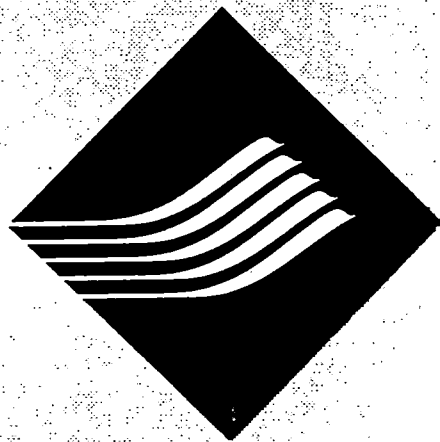


OAKLAND COMMUNITY COLLEGE

Culinary Arts and Hospitality Management



Strategic Report

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Table of Contents

	Page
Letter of Transmittal	
Table of Contents	I
List of Exhibits	III
Background	1
Executive Summary	6
Overview	7
Curriculum at OCC	8
Faculty	9
Facilities	11
Admissions	13
Adult & Contin Educ	14
Potential for 2 + 2	14
Requisitions & Storeroom	16
Program leadership	16
Advisory Boards	18
Faculty Meetings	19
How to Get More Students	19

Foodservice Management & Hotel Mgt.	23
The Makings of a Great Education	26
Oakland Community College TQM Meeting	27
Summary	30
Students Comments	31
Recommendations	34
Shift of Focus	38

List of Appendixes

	Page #
A. 1997 National Restaurant Association Overview	2
B. Foodservice Manager 2000	7
C. Reengineering the Executive Chef	30
D. Applications of Total Quality Management, Culinary Programs	42
E. Total Quality Classroom Management	46
F. Humor in Teaching	56
G. Categorizing	59
H. Motivating Students	61
I. Motivational Reading For Educators	70
J. NRA 1997 Highlights	73
K. Paradigms	83

Oakland Community College Strategic Report April 1997

BACKGROUND:

Oakland Community College is a comprehensive multi-campus community college established in 1964 by the electorate of Oakland County, Michigan. The district serves a 900 square mile area in southeastern Michigan adjacent to the city of Detroit. The College has four campuses, including 5 campus sites, and a separate district office site.

The county contains 28 public school districts with 45 public high schools. In addition, there are 37 non-public high schools in the district. The College opened in September 1965, with a record community college initial enrollment of 3,860 students on two campuses - Highland Lakes, a renovated hospital in Union Lake, and Auburn Hills, a former Army Nike missile site in Auburn Heights.

In September 1967, the award-winning Orchard Ridge Campus opened. First housed in leased facilities in Oak Park, the Southeast Campus System expanded through the purchase and remodeling of building at a second site in Royal Oak.

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In 1980, the Oak Park facilities were replaced by a new campus in Southfield. The Royal Oak buildings were replaced by a new campus complex which opened in the fall of 1982. Today OCC offers programs leading to offering of five degrees: Associate in Liberal Arts, Associate in Science, Associate in Business Administration, Associate in Applied Science and Associate in General Studies, as well as Certificates in occupational fields.

Oakland Community College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, since 1971. The apprentice training program for cooks was established according to the national guidelines of the US Department of Labor Registry No. N-900-93 and is approved by the US Department of labor. In addition to the Culinary Arts and Chef's Apprentice Program, the Hospitality Department offers Associated in Applied Science Degrees for Food Service Management and Hotel/Motel Management.

The Hospitality Chairperson, Susan Baier, reports directly to the Academic Dean. She is directly responsible for the assessment, planning, implementation, and evaluation of both the classroom, laboratory and field experience aspects of the

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educational program.

Kevin Enright, the Chef's Apprentice Program Coordinator, is a Certified Executive Chef, Certified Culinary Educator, and Chairman of the Board of the Michigan Chefs de Cuisine, working in concert with the hospitality chairperson.

The Apprentice Coordinator's responsibilities include:

1. Recruiting
2. Liaison between the college and the American Culinary Federation, U.S. Department of Labor, and the local sponsoring chefs organization.
3. Development and coordination of the program.
4. Monitoring and counseling the apprentices.

