Oakland Community College

Curriculum Review Committee

Reports Supporting the Review of the Restaurant Management Program

Prepared by the Office of Assessment & Effectiveness
January 2009

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Major Highlights

Dashboard Percent of Targets Achieved

Dashboard Measures (Course Level Detail)

Degree Trends

Industrial Analysis

Occupational Projections

Occupational Skills Analysis

Program Assessment Plan

Program Assessment Findings

CRC Recommendations

CRC Follow-Up

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Restaurant Management program. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the programs which may impact short and long term curriculum development.

Major Highlights

- Among the seven program dashboard measures, the percent of students withdrawing from Restaurant Management courses is the only measure that fell below the target score with a 15% withdrawal rate. The largest number was from the Menu Development and Design (CUL 1240) course with nearly 47% of those students enrolling in this particular course withdrawing.

- The percent of minority students enrolled in Restaurant Management courses in 2007-08 was approximately 29%, which exceeds the program dashboard target score set by the college.

- A total of four degrees have been awarded in the Restaurant Management program in the last ten years, with two of those most recently awarded in 2007-08.

- Three occupations related to Restaurant Management were identified, which includes Food Service Managers, First-Line Supervisors/Managers of Food Preparation and Serving Workers, and Restaurant Cooks. For the four-county southeast Michigan region, the number of employment opportunities related to these occupations is projected to be more in replacement jobs than new jobs. A total of over 2,000 replacement jobs are projected in the next five years and approximately 1,300 new jobs, with the majority of these opportunities projected for Restaurant Cooks. It is worth noting that this occupation is among the lowest earnings of the three identified and does not require a college level degree.

- In terms of program assessment, the Restaurant Management program has an established assessment plan with five unique Learning Outcomes and a total of nine benchmarks, which is in accordance with the requirements set by the Student Outcomes Assessment Committee (SOAC) and affirmed by the Chancellor's Cabinet.

- However, only one of the nine benchmarks was assessed between July 2007 and June 2008. The one benchmark that was assessed was met, but a change indicated in the findings was that clarification of the learning outcome was needed. The learning outcome implies that the student will demonstrate knowledge and skills "necessary to supervise 'front house' employees, but in reality it may be any position in the operation".
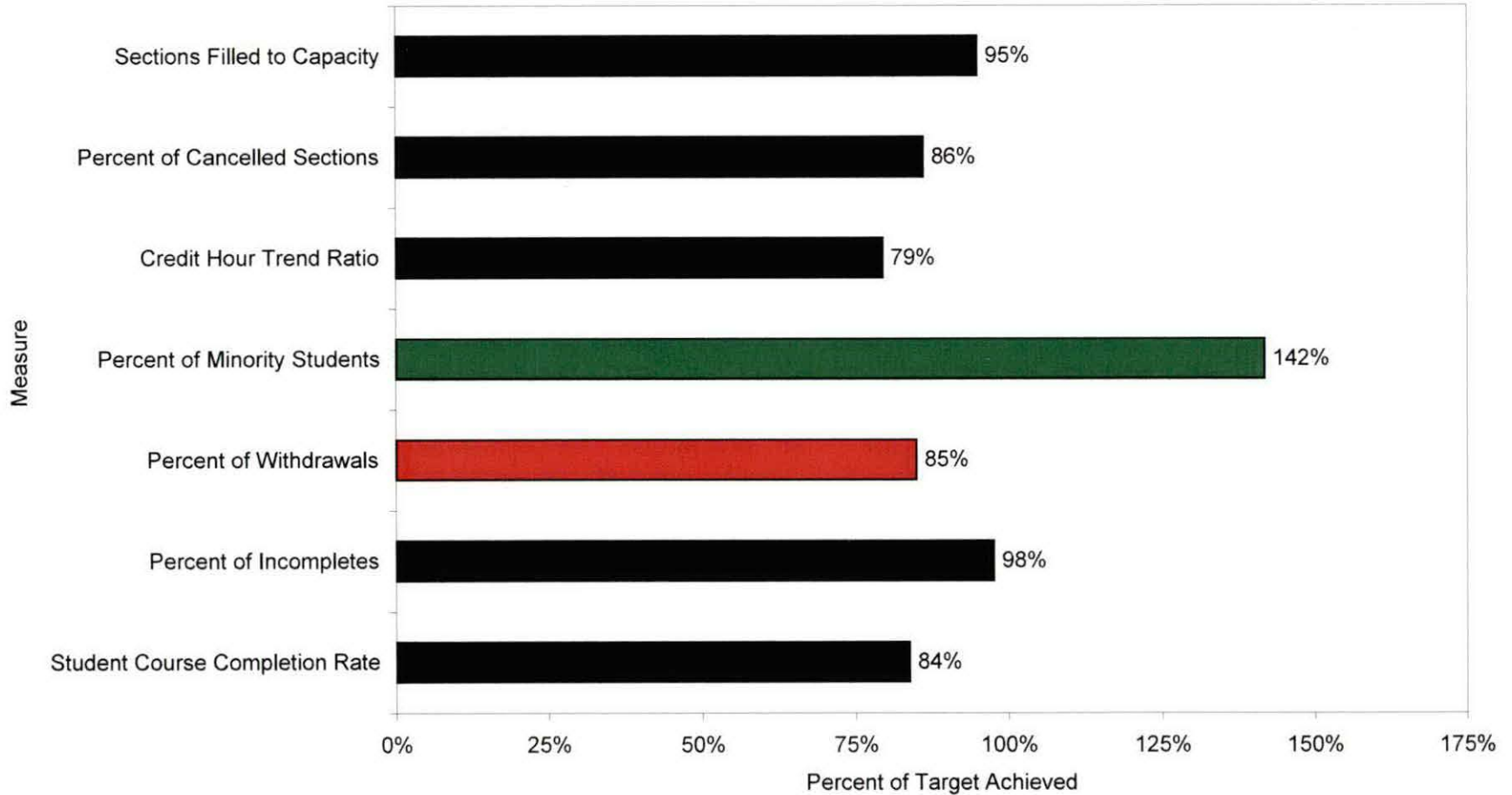
Oakland Community College
Program Dashboard
Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

Oakland Community College
Percent of Target Achieved
2007-08

Restaurant Management

Measure	Percent of Target Achieved
Sections Filled to Capacity	95%
Percent of Cancelled Sections	86%
Credit Hour Trend Ratio	79%
Percent of Minority Students	142%
Percent of Withdrawals	85%
Percent of Incompletes	98%
Student Course Completion Rate	84%

Restaurant Management
Program Assessment Plan

Last Revised 9/20/2005

Statement of Purpose

Restaurant Management
Program Assessment Plan

Learning Outcome

The Restaurant Management graduate will demonstrate competent guest service.

Benchmark		Assessment Method	Assessment Date
170.1A	75% of the students will receive 80% or higher on final grade.	Internship evaluation from supervising manager.	5/1/2008

Restaurant Management
Program Assessment Plan

Learning Outcome

The Restaurant Management graduate will demonstrate competency in the restaurant operations process (i.e. cost analysis & service).

Benchmark		Assessment Method	Assessment Date
170.2A	75% of the students will receive 80% or higher on final grade.	Successful Completion of CUL1230.	5/1/2008
170.2B	75% of the students will receive 80% or higher on final grade.	Successful completion of CUL1240.	5/1/2008

Restaurant Management
Program Assessment Plan

Learning Outcome

The Restaurant Management graduate will demonstrate knowledge & skills necessary to supervise front house employees.

Benchmark		Assessment Method	Assessment Date
170.3A	75% of the students will receive 80% or higher on final grade.	Successful Completion of CUL2450.	12/1/2008
170.3B	75% of the students will receive 80% or higher on final grade.	Successful completion of CUL2480.	5/1/2008

Restaurant Management
Program Assessment Plan

Learning Outcome

The Restaurant Management graduate will demonstrate competent Human Resources techniques & organizational skills.

Benchmark		Assessment Method	Assessment Date
170.4A	75% of the students will receive 80% or higher on final grade.	CUL 2510 - Evaluations from supervising manager.	5/1/2008

Restaurant Management
Program Assessment Plan

Learning Outcome

The Restaurant Management graduate will demonstrate teamwork in skills and understand the importance in meeting the goals of guest service & satisfaction for professional success.

Benchmark		Assessment Method	Assessment Date
170.5A	75% of the students will receive 80% or higher on final grade.	Successful Completion of CUL1210.	5/1/2008
170.5B	75% of the students will receive 80% or higher on final grade.	Successful Completion of CUL1230.	11/30/2008
170.5C	75% of the students will receive 80% or higher on final grade.	Successful Completion of CUL2480.	5/1/2008

Restaurant Management
Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

Statement of Purpose

Within this timeframe:

9 Benchmarks were scheduled to be assessed

1 Benchmarks were assessed

8 Benchmarks were not assessed

Note: The following pages reflect findings for those Benchmarks that were assessed.

Restaurant Management
Summary of Program Assessment Findings
7/1/2007 to 6/30/2008

Learning Outcome
The Restaurant Management graduate will demonstrate knowledge & skills necessary to supervise front house employees.

Benchmark
170.3A   75% of the students will receive 80% or higher on final grade.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
Benchmark is set at correct level. Benchmark may need clarification to be accurate to this assessment method. CUL- 2450 is Leadership Management for our Hospitality students. The learning outcome implies knowledge and skills necessary to supervise "front house" employees but in reality it may be any position in the operation.	Yes	Benchmark is set at correct level. Benchmark may need clarification to be accurate to this assessment method. CUL- 2450 is Leadership Management for our Hospitality students. The learning outcome implies knowledge and skills necessary to supervise "front house" employees but in reality it may be any position in the operation.	12/1/2007	In Progress

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Curriculum Review Committee Recommendations

Restaurant Management
Darlene Levinson
March 20, 2009

Curriculum
- Continue to work on articulation agreements with Madonna and EMU.
- In order to continue with serving students and community the Culinary Program has a need for a new faculty member.
- Work with assessment facilitator to refine assessment plan.

Resources
- The Culinary faculty need to continue their efforts to receive an updated facility that would meet the needs of the culinary students and enhance the image of the institution as an award-wining culinary program. There appears to be need for advocacy and support.
- Culinary program coordinator to address issue of facilities, maintenance, room issue with facilities manager, dean, and president of the campus in order to ensure meeting sanitation standards.
- Work with facilities manager to have culinary events on the college wide calendar.
- Parking is needed for J building so community residents (elderly) do not have so far to walk especially in the winter to attend events or lunch

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WELCOME TO THE CURRICULUM REVIEW
SELF-STUDY PROCESS

Discipline/Program <u>Restaurant Management</u>   Coordinator(s) Darlene M. Levinson
CRC Mentor _____   Review Date: <u>March 20, 2009</u>

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Case Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

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Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

College Curriculum Review Membership
2008-2009

Imagene Bailey (OR)	Diane Hill (OR)	Janet Peart (AH)
Thomas Boozer (AH)	Tony Ingram (OR)	Letyna Roberts (ex-officio)
Nadia Boulos (HL) (RO/SF)	Darlene Levinson (OR)	Beverly Stanbrough
Aletia Droba (RO)	David Mathews (RO)	Gail Mays-Chair (AH)
Cheryl Neely (RO)	Gayle Mazzocco (HL)	Mary Moon (AH)

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number CUL 1000	__X__	____
Course Number CUL 1010	____	__X__
Course Number CUL 1111	__X__	____
Course Number CUL 1180	____	__X__
Course Number CUL 1210	____	__X__
Course Number CUL 1230	____	__X__
Course Number CUL 1240	__X__	____
Course Number CUL 2020	____	__X__
Course Number CUL 2030	__X__	____
Course Number CUL 2220	__X__	____
Course Number CUL 2240	____	__X__
Course Number CUL 2320	__X__	____
Course Number CUL 2450	____	__X__
Course Number CUL 2480	____	__X__
Course Number CUL 2490	__X__	____
Course Number CUL 2510	____	__X__
Course Number CIS 1050	____	__X__
Course Number HEA 1510	____	__X__

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

Results of Faculty Surveys:

CUL 2030 description should add students will gain workable knowledge of food products through the practice of writing purchasing specifications.

CUL 1240 should be changed to 3 credits to allow for more instructional time – based on course assessment and student assessment reviews. (had first reading)

CUL 2220 does not accurately describe the class outcomes and should have prerequisites.

Already in process with curriculum committee are the following revisions to course descriptions:

- CUL 1000 has changed from no prerequisites to corequisites.
- CUL 1111 has changed from pre or co-requisites for CUL 1000 and 1010 to prerequisites.
- CUL 2020 currently has no prerequisites, changed to prereqs of CUL 1000,1010, 1111.
- CUL 2030 currently has no prerequisites, changed to prereqs of CUL 1000, 1010.
- CUL 2210 has been added to program requirements.
- CUL 2490 has added prereqs CUL 1210, 1230 or permission of instructor.
- First reading approved on adding one credit hour to CUL 1240.

- Minor revisions need to be made to CUL 1180 to reflect field trips, CUL 2320 to reflect more accurate description, and CUL 2510 to reflect more accurate description.
- Major revision already in process is the addition of ACC1500 or ACC 1810 which was inadvertently left out of the catalog when the accounting department changed course codes.

SYLLABUS REVIEW SUMMARY:

Course Numbers:	Revision Needed	No Revision Needed	Missing
CUL 1000		X	
CUL 1010	X		
CUL 1111		X	
CUL 1180	X		
CUL 1210		X	
CUL1230		X	
CUL 1240		X	
CUL 2020		X	
CUL 2030		X	
CUL 2220	X		
CUL 2320	X		
CUL 2240	X		
CUL 2450		X	
CUL 2480		X	
CUL 2490		X	
CUL 2510		X	
CUL 1050		X	
HEA 1510		X	

- Most syllabi in this program include all mandated information. Instructors use very similar formats for teaching the same class. Adjuncts are given these as examples of what to write in their syllabi, so there is much continuity in all syllabi.
- Example: 2 different instructors teaching CUL 1000 have exactly the same syllabus, 3 instructors teaching CUL 1111(one is adjunct) use exactly the same syllabus.
- A few syllabi needed minor revisions:
- CUL 1010 was missing the schedule of assignments; it is a certification course and the Course book that is used has the schedule included.
- CUL 1180 was missing the ADA notification; however, this instructor does have ADA on all other syllabi.
- CUL 2220 missing the course goals.
- CUL 2320 missing course goals.
- CUL 2240 missing schedule of assignments.

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Among the seven program dashboard measures, the % of students withdrawing from Restaurant management course is the only measure that fell below the target score:

- Sections filled to Capacity reached 94.9% of Target at 85.4% filled. Most courses (56%) independently had a capacity rating of over 90%. The number is skewed due to 2-3 courses that are upper level courses and typically do not fill: Hospitality Legal Issues at 11%, and the Restaurant Management Internship at 18.5% filled to capacity. Also, there is a mistake in the data is that the Culinary Art Internship was included in the data at a 0% filled to capacity. It is not one of the required courses for Restaurant Management.
- Cancelled Sections were at 13.9% cancellations, 86% of target achieved. The trouble score here is 25%. Some of these cancelled sections reflect the inception of the night program in 2000 — the night program has a small population and the classes don't always fill or meet the minimum required students as the program begins to grow. The Hospitality Marketing has a 100% cancellation rate – this class is offered once per year, and is taught by adjuncts, and was cancelled once which reflects the 100% cancel rate, and skews the total cancellation percent. There has been some difficulty in hiring the right person for what should be accomplished in this class.
- Credit hour trend is at 1.08 that reflects an increase in the number of credit hours in the past 4 years. The trouble score for this is .68, and 79.4% of target was achieved.

