant or manage one.
- 104 Becoming a Chef
- 105 Not sure yet
- 106 Chef
- 107 Own a catering business
- 108 Own a restaurant
- 109 Hotel/motel management
- 110 Catering
- 111 Own a catering business
- 112 Associate in Culinary Arts, management in Culinary Arts
- 113 Food Service Management
- 114 Own a restaurant
- 115 Not sure yet
- 116 Open my own restaurant
- 117 Have changed my mind many times
- 118 Executive Chef
- 119 Open a business
- 120 Manage a hotel
- 121 Own my own restaurant
- 122 Open a restaurant eventually
- 123 Open up my own catering business
- 124 Master Chef



- 125 Pastry Chef
- 126 Ownership
- 127 Undecided - self employed
- 128 Work at a hotel chain
- 129 I am unsure as to what I would like to do
- 130 Master Chef
- 131 Manage a Country Club or a restaurant
- 132 Management
- 133 Chef
- 134 Open a bakery
- 135 Management
- 136 Top Chef at a 4 or 5 star, and then open my own restaurant. I also have a degree from Michigan State.
- 137 I would like to open a deli
- 138 Would like to open a Bed and Breakfast.
- 139 Would like to open my own catering service.
- 140 Just finished program in June and have plans to become a great Chef
- 141 Would like to become a Chef
- 142 Would like to get into the institutional part of food service
- 143 To get a better high paying job
- 144 Very interested in hotel/motel management and food service management or opening a catering service.
- 145 Travel to different restaurants learning
- 146 Become a Chef
- 147 Become a Chef and open my own restaurant
- 148 Become a Kitchen Manager
- 149 To become a General Manager
- 150 Work in restaurant business and eventually open my own restaurant
- 151 Institutional management field
- 152 Move on and get a Bachelors degree
- 153 Do some work on the side
- 154 Become a teacher
- 155 Owning a catering business
- 157 Start my own catering business
- 158 Find a job in the field, maybe management
- 159 Become a manager and then teach Culinary Arts
- 160 By going on and getting a Bachelors degree
- 161 To become a Chef
- 163 Self employment catering
- 164 Plan a new career - self employed caterer
- 165 To move on to a better job
- 166 Earn a degree to become an Executive Chef. Open my own restaurant in the future.
- 167 Haven't thought about it
- 168 Continue in the culinary field. May open a restaurant in the future.
- 169 Plan to enter management program at Bill Knapp's. Want to work eventually on a cruise ship.
- 170 Manage a restaurant
- 171 In the future (about 15 years) own my own restaurant
- 172 Plan to use skills as back up in case my GM job folds
- 173 Use at home and for private parties. In case present job fails, I can fall back into restaurant business.
- 174 To get a better job
- 175 Plan to further my career - perhaps opening my own restaurant in the future.
- 176 In the future I may open my own catering business.

8. What changes would you make to improve the Hospitality program at OCC?

- 01 Provide more evening classes.
- 02 Not so rushed. Everything is crammed into you. Have the program stretch over a longer period of time.
- 03 Longer class periods.
- 04 More classroom time.
- 05 More individual instruction for skills you are lacking.
- 06 Hospitality management students shouldn't have to go through the Culinary Arts program. Too hard to make money on the side.
- 07 Each year do something different with courses. Seem to sometimes repeat.
- 08 I can't think of anything off hand.
- 09 More dishwashers.
- 10 Improve teaching. Not enough emphasis on books.
- 11 More emphasis on outside activities such as visiting restaurants, etc.
- 12 Professional Cooking course. Does not go into enough detail.
- 14 Male instructors are biased against women.
- 15 None - it's great.
- 16 Need to teach that there's not much advancement in this field. Low pay.
- 17 Culinary classes only offered in mornings. Conflicts with work schedule. A lot of students are going to protest this!
- Need some more evening classes.
- 18 Bad instructor! Most students disliked him and did poorly in the class.

- 19 Hire a dishwasher. Instructors should concentrate more on teaching and less of faculty dinners, etc. Feel missing something - program is lacking.
- 20 Male instructors are poor - discriminate against women. Always have to produce food for cafeteria. Instructors tend to make students wash dishes and are very hard on them. Sanitation should be required to be taken first!!! It is not!
- 21 Courses are too short.
- 22 No food shows--not enough instructors to help on food -Schoolcraft offers entire course on food shows.
- 23 Slow down rotation of class changes.
- 25 Split up 7 credit hour course into smaller courses. As a part-time student, I will have to wait another year to have the time and tuition for this class.
- 26 More consistency in faculty training and expectations.
- 27 Cut down on course load requirements.
- 28 Hire a dishwasher. I know how to wash dishes. Attendance policy too stringent.
- 30 A faster pace of learning.
- 32 Take course like nutrition and make it more "real life".
- 33 Some instructors are condescending, especially the women.
- 35 Reduce requirements to do 2 food shows. Leave it up to students to opt for one or the other.
- 36 Make it later in the day.
- 37 Make a separate course of study for food show.
- 38 Teachers could be more personable.
- 40 Banquet dinner should be extra credit, not required.
- 41 Food Service (course 110) scheduling is a problem. Only offered during the day. More evening courses should be offered for those who work!
- 43 Not really.
- 44 No changes.
- 45 Need better students - they take it too lightly.
- 46 Need more qualified instructors! Need an internship program - also less basic courses (math).
- 47 Not at all.
- 48 Not sure.
- 49 Fine the way it is!
- 50 Need a real dishwasher.
- 51 More evening classes.
- 52 More cooking, less lab.
- 53 Improve hours.
- 55 Have the American Culinary Arts Federation get involved with the kitchen.
- 56 More up to date program. Instructors be updated on new ways of doing things.
- 57 Learning more line qualification in restaurant setting.
- 59 I've only had two classes do I can't say yet.
- 60 10 days is not enough for rotation. Take 2 semesters of 1 thing and no other until the next time.
- 61 Lots of room for improvement but nothing specific.
- 63 Get a dishwasher.
- 64 1 semester of storeroom is too much. Dishwashers would be great. Hot foods and Demo is too long rotation.
- 65 Instructor was too difficult to follow and so I dropped out.
- 66 Too much pressure with people who don't know about food. Should be more classroom time.
- 67 Make it less expensive.
- 68 Can't think of anything. It is great the way it is.
- 69 In Hotel Management there is too much food time and not enough management.
- 70 Attitude of some teachers.
- 71 Lab fees too high. Ice carving should have more time.
- 72 Teachers should be screened and should be degree professors. Two professors were abusive to students verbally and mentally.
- 73 Nothing.
- 74 Standardize grading system. An "A" can be different percentages in classes.
- 75 Offer Theory and Science of Cooking with chemical reactions. The book Food and Cooking by McGee is very good for this area.
- 76 Incredit credit hour value. Culinary Arts is too crammed in short period.
- 77 Schedule classes later.
- 79 Should be more teaching and less concern for their restaurant. Too rushed. Take more time to teach and less concerned with selling food.
- 80 Give study guide 1 week prior to exam.
- 82 Too early in morning.
- 83 Some parts are too rushed in culinary and you are not sure what you are learning.
- 86 Make scheduling easier. Instructors are all stagnate. Fresh ideas.
- 87 Can't think of anything at this time.
- 88 Make all classes available at in-county prices.
- 89 Only deaf student they ever had and it was different for them to teach me. I had an interpreter and it was hard to do but we made it work out. Well, I thought they did rush things a bit. You have to absorb a lot in a little time. I hope they improve on that. For me it is different then for hearing people. I speak for myself, that they would try to be more understanding toward a deaf student and work things out so that there can be understanding for the hearing. I think that they complained it was too fast as well.
- 91 Classes are hard to schedule when you are working full-time in the day. They could break it up so I could get my degree. I have 15 years experience in dietary foods.
- 92 Food Service Sanitation could be more interesting. If possible bring in examples of spoiled food.

- 93 NRA certificates, re. bookstore - we would like this to be resolved so we can receive our certificates.
- 94 I can't think of any specifics.
- 95 More time in each rotation. Catering should be required.
- 96 More continuing specialized courses such as wedding cake decorating, gourmet regional cooking (Italian, Southwestern, German, etc.).
- 101 More credit hours should be given for each course.
- 103 Not really.
- 105 Not sure.
- 107 Scheduling (supportive courses for the program need to be offered more often). It makes it hard to finish my degree!
- 108 Too expensive for courses.
- 109 Course fee is too expensive.
- 112 Register - catalogue it incorrect - courses are over at wrong times! Interferes with jobs!!! Paper states course is over earlier than they were! Actually over at 2 or 2:30 pm.
- 113 Instructors teaching methods - difficult.
- 116 Extend class period in rotations. Program is excellent but more time would be better.
- 117 Focus less on written and more on practical.
- 119 Apprentices should have more class time and discussions. Other students get far more knowledge.
- 120 Too soon to say.
- 121 I can't think of any at this time.
- 122 More enthusiasm.
- 124 Should get a pot washer.
- 125 Certificate for just cooking without English and math, etc.
- 126 Second semester in Culinary was a bit boring.
- 127 More funding from administration. Cooler should be fixed immediately. Other improvements should be taken care of.
- 128 Too new.
- 129 Smaller classes would help.
- 130 Lighter sauces. More modern cooking.
- 131 In the culinary, they should treat you as an adult.
- 132 Course availability. Courses should be available more often. If you miss it, you may have to wait a year to pick up that course.
- 134 Night classes should be available. Co-op for day class should also be available.
- 135 Courses should be more available and more hands on.
- 136 Early hours are difficult. Rotation should be lengthier.
- 137 Classical cooking updated.
- 138 No changes, very satisfied.
- 139 Smaller classes.
- 140 There should be better Chefs in the program.
- 141 Menu planning for cafeteria should be improved.
- 142 There should be a certificate given after you complete the sanitation course.
- 144 Menu planning course should be 3 credits.
- 145 None - very pleased.
- 146 No washing pans. Too much time spent washing.
- 147 The related classes don't cover general requirements. I think it should to save time.
- 148 In class, go over information slower.
- 149 Give more accreditation.
- 150 Too much pressure and too little time to do everything. Maybe extend classes.
- 151 Some professors need better teaching methods. The way they teach makes the class boring.
- 152 More emphasis on work experience outside of class. Ex: I've been a night dining room manager for two years. I shouldn't have to take a dining room management class.
- 153 Cover more in cake decorating class. Learn how to decorate different ways.
- 154 Improve student motivation. Maybe more hands on.
- 155 More emphasis on classical cooking, not so generalized.
- 156 More hands on work.
- 157 Make courses 20 days instead of 10, and extend it from fall to winter. Combine so you go through it at once.
- 159 Improve lines of communication between students and teachers.
- 160 Hotel program doesn't have enough work experience (no hotel setting).
- 162 More hands on experience.
- 163 Not in enough classes to say.
- 164 In the towers program - the focus is scattered, too fragmented to do a good job. Emphasis too much on production work rather than to perfect specific skills. No time for creativity in production work. Food show, ice carving, should be elective separate courses. Always pushed to produce for the bakery and dining room. Many skills were introduced rather than developed.
- 165 Make classes available more than one time per week. Sanitation and hygiene is offered 2:30-4:30. I had to take off work to attend the class. If it were offered early morning (before 10 am or after 7, it would help).
- 167 Scheduling of classes. Offered two classes at the same time because the Chef was there. Counselors do not know what classes are going to be offered from semester to semester. Took longer to get degree because classes are not offered in sequence.
- 168 Classes should be 5 days a week. More hands on experience; need to stay monger in the "stations".
- 169 Need to have an introductory kitchen/cooking class to familiarize students with restaurant business. Had no restaurant experience and fell behind (at first) because of this.
- 170 Like to spend more time on one subject. After taking an introductory course, ability to move to elective classes that fit your needs, e.g. Intro to Pastry Making.