Program Mission

The primary mission of the Hospitality Department of Oakland Community College is human development, achieved through quality learning opportunities and other services designed to meet the present and future educational needs of the communities and industry it serves.

The Faculty of the Culinary Arts/Chef's Apprentice Program are aware of the

future and growing needs of the Hospitality industry for adequately trained personnel.

The goal is to provide training for those skills in the professional environment of an actual working kitchen. To this end, facilities are commodious, consisting of a main kitchen worthy of the finest hotel in size and equipment, and four additional on-site kitchen facilities for specialized instruction.

To accomplish this mission, the Hospitality Department offers two separate individual programs leading to a degree of Associates in Applied Science.

1. The day program for students who want to attend full-time, working in a simulated work environment, and still have the option of holding a part-time position in the industry. This gives them the opportunity to gain experience in various areas both at college and in the work place
2. The apprentice program is directed to the non-traditional student who is already employed full-time in the hospitality industry and seeks to formalize their career in the food service industry.

All nine food service instructors are hospitality professionals with years of experience in their chosen specialties. Per contractual agreement, they are active participants in the planning and policy formulation of the department. And as such, they serve as mentors and role models for the student body.

Objectives of the Program:

1. To graduate students in Applied Science with required competencies for entry and supervisory positions in the hospitality industry. Such competencies to include basic and advanced knowledge of culinary theory and craft as well as thorough appreciation of the discipline philosophy.
2. To provide technical and theoretical instruction for working students apprenticed under approved chefs in a collaborative on-the-job Chef's Apprentice training program.
3. To provide training and instruction for students seeking advancement in their present employment through enhanced skills and knowledge, as well as recognizing the changed role of industry.
4. To offer community service programs of enrichment, both for the hospitality industry and the general public.

Oakland Community College Strategic Report April 1997

EXECUTIVE SUMMARY

This report was prepared by Dr. Noel C. Cullen CMC, AAC, following a three day visit from March 10th through March 12th to the Culinary Arts Department at the Orchard Ridge Campus, and subsequent follow-up, research and data gathering.

Substantial research is provided in the appendices of this report, therefore all statistics mentioned in the body of the report are drawn from this data, additionally the appendices section contains as requested some materials which demonstrate the applications of Total Quality Management in the classroom.

The following paragraphs briefly summarize the major conclusions and recommendations developed in this report.

OVERVIEW

The foodservice industry continues to grow and change rapidly offering significant employment opportunities for chefs and hospitality management graduates.

According to 1996 figures the foodservice industry employs 9 million people.

According to National Restaurant Association Data (Appendix B), this figure will grow to 11 million by the year 2005. Additionally, the cooking profession is a large segment of this number and will reach over 1.7 million participants by the year 2000. Therefore, great opportunities exist for culinary schools to react to this trend and provide trained culinarians to meet the expected growth.

According to CHRIE there will be a significant shortage in the number needed to fill the need coming from culinary schools, (of which there are currently 640 in existence according to 1997 calculations). It is expected therefore, that against the background of explosive growth in the foodservice industry a significant shortfall of school and college educated culinarians will exist.

Additionally, there is a growing perception in many areas of the foodservice industry that chefs are going through a paradigm shift. A paradigm shift is a totally new way of thinking about old problems. It occurs when a great many new

conceptual frameworks put pressures on old ones. Today chefs are required to be more than *just* culinarians. To survive in this changing business realm of the future, chefs will need to acquire leadership and supervisory skills, along with a thorough understanding of many business concepts, including totally quality management. The old notion of a culinarian having only good cooking skills no longer holds true for entry to the culinary profession in the years 1997 and beyond.

Curriculum at OCC

The Culinary curriculum is outdated relative to the needs of the modern foodservice industry. It is loaded with out of date culinary practices, indeed, many of the menus and cooking assignments viewed during observations were outmoded and very seldom used menu items. The curriculum appears to move from segment to the next with little correlation or transition between each segment. There is a lack of cohesion, and smooth transition from one segment of culinary skill sets to the next. The lock-step rigidity of the nine sections does a disservice, not only the industry, and the student, but also a disservice to the needs of the institution relative to timing and use of facilities.

