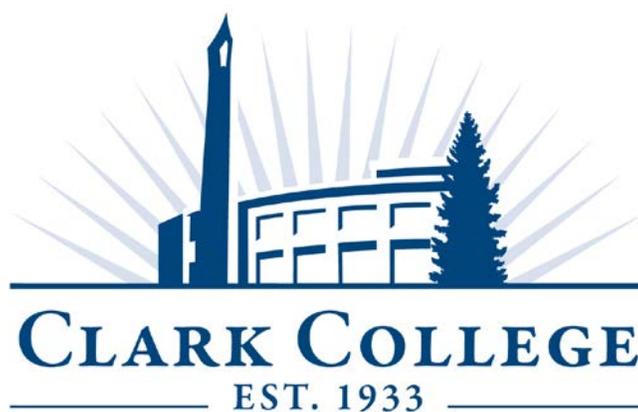


**Spring 2013**



## **Culinary Arts Taskforce Proposal**

**Taskforce Members:**

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## Executive Summary

### **Charge of the Taskforce**

In Fall 2012 the College formed a Culinary Arts Taskforce comprised of faculty, staff, and K12 partners to develop a proposal:

1. To identify changes necessary to ensure Clark College continues to offer a top-notch Culinary Arts, Food program.
2. To identify how the current food service options and hours could be expanded to better serve the campus community.

To that end, we have identified challenges and provide recommendations to meet the charge given to the Taskforce.

### **Program Challenges**

The first major concern is the lack of time to devote to lab activities and skill development with the pressure of having to be concerned with production efforts. Students need time to develop their skills with the equipment, refine culinary techniques, and master foundational competencies. Because of the production focus of the program, the majority of time and resources are allocated to activities that will generate a product for the resale operation (food service to the campus community). Pedagogically, there are other non-production focused activities, such as developing tool skills, understanding dietary concerns, exploration of international cuisine, etc., that could be integrated into the program and would be of greater value to the students entering the workforce. However in the current model, the program has not been able to explore these curricular additions because of the program's direct responsibility to deliver food service for the majority of the campus.

The second area of concern is the inability to maximize the use of the current facility and extend food service hours to the campus community. As previously mentioned, all food service provided within the cafeteria and dining room is student produced, and the hours for food service cannot extend past the contact hours for the program. In addition, this model does not allow for food service to be provided to the campus community during finals week, over breaks between quarters, and evenings.

The third area of concern is the open entry format of the program. Because students can enter the program at any quarter, providing relevant learning opportunities for both new and continuing students while maintaining the expected level of production becomes increasingly difficult.

### **Taskforce Recommendations**

1. The program model needs to shift away from a strict production focus to a hybrid model that balances theory and skill development with production.
  - a. Shifting the model requires a revamp of the entire curriculum in order to implement non-production lab activities, demonstrations, and additional theory.
  - b. The new curriculum would also include various prerequisites that would help ensure student readiness for the increased academic rigor of the program.
  - c. The new program curriculum would seek to develop articulation agreements between the Culinary Arts program at the Clark County Skills Center and Fort Vancouver High School and into the new Hospitality program coming to Washington State University Vancouver.

- d. The program would also become a cohort model with new students accepted in Fall Quarter only.
2. Local vendors will need to be brought on campus, in a limited capacity, to augment food service for the campus community.
    - a. One to three vendors, vetted by the campus community, will be able to rent kiosk locations in the main food court area. These vendors will be providing food service during the times student-produced food service is not available:
      - i. Monday – Thursday: 7:00-11:00 am and 1:00-7:00pm (depending on demand).
      - ii. Hours to be determined during breaks between quarters.
    - b. The Food Service Needs survey indicated, “the majority of respondents do not want food service provided by franchises or large contractors and would prefer a college-run or small, independent business-run facility.”
  3. In order to accomplish recommendations one and two, the Culinary Arts facilities need to be completely renovated to provide space for instruction, equipment needed to change the program model, and to meet the food service needs of the College community.
    - a. Proposed renovations of the space would add a second floor to the existing space that would accommodate two SMART classrooms, a demonstration kitchen, and additional office space.
    - b. Renovation of the existing space would provide new kitchen facilities, a modern food court area with cook-to-order kiosks, a new bakery area, and a new dining room.