- 171 Need placement tests to place students with more experience in higher brackets. Non serious students held back the serious students.
- 172 Disappointed with teaching techniques. Inexperienced students have no quality time with Chefs. Too many required extra curricular activities and banquets. Impossible schedule for people holding outside employment.
- 173 Class day too long (7:30-2:00). Should go to 5 day week, shorter hours.
- 174 Building needs renovating and it's appearance improved. Equipment is becoming outdated. Need more pots and pans.
- 176 Have more varied class schedules. Would like to take an advanced pastry class. Unable to because of scheduling.

14. What do you or did you most like about the Hospitality program?

- 01 The class that taught me how to manage my own business.
- 02 Friendliness and support of students and faculty.
- 03 Hands on experience.
- 04 Hands on experience.
- 05 Able to try a variety of things (classes). Exposure to the different types of classes.
- 06 The overall aspect, learning about a variety of things.
- 07 Taught me a lot with the hands on experience, individual attention was great.
- 08 Learned a lot with hands on experience.
- 09 Learned a lot about different aspects of hospitality.
- 10 The variety of stuff I am learning.
- 11 Teaches you a lot about different aspects.
- 12 Like everything.
- 13 Courses helpful.
- 15 Like everything.
- 18 Courses were good.
- 20 Schoolcraft's kitchen is much better - user friendly.
- 23 Working with instructors with "real life" knowledge/experience.
- 24 Instructors are enthusiastic.
- 25 Hands on experience.
- 26 Hands on focus.
- 27 Pastries.
- 28 Hands on focus.
- 29 Facilities and equipment, and many of the instructors.
- 30 Equipment is first-rate.
- 31 Took 1 summer course on food sanitation, feel I have little insight on overall program.
- 32 Staff experience.
- 33 I like all of it.
- 34 The way staff talked to me on my own level.
- 35 Opportunities to work in kitchen setting for cafeteria. "Cooking for a reason", applying what learning on day to day basis
- 36 hands on training, teachers supportive
- 37 Relationships you could build with chefs
- 38 Interesting
- 39 Working with the chefs
- 40 Realistic in what they expose you to
- 41 Courses good
- 42 Good program - learn a lot about the job world.
- 43 Likes everything so far.
- 44 Likes everything!
- 45 Like extra-curricular activities like wine and cheese tasting and olive oil tasting.
- 46 Liked Food Show experience and psychology and english courses.
- 47 Nothing specific.
- 48 Nothing specific.
- 49 Nothing specific.
- 50 Like everything.
- 51 What I'm learning will hopefully help me down the road.
- 52 Hands on cooking part and working on the lines.
- 53 It's a challenge. Separates the people that can and can't.
- 54 The experience I am getting.
- 55 Use what I learned at school and apply it at work.
- 56 Able to learn every aspect of field.
- 57 Food Shows and classical cooking class.
- 58 Faculty is excellent and have great patience.
- 59 Facilities are excellent.
- 60 Production, specialty techniques.
- 61 Good program. It has been 12 years since I graduated from the program. I am back for updating.
- 62 Teachers.
- 63 Teachers are concerned.
- 65 Quality of the Chefs involved are terrific.
- 66 The instructors.
- 67 The bakery was the best hands on.
- 68 Hands on experience is great.

- 69 Course content.  
70 Not sure.  
71 Ice carving and classical food. Should have more time for ice carving.  
73 Faculty.  
74 Cover all information very well, very thorough.  
75 I got to play with food.  
77 The faculty.  
78 Don't know yet. First semester and only one class.  
79 Baking class.  
80 Kitchen and banquet cooking.  
81 It is very organized.  
82 Group work.  
83 Faculty make it very personalized.  
84 Hands on lab.  
85 The kitchen.  
87 Turning hobby into career.  
88 Hands on.  
89 Getting the hands on, doing it ourselves, and getting free food, also doing the job.  
90 The labs.  
91 I have been able to use a lot of information at my job.  
92 Darlene Levinson is really good.  
93 I have just really started and have not really begun the cooking aspect yet but am excited to do so.  
94 Chef Holden's classes.  
95 Everything.  
96 Pastry courses.  
98 Like everything.  
99 Like everything.  
100 Liked everything.  
101 Liked everything.  
102 Liked everything.  
103 Liked everything.  
104 Liked everything.  
106 Like everything.  
109 Like everything.  
111 Instructors helpful.  
112 Teachers are excellent.  
116 Hands on.  
117 The movies.  
118 Attention the instructors give and hands on.  
119 Pastry.  
120 I am just very interested.  
121 Ice carving.  
122 Independence in the courses.  
123 Cooking and baking.  
124 Dining room experience.  
125 I enjoy hands on in baking.  
126 Good overall learning experience.  
127 New relationships with people and learning.  
128 Internship is great for the future.  
129 Lab.  
130 Good opportunity to learn, low student teacher ratio which is great.  
131 Some parts are interesting.  
132 Instructors.  
133 It is really hard to say. I am quite new.  
134 Generally all of the knowledge.  
135 I like the instructors who are coming in from the "real world".  
136 Faculty.  
137 Hands on experience you get.  
138 Best equipment (not enough to go around).  
139 Working with menu planning.  
140 Very pleased.  
141 Enjoyed program.  
142 Baking was very important. Enjoyed that.  
143 Faculty was always willing to help.  
144 The equipment was the best.  
145 Faculty was very helpful.  
146 Faculty was nice and answers all questions.  
147 Correlated with outside world, great hands on experience.  
148 Learned a lot that is applicable to my job.  
149 Stuff I learned was usable in professional field.  
150 Faculty is very encouraging, and knowledgeable.  
151 Learned a great deal for the few classes I have taken.

152 Staff are sincere, go out of way to help.  
 153 Demonstrations, and the hands on experience.  
 154 Teachers.  
 155 Learning new things. I thought I knew quite a bit but I didn't.  
 156 Teachers made it very interesting. They're very knowledgeable about subject.  
 157 Hands on experience.  
 158 Teachers very helpful.  
 159 Being able to take something (knowledge) from school into work place and showing off a little.  
 160 All courses interesting. Learned a great deal.  
 161 Creating new ideas, people I worked with.  
 162 Instructors were very helpful.  
 163 Instructors attitudes, gave personal attention.  
 164 Loved the first year. The second year was more difficult, too much poured on. Loved the hands on experience.  
 165 Getting useable information that applies to my job. I use the math. Classes for ordering a supplies. English is good for writing menus and applications for services.  
 166 Faculty is there to help students and they are willing to help.  
 167 Special topics; restaurant management; menu planning; internship with Darlene.  
 168 Program great. Teachers are young and innovative, willing to try new things/trends. Good teacher/student relationship.  
 169 The combination - teachers were nice and supportive. Students (with a variety of experience) shared experience and helped each other.  
 170 Hands on work.  
 171 Good experience to be able to work with teachers and students from other restaurants (and other types of restaurants), and gain/share knowledge with them.  
 172 The bake shop and storage classes.  
 173 Had good, hands on experience.  
 174 Hands on experience.  
 175 Being given the chance to learn things I didn't know.  
 176 Working in labs. Instructors were helpful and able to answer questions.

15. What do you or did you most dislike about the Hospitality program?

01 Scheduling.  
 02 If you ask questions, people look annoyed.  
 03 10 day lab sessions should be longer.  
 04 Low quality of some of the equipment.  
 05 Not enough individual help, need more hands on help.  
 06 Having to work through the Culinary Arts program, it makes it difficult to find time for a job that pays money.  
 07 How some things seemed to be repetitive over the years of the program.  
 08 Other students attitudes.  
 09 Some people want you to treat the classroom as a job. That's not right.  
 10 Attitude of professors.  
 11 Food shows (it involved too much time). Not worth it.  
 12 Break in between courses is too long - 2 1/2 hours break during the day.  
 14 Equipment and facilities poor and not enough utensils. Instructors not willing to help students.  
 17 Scheduling.  
 18 Equipment was pretty poor - not enough utensils poor equipment.  
 20 Feel like I'm just producing food - not learning anything.  
 21 Too many dishes to wash - courses cram too much in a short time.  
 22 Scheduling is poor - should be spread out - some courses are not offered at enough times and days.  
 24 Early hours.  
 25 The phys. ed. requirement.  
 26 Clean up and dish washing. Didn't pay tuition to wash dishes and pots.  
 27 Classical cooking. Food show is the worst. Spend 20 minutes peeling a baby carrot. Won't do that in the real world.  
 28 Doing the dishes.  
 30 Early hours.  
 32 As an apprentice, trying to jam too much into one day.  
 33 Having to do dishes when I'm paying you to teach me. It's wasted time.  
 35 Scheduling conflicts of class overruns with my outside job.  
 36 Early hours.  
 37 Waking up at 5:30 AM.  
 38 Early hours.  
 40 Management dinner time frame. I was up 27 hours, lost a day pay.  
 41 Scheduling is bad (Food Service 110).  
 42 Supportive or extra curricular courses (garde manger, ice carving seminars) were not offered because of lack of student interest!  
 44 Should be a 4 year program. Courses too quick and too much information to learn in a short time.  
 45 Wassail dinner there until midnight. Need a break in between classes and the dinner. An 18 hour day.  
 47 No dislikes.  
 48 Nothing specific.  
 49 Too many basic courses are required before you can take any hands on courses.  
 50 Lack of dishwasher.  
 51 That my schedule doesn't allow me to take more classes.

52 Long hours.  
 53 The long hours but I realize that just goes with the job.  
 54 Can't think of anything right now.  
 55 Culinary Federation was not strongly involved.  
 56 Some faculty have been teaching for a while so they haven't been in a restaurant for a while. They are a little outdated.  
 57 Can't find anything wrong.  
 58 I can't find any fault.  
 59 Some classes are very boring.  
 60 Ice carving should be longer. Ten days in each area is not enough time, just too much. Put 20 days together each semester, 3 stations each time.  
 61 The fees should be lower through funds and functions. This should be there for students.  
 63 Dish washing.  
 64 Rotations on some are too short.  
 65 Nutrition class' teaching is poor.  
 66 Washing the dishes.  
 67 Days were too long with parts of classes.  
 68 The length of the way the classes are set up proves to be difficult.  
 70 Attitude of teachers.  
 71 The outside courses such as math are geared too low (like to a high school dropout). Student/teacher ratio too high.  
 72 The inaction of school after I complained. Nothing was done.  
 74 Sexual discrimination in a management class. Favoritism.  
 75 Early hours and 10 day classes should be piggybacked in three to four weeks. Too compact now.  
 76 Scheduling of classes and the cost of lab fee.  
 78 Too much homework.  
 79 Too rushed.  
 80 Scheduling. Too much information all at once.  
 81 Not enough time. Dish washing.  
 82 Early hours.  
 83 Dish washing.  
 85 Chefs. Relationship between students and Chefs should be better.  
 86 Apprenticeships for food management would be great.  
 87 Interference of some Chefs at Food Show time.  
 88 Teachers should be more skilled at teaching, especially two of them.  
 89 That it was too fast. Courses are too short.  
 90 Nothing except equipment could be updated.  
 91 Scheduling program. I want my degree but I don't know how I will be able to do the food prep classes. I work full-time days. This is a real problem for me.  
 93 More classes in the spring.  
 94 Instructor's involvement.  
 101 Need updated equipment.  
 102 Scheduling - hard to get because not many are offered at different times.  
 103 Long hours - but that's to be expected.  
 104 Equipment could be better (dishwasher, tables).  
 107 Supportive courses need to be offered more often. Need more instructors!!!  
 108 Need more evening courses!!!  
 109 No dislikes.  
 110 Horseplay among students. Students are rude and obscene.  
 111 Long days.  
 113 Have a difficult time in school - would like less reading - more movies.  
 116 Time frame for each rotation.  
 117 Too much information too quickly preached. Instructors are too preachie, should teach.  
 118 Should have had more help.  
 119 More class time is necessary. Stress that this is very hard program.  
 121 Nutrition.  
 122 Nothing.  
 123 Pots and pans should not be done by students, waste of their time. Dining room, store room classes were not enjoyable.  
 124 Dish washing, too short on time for rotation.  
 125 Some Chefs could work on people skills.  
 126 Rotation is a little short.  
 128 Scheduling is very limited and difficult.  
 129 Classes were too big - didn't always get hands on - have your own thing to work on.  
 130 Too much focus on classical cooking.  
 131 Grading which includes attendance. I didn't think it was right to be marked down for coming in late. After all, I am paying for the class. The grading system is extremely wrong to me.  
 132 Scheduling.  
 134 Scheduling.  
 135 Scheduling. Offer the classes more often. The hotel part should have more hands on.  
 136 7:30 starting time.  
 137 Just the classical cooking.  
 138 Satisfied.  
 139 Would like more one on one instruction.  
 140 It took too long to finish the program (should shorten).