The apprenticeship program, while excellent in its concept and administration uses a didactic teaching approach utilizing the American Culinary Federation, Educational Institutes textbook, *The Art and Science of Culinary Preparation*. Clearly, this textbook needs to be augmented to match industry style cooking methods. In comparison with other culinary schools Oakland Community College's culinary program needs immediate revision to reflect the changes in industry and the expectations of students.

Faculty

Faculty for the most part are competent, well skilled and motivated individuals. However, the disparity between those highly motivated and those marginally motivated toward the program was great. From an educational standpoint, faculty appeared competent and well versed in the techniques of culinary art. Again, the variation between those highly motivated and those poorly motivated was obvious and plain. Of great concern is the ratio of student to faculty which was observed to be a 10:1 ration during the period covered in this report.

Little evidence existed of planned sequential faculty development. It was noted that faculty have been at the program for a considerable period of time with the

most junior faculty member having spent some 11 years in the program. This permanency and continuance of faculty must raise concern with regard to current industry practices. It must be pointed out that all faculty interviewed by the author demonstrated considerable concern regarding the admissions/enrollment in the program. All faculty offered various solutions to this problem however, few offered solutions which involved them making significant concessions in their everyday work load. To the credit of the majority of those interviewed, many suggested alternative programs which the culinary arts department might engage in.

Among the various tracks which faculty suggested, (all of which enjoy some merit) was the suggestion to develop a specialist pastry arts and baking track. This certainly has great merit and is consistent with developments at other culinary colleges. Other suggestions included developing a series of short sharp non-professional courses which the public could participate in.

In the area of apprenticeship training, the classes were observed to be first rate, extremely detailed and well taught. The apprenticeship program under the auspices of the American Culinary Federation's Education Institute, The Michigan

Chefs de Cuisine Association and the College must be commended. Opportunities exist for a modified apprenticeship program. As the American Culinary Federation develops it's new STEP skill modules for apprentices, Oakland Community College has an opportunity to widen its attractiveness to existing professionals in the area that it serves.

Facilities

While the culinary facilities at OCC are jaded, they nevertheless are in working order. All wares, utensils, and equipment are in a poor state and many need replacing. The state of sanitation relative to main kitchen and the area on the first floor cafeteria section serving the restaurant was noted to be in a poor hygienic condition and requires immediate attention.

The general sanitation of the students with regard to uniforms and food handling procedures was noted to be of superior standard.

The receiving area at the rear of the kitchens left a lot to be desired with regards to general cleanliness, a strong odor was noted on several occasions. The elevator used to transport the food from the main kitchen to the various areas for service

was also noted to be in a poor hygienic state.

The area outside of the elevator had water continually on the floor representing a major safety hazard. The bakeshop area toward the back of the main production kitchen was noticed to be in a general state of disorder and also unclean in many areas. This also requires immediate attention.

Overall, the teaching facilities and equipment used to produce meals was noted to be in good working order. The pastry kitchens, the individual work pastry kitchen, and the instructional pastry kitchen were kept in first class order and provided an excellent teaching facility for those pursuing the pastry arts segments of the curriculum. It was observed that students wear the cloth chef hats and faculty wore the disposable professional looking paper hats. A uniform set of chef hats would serve to professionalize the image of the student, as opposed to the existing situation where chef hats are being worn, which were never designed to be worn, or to look like they do.

Admissions

Upon visiting the admissions office, adequate information was provided relative to the program offerings. The apprenticeship program was mentioned, but little was known about its operation or indeed its content or duration. When closely questioned the admissions representative could not adequately explain the uniqueness of Oakland Community College's culinary arts program. The question was asked; "what makes Oakland Community College's culinary program a superior program relative to the offerings at School Craft"? The answer provided would certainly not attract or excite a prospective student to enroll in the program.