The above recommendations, if implemented, will provide Clark College with an opportunity to:

1. Meet the changing needs of industry.
2. Expand the campus community food service operations.
3. Create an inviting space on campus for students, faculty, and staff to gather as members of a community.
4. Provide opportunities for Corporate and Continuing Education to expand culinary offerings to the community.
5. Provide space for the development of a Clark College-run catering operation.

To accurately develop the project’s scope and necessary funding, the Taskforce recommends that in late spring or early summer 2013 the College enlists the expertise of a kitchen and dining architect/designer to look at limitations and possibilities of existing facilities in order to develop an accurate budget for renovations. Using guidelines developed by the Office of Financial Management (OFM), Facility Services estimates the cost of the predesign study at \$113,000. The deliverables for the predesign study are as follows:

1. Project analysis that details what the project is and how it will be managed through the life cycle.
2. Program analysis that should confirm the work done by the Culinary Taskforce and modify it as necessary based on consultant experience.
3. Site analysis that will optimize the project based on the planned location in the existing Culinary area of Gaiser Hall.
4. Project budget that would provide detailed estimates and funding methods.
5. Impacts to operations and maintenance.
6. Project drawings and diagrams that would be used to support schematic design.

## **Conclusion**

The Culinary Arts, Food program is facing several challenges: 1) the need to shift away from a strict production focus and incorporate more skill development, demonstration, and theory, 2) the inability to provide expanded on-campus food service, and 3) the open entry format of the program is increasingly detrimental to student learning.

In order resolve these issues the Taskforce strongly recommends moving away from the current production focused model to a hybrid of demonstration and production methods to create a more balanced learning environment. Extended food service can be provided by bringing local outside vendors to help augment student-produced food service. To implement these recommendations the College will need to invest in a significant renovation of the Culinary Arts facility. However, a renovation, while costly, is an investment in the program, an investment in student retention, and an investment in the goals of the Strategic Plan. The creation of an inviting space for students, faculty, and staff to congregate as members of a community will serve Clark College for decades to come.

# Proposal

## **Charge of the Taskforce**

In Fall 2012 the College formed a Culinary Arts Taskforce comprised of faculty, staff, and K12 partners to develop a proposal:

1. To identify changes necessary to ensure Clark College continues to offer a top-notch Culinary Arts, Food program.
2. To identify how the current food service options and hours could be expanded to better serve the campus community.

## **Current Program**

The Culinary Arts, Food program was first offered at Clark College in 1958. Since that time the program has undergone several minor adjustments and/or improvements, but the main structure of the program has remained relatively unchanged. The current composition of the program includes a one-year Certificate of Proficiency in Cooking (completion of 3 quarters of first-year Cooking classes) and a two-year Associate of Applied Science in Restaurant Management (completion of 3 quarters of Cooking classes and 3 quarters of Management classes). The first year of the program accommodates up to 30 students with approximately 20 students moving into the second year of Management classes. Traditionally, there has been a waitlist for students to start the program, but the program can be started any quarter. Students are on campus from 7:00 am until 1:00 pm Monday through Thursday.

A typical day within the Culinary Arts, Food program begins with a lecture in culinary theory in the morning while Instructional Technicians start the preparation for daily food service. Once finished with lecture the students move directly into the kitchen where they rotate through a series of stations throughout the quarter. First-year Cooking students are rotated through the cafeteria kitchen, dining room kitchen, scatter area, snack bar, and cook-to-order kitchen. Second-year Management students work with and manage the activities of the first-year students at these stations and run the dining room. Management students also work in the storeroom—learning inventory, ordering, and costing of goods. It is important to note that, unlike other programs, the Culinary Arts, Food program is responsible for producing the majority of food for the campus community. The focus on production and resale to meet a community need offers unique challenges to the program when trying to implement curricular changes and improvements.

## **Current Facility**

The current facility was built in 1980 and at that time it was considered state-of-the-art with cafeteria-type service and a small dining room. Over the years the department has had some equipment upgrades but virtually no structural or cosmetic changes. The culinary facility is the only area in Gaiser Hall that did not undergo upgrades during the last major renovation of that building.