141 Some faculty members should improve on social behavior.  
 142 Morning classes are too busy. Not enough time for questions.  
 143 The scheduling was bad.  
 144 Menu planning course should be improved.  
 145 No problems, everything was fine.  
 146 Washing pots and pans.  
 147 Having to take extra classes to fulfill the degree.  
 148 Some classes don't give a break.  
 149 Workload was more than other fields.  
 150 Hours. Too much being crammed in too little time.  
 151 Few boring teachers. Need to spice up the class and get everyone involved.  
 152 Hard time getting the classes at the times I am available.  
 153 Sometimes not enough equipment.  
 154 Hours.  
 155 Getting up at 5:30 AM.  
 156 Didn't use computers during class. Had to use it after class.  
 157 Major classes are too short.  
 158 The scheduling (time offered).  
 159 Have longer class time or extend classes. Lots of information jammed into short period.  
 160 No hands on experience.  
 161 The hours.  
 162 Some classes that were required were not important.  
 163 Can't think of anything. Haven't taken enough courses.  
 164 The faculty does not always treat the students with respect. There is a feeling (I observed) that the faculty believes that students are in school to work for them rather than to learn.  
 165 Some instructors hand out information for reading rather than teaching the material.  
 166 Need to go more into present trends of food preparation - some of the ways of preparing foods (currently being taught) are outdated.  
 167 Visiting lecture series; white scarf semester; purchasing and storage classes; equipment planning and layout.  
 168 In regard to program and hours: 90% of students have full-time jobs in the field; the management dinners were hard to participate in. Perhaps teachers could be more lenient or provide an alternative requirement.  
 170 Being there at 7 AM.  
 171 Lack of seriousness of some students and how it affected the faculty.  
 172 That the instructors expected students to have prior restaurant experience.  
 173 The long hours.  
 174 Should checkout places of employment (for apprentice programs); should do more follow up on these places.  
 175 Having to spend hours in class all day instead of being able to come and go for specific classes.  
 176 The scheduling.

16. Is there any other comment you would like to make about the program or OCC?

05 Could be a little more helpful with students.  
 06 On the whole I think it's a real good program.  
 07 Maybe introduce something new every year.  
 08 Very happy with program.  
 09 I enjoy the program a great deal.  
 10 Need to have stronger bond between chef and students.  
 13 Program was great - now a successful Chef at the Golden Mushroom.  
 18 Waste too much food - throw it away. Should give it to students or make use of it. Schoolcraft College has advertising/publicity, OCC has none! Should advertise the Culinary Arts program!!!  
 20 Instructors are not helpful or informative! Students spent their own money on food show - too costly! Equipment is very poor!!!  
 36 Good school, heard a lot of nice things about the hospitality program from other people.  
 37 Learned a lot, had some fun.  
 40 Why do I get my financial aid installment after (1 month) my tuition is due?  
 41 No sanitation course offered before Food Service 110 is taken! Sanitation should be taken first!!!  
 45 Storeroom course is extremely boring! Needs field trips!  
 49 Courses are expensive since I live out of the district.  
 57 I really enjoyed it.  
 58 I think it is a very worthwhile program.  
 63 Wise choice to attend OCC for endorsement. This should be more publicized.  
 64 More publicity. No one knows that Schoolcraft is not accredited and we are.  
 65 Seven week program was too accelerated. This should be explained up front re. workload.  
 71 They should do pre screening to see who has cooked to make this more in depth training and skip the extremely elementary and basic.  
 72 The college is lucky I didn't file a law suite. There were other students in the same boat.  
 75 When a class is only offered once a year, new students should be told or mark it in the course catalogue.  
 79 There should be a quicker process to get your grades. Two teachers took two months.  
 81 I am very pleased with the program. It should have more publicity.  
 84 I love the phone surveys.  
 86 Board of Advisors should be directing program and get more outside information. This program is too predictable now. More voices from outside would bread more talent.



- 87 Good program.
- 89 They should have instructors give more demos, not just a few. That would help a lot. Be more organized.
- 90 They are all doing their jobs well.
- 92 I am just going to do the foods so I am not able to judge that area yet.
- 93 Food section in Free Press pushes Schoolcraft. OCC should have more publicity.
- 102 Need more management courses in the morning!
- 110 Wrote a letter to the Chairman of department. The meal allowance is not enough, it could be 50 cents more a day.  
Need more variety of meals.
- 112 Could use 1 sick day/personal day. Majority of students are adults - need it! Grades go down if you're absent one day!
- 116 I think this is a great program.
- 117 Instructors should slow down and make sure they are learning not just to get through.
- 118 One of the best programs.
- 121 One instructor is very stale. Should teach a little better and make things more personalized.
- 123 Great program.
- 125 OCC should publicize this program more (like Schoolcraft).
- 127 Enjoys the program.
- 132 Chris Louria is a good instructor in motel/hotel management.
- 136 I really enjoy the personalized touches.
- 137 Overall very pleased.
- 139 Faculty should be more encouraging.
- 142 Sanitation course should be improved.
- 146 More time should be spent in hot foods and questions and answers.
- 147 Think it's an excellent program.
- 148 Very good program. Am pleased with it.
- 152 Getting credit for work experience. Being able to substitute it for classes.
- 154 Spend too much time getting stuff ready in cafeteria. Need to spend more time in classroom.
- 157 Less washing dishes. I already know how to do that. More of learning to cook.
- 159 Would recommend it to everyone. Maybe have a screening process to make sure people in the program really want a career in the field.
- 160 Culinary Arts program great, hotel/motel not as good.
- 162 Didn't think I should have to take a whole semester of baking when it doesn't relate to me or my field.
- 164 Overall, a good program but there is room for improvement. The foods competition should be a separate course. Some classes should be electives rather than required so specific skills could be developed and improved upon.
- 165 Excellent experience.
- 168 Program was wonderful. If students apply themselves, they will get as much out of it as I did.
- 169 Good experience. Glad I chose OCC.
- 170 Good program - learned a great deal, good quality learning.
- 171 Great experience.
- 172 Should have more one on one student/Chef contact. Chef's are short on patience. Wish I had chosen Schoolcraft.
- 173 Had a good time, excellent instructors; would recommend to anyone.
- 174 Great experience.
- 176 Enjoyed it.

**APPENDIX K**  
**Graduate Follow-up Survey**  
**Narrative Responses**

## Graduate Follow-up Survey Narrative Responses

Are you interested in taking other courses at OCC? Total=120

4/90		"Work towards B.A."
4/91	Yes	"Continuing on in my field possible a management degree."
8/89	Yes	"More business related classes/more computer classes/more typing classes."
6/90	Yes	"Philosophy, ethics-social sciences."
12/90	Yes	"French, Spanish, German."
4/91	yes	"Pastries, for a review of information that I have forgotten."
4/90		"Health & Nutrition, Menu Planning, Equipment Planning & Layout etc."
4/91	Yes	"Only those that are required to get out of once I go to Michigan State to get a Bachelors of Science degree."
12/88	Yes	"More computer classes."
8/91		"Accounting, Spanish" "Business" "Any food service courses relating to pastries." "Eqpt. Planning and Layout. (Not presently offered) - The Chemistry and Physics of Foods and Cooking (Coulduse "On Food and Cooking" by Harold McGee as a text)." "Advanced courses in cake decorating and other related advanced courses in my field." "Not sure need counseling for direction."

Do you feel that you have achieved your short term educational goal(s)?

12/88	Satisfied	"The teachers went out of their way to teach me what my job would be like in a business experience."
8/90	Satisfied	"I felt the culinary end of studies was excellent, the academic end was lacking. Maybe not as serious as it should be taken."
8/90	Satisfied	"Like program. It taught her what I really wanted to do. It taught me what I didn't know and improved what I already knew."
4/90	Satisfied	"Covered wide range. Informed instructors. Mislead about importance of degree--employers need experience."
4/91	Neutral	"It was fine at the time I was going there."
12/89	Neutral	"Most classes were too easy. No challenge to receive a decent grade."
6/90	Very Satisfied	"I feel it is in excellent program compared to other schools I've heard about. Instruction excellent. Convenient location for me."
12/89	Satisfied	"I felt that my education at OCC helped give me a base of what I was already doing. I thought the 3 hour class/one day a week makes it hard for students to keep concentrate on their studies."
4/91	Satisfied	"I enjoyed my field of study and made it a satisfying experience."
8/89	Very Satisfied	"I enjoyed my first two years at OCC so much that I'm still attending to receive a second degree in Hotel Mgt. I received my first degree in culinary arts in 1989. All of my instructors were very helpful to me."
8/88	Very Satisfied	"I enjoyed my educational experiences at OCC. Everyone was friendly and seemed to care, from the teachers to the students. I learned more than I expected. The hotel-restaurant program was excellent."
6/91		"I am satisfied with the culinary arts program, But the liberal arts (general education) classes were like high school. I would not consider attending OCC again because of mu attending a bachelor's program"
4/91	Neutral	"I only had one class which is not adequate to judge the institution."
12/90	Very satisfied	"It help me decide of what my future is going to me . By directing me to the right path."
4/91	Very Satisfied	"Unlike a four year University, O.C.C. class sizes were small enough for close interaction between student and instructor."
4/90	Satisfied	"The Culinary Arts program is excellent in that it taught the basics of cooking but it also "touched" on other aspects of the culinary world which prompted me to learn more about them on my own. (Examples: Ice carving, French pastries). Learning how to do these other items has helped me to become a well rounded chef and more valuable as well."
4/90	Satisfied	"School did a good job in his field."
6/89	Very Satisfied	"The instructors were willing to help you. Getting my papers done at the office was a lot easier than the last college I attended."
12/88	Very Satisfied	"I enjoyed my classes very much."
4/91	Satisfied	"I feel that going to OCC has been just satisfying to me. Now I'm ready to move on to go University to expand my knowledge. I have out grown OCC, and now ready to move on."
4/91	Very satisfied	"I like the atmosphere of the campuses, and found the majority of my teacher interesting. Orchard Ridge was my home campus and I though it was one of the most scenic schools I every attended. I have fond memories of attending there."
12/88		The Hospitality Dept. is very exceptionally great there. The instructors are all TOP NOTCH!"
12/88	Disappointed	"I found the culinary arts staff unwilling and refusing to help me with problems in class - Dan Rowlson actually told me "I don't have time" to help - he's a <u>teacher</u> , isn't he? They should make time for students who need it, especially when we're paying for it!"
8/91		"Teachers in the Culinary Arts program were great. They work very well with the class"
8/91		"Instructors"
12/89	Very Satisfied	"All of the instructors were very helpful and supportive. The classes were very interesting. What I learned at OCC helped me gain

12/89	Satisfied	"OCC did exactly what I wanted it to do for me in my career. Now to get to the next degree I want I must transfer to another
4/91	Satisfied	"The accreditation and name does not has as much clout as the other Culinary School in New York-CIA. It seems when you come out of that school your position is higher but the program at OCC Culinary is very good. I think it should be a little more detailed and more time to learn in classroom."
4/89	Satisfied	"I feel my degree gave me more confidence in my career. The solid achievement of the beginning and finishing the degree will always be mine, and I'm proud of it. (Reason why I didn't say very satisfying is because now I'm considering that other careers and degrees are available too-desire for more growth."
6/90	Satisfied	"Because I was given a good foundation of knowledge. I had good experiences here."
12/89	Very Satisfied	"I felt the instruction I received through out my program (culinary arts) was outstanding. Faculty and students alike made it a worthwhile experience for me. The challenges I came across during those two years improved my outlook on life tremendously."