Much needs to be done in the area of providing information or a referral to those who know more about the program when enquiries are made. A directed and focused effort on behalf of the culinary arts program would be the obvious way to go. Relying on un-trained, over-burdened admissions representatives to deal with a variety of programs causes great confusion as they attempt new admissions / enrollments.

Adult and Continuing Professional Educational Programs

Within this general area much opportunity exist for adult cooking and educational combination programs including; cooking and history, cooking and language, cooking and culture, and professional development programs.

This series of professional development programs may include short sharp segments such as seafood cookery, baking, plated desserts, food cost control, nutritional cooking, and many others.

Another area which has generated great interest amongst the public is wines and beers. Perhaps a series of short sharp programs could be developed in this area, for example, wine and food pairing, micro-brewing, and beer and food. A novel approach with regards to community outreach may be achieved through having children's cooking programs.

Potential for Two Plus Two

Currently there are six universities in the United States offering four year degree programs. Of the six, four offer a two plus two arrangement. These programs

have proven to be highly attractive to students. Earning two degrees in four years is a strong marketing tool. Where these programs have been tried and tested students have reported great satisfaction with the outcome.

Typically the first two years are spent learning much of the craft skills and related knowledge in the area of culinary arts. Upon graduation from the two year associates program their credits are then transferred to a four year degree program. Opportunities clearly exist for the adoption of such an arrangement in the Michigan State University system. Studies have shown that chef students who may not be quite convinced they wish to earn a four year degree often decide to continue on and earn a bachelors degree. If this continuation was structured in such a way that many of the courses could be taken on a part-time evening or weekend basis, it is believed that this would be a major attraction to not only to students who currently have two year degrees, but must certainly to those who are currently passing through Oakland's two year culinary degree program.

Therefore, partnering with a sister institutions and the developing of articulation agreements based on the requirements of the expectations of the student may be an attractive avenue.

Easton
MSU

Requisitions and Store Room

Upon investigating procedures for requisitioning food supplies for classroom instruction, no organized system was found to be in place. It appeared that individual faculty members placed orders for supplies in an unorganized and unstructured way. This is unacceptable by any normal culinary school standards. Given the static nature of the curriculum at Oakland Community College's culinary program it should be possible to prepare an order in advance of the commencement of the semester. This would not only prove invaluable in terms of budgetary reconciliation, but would also greatly assist the store keeper in gaining the most competitive prices based on the requirements for a complete teaching semester.

No reconciliation of costs for instructional purposes could be found with regards to the amounts of food used or consumed in each classroom.

Program Leadership

The current chair, Ms. Susan Baier does an excellent job in counseling students, scheduling meetings and dealing with administrative concerns in the department,

she is overloaded with work and unable to carry out these duties with any degree of effectiveness. In addition to her administrative duties, Chef Baier also has a full class load. With regard to planning, curriculum review, liaising with industry, activating advisory board meetings, chairing faculty meetings, investigating classroom instructions, and insuring quality at all levels, this is impossible for one person with a full teaching load to do.

Chef Baier does an outstanding job and is a highly motivated teacher. It should be noted that in order for her to effectively carry out administrative duties and indeed effect any leadership in the areas already mentioned she would need to be released from teaching time. Leadership is key to the future success of the culinary arts program. Strong focussed leadership is required.

It was noted by the author of this report that a highly developed "pecking order" had evolved in the department based on seniority, and not on contribution to the college or to the student, it was obvious that certain faculty members have taken ownership of certain areas and consequently for chef Baier to effect change in these areas is rather difficult. It is difficult to see how Chef Baier might become an effective leader given this historic situation.

Counseling duties and mentoring of students is also an area sadly neglected in the culinary program. For the culinary arts and indeed the hospitality administration program to grow and develop to the stage where there is a more acceptable enrollment and student teacher ratio, it is clear that sustained strong focused leadership should be provided for the program. It was also noted during discussions, faculty members are disturbed by the amount and constancy of change with regard to higher leadership they believe this has caused problems and most certainly a lack of continuity in the culinary arts program.