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

- Restaurant Management excelled in this area reaching 142% of target. Percent of Minority Students was 29.2% with a trouble score of 18.5% - well above the target score of 20.6%.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)
- Percent of Withdrawals measured poorly with a score of 15.1% and a trouble score of 15%. A majority of classes were under the trouble score with the exception of 3 classes: Menu Development, Legal Issues and the Restaurant Management Internship. Menu Development is a rigorous demanding class with an end of semester project. The instructor has shown concern for the high withdrawal rate by changing the format, doing the project in increments with portions of the project due throughout the semester, increasing the credit hours for more instruction time, and showing examples of past projects. The typical culinary student works full time, goes to school full time, and has difficulty committing the time for this project. Another class with high withdrawal is Hospitality Legal Issues – a higher level class with only an 11% Filled to Capacity score. The Restaurant Management Intern class also had a 20% withdrawal rate - this class is only offered Summer I, and the students are given the Summer 2 semester if needed to complete the course.
- Incompletes were at 2.5% with a Trouble score of 3.0%, and so achieved 97.5% of target. This is a skewed score, as the Internship students are given an Incomplete in Summer 1 to complete the

requirements. The Internship class had 80% incomplete, all other classes were well below the 3.0 Trouble score – most had 0% Incompletes.

- Trouble score for this is 60% and the program had a 62.8% student course completion score. In 2007-08, the courses with the lowest completion rates were the Internship, Menu Development and Cost Control. Again this number is not correct as the Culinary Internship score (27%) was added in, and this is not a required course for this program. The Menu class and Internship class have already been discussed above, and Cost Control is a very hard class requiring math skills that students may not be ready for.

ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:

Overall, student enrollment is up. We are currently held at this student count due to lack of space. We need more kitchen labs and classrooms. Every kitchen and every classroom is filled Monday through Thursday. Student retention has been an issue – a job as a restaurant manager consumes you as you work 40-55 hours per week. Students who work in the industry have a hard time finding time to attend classes. It is not always a lack of interest – it is time. Enrollment did increase with the more flexible scheduling that was introduced in the Culinary Studies Institute in 2000.

DATA ANALYSIS

CORE REVIEW

What resources or services does your Discipline/Program need?

Results of Faculty surveys:
- Additional and up-to-date kitchen labs and dining facilities. Classrooms for lecture are limited in current building which limits number of class offerings. Due to business operations, additional support is needed. Evening classes big challenge due to support staff not available.
- Child care not available to students due to early start of culinary classes (7:30). Center is not open that early. Facility design does not meet curriculum needs.
- New facility – replaced the outdated, ugly, abused infrastructure.
- Need new facility.
- More dining room service classes, better kitchen facilities, advisory board needs to be reinstituted, new building, more classroom space, computer lab for students housed in culinary area.
- Need up-dated kitchen and equipment. Kitchens are "run-down", and over-crowded due the high enrollment. Need technology in kitchen: DVD monitors, computers in kitchen.
- Need more full time faculty.
- Disputes with custodial and mechanical maintenance departments create challenges to deliver curriculum. Constant break downs and lack of pristine cleanliness to facility does not bode well.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?
Faculty responses:
- Revisions currently in process to include change in Menu Development class (increase to 3 credits), Dining Room 2 added to requirements, and ACC being placed back in requirements.
- Adding wine certificates at "levels"
- Wine certificate course
- Interactive teaching/learning with other institutions using web-cam in kitchens.
- Working a "formal" articulation for graduate students.
- Additional support staff to meet operation of classes.

DISCIPLINE/PROGRAM NEEDS AND RESOURCES
REVIEW SUMMARY:

In summary – we need a NEW BUILDING. The building is run down, out of date, decrepit with not enough space for current student lab classes, and classrooms.
Also, there is a need for additional full-time faculty, and additional support staff.

PART II- PROGRAM REVIEW
and
PROGRAM REVIEW OF OCCCUPATIONAL EVALUATION (PROE)

Faculty Perceptions of Occupational Programs Analysis
Methodology: Responses were collected from 11 faculty. The items were rated 1 (strongly disagree), 2 (disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree) . Mean responses for each item were calculated and the results are below:

		Mean
1.	The program of student is meeting my expectations as a faculty member.	4
2.	The courses offered are preparing students for the workforce.	4
3.	The program can be more challenging academically for the students.	3
4.	The program can be more competitive with other institutions.	4
5.	I am satisfied with the quality of instruction to students.	4
6.	My fellow faculty members are knowledgeable about the courses.	5
7.	I am satisfied with the course offerings in this program.	4.5
8.	I feel that the program has a focus real-world application.	4
9.	I feel that the students are prepared for the rigors of the program.	3
10.	I am informed about what is happening in this program.	3.5
11.	Opportunities are available for me to make suggestions for improvements in this program.	4
12.	I think the department has a commitment to student success.	4.5

SUMMARY:
Overall, the faculty were very satisfied with the quality of instruction, the course offerings, the real-world applications that are used in this program, and a commitment to student success. The two lowest rankings are student related and not program related – students are not prepared for the rigors of the program, and some instructors felt the program could be more challenging.

Open Ended Responses from Faculty:
The question, "I am satisfied with the direction of this program because" brought a variety of responses from the choices. All of the following had fairly equal response except item B – the advisory board is not currently active as the department is replacing/adding new members:
    a. I think it prepares students for employment in the workforce.
    b. Working in conjunction with the advisory committee keeps the program going in the right direction.
    c. Feedback that I have received from the students indicates that the program is headed in the right direction.
    d. I know that other programs at other institutions do not compare to OCC.

Write-In Responses Included:
- Concern about the retention of students in restaurant management.
- Need a new facility – when potential students come for a tour, this building/facility is NOT impressive at all. It is 35 years old, and looks like it is 60 years old.
- The program is excellent and I feel that a better marketing effort by OCC would educate the public and potential students about the programs in Culinary Studies Institute. I am so tired of everyone assuming I teach at Schoolcraft when they hear "Culinary Studies". A public awareness program would elevate the attendance at the public events and provide increased credibility.
- Marketing is everything.
- Need more full time faculty.
- Increase internship opportunities for students
- Increase articulation for student opportunities.
- Everything is fine the way it is. OCC has a well known program and I wouldn't change the courses.

- Need a state-of-the-art facility. We are a learning institution and we need to show the students how modern technologies enhance their business and teach them to work smarter, not harder. Also need to set the bar for excellence and keep students inspired.
- The demands of production may outweigh the proper amount of lecture.
- Love the program and the opportunity. Need informational change to get "news' of program passed down to adjuncts (only here once per week). Adjunct Update Newsletter?
- New facility, larger rooms, our building is over 30 years old and although we are purchasing new equipment we need to update.
- Need to add deli counter with pizza ovens. This is one of the more popular food trends that we can't deliver due to lack of equipment and space.

Student Perception of Occupational Programs Analysis

The same methodology was used to survey 19 Students with the following results:

1.	My program of study is meeting my expectations.	4.5
2.	The courses offered are preparing me for the workforce.	4.5
3.	I would like to change my current program of study due to academic reasons.	1
4.	I would like to attend another institution because of dissatisfaction.	1
5.	I am satisfied with the quality of the instructors in my program.	5
6.	I feel that the instructors are knowledgeable about the course subject.	5
7.	I am satisfied with the course offerings in my program.	4.5
8.	My instructors help me to understand how useful my study can be in the real world.	4
9.	My instructors make the course subject matter seem interesting.	4.5
10.	I am informed about what is happening in my program.	4
11.	I think the department is committed to student success in the program.	5
12.	I am satisfied with my program of study.	5

Student Write in responses:

- Need a recycling program of glass and bottles. Kitchen waste should be composted for campus gardens. Improve social responsibility and awareness.
- Offer a few more classes that give more kitchen experience for those students who have never worked in industry.
- I want to see more courses on wine, beer and spirits. Would like to see a one year certificate course in wine studies.
- Make a prereq for the design and layout course. Class was great but was overwhelming. If you have sanitation and menu planning first I feel the class would be much easier. A class for bartending "flair" and more of understanding of full bar would be helpful. I have been in the bar business for years and think people don't get a handle of their liquor and miss out on a great deal of profit. Plus a flair course could bring another variety of students to program.
- I would change the equipment planning class to the culinary requirements, not management.
- I think some of the instructors should undergo student-teacher training, so that they can relate to the students better.
- They forget we are students.
- Let students know when certain classes are offered more often.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

At this time, the Advisory Board for Restaurant management is not active, due to the need to recruit new people to replace some who have moved, and/or declined due to time constraints.

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY
REVIEW SUMMARY

In summary, for the things that really count, the faculty seem very satisfied with the program courses and quality of instruction, and the real world focus of the classes. Almost all faculties commented on their frustration with the ancient, decrepit facility and lack of marketing. Another cause for concern was the lack of preparedness on the student's part for the rigors of the program.

Students were highly satisfied with their choice of program. They felt the instructors were knowledgeable, and very committed to student success. Students indicated their satisfaction that the program is meeting their expectations. They made some good suggestions for recycling, and for some additional courses of interest that could be offered, particularly in the wine, spirits and bartending arenas.

E. COMPARABLE COURSES/PROGRAMS AND TRENDS

1.   List three institutions to which the courses in your Program transfer, and list the specific courses for each institution.

There are no formal agreements, however, Eastern University accepts most of the credits from the Restaurant Management program.

2.   List the institutions with which articulation agreements exist that include the courses in your Program.
We do not have any FORMAL articulation agreements, but students who do want to further their degree, Eastern Michigan has been accepting their degree from OCC. Department coordinator is currently meeting with Madonna University for an articulation agreement.

3. Provide information regarding labor market trends in your field.
For the Four-County region of Macomb, Oakland, Wayne and Livingston counties, the following results were projected:
The OAE identified 3 occupations related to Restaurant Management: Food service Managers, First line supervisors/managers of food preparation and serving workers, and Restaurant Cooks. Since the Culinary Studies Institute has a separate Culinary Arts degree, we will show the projections for the first 2 identified occupations:
From 2008-2013 there is a projected 2% increase in number of food service managers,
and a 4% increase in first line supervisors/managers of food preparation and serving workers.
Restaurant managers earn between $40,000 and $55,000 annually, and may participate in profit-sharing plans.
A total of over 2,000 replacement jobs are projected in the next five years and approximately 1300 new jobs, with the majority of these opportunities projected for restaurant cooks.

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years.
The most important employer expectations were identified as:
Customer and Personal Service, management knowledge, active listening and speaking, deductive reasoning, speech clarity, and food production knowledge

DATA ANALYSIS

H. OUTCOMES ASSESSMENT

1. How have you used the findings from your Program Assessment to improve your program?

- **There were 3 assessments made in 2008: 2 benchmarks were met: the restaurant management graduate will demonstrate teamwork in skills and understand the importance in meeting the goals of guest service and satisfaction; and the restaurant management graduate will demonstrate knowledge and skills necessary to supervise front house employees.**
- **One benchmark was not met: the restaurant management graduate will demonstrate competency in the restaurant operations process (cost analysis and service). Only 60% of the students performed at or above the 75% benchmark**
- **Program assessments need to be done on a more timely basis.**
- **Assist us in keeping up our quality standards and providing the need for additional staff for the growing evening program.**
- **Lobby for additional full time faculty.**
- **Highlight the need to maintain a qualified staff in light of the impending opening of an Art Institute School in Michigan.**
- **Work with department to provide a forum to use the expertise of the adjunct faculty.**
- **We are continuing our efforts to meet the demands of our market.**

Faculty Sign-Off Form*

_____

For Curriculum Review of Program:

_____

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes _____ No _____

Comments: (Attach additional sheets if necessary)

Name (printed) _____

Signature _____

Date _____

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CRC Mentor _____   Review Date: <u>March 20, 2009</u>

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DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog.   Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number CUL 1000	_X_	____
Course Number CUL 1010	____	_X_
Course Number CUL 1111	_X_	____
Course Number CUL 1180	____	_X_
Course Number CUL 1210	____	_X_
Course Number CUL 1230	____	_X_
Course Number CUL 1240	_X_	____
Course Number CUL 2020	____	_X_
Course Number CUL 2030	_X_	____
Course Number CUL 2220	_X_	____
Course Number CUL 2240	____	_X_
Course Number CUL 2320	_X_	____
Course Number CUL 2450	____	_X_
Course Number CUL 2480	____	_X_
Course Number CUL 2490	_X_	____
Course Number CUL 2510	____	_X_
Course Number CIS 1050	____	_X_
Course Number HEA 1510	____	_X_

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:
Results of Faculty Surveys:
CUL 2030 description should add students will gain workable knowledge of food products through the practice of writing purchasing specifications.
CUL 1240 should be changed to 3 credits to allow for more instructional time – based on course assessment and student assessment reviews. (had first reading)
CUL 2220 does not accurately describe the class outcomes and should have prerequisites.

Already in process with curriculum committee are the following revisions to course descriptions:

- CUL 1000 has changed from no prerequisites to corequisites.
- CUL 1111 has changed from pre or co-requisites for CUL 1000 and 1010 to prerequisites.
- CUL 2020 currently has no prerequisites, changed to prereqs of CUL 1000,1010, 1111.
- CUL 2030 currently has no prerequisites, changed to prereqs of CUL 1000, 1010.
- CUL 2210 has been added to program requirements.
- CUL 2490 has added prereqs CUL 1210, 1230 or permission of instructor.
- First reading approved on adding one credit hour to CUL 1240.

- Minor revisions need to be made to CUL 1180 to reflect field trips, CUL 2320 to reflect more accurate description, and CUL 2510 to reflect more accurate description.
- Major revision already in process is the addition of ACC1500 or ACC 1810 which was inadvertently left out of the catalog when the accounting department changed course codes.

SYLLABUS REVIEW SUMMARY:

Course Numbers:	Revision Needed	No Revision Needed	Missing
CUL 1000		X	
CUL 1010	X		
CUL 1111		X	
CUL 1180	X		
CUL 1210		X	
CUL1230		X	
CUL 1240		X	
CUL 2020		X	
CUL 2030		X	
CUL 2220	X		
CUL 2320	X		
CUL 2240	X		
CUL 2450		X	
CUL 2480		X	
CUL 2490		X	
CUL 2510		X	
CUL 1050		X	
HEA 1510		X	

- Most syllabi in this program include all mandated information. Instructors use very similar formats for teaching the same class. Adjuncts are given these as examples of what to write in their syllabi, so there is much continuity in all syllabi.
- Example: 2 different instructors teaching CUL 1000 have exactly the same syllabus, 3 instructors teaching CUL 1111(one is adjunct) use exactly the same syllabus.
- A few syllabi needed minor revisions:
- CUL 1010 was missing the schedule of assignments; it is a certification course and the Course book that is used has the schedule included.
- CUL 1180 was missing the ADA notification; however, this instructor does have ADA on all other syllabi.
- CUL 2220 missing the course goals.
- CUL 2320 missing course goals.
- CUL 2240 missing schedule of assignments.

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

> Among the seven program dashboard measures, the % of students withdrawing from Restaurant management course is the only measure that fell below the target score:

- Sections filled to Capacity reached 94.9% of Target at 85.4% filled. Most courses (56%) independently had a capacity rating of over 90%. The number is skewed due to 2-3 courses that are upper level courses and typically do not fill: Hospitality Legal Issues at 11%, and the Restaurant Management Internship at 18.5% filled to capacity. Also, there is a mistake in the data is that the Culinary Art Internship was included in the data at a 0% filled to capacity. It is not one of the required courses for Restaurant Management.
- Cancelled Sections were at 13.9% cancellations, 86% of target achieved. The trouble score here is 25%.   Some of these cancelled sections reflect the inception of the night program in 2000 — the night program has a small population and the classes don't always fill or meet the minimum required students as the program begins to grow. The Hospitality Marketing has a 100% cancellation rate – this class is offered once per year, and is taught by adjuncts, and was cancelled once which reflects the 100% cancel rate, and skews the total cancellation percent. There has been some difficulty in hiring the right person for what should be accomplished in this class.
- Credit hour trend is at 1.08 that reflects an increase in the number of credit hours in the past 4 years. The trouble score for this is .68, and 79.4% of target was achieved.