In terms of the return on your investment of time, how would you rate your experience at OCC? Please explain why you feel this way.

12/88	Satisfied	"The teachers went out of their way to teach me what my job would be like in a business experience."
6/90	Satisfied	"I felt the culinary end of studies was excellent, the academic end was lacking. Maybe not as serious as it should be taken."
6/90	Satisfied	"Like program. It taught her what I really wanted to do. It taught me what I didn't know and improved what I already knew."
4/90	Satisfied	"Covered wide range. Informed instructors. Mislead about importance of degree--employers need experience."
4/91	Neutral	"It was fine at the time I was going there."
12/89	Neutral	"Most classes were too easy. No challenge to receive a decent grade."
6/90	Very Satisfied	"I feel it is in excellent program compared to other schools I've heard about. Instruction excellent. Convenient location for me."
12/89	Satisfied	"I felt that my education at OCC helped give me a base of what I was already doing. I thought the 3 hour class/one day a week makes it hard for students to keep concentrate on their studies."
4/91	Satisfied	"I enjoyed my field of study and made it a satisfying experience."
8/89	Very Satisfied	"I enjoyed my first two years at OCC so much that I'm still attending to receive a second degree in Hotel Mgt. I received my first degree in culinary arts in 1989. All of my instructors were very helpful to me."
8/88	Very Satisfied	"I enjoyed my educational experiences at OCC. Everyone was friendly and seemed to care, from the teachers to the students. I learned more than I expected. The hotel-restaurant program was excellent."
6/91		"I am satisfied with the culinary arts program, But the liberal arts (general education) classes were like high school. I would not consider attending OCC again because of mu attending a bachelor's program"
4/91	Neutral	"I only had one class which is not adequate to judge the institution."
12/90	Very satisfied	
4/91	Very Satisfied	"Unlike a four year University, O.C.C. class sizes were small enough for close interaction between student and instructor."
4/90	Satisfied	"The Culinary Arts program is excellent in that it taught the basics of cooking but it also "touched" on other aspects of the culinary world which prompted me to learn more about them on my own. (Examples: Ice carving, French pastries). Learning how to do these other items has helped me to become a well rounded chef"
4/90	Satisfied	"School did a good job in his field."
6/89	Very Satisfied	"The instructors were willing to help you. Getting my papers done at the office was a lot easier than the last college I attended."
12/88	Very Satisfied	"I enjoyed my classes very much."
4/91	Satisfied	"I feel that going to OCC has been just satisfying to me. Now I'm ready to move on to go University to expand my knowledge. I have out grown OCC, and now ready to move on."
4/91	Very satisfied	"I like the atmosphere of the campuses, and found the majority of my teacher interesting. Orchard Ridge was my home campus and I though it was one of the most scenic schools I every attended. I have fond memories of attending there."
12/88		The Hospitality Dept. is very exceptionally great there. The instructors are all TOP NOTCH!"
12/88	Disappointed	"I found the culinary arts staff unwilling and refusing to help me with problems in class - Dan Rowilson actually told me "I don't have time" to help - he's a <u>teacher</u> , isn't he? They should make time for students who need it, especially when we're paying for it!"
8/91		"Teachers in the Culinary Arts program were great. They work very well with the class"
8/91		"Instructors"
12/89	Very Satisfied	"I felt the instruction I received through out my program (culinary arts) was outstanding. Faculty and students alike made it a worthwhile experience for me. The challenges I came across during
12/89	Very Satisfied	"All of the instructors were very helpful and supportive. The classes were very interesting. What I learned at OCC helped me gain entrance and hold my own at a big 10 university."
12/89	Satisfied	"OCC did exactly what I wanted it to do for me in my career. Now to get to the next degree I want I must transfer to another college."
4/91	Satisfied	"The accreditation and name does not has as much clout as the other Culinary School in New York-CIA. It seems when you come out of that school your position is higher but the program at OCC Culinary is very good. I think it should be a little more detailed and more time to learn in classroom."
4/89	Satisfied	"I feel my degree gave me more confidence in my career. The solid achievement of the beginning and finishing the degree will always be mine, and I'm proud of it. (Reason why I didn't say very satisfying

6/90 Satisfied is because now I'm considering that other careers)  
4/91 Satisfied "Because I was given a good foundation of knowledge. I had good experiences here."

**We would appreciate any suggestions you have for improving OCC's programs, courses, or services. This information will benefit future graduates. Please use the space below for your comments or attach another sheet.**

- 6/90 "The courses that went along with the culinary Arts apprenticeship program were good, but there is definite room for improvement. I know it was more catered for the cooking aspect, but some, not all, academic courses need a little bit of cooking oven."
- 4/90 "Better counselors; none really interested in student's goals - culinary arts inst. good.
- 4/91 "Get some better counseling. They should know more about the curriculum."
- 12/90 "Staff should be clearer on students certification requirements and further education to further their careers beyond their O.C.C. experience."
- 6/90 "All day-4 days a week classes in culinary arts are difficult to do. It's hard to hold down another job."
- 8/89 "I would like to suggest more time needed for registration. Also offer more classes dealing with the Catering Industry."
- 6/91 "The big problem I had was the communication between advisors and students. When I transferred to Grand valley state University, my classes were not transferred in as a degree. When I called occ I found out I needed a class. It hurt my standing at GUSU the class schedule should be consistent with the classes needed for graduation".
- 4/91 "It has been so long since I have had a course at OCC but I understand from the family members who are currently enrolled that they are quite satisfied with the college."
- 4/90 "OCC should find some way of advertising their culinary arts program and what it has to offer on a larger scale (speak at high school's, etc perhaps)."
- 12/88 "The culinary program should offer more management and accounting classes based on food service management.
- 8/91 "Add more languages - other than Spanish and French."
- 12/89 "I would like to see the Culinary Arts program expanded to incorporate other avenues of the food industry. I also think it would be a good idea to have more time devoted to food show endeavors - this would relieve some of the stress!"
- 6/91 "When classes are offered in only some semesters, please note it, either in the course catalog or the semester schedule".
- 12/88 "Classes designed for Special Education students."
- 4/91 "Having course that interest the student to e offered more that once a year. more on hands experience in the kitchen-spend less time having the students wash pots will give them more time in the classroom. Be more demanding on what the teachers want from the student. Put more interest into making them learn and pay attention and definitely acquire professionalism and good/polite attitudes Teachers should demand more respect from their students and demand their attention. Definitely improve the American Government classes, my teachers was boring and talked about current events instead of teaching us about how the system works and what it is about."
- 6/90 "The job market right now is bad employers want experience-so need internship programs to provide experience."
- 4/90 "I feel there should be more interaction in trade or apprenticeship programs because they do pertain to your college!"

**APPENDIX L**  
**Internal Analysis**  
**Hospitality Department**

**Hospitality Department**

**Internal Analysis**

**OAKLAND COMMUNITY COLLEGE**  
**Oakland County, Michigan**

completed by  
**Jeanne De Liefde**

**March 1993**

**TABLE OF CONTENTS**

Contextual Background .....	3
Oakland County .....	3
Oakland Community College .....	4
Orchard Ridge Campus .....	6
Hospitality Department Overview .....	7
History .....	7
Structure .....	8
Management Structure .....	8
Academic Division .....	9
Associate Degree Programs .....	9
Certificate and Diploma Programs .....	12
Annual Calendar .....	12
Students and Enrollment .....	14
Faculty and Staff .....	19
Marketing .....	21
Finance .....	23
Appendix: Faculty Survey .....	24



## CONTEXTUAL BACKGROUND

### Oakland County

Oakland County has the third highest income of any county in the United States, and a population of over one million. The county has experienced a 50% population increase since 1960. The most dramatic increase occurred from 1960 until 1980. Growth began to slow in the 1970's and then slowed down dramatically from 1980 until 1990 — A 34% average growth rate in the 1960's slowed to a 6% average growth rate in the 1980's. This "leveling off" of population growth in Oakland County is shared throughout the region and state and reflects migration patterns from the midwest to the south and west regions of the country. Projections published by the Michigan Department of Management and Budget, project the same slow growth rate for the next three decades, from 1990 until 2020. In terms of age, the County population is growing older and the 0-19 age group will continue to decrease as a percentage of the population.

A comprehensive environmental scan completed by the OCC Office of Planning and Analysis identified the following major trends as part of its 1991-92 study:

1. Higher expectations on the part of employers, government, accrediting bodies, and society for existing students.
2. Higher expectations on the part of college staff, accrediting bodies, government, employers and society for community colleges to meet the educational needs of the increasing number of targeted student population, creating an increased need for services.
3. Substantial numbers of under-prepared students requiring a demand for reallocation and restructuring to meet those needs, i.e. changes in instruction, delivery and contracts.
4. Increasing need for diversity in educational delivery: Increasing demand from students, community and employers for a more diverse, flexible, adaptable and effective instructional delivery system.
5. Increased emphasis on, and expenditures by, business/industry for education/training.
6. Enrollment driven upward through natural forces in Oakland County, such as population growth, retraining, reversal of high school graduation rates, and cost differential of two-year versus four-year schools.

7. Increasing degree of regulation, compliance, and expectations for accountability (e.g. right to know, ability to benefit) without additional funding.
8. Increasing uncertainty about sources, levels, and predictability of funding (e.g. 60% of revenue sources for the college are from taxes and this is decreasing).
9. Increasing demand at Oakland Community College for funds for plant and equipment maintenance which will provide an additional burden on the budget.
10. More stringent regulations for federal monies for students going to college, creating accessibility and fairness issues. Money is being redistributed to more restricted and targeted populations.

In terms of employment, the majority of private sector employment is the services (35.2%) and the trades (29.7%). The 1991 unemployment rate was 7.5%; however, despite the loss of manufacturing jobs, Oakland County ranks sixth in the United States in terms of manufacturing wealth. The loss in manufacturing jobs in the last decade has been offset by gains in plastics, electrical machinery, and provision of business services. Many of the people displaced from automobile manufacturing jobs do not fit into the new jobs, due to a lack of necessary skills and education. This mismatch of jobs and people is expected to continue throughout the next decade. According to the Michigan Employment Exchange Commission, the occupations predicted to have the greatest job growth from 1985 to 1995 in the Detroit area MSA are as follows:

<u>Occupation</u>	<u>Employment Growth 1985-1995</u>	
	<u>Number</u>	<u>% Increase</u>
Flight attendants	508	59.4%
Computer programmers	6,737	57.1
Security & Financial Serv.	1,692	51.8
Aircraft pilots & fit. engrs.	1,556	51.0
Optometrists	224	44.6
Social welfare service aides	1,218	42.4
Electrical & electro. engrs.	1,434	41.1
Law clerks	426	41.0
Airc. mech. & eng. spec.	266	40.7
Data process & equip. repair	254	40.6
Computer systems analysts	3,108	40.0
Employment interviewer	266	38.6
Paralegal personnel	292	37.9
Reserv. & trans. ticket agent	477	36.6
Hand packers and packagers	2,882	35.3

Veterinarians & vet. inspec.	187	35.3
Electron rep., commer. & indus.	184	35.2
Lawyers	3,192	33.7
New account clerks	278	33.0
Medical assistants	1,378	32.5

It is important to note that the benefits of Oakland County's relative wealth have not been evenly distributed throughout the county. Economic growth has followed the major expressways in the southern part of the county, and more recently in the northeast quadrant. Residential growth has followed and will continue to do so during the next decade.