Advisory Boards

While listings for members for advisory boards for both the culinary arts and hospitality administration program are in existence, evidence of regular meetings and industry recommendations and guidance with real advice were difficult to find. This is a critical area necessary to the success of the two programs mentioned. It is also an extremely useful way of providing connections to an industry for which the programs serve and can provide an acid test for curriculum. A strong advisory board may also be used to provide mentoring and internship and cooperative opportunities for the student body. It is recommended that sustained activity in this area become an integral part of the culinary and

management programs on an ongoing process.

Faculty meetings

Faculty meetings appear to be held on a regular basis, however minutes from these meetings do not reflect appropriate discussion for such meetings. It would appear from these minutes that most of these meetings are taken up with complaints and haggling over minor issues of equipment and so forth. These meetings would be far better served with a planned agenda and or sub-committees from these meetings be formed to review curricula and other pressing issues.

How to get more Students

The most pressing problem of Oakland Community College's programs of culinary arts and hospitality administration is obviously the question of declining enrollment. While a number of reasonable and unreasonable rationales may exist for this situation, nevertheless it is the single most important issue facing the college.

There are, in simple terms only two options available - close the program or invest in the program to bring it to an acceptable student teacher ratio. It is this author's strong belief that the program can be rescued to the point where it may operate successfully. It has many excellent attributes, not least among them - a first class reputation, great location, faculty experience, and good infrastructure.

Opportunities exist to attract more students, some of which have been tried and many which have not. It is clear that faculty are concerned for this area.

Pointing to previous failures or indeed placing blame in other areas serves no purpose other than to simply ignore the issue. To continue to do the same things over and over again in the hope that things will "get better" without any intervention is delusionary.

While an additional school in the area with a high profile with regard to competitions and master chefs is a difficult challenge, it is never-the-less possible to meet this challenge with new and innovative methods of attracting students. Among the options available for the attracting of new students are to provide programs that meet the student's needs.

Perhaps consideration of a step below the full two year program, i.e. a preparation program of one year's duration which could have a combination of the hospitality and culinary arts program. This would serve as an introductory program for the full two year or perhaps continuing on to a four year two plus two degree. The benefit of this "taster" program would be to attract students who are not quite decided on what their career direction should be. It may also be possible within the one year taster to include a number of other offerings available at the college.

There are also opportunities as previously mentioned for continuing education for adults. Programs which may prepare chefs in the area of nutrition, supervision, sanitation or combinations thereof.

Provide supervision and kitchen management courses over a six week period. An obvious method of attracting new students is to develop a partnership with high schools. This partnership could entail faculty from the culinary program making visits on a planned basis to these schools and performing culinary demonstrations or talking and discussing a career in culinary arts.

Other modules of a specialist nature which would be attractive to existing

professionals include all the culinary fundamentals of baking, pastry, sauces, seafood cookery, and combinations with nutrition or classical food. It may also be possible for the college to develop a consulting unit within the culinary program. These professional chefs would visit with various hotels, restaurants, school lunch programs, institutional dining establishments where on-site consulting and training could take place and specifically tailored programs may be provided and conducted at OCC.

The secret to building a wider and more attractive effort, lies not in looking at what other people are doing or what should have been done, or how good their program is, but rather to become more proactive. It is no longer good enough or wise to point out that in the beginning the Oakland Community College had a student ratio of 23 students per instructor or that OCC were, or are far superior to School Craft. Rather, the way to go is to look at the strengths of the existing program, its faculty and facilities, build upon them and to get the message across to the community the college serves.

Perception is reality, if Oakland Community College is perceived to be the best locally, then the "customers" will come. Therefore, a concerted effort in the area

of publicity is required. It is also suggested that the linking of the school with, for example, the school lunch program locally or in the state of Michigan would be an excellent vehicle to propel a high quality image forward and ultimately raise the consciousness of those in the local community to the quality level of OCC.

Foodservice Management and Hotel Management

Interviews with students in this area indicated that they have little time or enjoyment for what they feel is a overload of culinary arts for this program.