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

- Restaurant Management excelled in this area reaching 142% of target. Percent of Minority Students was 29.2% with a trouble score of 18.5% - well above the target score of 20.6%.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)
- Percent of Withdrawals measured poorly with a score of 15.1% and a trouble score of 15%. A majority of classes were under the trouble score with the exception of 3 classes: Menu Development, Legal Issues and the Restaurant Management Internship. Menu Development is a rigorous demanding class with an end of semester project. The instructor has shown concern for the high withdrawal rate by changing the format, doing the project in increments with portions of the project due throughout the semester, increasing the credit hours for more instruction time, and showing examples of past projects. The typical culinary student works full time, goes to school full time, and has difficulty committing the time for this project. Another class with high withdrawal is Hospitality Legal Issues – a higher level class with only an 11% Filled to Capacity score. The Restaurant Management Intern class also had a 20% withdrawal rate - this class is only offered Summer I, and the students are given the Summer 2 semester if needed to complete the course.
- Incompletes were at 2.5% with a Trouble score of 3.0%, and so achieved 97.5% of target. This is a skewed score, as the Internship students are given an Incomplete in Summer 1 to complete the

requirements. The Internship class had 80% incomplete, all other classes were well below the 3.0 Trouble score – most had 0% Incompletes.

- Trouble score for this is 60% and the program had a 62.8% student course completion score. In 2007-08, the courses with the lowest completion rates were the Internship, Menu Development and Cost Control. Again this number is not correct as the Culinary Internship score (27%) was added in, and this is not a required course for this program. The Menu class and Internship class have already been discussed above, and Cost Control is a very hard class requiring math skills that students may not be ready for.

ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:

Overall, student enrollment is up. We are currently held at this student count due to lack of space. We need more kitchen labs and classrooms. Every kitchen and every classroom is filled Monday through Thursday. Student retention has been an issue – a job as a restaurant manager consumes you as you work 40-55 hours per week. Students who work in the industry have a hard time finding time to attend classes. It is not always a lack of interest – it is time. Enrollment did increase with the more flexible scheduling that was introduced in the Culinary Studies Institute in 2000.

DATA ANALYSIS

CORE REVIEW

What resources or services does your Discipline/Program need?

Results of Faculty surveys:

- Additional and up-to-date kitchen labs and dining facilities. Classrooms for lecture are limited in current building which limits number of class offerings. Due to business operations, additional support is needed. Evening classes big challenge due to support staff not available.
- Child care not available to students due to early start of culinary classes (7:30). Center is not open that early. Facility design does not meet curriculum needs.
- New facility – replaced the outdated, ugly, abused infrastructure.
- Need new facility.
- More dining room service classes, better kitchen facilities, advisory board needs to be reinstituted, new building, more classroom space, computer lab for students housed in culinary area.
- Need up-dated kitchen and equipment. Kitchens are "run-down", and over-crowded due the high enrollment. Need technology in kitchen: DVD monitors, computers in kitchen.
- Need more full time faculty.
- Disputes with custodial and mechanical maintenance departments create challenges to deliver curriculum. Constant break downs and lack of pristine cleanliness to facility does not bode well.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?
Faculty responses:

- Revisions currently in process to include change in Menu Development class (increase to 3 credits), Dining Room 2 added to requirements, and ACC being placed back in requirements.
- Adding wine certificates at "levels"
- Wine certificate course
- Interactive teaching/learning with other institutions using web-cam in kitchens.
- Working a "formal" articulation for graduate students.
- Additional support staff to meet operation of classes.

DISCIPLINE/PROGRAM NEEDS AND RESOURCES
REVIEW SUMMARY:

In summary – we need a NEW BUILDING. The building is run down, out of date, decrepit with not enough space for current student lab classes, and classrooms.
Also, there is a need for additional full-time faculty, and additional support staff.

PART II- PROGRAM REVIEW
and
PROGRAM REVIEW OF OCCCUPATIONAL EVALUATION (PROE)

Faculty Perceptions of Occupational Programs Analysis
Methodology: Responses were collected from 11 faculty. The items were rated 1 (strongly disagree), 2 (disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree) . Mean responses for each item were calculated and the results are below:

		Mean
1.	The program of student is meeting my expectations as a faculty member.	4
2.	The courses offered are preparing students for the workforce.	4
3.	The program can be more challenging academically for the students.	3
4.	The program can be more competitive with other institutions.	4
5.	I am satisfied with the quality of instruction to students.	4
6.	My fellow faculty members are knowledgeable about the courses.	5
7.	I am satisfied with the course offerings in this program.	4.5
8.	I feel that the program has a focus real-world application.	4
9.	I feel that the students are prepared for the rigors of the program.	3
10.	I am informed about what is happening in this program.	3.5
11.	Opportunities are available for me to make suggestions for improvements in this program.	4
12.	I think the department has a commitment to student success.	4.5

SUMMARY:
Overall, the faculty were very satisfied with the quality of instruction, the course offerings, the real-world applications that are used in this program, and a commitment to student success. The two lowest rankings are student related and not program related – students are not prepared for the rigors of the program, and some instructors felt the program could be more challenging.

Open Ended Responses from Faculty:
The question, "I am satisfied with the direction of this program because" brought a variety of responses from the choices. All of the following had fairly equal response except item B – the advisory board is not currently active as the department is replacing/adding new members:
a. I think it prepares students for employment in the workforce.
b. Working in conjunction with the advisory committee keeps the program going in the right direction.
c. Feedback that I have received from the students indicates that the program is headed in the right direction.
d. I know that other programs at other institutions do not compare to OCC.

Write-In Responses Included:
- Concern about the retention of students in restaurant management.
- Need a new facility – when potential students come for a tour, this building/facility is NOT impressive at all. It is 35 years old, and looks like it is 60 years old.
- The program is excellent and I feel that a better marketing effort by OCC would educate the public and potential students about the programs in Culinary Studies Institute. I am so tired of everyone assuming I teach at Schoolcraft when they hear "Culinary Studies". A public awareness program would elevate the attendance at the public events and provide increased credibility.
- Marketing is everything.
- Need more full time faculty.
- Increase internship opportunities for students
- Increase articulation for student opportunities.
- Everything is fine the way it is. OCC has a well known program and I wouldn't change the courses.

- Need a state-of-the-art facility. We are a learning institution and we need to show the students how modern technologies enhance their business and teach them to work smarter, not harder. Also need to set the bar for excellence and keep students inspired.
- The demands of production may outweigh the proper amount of lecture.
- Love the program and the opportunity. Need informational change to get "news' of program passed down to adjuncts (only here once per week). Adjunct Update Newsletter?
- New facility, larger rooms, our building is over 30 years old and although we are purchasing new equipment we need to update.
- Need to add deli counter with pizza ovens. This is one of the more popular food trends that we can't deliver due to lack of equipment and space.

Student Perception of Occupational Programs Analysis

The same methodology was used to survey 19 Students with the following results:

1. My program of study is meeting my expectations. 4.5
2. The courses offered are preparing me for the workforce. 4.5
3. I would like to change my current program of study due to academic reasons. 1
4. I would like to attend another institution because of dissatisfaction. 1
5. I am satisfied with the quality of the instructors in my program. 5
6. I feel that the instructors are knowledgeable about the course subject. 5
7. I am satisfied with the course offerings in my program. 4.5
8. My instructors help me to understand how useful my study can be in the real world. 4
9. My instructors make the course subject matter seem interesting. 4.5
10. I am informed about what is happening in my program. 4
11. I think the department is committed to student success in the program. 5
12. I am satisfied with my program of study. 5

Student Write in responses:

- Need a recycling program of glass and bottles. Kitchen waste should be composted for campus gardens. Improve social responsibility and awareness.
- Offer a few more classes that give more kitchen experience for those students who have never worked in industry.
- I want to see more courses on wine, beer and spirits. Would like to see a one year certificate course in wine studies.
- Make a prereq for the design and layout course. Class was great but was overwhelming. If you have sanitation and menu planning first I feel the class would be much easier. A class for bartending "flair" and more of understanding of full bar would be helpful. I have been in the bar business for years and think people don't get a handle of their liquor and miss out on a great deal of profit. Plus a flair course could bring another variety of students to program.
- I would change the equipment planning class to the culinary requirements, not management.
- I think some of the instructors should undergo student-teacher training, so that they can relate to the students better.
- They forget we are students.
- Let students know when certain classes are offered more often.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

At this time, the Advisory Board for Restaurant management is not active, due to the need to recruit new people to replace some who have moved, and/or declined due to time constraints.

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY
REVIEW SUMMARY

In summary, for the things that really count, the faculty seem very satisfied with the program courses and quality of instruction, and the real world focus of the classes. Almost all faculties commented on their frustration with the ancient, decrepit facility and lack of marketing. Another cause for concern was the lack of preparedness on the student's part for the rigors of the program.

Students were highly satisfied with their choice of program. They felt the instructors were knowledgeable, and very committed to student success. Students indicated their satisfaction that the program is meeting their expectations. They made some good suggestions for recycling, and for some additional courses of interest that could be offered, particularly in the wine, spirits and bartending arenas.

E. COMPARABLE COURSES/PROGRAMS AND TRENDS

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution.

There are no formal agreements, however, Eastern University accepts most of the credits from the Restaurant Management program.

2. List the institutions with which articulation agreements exist that include the courses in your Program.
We do not have any FORMAL articulation agreements, but students who do want to further their degree, Eastern Michigan has been accepting their degree from OCC. Department coordinator is currently meeting with Madonna University for an articulation agreement.

3. Provide information regarding labor market trends in your field.
For the Four-County region of Macomb, Oakland, Wayne and Livingston counties, the following results were projected:
 The OAE identified 3 occupations related to Restaurant Management: Food service Managers, First line supervisors/managers of food preparation and serving workers, and Restaurant Cooks. Since the Culinary Studies Institute has a separate Culinary Arts degree, we will show the projections for the first 2 identified occupations:
  From 2008-2013 there is a projected 2% increase in number of food service managers,
  and a 4% increase in first line supervisors/managers of food preparation and serving workers.
  Restaurant managers earn between $40,000 and $55,000 annually, and may participate in profit-sharing plans.
  A total of over 2,000 replacement jobs are projected in the next five years and approximately 1300 new jobs, with the majority of these opportunities projected for restaurant cooks.

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years.
 The most important employer expectations were identified as:
 Customer and Personal Service, management knowledge, active listening and speaking, deductive reasoning, speech clarity, and food production knowledge

DATA ANALYSIS

H. OUTCOMES ASSESSMENT

1. How have you used the findings from your Program Assessment to improve your program?

- **There were 3 assessments made in 2008: 2 benchmarks were met: the restaurant management graduate will demonstrate teamwork in skills and understand the importance in meeting the goals of guest service and satisfaction; and the restaurant management graduate will demonstrate knowledge and skills necessary to supervise front house employees.**
- **One benchmark was not met: the restaurant management graduate will demonstrate competency in the restaurant operations process (cost analysis and service). Only 60% of the students performed at or above the 75% benchmark**
- **Program assessments need to be done on a more timely basis.**
- **Assist us in keeping up our quality standards and providing the need for additional staff for the growing evening program.**
- **Lobby for additional full time faculty.**
- **Highlight the need to maintain a qualified staff in light of the impending opening of an Art Institute School in Michigan.**
- **Work with department to provide a forum to use the expertise of the adjunct faculty.**
- **We are continuing our efforts to meet the demands of our market.**

Faculty Sign-Off Form*

For Curriculum Review of Program:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes _____ No _____

Comments: (Attach additional sheets if necessary)

Name (printed) _____

Signature _____

Date _____

Suggestions for items to be included in the PROE report:

1. What do you consider the strengths and weaknesses of your program? (Add to Faculty Survey)

2. Describe how the curriculum develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds.

3. How does the program provide flexibility to adapt to individual differences among students (e.g., honors programs, remedial instruction, peer tutoring, etc.)?

4. (If applicable) Describe how career related employment and/or experience (e.g. on-the-job training, extern-ships, fellowships, cooperative training) provide the opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.

5. What opportunities are available to faculty to stay current in their field?

OVERVIEW of the Restaurant Management program:

The mission and goal of the Restaurant Management program is to provide students with experience in food service and preparation, nutrition and menu planning, sanitation, purchasing, cost control, management principles and practices, leadership and beverage management. Courses include theory and practical applications for front house operations while working to develop leadership skills necessary for today's manager.

The Restaurant Management program is housed in the Culinary Studies Institute along with 4 other programs: Culinary Arts, Baking and Pastry Arts Certificate, Hotel Management, and Apprenticeship Certificate.

New students seeking information for the Culinary Studies Institute are sent an initial packet describing the various programs offered, with a list of dates for the required orientation sessions held at least once per month. Students attend the orientation to understand the sequence of classes, the 4 programs offered under Culinary, and the necessary tools and uniform required.

All students must take CUL 1000 Intro to Culinary Arts, and CUL 1010 Sanitation and Hygiene before registering for any other culinary classes. This ensures students are prepared for: proper tool/equipment use, knife skills, sanitation and an understanding of how to work in a kitchen. First year students work in a closed lab setting learning specific kitchen skills and food preparation to prepare them for the second year of classes: working in our public dining establishments learning execution, guest service skills, organizational skills, practice leadership and teamwork.

The second year of classes involves learning advanced service, management and leadership skills. Students also receive management operation skills in classes such as: Menu Planning, Cost Control, and Event and Catering Management.

In 2000 all of the programs/certificates were revised to improve the quality of instruction, to address current needs of the industry, and to allow for more flexibility in scheduling.

Strength in our program is our professional experienced faculty who maintain the drive and enthusiasm to stay active in industry events, challenge their personal skills, and give their time freely to meet the needs of our students. Flexible scheduling has also increased enrollment . *tell me more*

Another strength is the hands-on labs that allow students to practice skills and experience theories taught in the classroom.

The faculty are very satisfied with the courses offered –students attain a very well-rounded education that prepares them for the careers they have chosen.

Another strength is that we are fortunate to have a department coordinator who is very driven, and has a global view of needs in the industry.

A weakness for the program is being part of such a large institution with so many programs it becomes challenging to attain resources as needed. To expand our programs would require more kitchen labs, and classroom space. Our facilities are very old and insufficient in many ways but very costly to renovate and perhaps not recognized by the college as a priority.

Another weakness in the Restaurant Management program is student retention. Students often register for classes that offer specific skills they may be missing on the job. Once they feel they have attained the missing skills, they do not finish the program. Working full-time – sometimes managers work 50-60 hours per week – does not leave much time for school. With the inception of the "night program" in 2000, we are seeing an increase in student head count.

Graduates may procure entry level jobs such as assistant manager, host/hostess or Bar Manager. With experience these graduates may move up to occupations such as Dining Room Manager, Food and Beverage Director, Sales/Event Planning and General Manager.

**OAKLAND
COMMUNITY
COLLEGE**

RESTAURANT MANAGEMENT PROGRAM
FACULTY EVALUATION
WINTER 2009

Prepared for:
Letyna Roberts
Manager of State and Federal Programs

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4528
March 2009

OAKLAND COMMUNITY COLLEGE
RESTAURANT MANAGEMENT PROGRAM
FACULTY EVALUATION
WINTER 2009
TABLE OF CONTENTS

Purpose

The purpose of the study was to compile the data for a summary report of the Restaurant Management Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from 11faculty members. The survey gathered feedback from the faculty responses on issues such as the courses offered in the program, faculty satisfaction with student preparation for the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

Results

Questions	Means
1 The program of study in which I teach at Oakland Community College is meeting my expectation	4
2 The courses offered in the program are preparing the students for the workforce.	4
3 The program can be more challenging academically for the students.	2
4 The program can be more competitive with other institutions that offer similar programs.	3
5 I am satisfied with the quality of instruction provided to the students in this program.	4
6 My fellow faculty members in the program are knowledgeable about the course subject matter.	5
7 I am satisfied with the course offerings in this program.	4
8 I feel that the program has a focus on real world applications.	4
9 I feel that the students are prepared for the rigors of the program.	3
10 I am informed about what is happening in this program.	3
11 Opportunities are available for me to make suggestions for improvements in this program.	4
12 I think the department has a commitment to student success in the program.	5

Note: The mean response for items three and four represents disagreement for the given statements.