Although Oakland is often presented as the wealthiest county in Michigan, in reality there are conflicting trends of wealth and poverty. The poverty rate in Oakland County is 5.3 per 1,000 residents, and 6.8 among children. It ranks ninth in the state when it comes to persons earning 125% of the poverty level — the working poor who constitute 54.8% of the county's population. Three out of every 1,000 children are placed outside their homes and the county dropout rate is 4.9%. For black students, the dropout rate is 5.9%, for Hispanics 9.5%, and 8.5% for American Indian children. 11.3% of all households represent female heads of families, and 35% of these live below the poverty level.

These conflicting trends of wealth and poverty suggest that the people requiring training in the future will be more diverse in interests, background, and need. There is a need to be flexible and alert to shifts in the labor market.

Additionally, as women continue to work in the labor market, there will be profound impacts on child rearing, families, and lifestyles. There will be an increasing demand for vocational education, and at the same time, jobs will require higher competencies in basic skills — analysis, problem-solving and communication. Thus, there will be an increasing need for adult training and retraining programs. Vocational educators will be expected to work closely with business and industry to assure training relevancy and to improve the transition from school to work. There will be a need for faculty to keep pace with technological change, and to have access to the most modern equipment for hands-on training.

### Oakland Community College

Oakland Community College is a five-campus community college system, founded in 1964 and enrolling approximately 29,400 students annually. Each of the five campuses within the system represent distinct colleges, with varying areas of focus, operating in coordination with each other to serve the needs of the Oakland Community College district.

The Auburn Hills Campus offers both liberal arts and science degrees, with a strong

emphasis on career programs. The Highland Lakes Campus is also oriented toward career programs, but is specialized in the Allied Health fields. The Royal Oak Campus, on the other hand, provides a full range of programs in liberal arts and business, as well as programs in fine arts and cultural programs. It is viewed as the College's "Community /Cultural Arts Center."

The Southfield campus also provides liberal arts programs; however, the primary focus of this campus is on health technologies. And finally, the Orchard Ridge Campus emphasizes transfer-oriented courses, offering just a few career programs — Hospitality, Graphic and Commercial Art, Management Development, and Communication Arts. The college is accredited by the Commission on Institutions of the North Central Association of Colleges and Schools. In addition, numerous programs are individually accredited by state agencies and national associations.

### Orchard Ridge Campus

Overall, Oakland Community College has plateaued terms of enrollment. Although student credit hours have increased 21% in the last decade, growth has slowed to just 1% in 1992 (fall enrollment). Orchard Ridge enrolled 6,896 students during fall 1992. This represents 23% of the total OCC enrollment, and of these, 77% enrolled part-time (23% full-time) and 56% are female. The age distribution of Orchard Ridge students is as follows:

18%	-	17 to 19 year olds
52%	-	20 to 29 year olds
29%	-	30 years old or older
		(3% over 50 years of age)

Although Oakland County is 11% non-white, the reported enrollment at Orchard Ridge is only 7.03% non-white. This represents 4% African American, 2% Asian, 1% Hispanic, and .03% other (However, 33% of students did not report on this characteristic).

Orchard Ridge student credit hours are overwhelmingly concentrated in General, Academic, and Business degree programs (81%). Only 15% of all credit hours are in health and vocational/technical degree programs. This distribution is most similar to the Royal Oak and Southfield Campuses and is in contrast to the Auburn Hills and Highland Lakes campuses that are more vocationally oriented.

In terms of residence, approximately one out of four (24%) Orchard Ridge students live within five miles of the campus — residing in the township and/or city of Farmington. 55% live within a ten mile radius of the campus and 62% live within fifteen miles of the campus, primarily concentrated in the southeastern portion of the county with some spread into Wayne and Macomb counties. 5% of the Orchard Ridge students come from outside the

district, and a total of only 8% of the Orchard Ridge students come from the northwest, northeast, and southwest sections of Oakland County.

The Orchard Ridge Campus culture is characterized by:

- Top-down bureaucratic-political governance style
- Strong unionization
- Struggle between values of campus autonomy and college centralization
- Long-term stability
- Incremental planning and budgeting
- Lean administrative staff — flat organizational structure
- Limited emphasis on staff development and innovative teaching methodologies

## HOSPITALITY DEPARTMENT OVERVIEW

### History

The Hospitality Department was actually started at the Highland Lakes Campus and included only the Food Service Management and Hotel/Motel Management programs. However, when the Orchard Ridge Campus was constructed, plans were included to construct commercial kitchen facilities to jointly house a culinary arts program and provide food service for all of the OCC campuses. Consequently, the Food Service Management and Hotel/Motel Management programs were moved to the new Orchard Ridge Campus, and in the late 1970's the Culinary Arts Program was established. The plan to provide food service for all of the OCC campuses never did come to fruition; but the new Culinary Arts Program overflowed with students seeking enrollment.

At the time OCC started its Culinary Arts Program, it was one of only a few in the midwest. The program design was based on the world-renowned Johnson and Wales program that utilized a unique modular rotation system. OCC quickly became the area leader in Culinary Arts Education, and the Culinary Arts Program soon dominated the OCC Hospitality Department.

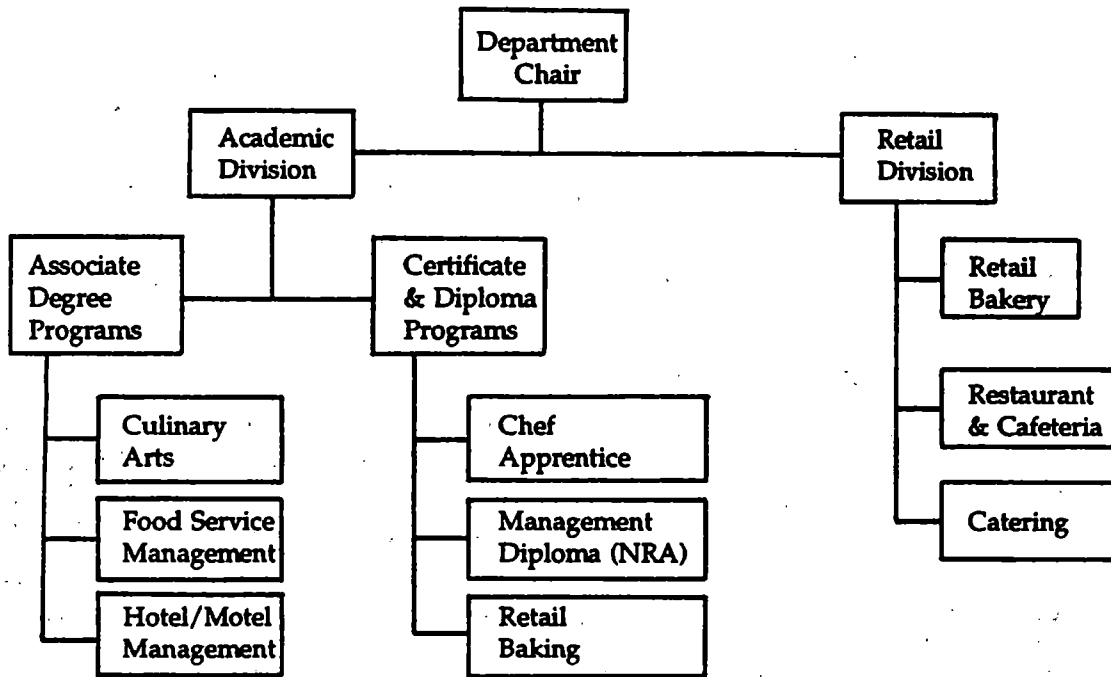
As the OCC program grew in terms of enrollment and reputation, other community colleges visited OCC to "borrow" ideas, and in some cases faculty. One program in particular — Schoolcraft College — which had suffered from years of mismanagement and low enrollment, completely revamped their program based on OCC's model. However, they went a step beyond OCC, in terms of public relations strategy, and recruited several well-known master chefs to teach as faculty in their revised program. The program was utilized as a vehicle to propel Schoolcraft College's image within the community and consequently substantial promotional efforts were invested into the program.

At the same time, other community college's in the state developed culinary arts programs, and today six colleges in the state offer degrees in Culinary Arts. In the meantime, the Food Service Management Program at OCC expanded and several additional programs were added including a dietetic program. This program has since been eliminated.

**Structure**

Unlike most departments of the college, the hospitality department has a dual function, as both an academic department and a comprehensive retail sales operation. Three degree programs and three certificate/diploma programs are provided through the academic arm of the department, and three distinct sales operations are provided through the retail division.

**Hospitality Department Organizational Structure**



**Management Structure**

The department is headed by an elected chairperson who also functions as one of eight full-time faculty members. Various faculty members are charged with operational responsibility for the six academic programs and three retail units described above, however, the department chair has overall administrative responsibility for departmental planning, budgeting and operational management.

An advisory council, comprised of employers in the hospitality industry, provides a linkage between the program and the external community. Also, a Retail Bakers Council was created recently to provide assistance and marketing support for the newly established Retail Baking program. The Hospitality Program Advisory Council has not been active in recent years and may require an infusion of new members to become vital once again.

## ACADEMIC DIVISION

The department offers three associate in applied science degree programs:

1. Culinary Arts
2. Food Service Management
3. Hotel/Motel Management

In addition to these programs, the department also offers three certificate/diploma programs.

1. Michigan Chefs Apprentice Program (certificate program)
2. Management Development Diploma Program (diploma program)
3. Retail Baking Certificate Program

All of the courses offered in the certificate and diploma programs are accredited courses, therefore students may choose to incorporate these specialized programs into one of the associate degree programs.

[accreditation]

### Associate Degree Programs

#### I. Culinary Arts

##### Degree Requirements

The Culinary Arts program is designed to train students to be food specialists within the hospitality industry. The program includes extensive hands-on training coupled with academic courses to prepare students for occupations such as chef, sous chef, garde mange chef, and various specialty cooks. There are three major components of the associate degree program: major requirements, required supportive courses, and general education requirements. 47 credit hours must be earned within the major, plus 12-13 hours supportive coursework, and 12-18 hours general education coursework. This program is designated as an Extended Associate Degree Program in that the minimum credit hour requirement is 72 hours.

The core of the culinary arts program is the kitchen rotation experience. Twelve courses are taught in module-format covering six major content areas: Pantry Production I and II, Quantity Baking I and II, Storeroom I and II, Dining Room I and II, Cooking I and II, and Demonstration Lab I and II. These courses are taught in two, six-module series that run the entire semester utilizing a two-week rotation schedule. The series runs from 7:30 a.m. until 2:00 p.m., Monday through Thursday. Two rotation series run concurrently: the beginning or 110 series, and the advanced or 120 series. These two rotation series are normally taken during the student's first year of study, with students earning 9 credit hours per rotation. Additional major courses, such as Menu Planning, Food Service Cost Control, and Food Purchasing and Storage are offered in the afternoons and evenings to supplement the students' hands-on rotation series.

During the second year of study, students refine their skills in two additional hands-on courses: Classical Cooking I and Pastry Baking I. These courses also run concurrently each

semester, from 7:30 a.m. until 2:00 p.m., Monday through Thursday. Similar to the first year rotation, students in these courses earn 9 credits per course.

#### Culinary Salons and Competitions

An important supplement to the academic program is student participation in external competitions sponsored by various professional associations and community. The department typically participates in two to three culinary salons throughout the year. Students participate in these events by preparing specific items for which they hope to receive an award. Their work is individually appraised by a panel of judges, usually consisting of area chefs and master chefs.

