

**Hospitality Department**

**Internal Analysis**

**OAKLAND COMMUNITY COLLEGE  
Oakland County, Michigan**

completed by  
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March 1993

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## 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.

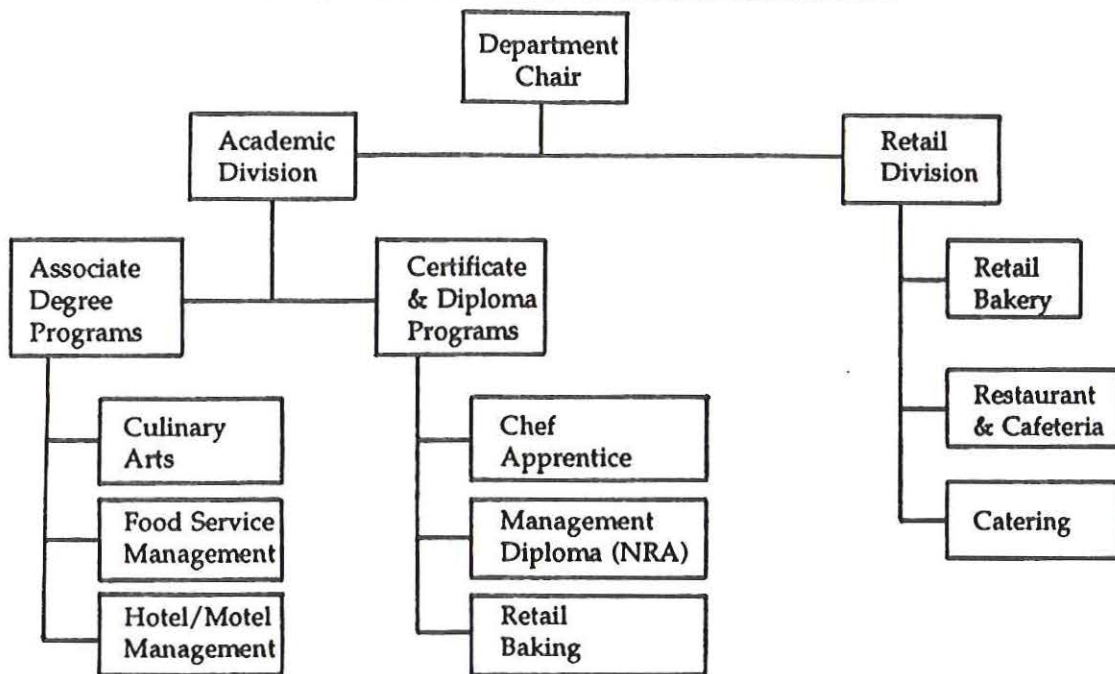
As the OCC program grew in terms of enrollment and reputation, other community colleges visited OCC to "borrow" ideas, and in some cases faculty. One program in particular — Schoolcraft College — which had suffered from years of mismanagement and low enrollment, completely revamped their program based 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.



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

## 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



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

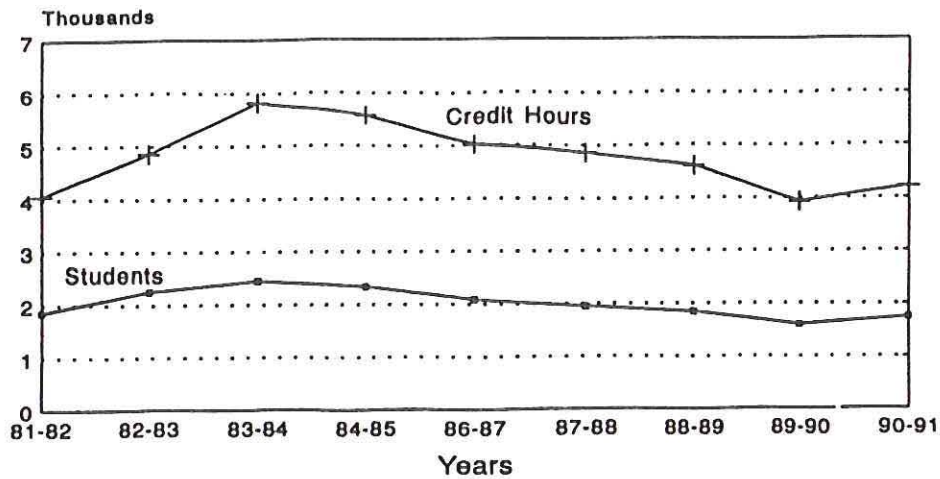
Throughout the year, the Hospitality Department participates in and sponsors numerous events. These events are planned to enrich Hospitality Program students' experiences and to serve as a public relations vehicle for the program. These programs are scheduled throughout the year so as to integrate with 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					
		Theme Dinner	Open House Culinary Salon	Winterfest Ice Carving		ACF. Cul. Arts Salon		Apprentice Grad. Dinner			
								Awards Graduation Dinner			