Current data suggests that there is a requirement for the melding of culinary arts and management skills. Therefore it may be prudent to change the title of these courses and simply call them culinary arts management. This new title may serve as the basis for attracting a whole body of professionals who are currently not being served. It is envisioned that these professionals are chefs who may be currently working in the field, but who lack the necessary management skills so urgently required in today's modern foodservice industry.

Experts have indicated that culinary managers will need increased computer proficiency, the ability to manage an increase in a highly diversified workforce, be

able to apply training skills, and demonstrate leadership skills, along with an improved level of people management skills, and a greater understanding of interpersonal and management skills. These new culinary management skills will also require the chef to be able to manage for the future. These new skills include; entrepreneurship, quality management, the ability to market and promote food, an understanding of the psychology of human behavior, along with the ability to manage one-self in a high stress industry, and the ability to communicate clearly and effectively with a wide variety of persons.

Other issues of importance include; critical thinking involving the knowledge to study and rationalize decisions based on understanding the situation, understanding ones own assumptions about people, and an analysis of the elements of decisions. Understanding time management, computer competency, and systems management. An understanding of the market as it pertains to the successful operation of foodservice, including the ability to compile, analyze and make decisions based on market data. A strong foundation in leadership understanding what it takes to lead by example, and an appreciation of ethics and fair play regarding both the workforce and future customers. Understanding the "greening" of the restaurant industry, how it will be essential, not only from a legal

standpoint, but more importantly from a moral perspective, particularly regarding issues such as recycling/re-use, solid waste and pollution management and energy conservation.

This type of degree program would be attractive to those persons who already possess significant cooking experience and who have had exposure to cooking skills over a long period of time but, who lack management skills.

Job Placement

No formal link with local restaurants, hotels, or foodservice establishments could be found to be in existence with regards to partnering or arrangements to accept culinary or management graduates. It would appear, given the nature of the surrounding area and the amount of positions available as demonstrated in the report produced by the National Restaurant Association that a great number of job openings are available.

It is difficult to understand why many of the resources available to the college to place students in positions are not utilized. It would seem that a referral service is required where, for example in a planned way, students may be placed with

local establishments. One effective method to do this may be to have students graduate in off-Semesters which may be attractive to local employers.

"The Makings of a Great Education"

This production is first class in its quality and presentation. It lists the opportunities available in foodservice management with regards to the rapid career growth, financial reward and great personal satisfaction. It goes on to list some of the courses that are expected to be completed. The same is true of culinary arts which receives less treatment and even less again is the hotel management promotional piece. It would seem that the way to go with regard to promoting the school is to use the personal touch of former students talking about their career, industry leaders talking about the quality level of students graduating from the program, and listing the aptitudes necessary to complete these programs.

Oakland Community College

Problems Solving Session Conducted with Faculty and Staff Using the Total Quality Management Tool of Multivoting.

Problem: Reasons why OCC are not number 1 college of choice in culinary arts in local area - as defined by faculty and staff.

Reason	# of Responses	Rank	Percentage
Scheduling (too early)	30	1	32 %
No internal cooperation	9	2	9 ½ %
Marketing/merchandising	9	2	9 ½ %
Lack of teamwork	9	2	9 ½ %
No master chefs	8	3	8 ½ %
Curriculum outdated	7	4	7 %
Leadership	7	4	7 %
Inflexibility of classes	5	5	5 %
Facilities outdated	5	5	5 %
Poor media outlook	3	6	3 %
Cohesion	2	7	2 %
Different standards	1	8	1 %
Total	95		100 %

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Overview and analysis of faculty and staff's solutions using the multi voting problem solving technique:

- Faculty and staff identified scheduling of classes too early as the number one reason (32 %) for low enrollment in OCC.
- The greatest combination or related cluster reasons were identified as lack of leadership, poor teamwork, minimal cooperation, lack of curriculum and teaching cohesion, and poor standards of teaching.
- This related cluster of items accounted for 28 % of total items and five of the twelve prioritized areas which would suggest that a concern must exist among all faculty and staff relative to supervision and oversight of teaching and curriculum.
- Marketing and merchandising along with a lack of media exposure of the Culinary and Hospitality programs are identified as raising some issues relative to advertising and publicity. Faculty pointed out that little or no organized public awareness exists in the community in relation to the "high quality" and "educational excellence" of the programs.
- A sizable percentage (9 ½ %) of the prioritized solutions to the problem were related as having no master chefs on faculty - compared to 6 on the

faculty of School Craft - the immediate competition. All faculty felt despite the non-existence of master chefs, OCC placed great emphasis on in-depth education rather than the "School Craft surface level glitz.