#### Retail Experience/Internship

Most of the food prepared by the students in the rotation and other hands-on courses is utilized by the three sales outlets operated by the department. This provides students with the opportunity to experience the realities of working within a food service operation. In addition, students prepare the food for numerous internal special events such as gourmet dinners, banquet catering, and open houses. They also have the opportunity to prepare items such as wedding cakes and ice sculptures for special order sales.

An external internship is required for culinary arts majors. Typically, this is accomplished informally through students' work situations.

#### Accreditation

The Culinary Arts program is accredited by the Accrediting Commission of the American Culinary Federation Educational Institute and is sanctioned by the Michigan Chefs de Cuisine.

#### Summary

The Culinary Arts Program is designed to provide students with a broad range of experiences to provide them with the basic knowledge and skills necessary to pursue a professional career in culinary arts. Professional designations such as chef, executive chef, and master chef are conferred by the American Culinary Federation based on years of professional experience, demonstrated knowledge and skill, and management experience. OCC's program is structured to provide students with the foundation for this type of professional career track.

## **II. Food Service Management**

#### Degree Requirements

The food service management program is designed to train students for administrative and supervisory occupations within the food service industry. The program is a unique combination of hands-on and classroom training. Similar to the culinary arts program, there are three primary components of the food service management degree program: major requirements, required supportive courses, and general education requirements. 45 credit hours must be earned within the major, plus 9-10 hours supportive coursework, and 12-18 hours general coursework.

Because of the program's emphasis on applied skills, the major requirements are dominated by hands-on courses. This is possible through the department's retail operations, where they gain experience in food preparation and service, nutrition and menu planning, food



standards and sanitation, purchasing, accounting, equipment and layout, food merchandising, marketing and management. Part of this program entails completion of the beginning (110) rotation series of the Culinary Arts Program.

**Retail Experience/Internship**

Where the Culinary arts students gain practical experience by preparing food for the retail outlets, the Food Service Management students gain experience by managing the supportive services. This includes menu planning as well as daily operational management of the restaurant, cafeteria, and bakery. In addition, the Food Service Management students plan and manage three gourmet dinner events that are marketed to the public during the fall of each year. This serves as an internal internship for these students.

**Students and Enrollment**

Currently, \_\_\_ students are enrolled in the Food Service Management Program. The students range in age from \_\_\_ to \_\_\_.

**Summary**

The Food Service Management Program is designed to provide foundation knowledge and skills in the area of food service management. Graduates of the program are expected to be prepared for middle-management supervisory positions within the food service industry.

**III. Hotel/Motel Management**

**Degree Requirements**

The Hotel/Motel Management program is designed to train students for employment in the hotel and motel industry. Similar to the Culinary Arts and Food Service Management Programs, the Hotel/Motel Management Program incorporates both hand-on and classroom experiences. Requirements for completion of the program include 43 credit hours within the major, 16-17 credit hours of supportive coursework, and 12-18 hours general education coursework.

The program includes training in food service preparation and service, food standards and sanitation, service industry purchasing, hotel-motel sales and promotion, front office management, housekeeping, maintenance and engineering, and marketing and management. Similar to the Food Service Management Program, the Hotel/Motel Program requires completion of the beginning (110) rotation series of the Culinary Arts Program.

**Internship**

An external internship is required for all students in the Hotel/Motel Program. This is facilitated by the Hospitality Department in conjunction with local hotels and motels, and is intended to provide students with an opportunity to apply their skills in a real-life setting.

**Summary**

The Hotel/Motel Management Program is structured to provide students with basic management skills, tailored to the needs of the hotel and motel industry. Ideally, students will leave the program with an understanding of all aspects of management within this growing field. Students graduating from the program are expected to be prepared for middle-management supervisory positions within the industry.

### **Certificate and Diploma Programs**

In addition to the Associate Degree programs described above, the Hospitality Department offers three special, non-degree programs: the Michigan Chefs Apprentice Program, the Management Development Diploma Program, and the Retail Baking Certificate Program.

#### **I. Michigan Chefs Apprentice Program**

##### **Program Requirements**

The Michigan Chefs Apprentice Program is co-sponsored by the American Culinary Federation, the Michigan Chefs de Cuisine, the U.S. Department of Labor, and Oakland County. The apprenticeship is an intensive three-year program which combines on-the-job training with coursework at OCC. Initiated by the American Culinary Federation, the program entails an agreement between approved employers, the student, and the college. These are developed on an individualized basis to meet the following ACF requirements:

- Completion of 6,000 hours work for an approved employer within a three-year period
- Completion of college coursework, scheduled one full day each week during the course of the program

##### **Employer Responsibilities**

In accordance with ACF standards, apprentices are graded on their work by both their supervising chef and college instructors. The program of instruction provided by OCC includes the major classes required for degree-seeking students in the Culinary Arts Program (see Culinary Arts section, above). The actual apprentice portion of the program requires employers (approved chefs) to rotate the apprentice to all stations of the "house" so that they may gain practical experience that compliments their academic training. Apprentices are paid by employers according to wage and salary guidelines established by the American Culinary Federation.

##### **Admission**

Admission to the Apprentice Program is selective due to limitations on class size. Potential students are evaluated by the Hospitality Department Apprenticeship Director based on previous work experience, academic background, and the student's statement of purpose. Tuition (in-county) must be paid by the student at the rate of \$450.00 per semester.

##### **Degree Completion**

Because the apprenticeship program incorporates all of the major requirements for the associate degree in Culinary Arts, apprenticeship students are encouraged to complete their degree by taking the additional supportive and general education coursework required to be awarded the associate degree.

#### **II. Management Development Diploma Program**

##### **Program Overview**

The Management Development Diploma Program is a partnership program between the National Restaurant Association Educational Foundation and Oakland Community College. The

intent of this national program is to increase industry professionalism by providing a broad based program for increasing knowledge in five essential areas of hospitality management: administrative, financial, human resources, marketing, and operations. Based on the NRA guidelines, the following OCC courses have been approved to meet the curricular requirements of the diploma program:

- Restaurant Management (FST 206)
- Food Service Cost Control (FST 202)
- Human Relations and Organizational Behavior (PSY 263)
- Hospitality Merchandising (FST 224)
- Food Purchasing and Storage (FST 203)
- Food Standards, Sanitation and Hygiene (FST 122)
- Equipment, Planning and Layout (FST 222)
- Nutrition (HEA 151)

Students who successfully complete these courses are eligible to receive a diploma from the National Restaurant Association Educational Foundation.

### III. Retail Baking Certificate Program

#### Program Overview

The Retail Baking Certificate Program is the newest addition to OCC's Hospitality Department. The program was developed in cooperation with the Retail Bakers of America and consists of 189 hours of instructional training. The program was developed in response to the recent growth within the baking industry and is intended to prepare people for employment as bakery managers, baker's helpers, and bakers. The OCC program includes the following four courses:

- Fundamentals of Quantity Baking
- Advanced Quantity Baking
- Advanced Bakery Supervision
- Introduction to Foodservice

These courses are taught as a six-week unit, Monday through Friday from 8:00 a.m. until 2:30 p.m. Students who complete the program earn 12 credits receive a Retail Baking Certificate.

#### Annual Calendar

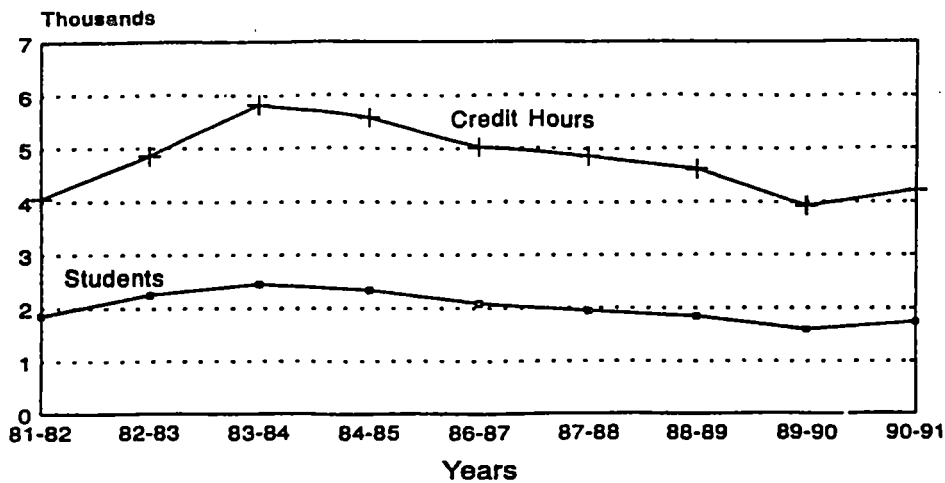
Throughout the year, the Hospitality Department participates in and sponsors numerous events. These events are planned to enrich Hospitality Program students' experiences and to serve as a public relations vehicle for the program. These programs are scheduled throughout the year so as to integrate with students' academic program:

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
	Theme Dinner		Theme Dinner	Festival of Trees	Birmingham Ice Carving			Apprentice Grad. Dinner			
		Theme Dinner	Open House Culinary Salon	Winterfest Ice Carving		ACF. Cul. Arts Salon		Awards Graduation Dinner			

### STUDENTS & ENROLLMENT

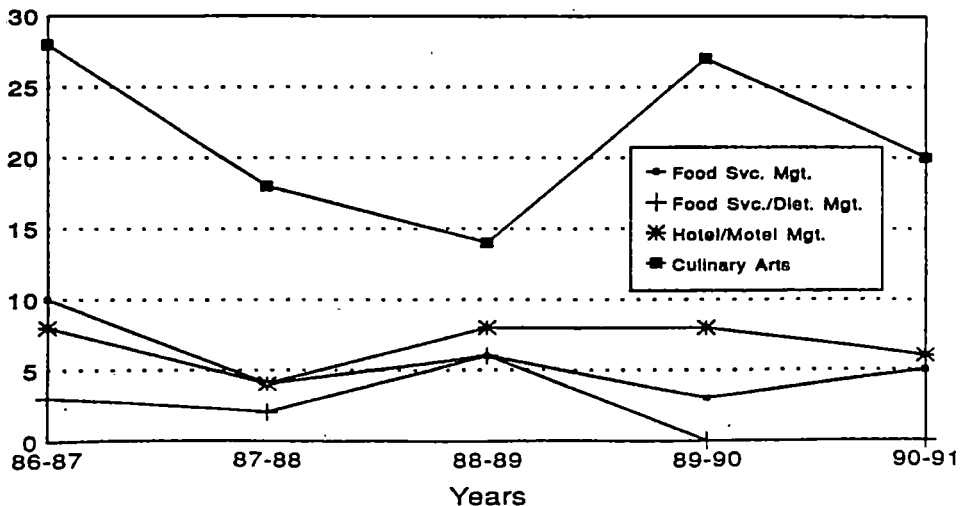
Student enrollment in the OCC Hospitality Department programs reached an all-time high in 1983-84. Since then, both enrollment and student credit hours have steadily declined. The following chart depicts this trend.

**Credit Hour and Enrollment in Hospitality Department Courses**  
(1981-82 through 1990-91)



Similarly, degrees granted in Hospitality Department programs indicate a similar trend, as depicted below.

**Degrees Granted in Hospitality Department Programs**  
(1986-87 through 1990-91)



An analysis of Hospitality Program graduates was completed in May 1992. The following represents a summary of that analysis which describes the results of a descriptive study of recipients of Hospitality degrees during the 1988-89 and 1989-90 academic years. There were 72 Hospitality graduates, and more than half the degrees were granted in Culinary Arts. The following chart shows the number of degrees granted, by program area.