- Item three is based on a four-point Likert Scale:
  - o 1 = Agree
  - o 2 = Neutral
  - o 3 = Disagree
  - o 4 = Strongly Disagree
    - The average response is that the faculty is **neutral** to the program being more challenging to the students.
- Item four is based on a five point Likert Scale:
  - o 1 = Strongly Agree
  - o 2 = Agree
  - o 3 = Neutral
  - o 4 = Disagree
  - o 5 = Strongly Disagree
    - The average response is that the faculty is **neutral** to the program being more competitive with other institutions that offer similar programs.
- 20% of respondents are satisfied with the direction of the program because:
  - o It prepares students for employment in the workforce.
  - o Feedback from students indicates that it is headed in the right direction.
  - o I know that programs at other institutions do not compare to OCC.

Results Continued

Open-Ended Responses: *If there is one thing you would like to change about the program, then explain what it is and how it would enhance the program.*

1. Hire more faculty full-time, increase internship opportunities for students, and increase articulations for student opportunities.

2. Because of the demands of production for the retail counter and café, I feel the students on Tuesday and Wednesday do not get the proper amount of lecture.

3. I think everything is fine the way it is. OCC has a well known program and I would not change anything.

4. I would like to add an up-scale deli counter with pizza ovens. This is one of the more popular food trends and I believe the public would perceive it as good value.

5. Love the program and the opportunity. Maybe one informational change would be to get "news" of the program passed down to adjuncts. Many of us are here only once or twice per week. An adjunct update newsletter once a month maybe?

6. Marketing is everything. Retention of R. M. students and a new facility that can offer better training in management 9hands-on). The building is 35 years old but it looks 60 years old.

7. A new facility and larger rooms. Our building is over 30 years old and although we are purchasing new equipment, we need to update.

8. A state-of-the-art facility. We are a learning institution and we need to show the students how modern technologies enhance their business. Teaching them to work smarter and not harder. Also, we need to set the bar for excellence and keep them inspired.

9. The program is excellent and I feel that a better marketing effort by OCC would educate the public and potential students about the Culinary Program. I am so tired of everyone assuming I teach at Schoolcraft when they hear culinary studies. Public awareness of this program would elevate event attendance and provide increased credibility.

Food & Wine Events

Mardi Gras Celebration

Mardi Gras (French for Fat Tuesday) is a colorful, festive party to celebrate the final day before lent. The cities most famous for Mardi Gras are Rio de Janeiro and New Orleans. The Culinary Studies Institute students will be preparing a traditional, festive New Orleans dinner to celebrate this carnival of food, drink and merriment!

Thursday, February 19 / 6:00 pm / $55 per person

Springtime in Greece

The cuisine of Greece is often cited as an example of the healthy Mediterranean diet. Greek cuisine incorporates fresh ingredients into a variety of local dishes such as moussaka, stifado, spanakopita and the world famous Souvlaki. Enjoy a spring evening of Greek culture, fabulous food, music and wine with the Culinary Studies Institute.

Thursday, April 9 / 6:00 pm / $55 per person

Both events begin with a cash bar and are held in J-Building, 3rd floor, along with a specialty bake sales during our dinner events!

Culinary Studies Institute
Wednesday Evening Dinners

Check our website for dates at www.oaklandcc.edu/culinary
6:00 – 8:30 pm
Reservations are required by 5:00 pm.
Call: 248.522.3700 or 248.522.3720

Ridgewood Café & Bakery

The Ridgewood Café and Bakery will be open every Tuesday and Wednesday. The bakery is also open for selected special events.

Join us for lunch with a selection of fresh made sandwiches, salads and main courses. Visit our bakery for made-from-scratch breads, cookies, pies, and cakes.

Every Tuesday and Wednesday, January 22 to April 22
11:15 am – 1:00 pm

Reflections Restaurant

Reflections Restaurant is open on Thursdays for lunch. This fine dining, all inclusive restaurant is located on the 4th floor of J-Building, and the gourmet fare is prepared and served by the Culinary Arts advanced students. Reservations are required.

Thursdays only, January 20 to April 23
11:15 am – 1:00 pm $13 per person

High Tea

Tickets are required, and must be purchased in advance. This authentic presentation sells out early. Women are highly encouraged to wear floppy hats!

Thursday, February 5 and April 2
11:15 am – 1:00 pm $16 per person

Visit our dining website at: **www.oaklandcc.edu/culinary**
ALL RESTAURANTS CLOSED MARCH 2-7

Gourmet Event Reservations

Name _____

Address _____

_____

_____

Phone No. (day) _____

➤ Party you wish to sit with:

_____

➤ Special Requests: (allergies, vegetarian)

_____

Event	Qty.	Price	Total
Mardi Gras Celebration – Feb. 19	_____	$55	_____
Springtime in Greece – April 9	_____	$55	_____
High Tea #1 – February 5	_____	$16	_____
High Tea #2 – April 2	_____	$16	_____
Great Lakes Great Wine – May 21	_____	$50	_____

Total $ _____

Make checks payable to Oakland Community College.
Send checks to:
OCC, Culinary Studies Institute, Event Tickets
27055 Orchard Lake Road
Farmington Hills MI 48334-4579

Phone: 248.522.3700
Fax: 248.522.3706

BR 374 12/08

ALL RESTAURANTS CLOSED MARCH 2-7

OAKLAND COMMUNITY COLLEGE

Culinary Studies Institute/Orchard Ridge Campus

Winter 2009 Events Schedule

Culinary Grand Buffet Information

Culinary Grand Buffets feature: Endless selections of fresh salads, vegetables, potatoes and a variety of meats, seafood, fish, and a wonderful dessert table with pastries, tortes, flans and cookies.

Located on the 3rd floor of J-Building at the Orchard Ridge campus in Farmington Hills.

Thursday, January 29 and March 26

11:15 am – 1:00 pm $11 per person

MARK YOUR CALENDAR!

14th Annual Great Lakes Great Wine Walk Around Tasting

This unique event keeps growing and growing!

We will offer over 500 wines to sample from, including the world famous Ice Wines! Join us and compare your palate with our judges. Top area restaurants such as **Steve and Rocky's, Orchard Lake Country Club, Tribute, Travis Pointe Country Club, Reflections Restaurant, Traveling Tea Time and Detroit Athletic Club.**

Thursday, May 21, 2009 $50 per person

All proceeds are used for student scholarships and competition travel funds.

Oakland Community College
Program Dashboard Report
2007-08

Restaurant Management
Dashboard Score: 8.98

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	85.4%	75.0%	90.0%	94.9%	18.3%	1.74
Percent of Cancelled Sections	13.9%	25.0%	0.0%	86.1%	14.8%	1.27
Credit Hour Trend Ratio	1.08	0.68	1.36	79.4%	17.6%	1.40
Percent of Minority Students	29.2%	18.5%	20.6%	141.7%	5.9%	0.84
Percent of Withdrawals	15.1%	15.0%	0.0%	84.9%	10.3%	0.87
Percent of Incompletes	2.5%	3.0%	0.0%	97.5%	6.5%	0.63
Student Course Completion Rate	62.8%	60.0%	75.0%	83.7%	26.6%	2.23

Oakland Community College
Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all curriculum the dashboard facilitates the systematic identification of well performing as well as ailing curriculum in order to support short and long range curriculum development.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term curriculum decision-making needs.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Canceled Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

Oakland Community College
2007-08 Program Dashboard
Restaurant Management
Percent of Sections Filled to Capacity

Prefix	Course Number	Course Title	Total Students	Total Capacity	Filled to Capacity
CUL	1000	Introduction to Culinary Arts	208	220	94.5%
CUL	1010	Food Standards,Sanitation,Hyg	243	269	90.3%
CUL	1111	Cookery	109	110	99.1%
CUL	1180	Visiting Lecture Series	13	37	35.1%
CUL	1210	Dining Room I	50	55	90.9%
CUL	1230	Front House Management	45	50	90.0%
CUL	1240	Menu Development and Design	77	79	97.5%
CUL	2020	Food Service Cost Control	48	51	94.1%
CUL	2030	Food Purchasing and Storage	51	52	98.1%
CUL	2220	Equipment Planning and Layout	14	27	51.9%
CUL	2320	Wine and Spirits	53	54	98.1%
CUL	2450	Leadership Mgmt	17	26	65.4%
CUL	2480	Event and Catering Mgmt	28	36	77.8%
CUL	2490	Hospitality Legal Issues	4	37	10.8%
CUL	2500	Culinary Arts Internship	0	0	0.0%
CUL	2510	Restaurant Management Intern	5	27	18.5%
		Program Total	965	1130	85.4%

1/5/2009

Oakland Community College
2007-08 Pr   m Dashboard
Restaurant Management
Percent of Canceled Section

Prefix	Course Number	CourseTitle	# of Active Sections	# of Canceled Sections	# of Hold Sections	Total Sections	Cancelation Rate
CUL	1000	Introduction to Culinary Arts	18	1	0	19	5.3%
CUL	1010	Food Standards,Sanitation,Hyg	11	3	0	14	21.4%
CUL	1111	Cookery	9	0	0	9	0.0%
CUL	1180	Visiting Lecture Series	1	0	0	1	0.0%
CUL	1210	Dining Room I	5	2	0	7	28.6%
CUL	1230	Front House Management	4	2	0	6	33.3%
CUL	1240	Menu Development and Design	4	0	0	4	0.0%
CUL	2020	Food Service Cost Control	3	1	0	4	25.0%
CUL	2030	Food Purchasing and Storage	3	1	0	4	25.0%
CUL	2220	Equipment Planning and Layout	1	0	0	1	0.0%
CUL	2240	Hospitality Marketing	0	1	0	1	100.0%
CUL	2320	Wine and Spirits	3	0	0	3	0.0%
CUL	2450	Leadership Mgmt	2	0	0	2	0.0%
CUL	2480	Event and Catering Mgmt	2	0	0	2	0.0%
CUL	2490	Hospitality Legal Issues	1	0	0	1	0.0%
CUL	2510	Restaurant Management Intern	1	0	0	1	0.0%
			68	11	0	79	13.9%

1/5/2009

Oakland Community College
2007-08 Program Dashboard
Restaurant Management
Credit Hour Trend Ratio

Prefix	Course Number	CourseTitle	2004-05 Credit Hours	2005-06 Credit Hours	2006-07 Credit Hours	2007-08 Credit Hours	Period 1 Credit Hours	Period 2 Credit Hours	Credit Hour Trend Ratio
CUL	1000	Introduction to Culinary Arts	248	334	290	416	291	347	1.19
CUL	1010	Food Standards,Sanitation,Hyg	364	458	410	484	411	451	1.10
CUL	1111	Cookery	420	428	436	428	428	431	1.01
CUL	1180	Visiting Lecture Series	14	11	14	14	13	13	1.00
CUL	1210	Dining Room I	86	96	116	100	99	104	1.05
CUL	1230	Front House Management	94	84	94	90	91	89	0.99
CUL	1240	Menu Development and Design	132	146	140	150	139	145	1.04
CUL	2020	Food Service Cost Control	159	207	186	144	184	179	0.97
CUL	2030	Food Purchasing and Storage	92	104	140	98	112	114	1.02
CUL	2220	Equipment Planning and Layout	39	0	57	42	32	33	1.03
CUL	2240	Hospitality Marketing	24	0	66	0	30	22	0.73
CUL	2320	Wine and Spirits	51	114	111	156	92	127	1.38
CUL	2450	Leadership Mgmt	12	0	45	51	19	32	1.68
CUL	2480	Event and Catering Mgmt	48	72	69	81	63	74	1.17
CUL	2490	Hospitality Legal Issues	18	27	51	12	32	30	0.94
CUL	2510	Restaurant Management Intern	1	1	5	5	2	4	1.57
		Program Totals	**1,802**	**2,082**	**2,230**	**2,271**	**2,038**	**2,194**	**1.08**

1/5/2009

Oakland Community College
2007-08 Pr⋯m Dashboard
Restaurant Management
Percent of Minority Students

Prefix	Course Number	CourseTitle	# of Minority Students	Total Students	% of Minority Students
CUL	1000	Introduction to Culinary Arts	62	208	29.8%
CUL	1010	Food Standards,Sanitation,Hyg	69	243	28.4%
CUL	1111	Cookery	38	109	34.9%
CUL	1180	Visiting Lecture Series	4	13	30.8%
CUL	1210	Dining Room I	15	50	30.0%
CUL	1230	Front House Management	14	45	31.1%
CUL	1240	Menu Development and Design	20	77	26.0%
CUL	2020	Food Service Cost Control	14	48	29.2%
CUL	2030	Food Purchasing and Storage	13	51	25.5%
CUL	2220	Equipment Planning and Layout	4	14	28.6%
CUL	2320	Wine and Spirits	10	53	18.9%
CUL	2450	Leadership Mgmt	7	17	41.2%
CUL	2480	Event and Catering Mgmt	8	28	28.6%
CUL	2490	Hospitality Legal Issues	2	4	50.0%
CUL	2510	Restaurant Management Intern	2	5	40.0%
		Program Totals	**282**	**965**	**29.2%**

1/5/2009

Oakland Community College
2007-08 Program Dashboard
Restaurant Management
Percent of Withdrawals

Prefix	Course Number	CourseTitle	Total Withdrawals	Total Grades	Withdrawal Rate
CUL	1000	Introduction to Culinary Arts	27	201	13.4%
CUL	1010	Food Standards,Sanitation,Hyg	28	229	12.2%
CUL	1111	Cookery	13	106	12.3%
CUL	1180	Visiting Lecture Series	1	11	9.1%
CUL	1210	Dining Room I	5	50	10.0%
CUL	1230	Front House Management	4	44	9.1%
CUL	1240	Menu Development and Design	34	73	46.6%
CUL	2020	Food Service Cost Control	9	48	18.8%
CUL	2030	Food Purchasing and Storage	6	51	11.8%
CUL	2220	Equipment Planning and Layout	0	14	0.0%
CUL	2320	Wine and Spirits	8	48	16.7%
CUL	2450	Leadership Mgmt	2	17	11.8%
CUL	2480	Event and Catering Mgmt	1	27	3.7%
CUL	2490	Hospitality Legal Issues	1	4	25.0%
CUL	2510	Restaurant Management Intern	1	5	20.0%
		Program Totals	**140**	**928**	**15.1%**

1/5/2009

Oakland Community College
2007-08 Program Dashboard
Restaurant Management
Percent of Incompletes

Prefix	Course Number	CourseTitle	# of Incompletes	Total Grades	% Incompletes
CUL	1000	Introduction to Culinary Arts	3	201	1.5%
CUL	1010	Food Standards,Sanitation,Hyg	5	229	2.2%
CUL	1111	Cookery	3	106	2.8%
CUL	1180	Visiting Lecture Series	0	11	0.0%
CUL	1210	Dining Room I	2	50	4.0%
CUL	1230	Front House Management	1	44	2.3%
CUL	1240	Menu Development and Design	5	73	6.8%
CUL	2020	Food Service Cost Control	0	48	0.0%
CUL	2030	Food Purchasing and Storage	0	51	0.0%
CUL	2220	Equipment Planning and Layout	0	14	0.0%
CUL	2320	Wine and Spirits	0	48	0.0%
CUL	2450	Leadership Mgmt	0	17	0.0%
CUL	2480	Event and Catering Mgmt	0	27	0.0%
CUL	2490	Hospitality Legal Issues	0	4	0.0%
CUL	2510	Restaurant Management Intern	4	5	80.0%
		Program Totals	**23**	**928**	**2.5%**