To a large extent, the current facility has shaped and continues to shape the program model because of the focus on two distinct food production models: 1) cafeteria line and 2) dining room. The Taskforce's primary goal for proposed enhancements to the Culinary program is to bring the program up to date with modern industry standards and once again allow our students to be the best prepared graduates upon entering the workforce. Changes to the facility with specific curricular elements in mind are crucial to the restructuring of the program model, and one cannot happen without the other. Developing curriculum that focuses on modern, healthy cooking techniques requires a completely different approach to food preparation and service—all of which greatly impacts the facility needs of the

program. The changes identified in this proposal will allow the program to react more nimbly to the demands of industry, as well as expand food service to match the needs of the campus community. Our desire is to once again be known as a leader in Culinary Arts education in the Northwest.

### **Taskforce Process**

The Culinary Taskforce was formed in Fall 2012 and includes the following individuals:

- Faculty
  - Daryl Oest – Culinary Arts, Food Program
  - Tierre Benton – Culinary Arts, Food Program
  - Ian Titterton – Culinary Arts, Baking Program
  - Adnan Hamideh – Business Administration
- Workforce, Career and Technical Education
  - Genevieve Howard
  - Vicki Cheng
- Business Services
  - Karen Wynkoop
- Student Affairs
  - Tasaday Turner
  - John Maduta
- Foundation
  - Ara Serjoie
- Planning and Effectiveness
  - Kael Godwin
  - Susan Maxwell
- Clark County Skills Center Faculty
  - Gregory Retchless – Culinary Arts
  - Andrew McColley – Culinary Arts

Prior to the start of Fall Quarter, curriculum and program information from every publicly funded Culinary program in Washington and Oregon, accredited through the American Culinary Federation (ACF), was collected for review by the Taskforce. In addition, site visits to Bellingham Technical College, Renton Technical College, and South Seattle Community College Culinary programs were conducted during the preceding summer by Genevieve Howard, Dean of Workforce, Career and Technical Education. A list of questions was asked of all programs and the responses to those questions with general program/facility information were provided to the Taskforce for review and discussion.

Over the course of these meetings it was clear that the Taskforce needed to engage the campus community in this conversation. With the assistance of Planning & Effectiveness, a Food Service Needs survey was created that sought to determine the types of food the campus community wanted, the times food service should be offered, and what would encourage greater utilization of on-campus food service. A request to participate in this survey was distributed to students, faculty, and staff through an online link and in-person solicitation. Additionally, feedback at various vendor sites across campus was conducted. A separate survey was changed slightly to gain additional information from our evening students and was conducted in person by Business Administration students in 12 evening classes. The results of these surveys were combined with the general survey and thoroughly reviewed by the Taskforce. In total there were 1,129 respondents; the results showed a growing desire for healthy and fresh options, increased food service hours, and the inclusion of cook-to-order and/or food cart options. The quantitative and qualitative data collected through these survey efforts created the foundation from which the Taskforce developed this proposal (see Appendix A).

### **Program Challenges**

The first major concern is the lack of time to devote to lab activities and skill development without the pressure of production efforts. Students need time to develop their skills with the equipment, refine culinary techniques, and master foundational competencies. Because of the production focus of the program, the majority of time and resources are allocated to activities that will generate a product for the resale operation. Pedagogically, there are other non-production focused activities, such as

developing tool skills, understanding dietary concerns, exploration of international cuisine, etc., that could be integrated into the program and would be of greater value to the students entering the workforce. However, in the current model, the program has not been able to explore these curricular additions because of the program's direct responsibility to deliver food service for the majority of the campus.

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### **Taskforce Recommendations**

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    - i. Monday – Thursday: 7:00-11:00 am and 1:00-7:00 pm (depending on demand).
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3. In order to accomplish recommendations one and two, the Culinary Arts facilities need to be completely renovated to provide space for instruction, for the equipment needed to change the program model, and to meet the food service needs of the College community.

The above recommendations, if implemented, will provide Clark College with an opportunity to:

1. Meet the changing needs of industry.

2. Expand the campus community food service operations.
3. Create an inviting space on campus for students, faculty, and staff to gather as members of a community.
4. Provide opportunities for Corporate and Continuing Education to expand culinary offerings to the community.
5. Provide space for the development of a Clark College-run catering operation.