Degree Granted	1988-89	1989-90	Totals
Culinary Arts	14	27	41
Hotel/Motel Management	8	8	16
Food Service Management	6	3	9
Food Service/ Diet Management	6	0	6
TOTALS	34	38	72

**Home Campus**

Of the 72 students, all but three listed Orchard Ridge as their home campus. For those three, Auburn Hills was listed as their home campus.

**Gender**

The male/female ratio of Hospitality graduates was 50:50, with 36 males graduates and 36 female. Half of the females received their degrees in Culinary Arts, and the remainder were equally divided between Food Service Management, Food Service/Diet Management, and Hotel/Motel Management.

Just over half (5/8ths) of the males received their degrees in Culinary Arts, and 25% received their degrees in Hotel/Motel Management. Four other received their degrees in Food Service Management.

**Age**

The median age of the graduates, at the time of graduation, was 24 years. The ages ranged from 20 to 45, with the largest single group (mode) being 23 years old.

**Race**

Ten of the 54 Hospitality Department graduates who responded to this question represented minority students: nine African Americans, and one Hispanic student. The representation by program area was as follows:

	Culinary Arts	Management Degrees	Total
African American	78%	22%	100%
White	48%	52%	100%
Total All Students	52%	48%	100%

As indicated on the above chart, whites were twice as likely as African Americans to receive degrees in Food Service Management and Hotel/Motel Management. Clearly, the degree direction taken by African Americans was toward non-management degrees, and the degree direction taken by whites was almost equally divided between management and non-management degrees. It is unclear why this difference exists. It may reflect perceived opportunities in the job market rather than academic and employment interests, but should be investigated in conjunction with the student counseling office.

**Number of Years To Graduate**

The average number of years students attended before receiving an associate degree was 3.7. This represents the median — half of the students spent less time receiving their degree and half spent more. The fewest number of years was 1.8, and the most was 20.8. This indicates a substantial part-time enrollment in the programs.

**Primary Objective For Attending OCC**

The following categories emerged in response to question, "What was your primary objective in attending OCC?"

- 42% To obtain a certificate or degree
- 24% To prepare for a new career
- 21% To improve my knowledge, technical skills, and/or competencies for my job or career
- 15% All other reasons

**Employment**

83% of the graduates were employed full-time at the time of the survey. 3% were not employed, either full-time or part-time.

**Satisfaction With OCC**

Overall, the graduates surveyed expressed a high level of satisfaction with those aspects of their experience relating to the educational component itself — courses, faculty, quality of teaching, quality of education, and relevance of education. Support services, such as counseling and advising were not as highly rated and represent areas of concern for future improvement.

Graduate Student Ratings

Overall college experience .....	94%
Courses in your major field of study .....	94%
Overall relationships with faculty .....	91%
Overall quality of teaching .....	88%
Overall quality of the education you received .....	86%
Relevance of your coursework to everyday life.....	85%
General education/support courses .....	74%
Counseling services .....	50%
Academic advising .....	41%
Career planning and job placement services .....	32%

Employment After Graduation

The following questions were asked of graduates who had obtained jobs or who were in the military service. There were 33 respondents to this set of questions. Because this number is so small, particularly when spread out over three different programs, generalizations should be limited.

*After completing your program at OCC, how long did you look for work before obtaining your current job?*

76% reported a job search of less than one month, 91% had a job within four months, and 97% within six months. Only one graduate had a longer search — 24 months. There did not appear to be any distinction between program degrees, as it related to finding a job.

*How did you find your current job?*

76% found jobs by themselves. 6% did so with the help of their instructors and 18% through other means such as friends and relatives. No one indicated that they had found a job through the OCC Placement Office.

*What is your current job title?*

The job titles reported were diverse. 33 graduates names 14 different job titles. 39% of the jobs were classified as either "cook" or "chef" or "food service manager."

*Please provide ... name of company or firm (where employed).*

43% were employed in the hospitality industry. Another 30% were employed in retail.

27 graduates provided salary information. Of those, salaries ranged from \$6,000 to \$30,000. The median salary was \$15,600. The mean was \$16,244, but was skewed by some of the extremely higher salaries. Salaries appeared to be in the same range for all Hospitality degree programs — from \$10,000 to \$20,000.

*Is your current job related to the degree or certificate program you completed at OCC?*

85% of respondents' current jobs were related to their degree or certificate program.

*Are you using the knowledge or skills gained in your degree or certificate program in your current job?*

94% said they were.

*How has the education you received at OCC helped you in your current job?*

Helped me do the job .....	78%
Helped me get the job initially .....	44%
Helped me do the job but extensive additional training was required .....	19%
Helped me get a promotion or raise .....	16%

*How would you rate the relevance of your educational experience at OCC in preparing for your future?*

Excellent .....	27%
Good .....	<u>55%</u>
Total excellent plus good .....	82%
Average .....	15%
Below average .....	3%
Poor .....	0%

*Which of the following best describes your overall feeling about your educational experience at Oakland Community College?*

Very satisfied .....	24%
Satisfied .....	<u>65%</u>
Total very satisfied & satisfied .....	89%
Neutral .....	9%
Disappointed .....	3%
Very disappointed .....	0%



**FACULTY AND STAFF**

Eight full-time faculty members, a purchasing agent, a catering manager, a departmental secretary, and several adjunct faculty members staff the department. Courses are distributed among the faculty members as follows:

Faculty & Title	Courses Taught	Culinary Arts	Food Svs. Mg'mt	Motel/Motel Mg'mt
Sue Baier, Chair Chef/Instructor	Garde Manger Fundamentals of Pantry Production Advanced Pantry Production Menu Planning	X X X X	X X	X
Kevin Enright Chef/Instructor	Demonstration Lab 1 Demonstration Lab 2 Commercial Meat Cutting	X X X		
Christopher Galli Chef/Instructor	Quantity Baking Fundamentals of Quantity Baking Advanced Quantity Baking	X X X	X	X
Roger Holden Chef/Instructor	Introduction to Food Services Professional Cake Decorating Pastry Baking 1 Adv. Supervision of Dietary Personnel	X X X	X X	X
Darlene Levinson Instructor	Dining Room 1 Dining Room 2 Food Service Accounting Cooperative Internship	X X	X X X	X X
Gerald Meixner Purchasing Instructor	Store Room 1 Store Room 2 Food Purchasing and Storage	X X X	X X	X X
Daniel Rowilson Chef/Instructor	Cooking 1 Cooking 2 Food Service Cost Control	X X X	X X	X X
James Stawara Chef/Instructor	Food Standards, Sanitation & Hygiene Classical Cooking 1 Equipment Planning and Layout	X X	X X	X
Robert Zemke Professor	Nutrition	X	X	
ADJUNCT INSTRUCTORS	Restaurant Management Hospitality Merchandising Front Office Management Supervisory Housekeeping Maintenance Engineering & Environmental Control		X X	X X X X

A faculty opinion survey was administered during November 1992. The purpose of the survey was to ascertain faculty opinions regarding overall program quality and to identify problem areas. The survey was followed up with individual interviews. This process revealed the following findings (see appendix A for detailed comments and charts):

1. Overall program quality was rated highest in the Culinary Arts Program (6.9 on 10-point scale), followed by the Food Service Management Program (6.4), and then the Hotel/Motel Management Program (5.8).
2. The Hotel/Motel Management Program was rated significantly lower than the Culinary Arts and Food Service Management Programs in the areas of faculty expertise, curriculum design and promotional efforts.
3. The relationship between the Hospitality Department and its various internal constituents was rated as adequate in most areas. Exceptions to this were perceived with administration and maintenance, in which the relationship was rated as poor; and with the Special Needs Department, which was rated as excellent.
4. The relationship between the department and its various external constituents was rated as positive with all groups except with the media, which was rated as below average (4.2).
5. The strengths mentioned most often included:
  - Dedication of most faculty to student learning and development
  - Involvement of students in external events and competitions
  - Inclusion of theoretical background in culinary program
  - Strong apprenticeship program — linkage with employers
  - Multidisciplinary program/well-rounded curriculum
  - Excellent adjunct faculty
6. The weaknesses mentioned most often included:
  - Lack of emphasis on innovative teaching and learning methods
  - Limited program options (days only) severely limits enrollment
  - Need for curricular updating in several program areas
  - No full-time faculty member in the Hotel/Motel Program
  - Old equipment, requiring frequent maintenance
  - Poor maintenance service resulting in long delays in servicing of equipment
  - Lack of public awareness of program

7. When asked what changes/improvements were most needed, nearly all staff commented that a full-time chairperson or administrator was needed for the program. The second most frequently mentioned suggestion was that marketing and promotional efforts needed to be increased. Other frequently mentioned suggestions included:
- Develop a strategic plan for the department
  - Update the facilities and resolve the maintenance problems

Overall, there is a sense of discouragement among the faculty and staff within the department. For some, this has led to feelings of resentment and for other resignation. These feeling stem from the fact that the department has been pressured by administration to perform, but has not received the needed support and guidance. Repeated administrative studies have been conducted over the last five years and constructive recommendations have been submitted, but there has been virtually no follow-up. There is an openness to change, but there is a lack of leadership due to faculty teaching loads. Most faculty work from 7:00 a.m. until 4:00 p.m. Monday through Thursday, and several faculty members work more than this.

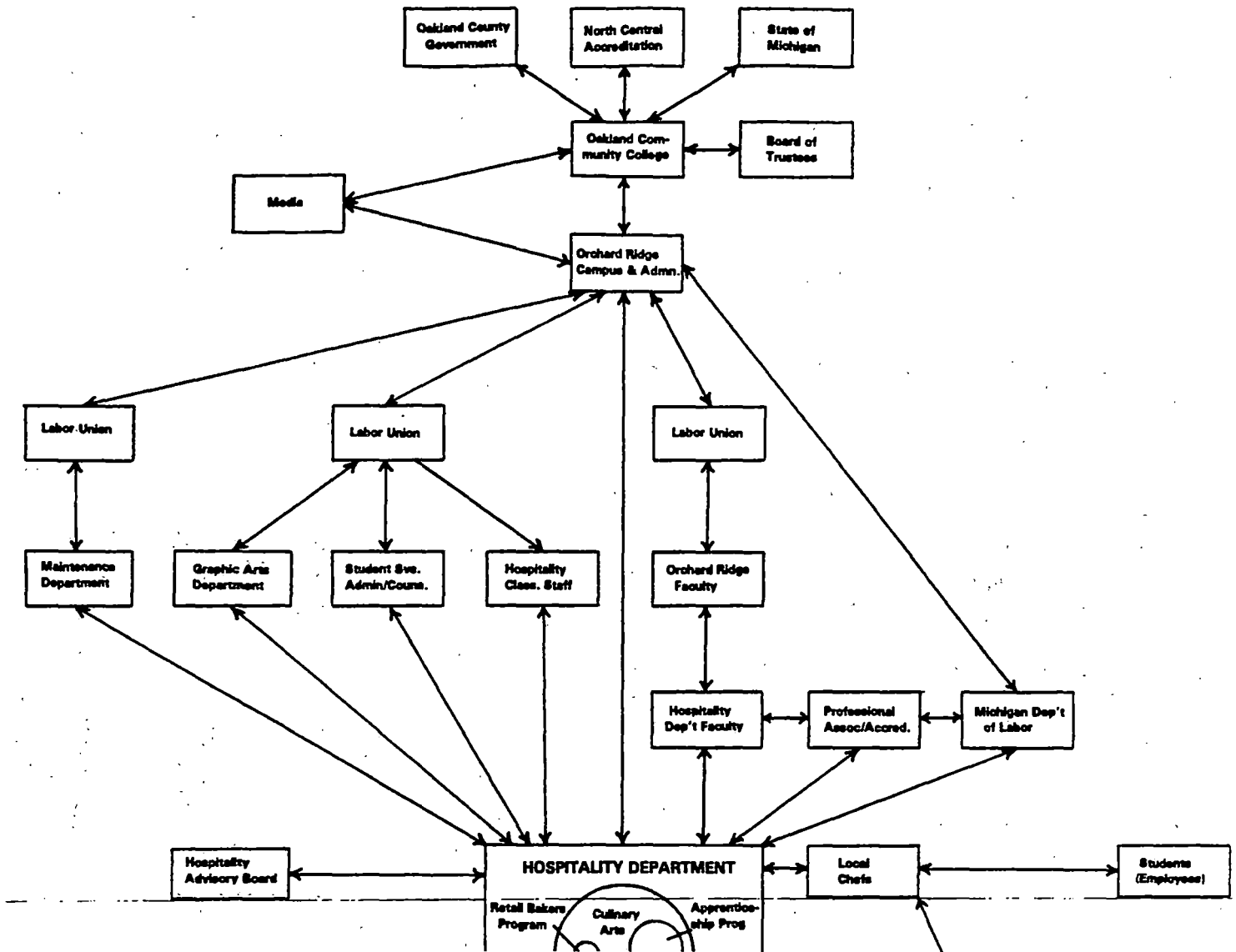
Adding to this feeling of abandonment (and in some cases persecution), is the transfer of the Hospitality Program from one administrator to another in the last four years. Also, problems which are symptomatic of the institution as a whole have exacerbated the problem. For example, the purchasing clerk has not been able to get a direct connection of her computer to the college's main frame. Given the nature of her job which involves multiple vendors and purchase orders, she needs to be able to utilize the mainframe throughout the day, but to do so, she must utilize her telephone line and is therefore not able to take calls.