1/5/2009

Oakland Community College
2007-08 Pro___m Dashboard
Restaurant Management
Student Successful Course Completion

Prefix	Course Number	Course Title	# of Students with Successful Grades	Total Students	Successful Course Completion Rate
CUL	1000	Introduction to Culinary Arts	140	201	69.7%
CUL	1010	Food Standards,Sanitation,Hyg	145	229	63.3%
CUL	1180	Visiting Lecture Series	7	11	63.6%
CUL	1210	Dining Room I	36	50	72.0%
CUL	1230	Front House Management	33	44	75.0%
CUL	1240	Menu Development and Design	25	73	34.2%
CUL	2020	Food Service Cost Control	25	48	52.1%
CUL	2030	Food Purchasing and Storage	33	51	64.7%
CUL	2220	Equipment Planning and Layout	10	14	71.4%
CUL	2320	Wine and Spirits	32	48	66.7%
CUL	2450	Leadership Mgmt	15	17	88.2%
CUL	2480	Event and Catering Mgmt	24	27	88.9%
CUL	2490	Hospitality Legal Issues	3	4	75.0%
CUL	2500	Culinary Arts Internship	9	33	27.3%
CUL	2510	Restaurant Management Intern	0	5	0.0%
		Program Total	**537**	**855**	**62.8%**

1/5/2009

Oakland Community College
Associate Degrees and Certificates Awarded
CUL-Restaurant Management
1998-99 through 2007-08
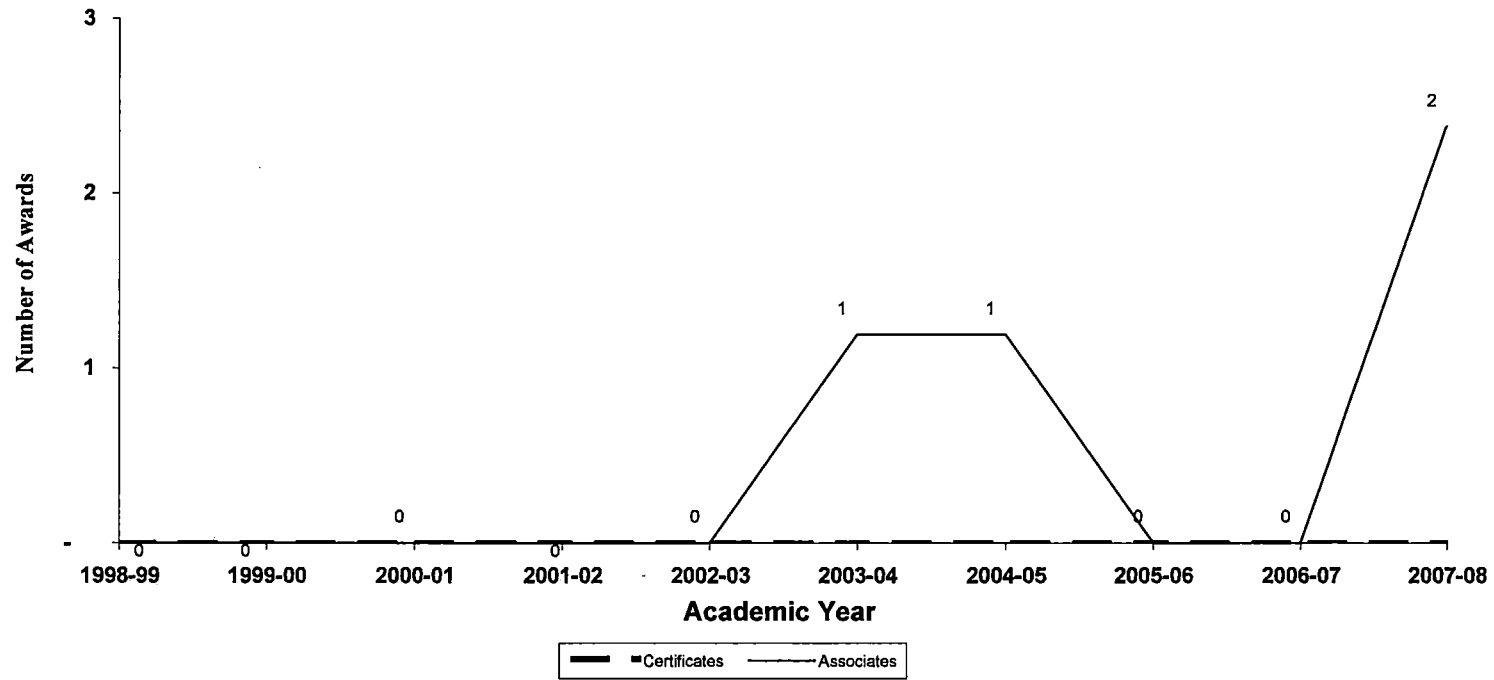
Academic Yr.	Certificates	Associates
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	0
2003-04	0	1
2004-05	0	1
2005-06	0	0
2006-07	0	0
2007-08	0	2

INDUSTRY PROFILE
Restaurants

QUARTERLY UPDATE **10/6/2008**

SIC CODES: 5812

NAICS CODES: 7221, 7222

Industry Overview

The restaurant industry includes about 500,000 restaurants with combined annual revenue of almost $400 billion. Major companies include McDonald's; YUM brands (KFC, Pizza Hut, Taco Bell); and Darden Restaurants (Olive Garden, Red Lobster). The industry is **highly fragmented**: the 50 largest companies hold just 20 percent of the market.

The industry consists of fullservice restaurants (FSR) and limited service eating places, which include quickservice restaurants (QSR); cafeterias; buffets; snack bars; and non-alcoholic beverage bars.

COMPETITIVE LANDSCAPE

Demographics, consumer tastes, and personal income drive demand. The profitability of individual companies can vary: while QSRs rely on efficient operations and high volume sales, FSRs rely on high-margin items and effective marketing. Large companies have advantages in purchasing, finance, and marketing. Small companies can offer superior food or service. The industry is highly **labor-intensive**: annual revenue per worker is between $40,000 and $45,000.

Restaurants compete with companies that serve meals or prepared foods, including grocery stores, warehouse clubs, delis, and convenience stores. In addition, restaurants compete with home cooking.

PRODUCTS, OPERATIONS & TECHNOLOGY

Products include appetizers, entrées/main dishes, desserts, and beverages. Companies may specialize in a certain type of **cuisine** (such as Italian, Chinese, or barbecue); **entrée** (sandwiches, steak, seafood); or other **food items** (pretzels, smoothies). Industry revenue is roughly evenly split between FSRs and limited service. In QSRs, customers generally order and pay before eating. While most QSRs are **fast food restaurants**, QSRs also include **fast casual restaurants**, which offer higher quality, more expensive food without table service. In FSRs, waiters take orders, serve beverages and meals, present the check, and process payment. FSRs include **casual dining** (full bar); **family dining** (limited bar); and **fine dining** establishments.

The industry includes national and regional **chains, franchises**, and **independent operators**. The majority of companies are independently owned and operated, although many QSRs are franchises of large national chains. **Franchises** allow individual owners to leverage a well-known **brand name** and benefit from the **purchasing efficiencies** and **operational expertise** of the franchiser. Franchise agreements generally cover a specific geographical market and outline restaurant operating requirements, such as hours of operation, menu offerings, and pricing. Annual sales average $833,000 for FSRs and $694,000 for QSRs, according to the National Restaurant Association (NRA). A well-established, midsized chain FSR can generate between $3 and $5 million annually.

The food preparation area of a restaurant is known as the **"back of house,"** while the dining area is known as the **"front of house."** Food prep areas include the kitchen, cold storage, and dishwashing areas. Dining space may include bars, outdoor seating, or banquet rooms. Upscale restaurants often feature unique decor to create a distinctive ambiance. An FSR's square footage and the number of seats and tables dictate how many patrons it can serve and directly affect sales. Because the restaurant industry is highly competitive, **site selection** is critical: companies may consider population density, household income, competition, visibility, accessibility, and traffic.

Food preparation varies depending on restaurant type. QSRs typically offer a limited number of simple items, which allows companies to train unskilled workers to prepare food. Most chains have strict operating procedures for food

preparation to ensure consistent quality and food safety. FSRs offering expensive fare or a wide variety of menu options have more complex operations and require larger staff. An **executive chef**, assisted by a **sous chef**, oversees kitchen operations and may be involved in the business end of restaurant management. **Line cooks** are responsible for various kitchen stations, such as the grill, sauté, or fryer. **Prep cooks** prepare ingredients for cooking. **Pastry chefs** create desserts.

Companies typically buy supplies from **food distributors**. Some restaurants buy directly from local farms or farmers markets. Large chains may contract with suppliers to minimize volatile commodity costs. Companies carefully manage inventory of **perishable** food products, such as fresh seafood and dairy goods, to reduce losses due to spoilage.

When developing menus, restaurants consider ingredient availability, cooking equipment, labor requirements, physical space, and cost. The mix of **menu options** must balance popularity and profitability. Some companies change menu selections seasonally, with some high-end restaurants creating new menus daily. While menu options can vary widely, frequently consumed restaurant foods include hamburgers, french fries, pizza, salads, sandwiches, chicken, and seafood. **Alcoholic beverages** are important contributors to total sales, particularly for FSRs and especially for high-end restaurants. Companies may offer an alternative menu for children or those with special dietary needs.

Computerized information systems can improve and link food preparation and serving operations. **Touchscreen ordering programs** ensure accurate communication of customer orders. **Timing systems** monitor meal progress and can alert staff if an order is running behind schedule. **Reservations programs** maximize traffic flow and seating. **Inventory management systems** track supply levels and can help reduce waste due to spoilage. **Cost accounting programs** help companies determine the profitability of individual menu items. Handheld point-of-sale (POS) devices allow servers to place orders and print checks tableside, improving accuracy and reducing ordering time. Some handhelds can also print customer checks and process credit card payments.

SALES & MARKETING

While restaurants appeal to a broad demographic, **young adults without children** are most likely to dine out, according to NPD Group. Young men are an important segment for QSRs, tourists are more likely to visit FSRs, and households with children tend to order take out.

Marketing and promotional vehicles include TV, print, radio, and outdoor advertising; direct mail; and newspaper insert coupons. Franchises typically contribute to **corporate advertising funds** and may run separate local marketing programs. Relationships with hotels can help drive tourist traffic. **Word-of-mouth** is especially important for small, independent restaurants with limited marketing budgets. Companies may also implement **loyalty programs** by offering discounts and free food for frequent visits.

Customer service is a critical element of the dining experience for FSRs, particularly in the high-end segment. Expensive restaurants may assign multiple waiters to a single table to ensure attentive service. Customers may expect waitstaff to have in-depth knowledge of menu offerings and recommend wine pairings. Developing personal relationships with regular patrons helps create a loyal customer base. Most QSR customers expect fast service and accurate order fulfillment.

Restaurants use **Internet sites** to post basic information, including menus, directions, and hours of operation. Some companies allow customers to make reservations or place take out, dine-in, or delivery orders through websites. Customers can sign up for email and cell phone notifications that communicate daily specials.

For chain FSRs, checks average about $8 for family and $18 for casual restaurants, according to *Restaurants and Institutions*. In the most expensive restaurants, checks regularly exceed $100 and entrées alone can cost $40 or more. Checks average $5 to $6 in fast food restaurants, according to Banc of America Securities. Fast casual restaurant checks range from $7 to $10, according to Technomic.

FINANCE & REGULATION

Sales are **slightly seasonal,** and peak during the summer. Bad weather can depress sales. Receivables are low because most customers pay with cash or third-party credit card. Many ingredients are perishable, so most companies keep low inventories. **Cost accounting** is important, since the profitability of individual dishes can vary significantly. **Gross margins** are about 60 percent of sales. For FSRs, food/beverage costs and payroll are each about one-third of sales, according to the National Restaurant Association (NRA). Credit card fees are 1 to 3 percent of sales. Independent restaurants take about 18 months to turn a profit, according to RestaurantOwner.com

The **cost of building** a restaurant can vary, and depends heavily on whether companies own or lease property and if the restaurant is a new concept, an existing business, or a franchise. The investment for a non-chain restaurant on leased property is about $350,000. Costs, including land purchase, average about $725,000. Franchise agreements typically include an initial payment, royalties based on a percentage of sales, and marketing fees.

Federal, state, and local government laws regulate restaurant operation, food safety, and worker protection. Local officials regularly inspect restaurants to enforce health, sanitation, safety, fire, and liquor licensing regulations. Noncompliance can result in temporary or permanent closure. Highly publicized food poisoning incidents involving contaminated ingredients and improper preparation have increased attention on restaurant sanitation. Immigration laws can affect restaurants' available labor pool.

REGIONAL & INTERNATIONAL ISSUES

Restaurants thrive in rapidly growing areas of the country. Nevada, Arizona, and Utah have healthy economies and growing populations. States with the highest restaurant sales are California, Texas, New York, Florida, and Illinois. Heightened consumer and government concern over obesity has resulted in certain states restricting the use of trans fats and requiring restaurants to post detailed nutrition information.

Restaurants rely on imports to get out-of-season fruits and vegetables, exotic foods, and seafood. Mexico is an important source of produce. Canada, Chile, and many Asian countries, including China, Thailand, Indonesia, and Vietnam, are major suppliers of seafood. Some large chains have international locations.

HUMAN RESOURCES

Many entry-level jobs, such as servers, dishwashers and bus staff, require few skills, with some positions paying at or slightly above minimum wage. Most servers rely on tips to supplement income. Wages are about **half the average** for all US workers; as a result, the industry depends on **part-time help**. In some areas, companies rely on undocumented workers to maintain staffing. Unpredictable restaurant traffic and rapid worker turnover make staffing and scheduling a constant challenge.

Jobs generally requiring experience or expertise include chefs, restaurant managers, and sommeliers. Some chefs have degrees from culinary schools or international training. The annual salary for an **executive chef** averages about $78,000 and a sous chef earns about $42,000, according to StarChefs.com. Executive chefs have about 20 years experience, with those in the most exclusive restaurants earning well over $100,000 annually. **Restaurant managers** earn between $40,000 and $55,000 annually, and may participate in profit-sharing plans.

Industry Employment Growth
Bureau of Labor Statistics
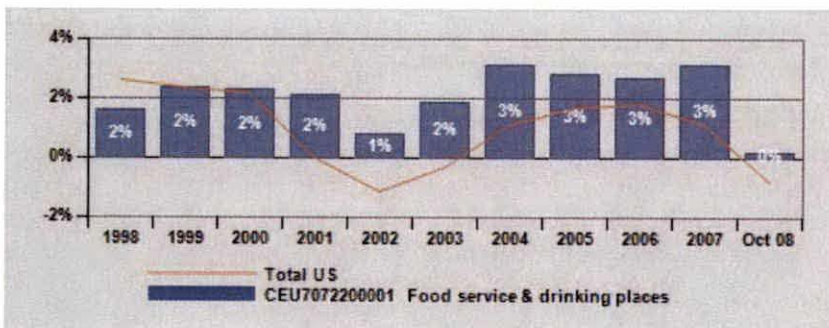
Average Hourly Earnings & Annual Wage Increase
Bureau of Labor Statistics

National Average
CEU7072200008 Food service & drinking places
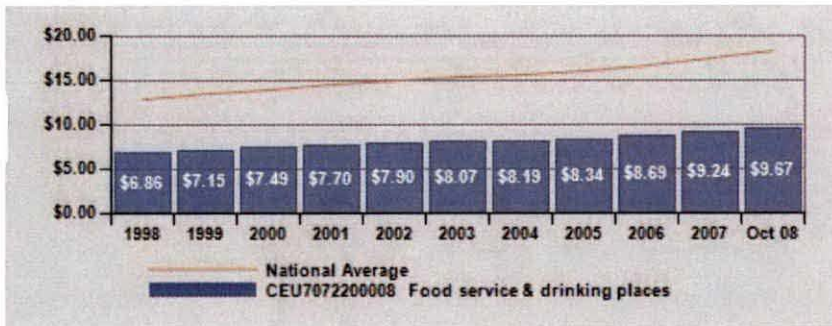
Recent Developments

INDUSTRY INDICATORS

US consumer spending, a driver for restaurant sales, rose 3.2 percent, primarily from nondurable goods expenditures, in October 2008 compared to a year earlier.