### STUDENTS & ENROLLMENT

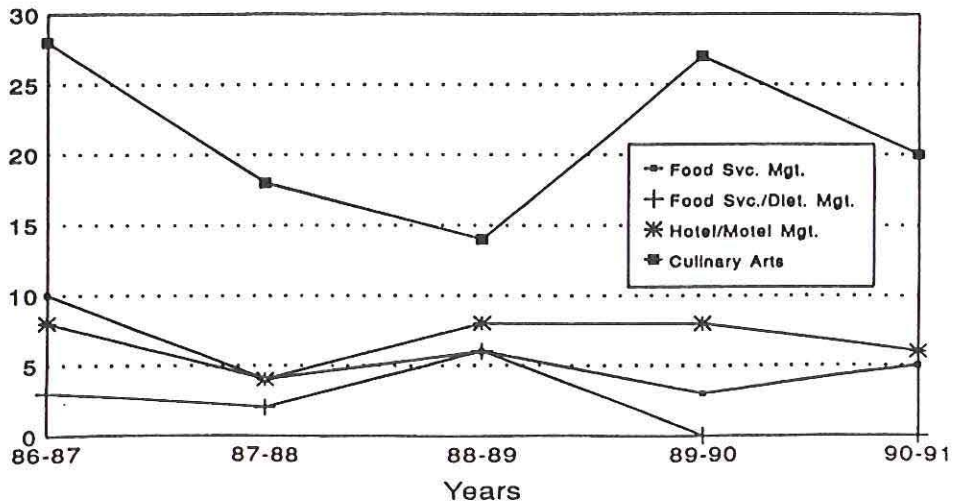
Student enrollment in the OCC Hospitality Department programs reached an all-time high in 1983-84. Since then, both enrollment and student credit hours have steadily declined. The following chart depicts this trend.

**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
<b>TOTALS</b>	<b>34</b>	<b>38</b>	<b>72</b>

**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 Svcs. 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 Rowson 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 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:





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
REVENUES:					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	4,158.5 Total Fy 91
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>\$48.43</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>	
OPERATING EXPENDITURES					
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**

**HOSPITALITY PROGRAM FACULTY SURVEY - FALL 1992**  
**Summary Report**

1. For each of the three hospitality department programs (culinary arts, food service management, and hotel/motel management), please rate the following attributes on a 1-10 scale:

	Exceptionally Poor	1	2	3	4	5	6	7	8	9	10	Excellent
				<u>Culinary Arts</u>				<u>Food Svs. Mgmt.</u>				<u>Hotel/Motel Mgmt.</u>
				(N=11)				(N=7)				(N=7)
Curriculum Design						8.1						6.3
Course Content						8.4						7.8
Student Performance						7.3						6.1
Student Satisfaction						7.9						7.3
Job Placement of Graduates						8.1						6.7
Faculty Expertise						9.3						7.3
Faculty Job Satisfaction						7.4						7.0
Administrative Support						4.0						2.8
Resources (staff, equip, etc.)						5.5						4.7
Promotional Efforts (Mkt.)						<u>2.6</u>						<u>1.4</u>
<b>TOTAL AVERAGE</b>						<b>6.9</b>						<b>5.8</b>

2. The following internal departments have been identified as important to the success of OCC's Hospitality programs. Please rate the current relationship with each department, as follows: (please circle)

	<u>Poor</u>	<u>Adequate</u>	<u>Excellent</u>	
	Problems occur routinely	Meets basic needs	Expectations often exceeded	
	1	2	3	4
Administration (N=11)	1	2	3	4
Admissions (N=10)	1	2	3	4
Counseling (N=10)	1	2	3	4
Career & Transf. Ctr (N=5)	1	2	3	4
Special Needs Dep't (N=9)	1	2	3	4
OCC Purchasing (N=10)	1	2	3	4
OR Graphic Arts (N=8)	1	2	3	4
Maintenance (N=11)	1	2	3	4
Business Tech. Center (N=3)	1	2	3	4

Administration (N=11)	1	2	3	4	5	6	7	8	9	10	(3.6)
Admissions (N=10)	1	2	3	4	5	6	7	8	9	10	(4.6)
Counseling (N=10)	1	2	3	4	5	6	7	8	9	10	(7.3)
Career & Transf. Ctr (N=5)	1	2	3	4	5	6	7	8	9	10	(4.2)
Special Needs Dep't (N=9)	1	2	3	4	5	6	7	8	9	10	(9.9)
OCC Purchasing (N=10)	1	2	3	4	5	6	7	8	9	10	(5.5)
OR Graphic Arts (N=8)	1	2	3	4	5	6	7	8	9	10	(3.8)
Maintenance (N=11)	1	2	3	4	5	6	7	8	9	10	(2.5)
Business Tech. Center (N=3)	1	2	3	4	5	6	7	8	9	10	(4.7)

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