- 7 % of the identified problem lay with outdated curriculum and 5 % pointed to the inflexibility of the curriculum structure and outdated facilities also represented 5 % of items responsible for low enrollment.
- Other areas raised but not ranked included; low budget for the program, the general poor image of the chef by the community, inability to promote "our own program" and the lack of a greater diversity of tracks.

In Summary:

Solutions to the problem of low enrollment are;

1. Arrange a more suitable student focused schedule and time table.
2. Provide leadership, better teamwork and cooperation among faculty and staff, along with greater cohesion between curriculum, teaching under the common umbrella of strong focused leadership.
3. Take control of the elements which serve to promote enrollment, i.e. marketing and merchandising "education" excellence.
4. Initiate a program to "grow" master chefs from the existing faculty.
5. Design a more industry/student responsive curriculum.
6. Up-date facilities to reflect industry uses and equipment trends.
7. Develop community outreach programs to raise awareness of the culinary profession.
8. Involve faculty in developing a marketing plan to attract more students.

Student Comments:

The following are random student comments. A set of protocols were used when questioning students, however many felt strongly enough to present unsolicited remarks and comments. These comments are listed below.

1. Have a choice of day or night classes.
2. I feel that having a choice to go day or night is a great idea, especially for students who work early in the mornings. I also feel that demo lab and hot food should be one combined class that lasts one semester.
3. Store room is a waste of time, or there should be more information given. We should be more involved in the actual ordering, instead we just put everything away. Field trips. A lecture class like demo should be longer than just 9 days. Night programs? Sanitation should be required first before taking any classes. Second year should have choices between cooking and pastry.
4. Revamp storeroom - do ordering. Field trips - more experience. Do more demos of real food preparation prior to coming up to cafeteria. More training prior to on-line. Demo lab should be longer. Sanitation should be

required prior to 110 series.

5. Store room is too long. Field trips. Show how to really purchase items.
Real inventory - what is supposed to be there, what's there, what's missing.
Hot foods demo - should be longer than 9 days. Sanitation should be required before the student is allowed to start 110 or 120. Have pastry 1 & 2 for people who just want to do pastries. On classical cooking 1 & 2 for those who want to do just hot foods. Not being open on Mondays is good. Hours really can not change.
6. I spend almost 2 hours washing and cleaning - that's not what I came here for. The menus today, the chef gave us a 7 am this morning. If I had had the menu based on a text book I could research the dishes. This chef seems to make it up as he goes along. I learned nothing from him except how to shout and intimidate people.
7. Change culinary classes so that they are not all taken together. Chef Baiers class is difficult - sometimes what we do does not make sense. Chef Enright is the greatest. I feel Ms. Levinson's class is the best because it is based on the "real world". Professor Zemkes class is a waste of time - we pay a lot of money for a textbook which we never use - he just seems to

make it up from "useless" handouts - "boring".

8. Pastry classes are the best. Entering food shows is a waste of time.
9. I like the fact that competition at food shows is required. What about having guest chefs? Why can't we design our own menus? I would like to see other cuisines featured on menus. We should have a career counseling office. Why can't we have internships in restaurants ?
10. Apprentices: the lectures are boring - I can read the book myself. Our chef is good but his lectures are boring.
11. This is a great program. I will earn a degree, which is important to me. I think it should be all apprentice chefs at OCC.

Recommendations:

The Hospitality and Foodservice industry has demonstrated that the greatest need and indeed most significant career opportunities are available in large organizational settings - in hotels, restaurant chains and food manufacturers.