The average US retail price for diesel and regular gas, which influences discretionary consumer spending on eating out, dropped 26.8 percent and 44.7 percent respectively in the week ending December 15, 2008, compared to the same week a year ago.

MONTHLY NEWS

Worker Productivity Slowed As Consumer Spending Fell
The New York Times, 07 November, 2008, 395 words
WASHINGTON -- The efficiency of American workers slowed sharply in the summer as a huge pullback by consumers threw the national economy into reverse. The Labor Department reported Thursday that productivity -- the amount an employee ...

Consumer Spending Slowed in September, Signaling Depth of Economy's Troubles
The New York Times, 01 November, 2008, 479 words
WASHINGTON -- Consumer spending dropped in September by the largest amount in four years, while incomes suffered because of Hurricane Ike. The Commerce Department reported Friday that personal spending fell 0.3 percent last month, the ...

Consumer confidence hits a low; Conference Board's index plunges to a record 38 as economic data spur pessimism
Los Angeles Times, 29 October, 2008, 436 words
WASHINGTON Layoffs, plunging home prices and tumbling investments have pushed consumer pessimism to record levels in October, a private research group said Tuesday. The Conference Board said the consumer confidence index fell to 38, down ...

QUARTERLY INDUSTRY UPDATE

Restaurant Bankruptcies Hurt Some, Help Others - The recent bankruptcy of Bennigan's and Steak & Ale chain restaurant owner S&A Restaurant Corp. has some in the industry nervous, but a wave of closings won't be coming any time soon. Rather, experts say that Bennigan's casual dining category had too many restaurants for the market to support, and that some closings were inevitable. Industry experts note that the restaurants that survive may benefit by increasing their customer base, and taking advantage of the valuable real estate left behind by Bennigan's closings.

Restaurants Offering Healthier Foods - Healthy eating may have once been just a fad, but many restaurants are now making real changes. According to the National Restaurant Association, nearly 75 percent of Americans are concerned about eating healthily in restaurants, which is influencing how restaurants plan menus. Experts also say that New York City's recent legislative actions, which ban trans fats in cooking and require calorie and nutrition information on menus, is starting a trend toward similar legislation across the US, such as in California.

Growth in Chain Restaurants Slows in 2007 - Chain restaurant sales rose 5.4 percent in 2007 compared to 2006, according to an index of the top 400 chain restaurants by *Restaurants & Institutions*. While the growth is positive for the industry, experts note that it's down from the 6.8 percent growth in 2006 compared to 2005. While 2008 numbers won't be available until well into 2009, industry experts say that the faltering US economy may hurt chain restaurant sales for the remainder of 2008.

Business Challenges

CRITICAL ISSUES

Volatile Supply Costs - Unstable manufacturer prices for raw ingredients used in restaurants can significantly impact restaurant profitability. Commodity markets affect wholesale prices for beef and poultry, where prices can change more than 20 percent in a single year. Supply issues can affect the cost of seafood. The wholesale price of flour, eggs, dairy products, fats, and oils can also increase rapidly and affect restaurant margins. Consumer price sensitivity can limit a restaurant's ability to completely pass through cost increases.

Increasing Competition - Restaurants face increasing competition from a broad range of businesses vying for consumers' food dollars. Grocery stores and warehouse clubs are providing more ready-to-eat meals and sides, often at a better value than restaurants. Convenience stores, gas stations, coffee shops, and delis sell sandwiches and beverages, cutting into restaurants' share of the lunch market. Home cooking is also a source of competition, as consumers make over three-quarters of meals at home, according to NPD Group.

OTHER BUSINESS CHALLENGES

Demand Dependent on Consumer Spending - Restaurant meals are generally more expensive than home cooking, and sales depend on consumer spending. During a recent recessionary period, sales growth in restaurants slowed and QSR employment declined as consumers cut unnecessary expenses. Slow restaurant traffic during tough economic times can depress sales.

Labor Issues - Restaurants struggle to deal with labor shortages, immigration policy changes, high turnover, and minimum wage policies. The labor shortage of young workers significantly challenges restaurants as they try to expand and provide acceptable customer service. As some restaurants rely on undocumented workers, tightening immigration policies can further shrink the labor pool. Due to low pay, recruiting and retaining entry-level workers is a constant challenge. Minimum wage hikes at the federal and state level can detrimentally affect labor costs.

Ingredient Contamination - Death and illness caused by contaminated food and raw ingredients have been well publicized, and can affect sales across all types of restaurants. Contamination through poor sanitation or worker error can destroy a company's reputation. The presence of E coli, mad cow disease, or salmonella affects the entire supply chain, and can leave restaurants scrambling to find alternative suppliers. Avian flu scares can affect supply and demand for poultry products.

Maintaining Franchise Relations - Keeping franchisees happy while ensuring franchise agreement compliance is a difficult balancing act for many companies. For some large companies, franchise outlets outnumber company-owned by a wide margin. Disagreement over national ad campaigns, media spending, capital projects, and new products can lead to tenuous relationships. Poorly managed franchises can damage consumer perception of an entire chain; many companies struggle to turn around underperforming outlets.

Health Concerns - Growing consumer and government concern over the high fat/high calorie content and excessive portion size of some restaurant foods has resulted in bad publicity and state-sponsored legislation. Multiple customer lawsuits accusing fast food restaurants of contributing to obesity have resulted in harmful publicity. The remote possibility of a settlement could have a drastic effect across the food industry. Related state bans on trans fats may require restaurants to change recipes or incur additional costs.

Liability Associated with Serving Alcohol - Risks associated with serving alcohol include liability for the actions of intoxicated customers and legal consequences from selling to underage patrons. Certain states have "dram shop" laws that hold restaurants liable for damages caused by inebriated customers. Companies that serve alcohol to underage customers may incur fines and risk temporary or permanent closure.

Trends & Opportunities

BUSINESS TRENDS

Consumers Eating Out Less - Consumers are eating less frequently in restaurants, particularly family style and casual dining establishments. One-quarter of consumers are eating at QSRs less often, and one-third are visiting family style and casual dining restaurants less often, according to NPD Group. Reasons for eating out less include high gas prices and cheaper alternatives at home. Consumers also believe that meals at home are healthier and higher quality than fast food.

Slowing Sales Growth - A slowing US economy has slightly depressed sales growth for restaurants. Sales growth in food service and drinking places (which include FSRs and QSRs) slowed between 2006 and mid-2008. Weaker traffic, combined with restaurants' limited flexibility in pricing, contributed to lower sales growth. Consumers are choosing to eat out less rather than go to less expensive restaurants or cut restaurant spending, according to Mintel.

Rising Food Costs - Wholesale food prices are hitting record highs, severely affecting restaurant profitability. Manufacturer prices for food jumped 8 percent between 2006 and 2007. Wholesale prices for critical commodities, including flour, eggs, fats and oils, cheese, milled rice, and milk, rose sharply. Food and beverage costs account for about one-third of sales in FSRs. Companies may substitute ingredients, modify recipes, or reduce portion sizes to avoid significant menu price increases.

Fast Casual Sales Outpace Industry - Sales in fast casual restaurants grew over 13 percent between 2006 and 2007, exceeding growth for the total restaurant industry and the QSR segment, according to Technomic. By straddling the middle ground between FSRs and fast food restaurants, fast casual restaurants have carved out a small, but growing, niche business by offering quality food at a good value in a casual dining environment. To grow sales, some fast casual restaurants are focusing on driving breakfast, dinner, and snack occasions with new menu items. Catering can also deliver large sales and generate awareness.

INDUSTRY OPPORTUNITIES

Adding "Green" Menu Options - Companies can leverage growing consumer interest in the environment and healthy eating by adding "green" menu choices. About half of consumers consider a restaurant's environmental friendliness important, according to NPD Group. By using organic ingredients, sustainable seafood, and antibiotic and hormone-free meats, restaurants can appeal to environmentally conscious customers. Many consumers are willing to pay a premium for environmentally conscious food.

"Small Food" - Restaurants can capitalize on consumers' desire to sample different flavors and types of food by offering small portions. Bite-size desserts, tapas, and small plates are hot trends, according to the National Restaurant Association's (NRA) survey of professional chefs. Smaller servings also help consumers eat healthier by controlling portion size.

Offering Take-Out - Companies can target time-starved customers who still want restaurant-quality food by offering take-out meals. Take-out sales in FSRs grew almost 10 percent annually between 2005 and 2007, nearly twice the rate of sales in casual dining restaurants, according to Technomic. Some chains have dedicated take-out entrances and parking spaces. Because take-out checks tend to be lower than on-premise, companies may create special to-go packages, including side items and beverages, to increase the total bill.

Improving the Transaction Process - Technology can make ordering and paying in a restaurant easier, faster, and more accurate. A growing number of restaurants allow customers to order through Internet sites or by fax. Some restaurants send daily menus and accept text orders via cell phone. A small number of FSRs offer electronic systems at tables that allow customers to self-order and pay.

Executive Insight

CHIEF EXECUTIVE OFFICER - CEO

Competing with Alternative Food Providers
With more retailers offering prepared foods, restaurants face growing competition from new sources. Prepared meals' sales grew 5 percent in traditional retail stores between 2005 and 2007, while restaurant traffic grew only 3 percent,

according to NPD Group. Supermarkets and convenience stores are typically closer to home and part of consumers' regular schedule. To compete, more restaurants offer take-out options.

Leveraging Eating Trends
Restaurants can lose customers by being slow to respond to evolving consumer tastes. Trends drive the food industry, so companies must be sensitive to consumers' changing palates and dietary preferences. Restaurants may modify existing menu options, like converting sandwiches to wraps, to leverage trends within the scope of existing operations. Companies may also test new dishes for a limited period to gauge interest before adding an item to their menu.

CHIEF FINANCIAL OFFICER - CFO

Managing Supply Costs
Fluctuating costs for raw ingredients can significantly impact profitability. Food and beverage costs are about one-third of sales in FSRs, and many restaurants are hesitant to raise prices to compensate for cost increases. Large companies may contract with suppliers to protect margins. Franchisees leverage the buying power of franchisers to help minimize cost variability.

Analyzing Menu Item Margins
Menu item profitability can vary significantly, depending on ingredient costs and labor requirements. Profitable items may have low sales, while low-profit items may generate significant volume. By analyzing the profitability and popularity of individual menu items, restaurants can identify which dishes to feature or eliminate.

CHIEF INFORMATION OFFICER - CIO

Linking Kitchen and Dining Room Operations
Ineffective communication between the kitchen and dining room can lead to operational error and customer complaints. The more meals served, the greater the chance for mistakes. Computer systems linking servers to the kitchen minimize ordering error and can improve production flow. Certain programs time food preparation and can alert staff when orders run behind schedule.

Implementing Inventory Management Systems
Because most restaurants deal with large quantities of perishable supplies, lax purchasing and inventory management practices can lead to significant write-offs. Underforecasting can result in ingredient shortages. Computerized inventory management systems track supplies and alert staff when levels run low. Integrated systems combine sales data with inventory to help predict demand for specific ingredients and aid in purchasing.

HUMAN RESOURCES - HR

Recruiting Entry-Level Workers
Companies struggle to find entry-level workers due to low wages and a shrinking labor pool. The number of 16- to 24-year-olds, an important source of labor for restaurants, is projected to remain flat through 2014. Most entry-level jobs pay at or just slightly above the minimum wage. Companies may use employee referrals or offer signing bonuses to attract new workers. Some restaurants identify and recruit good workers from competitors.

Maintaining Acceptable Customer Service
Poor customer service can quickly ruin a restaurant's reputation and result in lost sales. Superior service is a critical part of the dining experience, particularly in FSRs. Mystery shopper visits and frequent upper management drop-in visits can help identify service issues. Regular performance reviews, bonuses, and other incentives help motivate workers.

VP SALES/MARKETING - SALES

Creating Distinctive Dining Experience
In many restaurants, food is just one part of the dining experience. Customers also consider ambiance and service when evaluating restaurants. Companies may use unique lighting, décor, and design elements to create a distinctive environment. Waitstaff who are attentive and get to know regular customers personally help restaurants develop a competitive advantage.

Developing Promotional Menu Items

Because many restaurant customers seek variety and innovative dishes, a stagnant menu can result in slower traffic. Companies must constantly keep menus fresh and new to keep customers' attention. Restaurants may develop promotional dishes that feature seasonal ingredients to generate interest. Limited-time-only dishes create a sense of urgency and can help drive customer traffic.

Call Preparation Questions

CONVERSATION STARTERS

How have changes in food and beverage costs affected the company's profitability?
Unstable manufacturer prices for raw ingredients used in restaurants can significantly impact restaurant profitability.

How has the company's competition changed over time?
Restaurants face increasing competition from a broad range of businesses vying for consumers' food dollars.

How does the economy influence the company's sales?
Restaurant meals are generally more expensive than home cooking, and sales depend on consumer spending.

How is the company addressing the growing popularity of eco-friendly food?
Companies can leverage growing consumer interest in the environment and healthy eating by adding "green" menu choices.

How has the trend of smaller portion sizes affected the company's menu?
Restaurants can capitalize on consumers' desire to sample different flavors and types of food by offering small portions.

How important is take-out business to the company?
Companies can target time-starved customers who still want restaurant-quality food by offering take-out meals.

QUARTERLY INDUSTRY UPDATE

How is the company addressing increased demand for healthy food options?
New laws in some locations force restaurants to change ingredients or display nutrition information.

What strategies is the company using to lessen the impact of the slow US economy?
Despite growth of some chain restaurants in 2007, experts fear that sales won't be as strong in 2008.

OPERATIONS, PRODUCTS, AND FACILITIES

What limitations does the company face when developing menu items?
QSRs typically offer a limited number of simple items, so companies can train unskilled workers to prepare food.

How do standard operating procedures help the company's operations?
Most chains have strict operating procedures for food preparation to ensure consistent quality and food safety.

How large is the company's kitchen staff?
Kitchen staff may include an executive chef, sous chefs, line cooks, prep cooks, and pastry chefs.

What kind of relationship does the company have with suppliers?
Companies typically buy supplies from food distributors. Some restaurants buy directly from local farms or farmers markets.

What challenges does the company face in managing perishable inventory?
Companies carefully manage inventory of perishable food products, such as fresh seafood and dairy goods, to reduce losses due to spoilage.

What are the company's most popular menu items?
Products include appetizers, entrées/main dishes, desserts, and beverages. Companies may specialize in a certain type of cuisine (such as Italian, Chinese, or barbecue); entrée (sandwiches, steak, seafood); or other food item (pretzels, smoothies).

What does the company consider when developing menus?
Restaurants consider ingredient availability, cooking equipment, labor requirements, physical space, and cost. The mix of menu options must balance popularity and profitability.

How often does the company change its menu?
Some companies change menu selections seasonally; some high-end restaurants create new menus daily.

How important are alcoholic beverages to the company's sales?
Alcoholic beverages are important contributors to total sales, particularly for FSRs and especially for high-end restaurants.