Another example relates to the college's payroll system. Students are routinely hired to work in the kitchen and for special catering events. However, the college's system for adding someone to the payroll results in a new employees not being paid for 4-6 weeks. Given the burden this places on students, the catering manager will pay students from her own personal funds and allow the student to pay her back when the check is finally received. This type of problem has led to a sense of resignation by some faculty members, although most seem hopeful that the new administration will provide the needed leadership and support.

## MARKETING

The Hospitality Department is a multifaceted department with numerous internal and external constituents. Good marketing management in this department is not a simple process. With six different academic programs and three retail operations, a detailed strategic marketing plan is needed to identify key market segments and appropriate communication strategies. The following model indicates the major constituents to whom the Hospitality Department must communicate to effectively achieve its enrollment and profit objectives:

Hospitality Department Constituents



The Hospitality Department currently promotes its programs through several communication channels:

- Brochures are distributed to high schools and local employers.
- Faculty members periodically make presentations at local high schools and participate in association meetings with high school food service teachers.
- An open house is held every December, geared toward high school students and parents, as well as the general community.
- The gourmet theme dinners serve as a public awareness vehicle and are often highlighted in the media.
- Faculty and student participation in local festivals and competitions serve as media opportunities as well as opportunities to exhibit to the general public.

While these efforts have been successful in sustaining the programs, they are not sufficient to help the program grow in an environment of increasing competition.

### FINANCE

In 1991, the Hospitality Department revenues (not including tuition) totalled \$101,404. Expenses totalled \$746,470, resulting in a net cost of (\$645,067), or (\$155.12) per credit hour. This is detailed below:

	Hospitality Amount	Food Service Amount	Combined	Per Credit Hour	Credit Hours
<b>REVENUES:</b>					0.0 Summer '90
Cafeteria Sales	\$0	\$43,326	\$43,326	\$10.42	1,949.5 Fall '90
Catering	0	30,631	30,631	7.37	1,604.0 Winter '90
Student Sales	0	36,115	36,115	8.68	605.0 Spring '90
Management Dinners	0	11,499	11,499	2.77	
Awards Dinner	0	888	888	0.21	
Bakery (Tax Exempt)	0	53,947	53,947	12.97	
Internal Billings	0	24,994	24,994	6.01	
<b>TOTAL BILLINGS</b>	<b>\$0</b>	<b>\$201,400</b>	<b>\$201,400</b>	<b>\$49.43</b>	<b>4,158.5 Total Fy 91</b>
Less - Cost of Goods Sold	0	99,996	99,996	24.05	
<b>GROSS MARGIN</b>	<b>\$0</b>	<b>\$101,404</b>	<b>\$101,404</b>	<b>\$24.38</b>	
<b>OPERATING EXPENDITURES</b>					
Salaries	\$462,449	\$31,572	\$494,021	\$118.80	
Fringe Benefits	135,896	8,507	144,403	34.72	
Laundry	0	9,076	9,076	2.18	
Paper Supplies	0	14,719	14,719	3.54	
Other	47,297	25,070	72,367	17.40	
Administrative Overhead	0	11,884	11,884	2.86	
<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$645,642</b>	<b>\$100,828</b>	<b>\$746,470</b>	<b>\$179.50</b>	
Excess (Deficiency) of Revenues Over Expenditures	<u>(\$645,642)</u>	<u>\$575</u>	<u>(\$645,067)</u>	<u>(\$155.12)</u>	

**APPENDIX A**

**HOSPITALITY PROGRAM FACULTY SURVEY**



3. Similarly, how would you rate the Hospitality Department's relationship with the following external constituents? (please circle)

	<u>Mostly Negative</u>				<u>Neutral</u>				<u>Very Positive</u>			
	1	2	3	4	5	6	7	8	9	10		
Hospitality Ad. Bd. (N=8)								●			(8.0)	
Retail Bakers Bd. (N=9)								●			(7.8)	
Hosp. Dep't Students (N=9)								●			(8.4)	
Local Chefs (N=9)								●			(8.7)	
Loc. Rest/Club Mgrs. (N=7)								●			(7.9)	
Local Hotel/Motel Managers (N=6)								●			(7.7)	
Mi Food Svs. Tchrs. Assoc. (N=7)								●			(8.3)	
Area High School Counselors & Food Svs. Tchrs. (N=9)								●			(7.1)	
Amer. Culin. Feder. (N=9)									●		(9.1)	
Chefs de Cuisine (N=10)									●		(9.3)	
Mich. Restaurant As. (N=9)									●		(8.8)	
General Community (N=9)									●		(8.1)	
Local Media (N=10)					●						(4.2)	

4. What do you see as the major strengths of the hospitality program?

**CULINARY ARTS**

Students

- Quality of students
- Working with disabled students
- Student involvement in shows and culinary arts salons

Programs & Curriculum

- Apprentice program -- American Culinary Accreditation
  - excellent program
  - good coordination with industry
- Apprentice program -- students can work full-time and go to school. Industry chefs like this so that



they can have full-time help who is dedicated to learning the craft  
ACF accreditation  
ACF accredited program  
Excellent program by other schools' standards  
Well-rounded curriculum gives students broader experience of industry -- Hands-on training combined with theory offers success to the different learning styles of our students  
The concept of all areas of kitchen  
The liberal arts exposure to many facets of the industry during the students first year and reinforcement by more focused training in the area they have selected during the second year.

Faculty

Instructors  
Faculty degrees  
Dedication by 90% of faculty and staff  
Faculty are specialized in each field  
Large faculty offers diversity  
Instructors who have high regard for the students  
Because of large staff, I feel as a program we offer a good teaching expertise for students  
Culinary Arts -- Diversified staff

**FOOD SERVICE MANAGEMENT**

Programs & Curriculum

Management Development Diploma Program -- National Restaurant Association  
Teach classes at a 4-year level -- not like Schoolcraft  
Wide selection -- more different types of classes than other schools  
Good background for students entering workforce  
The presentation of the many aspects of the industry during the students first semester enables them to better perceive the overall requirements needed in food service management.  
They have diverse classes which teach skills needed in industry  
Student comes away with thorough understanding of food and beverage operations

Faculty

Excellent adjunct faculty  
Faculty specialized in some areas -- provides students with in-depth learning experience

Other

Management dinners  
Management dinners -- planning

### HOTEL/MOTEL MANAGEMENT

#### Programs & Curriculum

Only program in area  
Only junior college that offers hotel curriculum  
They have to have to have one semester of cooking  
Internship  
Good internship  
Good background for entering workforce

5. What do you see as the major weaknesses, or areas needing improvement within each program?

### CULINARY ARTS

#### Students

Lack of requirement [open door admissions]  
Personal deficiency in financial support

#### Programs & Curriculum

The 220 series - a little too much time spent on competition platters rather than theory/production  
Time constraints for established people in the industry to attend courses during day hours.

Being sure competencies are met

Each course is somewhat interdependent which may cause conflicts when communication is lacking.

Better coordination of the teaching objectives in each individual area to further enhance the learning experience.

Culinary Arts classes need to be updated -- Culinary supervisor to monitor classes

#### Equipment & Facilities

Equipment is very old and out-of-date.  
Modern equipment needed.

#### Staffing

Apprentice Program - More "big name" chefs as adjuncts

We need a few lab assistants to assist with students

We need marketing and recruiting people

Lack of culinary department head

- Community projects
- Student clubs
- Monitor classes
- Promotion/marketing

Faculty

Some faculty not working for higher degrees  
Some faculty - second job more important than teaching  
Lack of involvement by some faculty in their professional organization(s)  
Staff needs to be accountable through job performance evaluations based on detailed job descriptions

**FOOD SERVICE MANAGEMENT**

Students

Decline in enrollment

Programs & Curriculum

No night program or management development 2-year degree  
Need better times for these students to attend our classes -- more communication with each other and administration  
Some courses only offered once a year due to small number of students. All students must know to avoid being held up.  
Internship program possible.  
A review of the credit hours earned for restaurant management versus the cooperative internship is needed.

Marketing & Promotion

What job do you apply for with this degree? Name change?

**HOTEL/MOTEL MANAGEMENT**

Students

Decline in enrollment  
Not enough students

Programs & Curriculum

The Maintenance Engineering and Environmental Control class should be replaced by the Equipment Planning and Layout class.

Faculty

No hotel full-time instructor  
No full-time faculty has hotel experience.  
Advisory board professionals difficult to keep due to constant transitions -- Industry professionals provide expertise for specialized classes

Marketing & Promotion

Public awareness

6. If you were the president of OCC, what three things (relating to the Hospitality Programs) would you change/improve immediately?

Administration & Planning

Strategic plan

Master plan to create the best program -- Then blitz the industry with our new/improved product

Administrator who is vocationally oriented

Relationship with administrators

Administrative coordination

Faculty

Pay scale for Hospitality educators should be same as other educators on this campus

Staff should attend new and current classes, for self-improvement

Staffing

The hospitality programs are in need of a full-time administrator with adequate time to meet the needs of the department (e.g. job placement, curriculum design, marketing, administrative support)

Hire a (chef?) coordinator who does not teach or teaches part-time

Reinstate full-time chairperson or associate dean to program, or allow release time to persons

A dean that oversees the daily operation and production of the culinary staff and its production

Appoint culinary department head from staff or industry, with teaching experience and power to affect changes

Time of for faculty

Interdepartmental Coordination

Solve maintenance problems with program

Equipment & Facilities

Revamp dining room/kitchen area -- 3rd floor

Update equipment and facilities

Atmosphere of kitchen and cafeteria (upgrade).

Structural appearance.

Take J-137 apart and put it back together again

Find funds to renovate facility

Marketing & Promotion

More exposure/publicity for program

Better and more intense marketing

Better and more recruiting assistance

Hire a recruiter for college or provide monies to persons going off campus

Marketing

Hire a marketing director or establish a program to keep program in spotlight.

Promotion of department to community

Publicity/Marketing

Make program more visible

Have someone (not staff -- They don't have time) establish P.R. with the media -- TV, radio, newspapers

Contact city (state departments) -- Give information and encouragement to send unemployed candidates to program

Other Comments

We spend many more hours with students and preparation than most faculty have to. Administration has always refused to even listen or try to understand our department.

We need our own copy machine and computer for every desk

JDL  
10/29/92