There is an enormous need for better trained chefs and leaders in this growth sector.

Less than 1/3 of all food service managers are college graduates. It is clear that institutions such as Oakland Community College have an opportunity to provide a better trained chef and food service manager to assume leadership responsibilities.

Other career possibilities include positions in health care facilities. The military, state governments, education, prisons, health spas and tourism.

According to the National Restaurant Association's data, the East North Central Region of the United States, which includes the state of Michigan and others is in a growth phase with regards to the food service industry. Additionally, within the catchment area and environs of Oakland Community College there exists the

largest Middle Eastern ethnic grouping within the United States. Programs suitable to provide training and education for people from this ethnic grouping would appear to be the norm in providing specialist culinary programs.

The situation with regards to declining student admissions and enrollments in the culinary arts program, and the management programs, is serious. There are essentially one of two choices. The first choice, and the recommended choice by this author is to proceed on the basis of rejuvenating Oakland Community College's culinary program. This would require:

- a major overhaul of the curriculum
- a re-deployment of existing faculty
- a more student-friendly scheduling
- more student-friendly and indeed industry required curriculum.

An enrollment that demonstrates a student teacher ratio of 10:1 is unacceptable by any standards.

Specific recommendations include the following:

- A "break-the-mold" curriculum, student friendly, industry oriented and suitably flexible and adaptable for students to fully participate in.
- A selection of professional short industry courses to include: fundamentals of cooking, sauce making, baking and pastry, bread baking, survey courses of wines and spirits, beer making, sanitation, supervisory management for chefs and nutrition. Additionally these courses, the latter three, nutrition, sanitation and supervisory management, may be marketed to chefs locally who wish to pursue the career ladder of certification with the American Culinary Federation.
- *5/28/97* Develop articulations of association with sister organizations, in particular ~~Western~~ Michigan State University with regard to the 2 plus 2 initiative.
- Aggressively pursue a marketing strategy to attract not only in-county, but also out-of-county students.
- Develop a high school mentoring program, with visitations from faculty who would demonstrate and talk about the culinary arts field.
- Other potential program offerings could include: seminars in cooking, culture, and history. Again, short programs lasting for a specified period of

time, emphasizing a specific area within the culture, history, and cuisine of Michigan. These programs would be offered intra college with potential for elective credit within the community college system.

- Professional programs in gastronomy. Programs developed for a full semester or for a specific period of time could be offered to intra-college students as an elective and available to all market categories.
- Offer a course which would focus on producing desserts that are particular to Michigan, its culture and cuisine, building from previous pastry programs.

Oenology Studies:

- This course could focus on the familiarization and recognition of wines, spirits, liqueurs, beers with emphasis on the Michigan state area. Courses on history, culture and cuisine of Michigan.

Shift of Focus:

- Towards Students
- Identifying students needs and values
- More externally oriented directions
- Integrated and expanded curriculum offerings
- Significantly increases and better planning and leadership activities
- Being more supportive of the overall mission of the college
- Develop a "Break the Mold" Curriculum
- Move toward better controls and monitoring of costs
- Better student mentoring
- Determine potential for developing more "community friendly programs"
- Identify and develop community outreach programs
- Within the culinary arts faculty develop task groups with timeliness to develop a marketing plan, leadership structures, and a marketing budget.
- Establish a guest lecture series
- Develop and schedule a "Travelling Roadshow" for high schools
- Determine the value of producing a "Cooking Show" from Oakland
- Seek to present a program to attract those seeking second careers in the culinary arts field

- Reorient curriculum to allow students become actively involved
- Conduct course profiles from student comments i.e. what are the ten best and the ten worst aspects of this class?
- Seek a column in local publications featuring OCC chefs and recipes.

To effect change and bring OCCs Culinary Arts program back to prominence, and to a more acceptable student teacher ratio, unprecedented cooperation and magnanimity is required. The entrenched dispositions and embedded blame apportioning stance of certain faculty members will not bring about the changes necessary to make improvements.

Appendix A