What special menus does the company offer?
Companies may offer an alternative menu for children or individuals with special dietary needs.

If the company is a franchise, what does the company's franchise agreement cover?
Franchise agreements generally cover a specific geographical market and outline restaurant operating requirements, such as hours of operation, menu offerings, and pricing.

What are average annual sales for the company's restaurant(s)?
Annual sales average $833,000 for FSRs and $694,000 for QSRs, according to the National Restaurant Association (NRA). A well-established, midsized chain FSR can generate between $3 and $5 million annually.

How many customers can the company's restaurant(s) serve?
An FSR's square footage and the number of seats and tables dictate how many patrons it can serve and directly affect sales.

CUSTOMERS, MARKETING, PRICING, COMPETITION

Who is the company's typical customer?
Young adults without children are most likely to dine out, according to NPD Group. Young men are an important segment for QSRs and tourists are more likely to visit FSRs. Households with children tend to order take out.

What are the company's most effective marketing and promotional vehicles?
Marketing and promotional vehicles include TV, print, radio, and outdoor advertising; direct mail; and newspaper insert coupons.

If the company is a franchise, how do the company's local ads compare to the chain's national ads?
Franchises typically contribute to corporate advertising funds and may run separate local marketing programs.

How effective are the company's local marketing programs?
Word-of-mouth is especially important for small, independent restaurants with limited marketing budgets. Relationships with hotels can help drive tourist traffic.

How does the company develop customer loyalty?
Companies may offer discounts and free food for frequent visits. Developing personal relationships with regular patrons helps create a loyal customer base.

What level of service do the company's customers expect?
Expensive restaurants may assign multiple waiters to a single table to ensure attentive service. Customers may expect waitstaff to have in-depth knowledge of menu offerings and recommend wine pairings. Most QSR customers expect fast service and accurate order fulfillment.

What role does the Internet play in the company's marketing efforts?
Restaurants use Internet sites to post basic information, including menus, directions, and hours of operation. Some companies allow customers to make reservations or place take out, dine-in, or delivery orders through websites.

What is the average check in the company's restaurant(s)?
For chain FSRs, checks average about $8 for family and $18 for casual restaurants. In the most expensive restaurants, checks regularly exceed $100; entrées alone can cost $40 or more. Checks average $5 to $6 in fast food restaurants and $7 to $10 in fast-casual.

Who is the company's main competitor?
Restaurants compete with companies that serve meals or prepared foods, including grocery stores, warehouse clubs,

delis, and convenience stores. In addition, restaurants compete with home cooking.

REGULATIONS, R&D, IMPORTS AND EXPORTS

What government regulations have the greatest effect on the company's operations?
Federal, state and local government laws regulate restaurant operation, food safety, and worker protection.

How did the company perform during its most recent inspections?
Local officials regularly inspect restaurants to enforce health, sanitation, safety, fire, and liquor licensing regulations. Noncompliance can result in temporary or permanent closure.

How does the company minimize the potential for food poisoning?
Highly publicized food poisoning incidents involving contaminated ingredients and improper preparation have increased attention on restaurant sanitation.

How reliant is the company on imported food products?
Restaurants rely on imports to get out-of-season fruits and vegetables, exotic foods, and seafood.

ORGANIZATION AND MANAGEMENT

What are some of the company's typical entry-level jobs?
Entry-level jobs include servers, dishwashers and bussers. Most entry-level jobs pay at or just above minimum wage.

What are the company's biggest staffing challenges?
Unpredictable restaurant traffic and rapid worker turnover make staffing and scheduling a constant challenge. In some areas, companies rely on undocumented workers to maintain staffing.

What qualifications does the company look for when recruiting chefs?
Some chefs have degrees from culinary schools or international training. Executive chefs have about 20 years experience.

What are average annual salaries for the company's top kitchen staff?
The annual salary for an executive chef averages about $78,000 and a sous chef earns about $42,000, according to StarChefs.com. Restaurant managers earn between $40,000 and $55,000, and may participate in profit-sharing plans.

FINANCIAL ANALYSIS

How does seasonality affect sales?
Sales are slightly seasonal, and peak during the summer. Bad weather can depress sales.

How does the company minimize inventory write-offs?
As many ingredients are perishable, most companies keep low inventories.

How does the company determine the profitability of individual dishes?
Cost accounting is important, since the profitability of individual dishes can vary significantly.

What factors have the largest effect on gross margins?
Gross margins are about 60 percent of sales.

What costs are the most difficult to control?
For FSRs, food/beverage costs and payroll are each about one-third of sales, according to the National Restaurant Association (NRA). Credit card fees are 1 to 3 percent of sales.

How long does it take for one of the company's restaurants to become profitable?
Independent restaurants take about 18 months to turn a profit, according to RestaurantOwner.com

What does the company consider when deciding whether to buy or lease property?
The cost of building a restaurant can vary, and depends heavily on whether companies own or lease property and if the restaurant is a new concept, an existing business, or a franchise.

What is the average investment required for one of the company's restaurants?
The investment for a non-chain restaurant on leased property is about $350,000. Costs, including land purchase, average about $725,000.

If the company is a franchise, what are the financial terms of the company's franchise agreement?

Franchise agreements typically include an initial payment, royalties based on a percentage of sales, and marketing fees.

BUSINESS AND TECHNOLOGY STRATEGIES

How is technology improving the restaurant's transaction process?
A growing number of restaurants allow customers to order through Internet sites or by fax. Some restaurants send daily menus and accept text orders via cell phone. A small number of FSRs offer electronic systems at tables that allow customers to self-order and pay.

How is the fast-casual dining trend affecting the company's market?
QSRs include fast-casual restaurants, which offer higher quality, more expensive food without table service. Sales growth in fast-casual restaurants outpaced that for the total restaurant industry and the QSR segment, according to Technomic.

How does the company compensate for rising food costs?
Companies may substitute ingredients, modify recipes, or reduce portion sizes to avoid significant menu price increases.

What threat does home cooking present to the company?
Consumers are making over three-quarters of meals at home, according to NPD Group. Consumers also believe that meals at home are healthier and higher quality than fast food.

Financial Information

COMPANY BENCHMARK INFORMATION

Food Services and Drinking Places
(NAICS: 722) - (NAICS: 722)

12 Month Rolling Data Period	Last Update October 2008
Small Company Data	Sales < $1,290,005
Table Data Format	Median Values

	US Private Company Data	
	Aggregate	Small Company
Company Count in Analysis	1295	324

Income Statement		
Net Sales	100%	100%
Gross Profit	63.3%	63.1%
Operating Income	4.4%	3.5%
Net Profit After Tax	2.2%	2.6%

Balance Sheet		
Cash	7.4%	9.6%
Accounts Receivable	0.7%	0%
Inventory	2.8%	2.9%
Total Current Assets	13.3%	14.3%
Total Fixed Assets	49.6%	44.9%
Other Non-Current Assets	37.0%	40.7%

Total Assets	*100.0%*	*100.0%*
Accounts Payable	6.2%	2.3%
Total Current Liabilities	19.9%	17.1%
Total Long-Term Liabilities	16.1%	5.5%
Net Worth	64.1%	77.4%

Financial Ratios
(Click on any ratio for comprehensive definitions)

Quick Ratio	0.49	0.47
Current Ratio	1.04	1.1
Current Liabilities to Net Worth	81.0%	70.0%
Current Liabilities to Inventory	706.0%	483.0%
Total Liabilities to Net Worth	171.0%	128.0%
Fixed Assets to Net Worth	95.9%	82.4%
Collection Period	1.0	0
Inventory Turnover	77.6	65
Assets to Sales	35.0%	27.0%
Sales to Working Capital	10.7	2.8
Accounts Payable to Sales	2.0%	1.0%
Return on Sales	2.0%	3.0%
Return on Assets	4.0%	9.0%
Return on Investment	15.0%	15.0%
Interest Coverage	5.1	3.5

Financial industry data provided by Fintel -- offering leading benchmarking with a database of over 900 industries. Utilize financial analysis through profitability, liquidity, sustainable growth rate, business valuation, custom research, and other tools. Visit us on the web at www.fintel.us/firstresearch to find out how we can help you.

ECONOMIC STATISTICS AND INFORMATION

Annual Construction Put into Place - Census Bureau
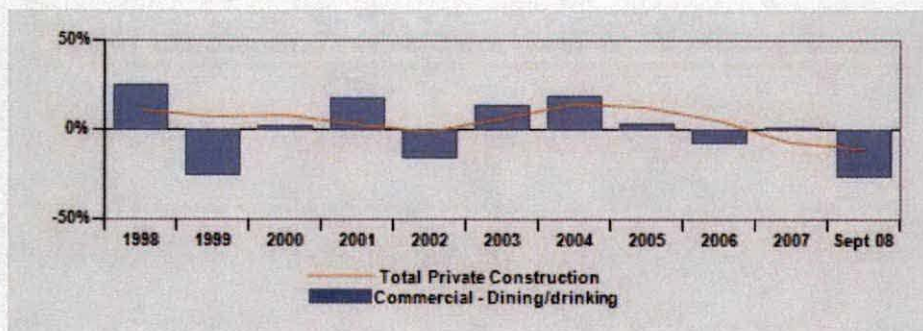
Retail Annual Sales Growth - Census Bureau

Occupational Projections
(2008 – 2013)

The following projections are for those occupations most closely associated with this program based on national and regional labor market data. However, the extent to which specific OCC programs lead to employment within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level as defined by the U.S. Department of Labor.

Although based on sound well tested economic modeling procedures, projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Occupational forecast data was obtained from EMSI (Economic Modeling Specialists Inc.).

Restaurant Managment Occupation Projections 2008-2013

Region Info										
Region: SE Michigan Four-County Region										
County Areas: Livingston, Michigan (26093), Macomb, Michigan (26099), Oakland, Michigan (26125), Wayne, Michigan (26163)										
SOC Code	Description	2008 Jobs	2013 Jobs	Change	% Change	New & Rep. Jobs	% New & Rep.	2007 Median Hourly Earnings	2007 Avg Hourly Earnings	Education Level
11-9051	Food service managers	2,545	2,587	42	2%	340	13%	$21.93	$23.08	Work experience in a related field
35-1012	First-line supervisors/managers of food preparation and serving workers	9,969	10,400	431	4%	801	8%	$14.83	$15.45	Work experience in a related field
35-2014	Cooks, restaurant	10,695	11,532	837	8%	2,248	21%	$10.58	$10.81	Long-term on-the-job training
		23,209	24,519	1,310	6%	3,390	15%	$13.67	$14.17	
Source: EMSI Covered Employment - Spring 2008 Release v. 2										

Source: EMSI

Restaurant Management Occupation Definitions
SOC Detail Definitions

SOC Code 11-9051

Name   Food service managers

Definition
Plan, direct, or coordinate activities of an organization or department that serves food and beverages.

Examples
Banquet Director, Restaurant Manager, Catering Manager

SOC Code 35-1012

Name   First-line supervisors/managers of food preparation and serving workers

Definition
Supervise workers engaged in preparing and serving food.

Examples
Cafeteria Manager, Caterer, Bar Manager

SOC Code 35-2014

Name   Cooks, restaurant

Definition
Prepare, season, and cook soups, meats, vegetables, desserts, or other foodstuffs in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu.

Examples
Broiler Cook, Specialty Foreign Food Cook, Garde-manger

Occupational Skills Analysis

The following report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students enrolled in our programs are adequately prepared for employment.

In particular this report provides:

Importance of the competency to the occupation (in general terms)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

Importance of the competency to the occupation (in specific terms).

- 0 to 20 = not important
- 21 to 40 = somewhat important
- 41 to 60 = important
- 61 to 80 = very important
- 81 to 100 = extremely important

Level of Attainment in the competency required by the occupation:

- Basic = 0 to 24
- Intermediate = 25 to 49
- Advanced = 50 to 74
- Expert = 75 to 100

Current Occupation

11-9051.00 - Food Service Managers

Plan, direct, or coordinate activities of an organization or department that serves food and beverages.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Customer and Personal Service	Very Important	89	Advanced	71
Administration and Management	Very Important	78	Advanced	60
Education and Training	Important	55	Advanced	57
Sales and Marketing	Important	63	Advanced	56
Production and Processing	Important	63	Advanced	56
Mathematics	Important	58	Advanced	51
Clerical	Important	57	Advanced	51
Food Production	Important	59	Intermediate	49
Personnel and Human Resources	Important	53	Intermediate	49
English Language	Important	55	Intermediate	45
Public Safety and Security	Important	55	Intermediate	42
Economics and Accounting	Somewhat Important	48	Intermediate	39
Computers and Electronics	Somewhat Important	29	Intermediate	39
Psychology	Somewhat Important	39	Intermediate	38
Law and Government	Somewhat Important	33	Intermediate	31
Chemistry	Not Important	22	Intermediate	29
Mechanical	Somewhat Important	26	Intermediate	29
Communications and Media	Not Important	23	Intermediate	25
Sociology and Anthropology	Not Important	21	Basic	23
Philosophy and Theology	Not Important	14	Basic	21
Engineering and Technology	Not Important	14	Basic	19
Telecommunications	Not Important	18	Basic	17
Transportation	Not Important	16	Basic	17
Foreign Language	Not Important	18	Basic	17
Design	Not Important	13	Basic	15
Therapy and Counseling	Not Important	10	Basic	13
Building and Construction	Not Important	9	Basic	11
Geography	Not Important	10	Basic	11
Biology	Not Important	8	Basic	10
Physics	Not Important	9	Basic	9
Medicine and Dentistry	Not Important	8	Basic	9
History and Archeology	Not Important	7	Basic	7
Fine Arts	Not Important	3	Basic	4

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Monitoring	Important	74	Advanced	68
Active Listening	Very Important	85	Advanced	67
Speaking	Very Important	80	Advanced	66
Learning Strategies	Important	73	Advanced	63
Time Management	Very Important	76	Advanced	63
Reading Comprehension	Important	68	Advanced	63
Management of Personnel Resources	Important	71	Advanced	62
Critical Thinking	Important	71	Advanced	61
Active Learning	Important	70	Advanced	61
Instructing	Very Important	81	Advanced	61
Coordination	Important	66	Advanced	59
Social Perceptiveness	Important	71	Advanced	58
Service Orientation	Important	67	Advanced	56
Management of Financial Resources	Important	62	Advanced	55
Writing	Important	56	Advanced	55
Judgment and Decision Making	Important	71	Intermediate	49
Management of Material Resources	Important	55	Intermediate	48
Systems Evaluation	Somewhat Important	42	Intermediate	48
Mathematics	Important	59	Intermediate	48
Negotiation	Important	53	Intermediate	47
Troubleshooting	Important	56	Intermediate	47
Quality Control Analysis	Important	59	Intermediate	47
Persuasion	Somewhat Important	43	Intermediate	46
Complex Problem Solving	Important	50	Intermediate	45
Operations Analysis	Somewhat Important	43	Intermediate	45
Equipment Maintenance	Somewhat Important	44	Intermediate	43
Equipment Selection	Somewhat Important	39	Intermediate	42
Operation and Control	Somewhat Important	38	Intermediate	38
Systems Analysis	Somewhat Important	34	Intermediate	37
Operation Monitoring	Somewhat Important	37	Intermediate	33
Repairing	Somewhat Important	32	Intermediate	32
Technology Design	Not Important	22	Basic	21
Science	Not Important	18	Basic	21
Installation	Not Important	19	Basic	20
Programming	Not Important	14	Basic	13

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Near Vision	Important	66	Advanced	61
Oral Expression	Very Important	85	Advanced	59
Written Comprehension	Very Important	75	Advanced	59
Problem Sensitivity	Very Important	81	Advanced	57
Oral Comprehension	Very Important	85	Advanced	57
Deductive Reasoning	Very Important	78	Advanced	57
Fluency of Ideas	Important	60	Advanced	55
Originality	Important	56	Advanced	55
Speech Recognition	Very Important	75	Advanced	55
Inductive Reasoning	Important	69	Advanced	54
Information Ordering	Important	69	Advanced	54
Written Expression	Important	60	Advanced	54
Mathematical Reasoning	Important	56	Advanced	54
Perceptual Speed	Important	66	Advanced	52
Visualization	Important	56	Advanced	52
Memorization	Important	53	Advanced	52
Flexibility of Closure	Important	63	Advanced	50
Category Flexibility	Important	63	Advanced	50
Visual Color Discrimination	Important	56	Advanced	50
Number Facility	Important	60	Advanced	50
Speech Clarity	Very Important	78	Advanced	50
Time Sharing	Important	63	Advanced	50
Extent Flexibility	Somewhat Important	41	Intermediate	48
Far Vision	Important	56	Intermediate	46
Selective Attention	Important	63	Intermediate	46
Auditory Attention	Somewhat Important	47	Intermediate	45
Speed of Closure	Important	53	Intermediate	45
Trunk Strength	Somewhat Important	41	Intermediate	39
Hearing Sensitivity	Somewhat Important	44	Intermediate	38
Manual Dexterity	Somewhat Important	44	Intermediate	38
Finger Dexterity	Somewhat Important	41	Intermediate	38
Arm-Hand Steadiness	Somewhat Important	47	Intermediate	36
Wrist-Finger Speed	Somewhat Important	31	Intermediate	36
Speed of Limb Movement	Somewhat Important	38	Intermediate	34
Control Precision	Somewhat Important	38	Intermediate	34
Static Strength	Somewhat Important	41	Intermediate	34
Depth Perception	Somewhat Important	38	Intermediate	32
Multilimb Coordination	Somewhat Important	38	Intermediate	30
Stamina	Somewhat Important	41	Intermediate	29
Gross Body Coordination	Somewhat Important	41	Intermediate	29
Dynamic Strength	Somewhat Important	28	Intermediate	29
Response Orientation	Somewhat Important	25	Intermediate	25
Reaction Time	Somewhat Important	25	Basic	21
Gross Body Equilibrium	Not Important	19	Basic	18
Spatial Orientation	Not Important	9	Basic	11
Rate Control	Not Important	16	Basic	11
Dynamic Flexibility	Not Important	6	Basic	5
Peripheral Vision	Not Important	6	Basic	5
Sound Localization	Not Important	6	Basic	4
Night Vision	Not Important	3	Basic	4
Glare Sensitivity	Not Important	3	Basic	4
Explosive Strength	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Current Occupation

35-1012.00 - First-Line Supervisors/Managers of Food Preparation and Serving Workers

Supervise workers engaged in preparing and serving food.

Occupational Knowledge

Knowledge	Importance	Imp. (0-100)	Level	Lvl (0-100)
Customer and Personal Service	Very Important	86	Advanced	63
Administration and Management	Very Important	75	Advanced	55
Education and Training	Somewhat Important	46	Intermediate	47
Clerical	Somewhat Important	45	Intermediate	41
Food Production	Somewhat Important	49	Intermediate	39
Production and Processing	Somewhat Important	49	Intermediate	37
Personnel and Human Resources	Somewhat Important	48	Intermediate	36
Sales and Marketing	Somewhat Important	46	Intermediate	36
Mathematics	Somewhat Important	39	Intermediate	35
Psychology	Somewhat Important	33	Intermediate	34
English Language	Somewhat Important	42	Intermediate	33
Economics and Accounting	Somewhat Important	43	Intermediate	31
Chemistry	Somewhat Important	27	Intermediate	30
Computers and Electronics	Somewhat Important	31	Intermediate	28
Public Safety and Security	Somewhat Important	37	Basic	23
Communications and Media	Not Important	24	Basic	21
Foreign Language	Not Important	23	Basic	21
Mechanical	Not Important	22	Basic	20
Law and Government	Somewhat Important	25	Basic	19
Therapy and Counseling	Not Important	14	Basic	15
Philosophy and Theology	Not Important	9	Basic	13
Sociology and Anthropology	Not Important	12	Basic	13
Engineering and Technology	Not Important	12	Basic	13
Design	Not Important	12	Basic	12
Telecommunications	Not Important	18	Basic	10
Medicine and Dentistry	Not Important	11	Basic	10
Biology	Not Important	8	Basic	8
Physics	Not Important	8	Basic	8
Geography	Not Important	8	Basic	7
Transportation	Not Important	7	Basic	6
Building and Construction	Not Important	5	Basic	5
History and Archeology	Not Important	2	Basic	2
Fine Arts	Not Important	3	Basic	2

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Monitoring	Important	67	Advanced	59
Reading Comprehension	Important	70	Advanced	58
Speaking	Very Important	81	Advanced	57
Learning Strategies	Important	59	Advanced	56
Instructing	Important	70	Advanced	55
Critical Thinking	Important	59	Advanced	51
Time Management	Important	71	Advanced	51
Writing	Important	50	Advanced	50
Active Listening	Very Important	77	Advanced	50
Active Learning	Important	58	Intermediate	49
Service Orientation	Important	63	Intermediate	48
Management of Personnel Resources	Important	61	Intermediate	47
Coordination	Important	54	Intermediate	47
Social Perceptiveness	Important	62	Intermediate	46
Equipment Maintenance	Important	52	Intermediate	46
Equipment Selection	Somewhat Important	42	Intermediate	44
Judgment and Decision Making	Important	56	Intermediate	43
Mathematics	Important	65	Intermediate	42
Management of Financial Resources	Somewhat Important	47	Intermediate	42
Operation Monitoring	Somewhat Important	47	Intermediate	41
Persuasion	Somewhat Important	44	Intermediate	39
Negotiation	Somewhat Important	45	Intermediate	39
Management of Material Resources	Somewhat Important	44	Intermediate	37
Quality Control Analysis	Important	52	Intermediate	36
Troubleshooting	Somewhat Important	46	Intermediate	36
Operations Analysis	Somewhat Important	35	Intermediate	34
Complex Problem Solving	Somewhat Important	37	Intermediate	34
Operation and Control	Somewhat Important	30	Intermediate	31
Repairing	Somewhat Important	36	Intermediate	28
Systems Evaluation	Somewhat Important	29	Intermediate	26
Science	Not Important	24	Intermediate	25
Systems Analysis	Somewhat Important	28	Basic	24
Technology Design	Not Important	16	Basic	18
Installation	Not Important	15	Basic	16
Programming	Not Important	13	Basic	10

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Oral Expression	Very Important	88	Advanced	57
Oral Comprehension	Very Important	85	Advanced	55
Deductive Reasoning	Important	66	Advanced	54
Problem Sensitivity	Very Important	75	Advanced	52
Information Ordering	Important	69	Advanced	52
Written Comprehension	Important	50	Intermediate	46
Inductive Reasoning	Important	56	Intermediate	46
Speech Recognition	Important	72	Intermediate	45
Speech Clarity	Very Important	75	Intermediate	45
Category Flexibility	Important	50	Intermediate	43
Time Sharing	Important	50	Intermediate	43
Near Vision	Important	56	Intermediate	43
Fluency of Ideas	Somewhat Important	41	Intermediate	39
Memorization	Somewhat Important	38	Intermediate	39
Written Expression	Somewhat Important	47	Intermediate	39
Originality	Somewhat Important	38	Intermediate	38
Selective Attention	Somewhat Important	47	Intermediate	38
Arm-Hand Steadiness	Somewhat Important	44	Intermediate	36
Extent Flexibility	Somewhat Important	35	Intermediate	34
Trunk Strength	Somewhat Important	47	Intermediate	34
Mathematical Reasoning	Somewhat Important	38	Intermediate	32
Visualization	Somewhat Important	31	Intermediate	30
Manual Dexterity	Somewhat Important	44	Intermediate	30
Speed of Closure	Somewhat Important	35	Intermediate	27
Perceptual Speed	Somewhat Important	31	Intermediate	27
Multilimb Coordination	Somewhat Important	28	Intermediate	25
Far Vision	Somewhat Important	28	Intermediate	25
Auditory Attention	Somewhat Important	25	Intermediate	25
Number Facility	Somewhat Important	35	Basic	23
Gross Body Coordination	Somewhat Important	38	Basic	23
Flexibility of Closure	Somewhat Important	28	Basic	21
Stamina	Somewhat Important	41	Basic	21
Finger Dexterity	Not Important	19	Basic	20
Static Strength	Somewhat Important	25	Basic	18
Control Precision	Not Important	22	Basic	16
Wrist-Finger Speed	Not Important	13	Basic	16
Speed of Limb Movement	Not Important	22	Basic	14
Visual Color Discrimination	Not Important	16	Basic	9
Depth Perception	Not Important	13	Basic	7
Dynamic Strength	Not Important	13	Basic	7
Response Orientation	Not Important	6	Basic	5
Gross Body Equilibrium	Not Important	6	Basic	5
Hearing Sensitivity	Not Important	3	Basic	4
Rate Control	Not Important	3	Basic	2
Reaction Time	Not Important	3	Basic	2
Sound Localization	Not Important	0	Basic	0
Spatial Orientation	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Dynamic Flexibility	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Current Occupation

35-2014.00 - Cooks, Restaurant

Prepare, season, and cook soups, meats, vegetables, desserts, or other foodstuffs in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Food Production	Very Important	75	Advanced	52
Customer and Personal Service	Important	59	Advanced	51
Production and Processing	Important	50	Intermediate	46
Education and Training	Somewhat Important	46	Intermediate	43
Administration and Management	Somewhat Important	49	Intermediate	40
English Language	Somewhat Important	49	Intermediate	36
Mathematics	Somewhat Important	38	Intermediate	35
Chemistry	Somewhat Important	29	Intermediate	33
Public Safety and Security	Somewhat Important	31	Intermediate	28
Mechanical	Somewhat Important	25	Intermediate	25
Computers and Electronics	Not Important	21	Intermediate	25
Sales and Marketing	Somewhat Important	28	Basic	24
Foreign Language	Somewhat Important	27	Basic	23
Psychology	Not Important	20	Basic	21
Clerical	Not Important	21	Basic	21
Personnel and Human Resources	Somewhat Important	26	Basic	20
Design	Not Important	17	Basic	19
Law and Government	Not Important	24	Basic	17
Communications and Media	Not Important	16	Basic	16
Transportation	Not Important	22	Basic	16
Biology	Not Important	13	Basic	15
Engineering and Technology	Not Important	15	Basic	15
Economics and Accounting	Not Important	18	Basic	13
Building and Construction	Not Important	12	Basic	13
Geography	Not Important	14	Basic	13
Medicine and Dentistry	Not Important	13	Basic	13
Physics	Not Important	12	Basic	13
Therapy and Counseling	Not Important	12	Basic	13
Philosophy and Theology	Not Important	9	Basic	12
Sociology and Anthropology	Not Important	10	Basic	11
History and Archeology	Not Important	11	Basic	9
Telecommunications	Not Important	14	Basic	8
Fine Arts	Not Important	8	Basic	8

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Active Learning	Important	58	Advanced	52
Active Listening	Important	72	Intermediate	48
Learning Strategies	Important	52	Intermediate	48
Critical Thinking	Somewhat Important	49	Intermediate	47
Instructing	Important	57	Intermediate	46
Time Management	Important	50	Intermediate	46
Reading Comprehension	Important	61	Intermediate	44
Speaking	Important	60	Intermediate	44
Equipment Maintenance	Somewhat Important	40	Intermediate	43
Coordination	Important	51	Intermediate	43
Social Perceptiveness	Important	51	Intermediate	41
Equipment Selection	Somewhat Important	44	Intermediate	41
Judgment and Decision Making	Somewhat Important	43	Intermediate	35
Troubleshooting	Somewhat Important	35	Intermediate	33
Management of Personnel Resources	Somewhat Important	41	Intermediate	32
Service Orientation	Somewhat Important	41	Intermediate	32
Monitoring	Somewhat Important	36	Intermediate	31
Quality Control Analysis	Somewhat Important	35	Intermediate	30
Mathematics	Somewhat Important	41	Intermediate	30
Operation Monitoring	Somewhat Important	28	Intermediate	29
Repairing	Somewhat Important	31	Intermediate	28
Systems Evaluation	Somewhat Important	31	Intermediate	27
Negotiation	Somewhat Important	35	Intermediate	26
Writing	Somewhat Important	27	Intermediate	25
Complex Problem Solving	Somewhat Important	29	Intermediate	25
Operation and Control	Somewhat Important	27	Basic	24
Management of Material Resources	Somewhat Important	29	Basic	23
Persuasion	Somewhat Important	25	Basic	21
Systems Analysis	Not Important	20	Basic	19
Management of Financial Resources	Not Important	17	Basic	17
Operations Analysis	Not Important	18	Basic	15
Installation	Not Important	14	Basic	13
Technology Design	Not Important	11	Basic	11
Science	Not Important	9	Basic	9
Programming	Not Important	5	Basic	5

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Time Sharing	Important	69	Advanced	63
Oral Expression	Important	66	Advanced	59
Information Ordering	Important	69	Advanced	59
Oral Comprehension	Important	66	Advanced	57
Deductive Reasoning	Important	63	Advanced	55
Manual Dexterity	Important	66	Advanced	55
Problem Sensitivity	Important	72	Advanced	54
Originality	Somewhat Important	44	Advanced	52
Speech Clarity	Important	63	Advanced	50
Category Flexibility	Somewhat Important	47	Intermediate	46
Fluency of Ideas	Somewhat Important	38	Intermediate	46
Selective Attention	Important	56	Intermediate	46
Perceptual Speed	Somewhat Important	47	Intermediate	46
Multilimb Coordination	Important	56	Intermediate	45
Near Vision	Important	69	Intermediate	45
Memorization	Somewhat Important	41	Intermediate	43
Wrist-Finger Speed	Important	53	Intermediate	43
Written Comprehension	Somewhat Important	41	Intermediate	41
Visualization	Somewhat Important	38	Intermediate	38
Inductive Reasoning	Important	60	Intermediate	38
Written Expression	Somewhat Important	38	Intermediate	38
Mathematical Reasoning	Somewhat Important	41	Intermediate	36
Control Precision	Somewhat Important	41	Intermediate	36
Flexibility of Closure	Somewhat Important	28	Intermediate	36
Speech Recognition	Important	63	Intermediate	34
Number Facility	Somewhat Important	35	Intermediate	34
Speed of Closure	Somewhat Important	35	Intermediate	34
Arm-Hand Steadiness	Important	50	Intermediate	34
Extent Flexibility	Somewhat Important	38	Intermediate	32
Auditory Attention	Somewhat Important	28	Intermediate	32
Trunk Strength	Somewhat Important	41	Intermediate	30
Static Strength	Somewhat Important	25	Intermediate	27
Reaction Time	Somewhat Important	31	Intermediate	27
Speed of Limb Movement	Somewhat Important	35	Intermediate	25
Visual Color Discrimination	Somewhat Important	28	Basic	23
Spatial Orientation	Somewhat Important	31	Basic	23
Gross Body Coordination	Somewhat Important	35	Basic	23
Response Orientation	Not Important	22	Basic	23
Dynamic Strength	Somewhat Important	31	Basic	23
Dynamic Flexibility	Not Important	19	Basic	21
Depth Perception	Somewhat Important	28	Basic	21
Finger Dexterity	Not Important	22	Basic	20
Hearing Sensitivity	Not Important	19	Basic	20
Stamina	Somewhat Important	25	Basic	20
Far Vision	Not Important	13	Basic	16
Peripheral Vision	Not Important	16	Basic	13
Rate Control	Not Important	16	Basic	13
Gross Body Equilibrium	Not Important	9	Basic	7
Explosive Strength	Not Important	3	Basic	4
Sound Localization	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.