### **New Program Vision**

The Culinary Arts, Food program vision is to provide culinary students with an understanding of current culinary theory, development of key industry competencies, and hands-on application of new skill sets within a production kitchen. The successful realization of this vision requires a facility capable of providing educational spaces for these experiences to occur. As stated earlier in this proposal, the current facility layout and expected level of food production in large part shapes the current program. Since the last renovation, more than thirty years ago, the food service industry has undergone many changes in equipment, teaching methods and practices, utilization of technology and food storage, and ordering practices, to name a few.

#### Kiosks

Customer feedback and the Food Service Needs survey results have identified the vast majority of respondents desire fresh and healthy cuisine that can be made to order quickly for the individual. Utilizing small kiosk-type, cook-to-order stations that provide different regional and ethnic cuisine will satisfy this need. Students working at the kiosk locations will be provided with direct customer service feedback and hands-on opportunities to hone their professional skills and gain confidence in their abilities. The Taskforce is proposing a minimum of six kiosk locations with four belonging to the program and the remaining two available for rent by outside local vendors. The kiosks belonging to the College would provide hands-on cooking opportunities for both first- and second-year students and would be managed by second-year students with faculty oversight. The vendor operated kiosks would be able to provide food service to the campus community while students in the Culinary Arts, Food program are in lecture, are participating in skill development activities, during school breaks between quarters, and evenings.

#### Restaurant

The restaurant would be moved to the northeast corner of the current facility and open up into the courtyard between the current Culinary facility and the Bookstore. The restaurant would incorporate a “peek-a-boo” kitchen allowing customers to view the activities occurring in the kitchen. Students choosing to pursue a degree in Restaurant Management would be responsible for the daily operations of the restaurant, to include menu development, ordering and costing of plates, food preparation, management of wait staff, and customer service duties. Food preparation would be augmented with first-year cooking students, but they would be managed by second-year students. The Clark dining room is a wonderful asset to the Culinary Arts, Food program in that it provides students with hands-on management experience in a dining room setting. Every Culinary program, researched by the Taskforce, which offers a certificate or degree in restaurant management, operates a dining room. Unfortunately, the current dining room is a dated, dark, and dreary space that does not create a sense of excitement for students or patrons. The dining room desperately needs to be updated to current industry standards in dining and restaurant operation. A facility that actually allows the

public to view the program on a daily basis not only keeps the program in the spotlight but also instills pride in the students for their accomplishments.

#### Food Carts

Food carts are being brought on campus as a way to provide food service to the campus community during the current teach out of the Food program. As part of the new curriculum, the program would like to incorporate a Clark College food cart that would provide an additional learning opportunity for students in both the Cooking and Restaurant Management programs. The addition of a food cart provides students with experience in the day-to-day operations of a food cart, a realistic employment opportunity for many students, and would be used to provide food service to other areas of campus.

#### Demonstration Kitchen

The addition of a demonstration kitchen would provide the ability for faculty to truly demonstrate skills or a series of steps to an entire class outside of a production kitchen. Cooking requires hands-on skills that must be demonstrated to students giving them a visual concept. This requires a functional demonstration kitchen and main kitchen training space to practice those skills whether it be actual cooking or simple knife skills. A fully equipped demonstration kitchen would satisfy this requirement being utilized daily by both the Cooking and Baking programs. In addition, a demonstration kitchen could be used for Corporate and Continuing Education offerings in the evenings or on the weekends.

#### SMART Classrooms

Currently, the Food program and the Baking program share one classroom that is not equipped with SMART technology. In order to integrate technology into the new curriculum, the Culinary Arts department needs two SMART classrooms to accommodate both the Baking and Food programs.

#### American Culinary Federation Accreditation

A goal is to align with the American Culinary Federation standards for future third-party accreditation. While this accreditation would not take place immediately, the core skills will be in place to make the transition. For an overview of the proposed course and program outcomes see Appendix B.

### **Facility Vision**

In order to accurately develop the project's scope and necessary funding, the Taskforce recommends that in late spring or early summer 2013 the College enlists the expertise of a kitchen and dining architect/designer to look at limitations and possibilities of existing facilities in order to develop an accurate budget for renovations. Using guidelines developed by the Office of Financial Management (OFM), Facility Services estimates the cost of the predesign study at \$113,000. The deliverables for the predesign study are as follows:

7. Project analysis that details what the project is and how it will be managed through the life cycle.
8. Program analysis that should confirm the work done by the Culinary Taskforce and modify it as necessary based on consultant experience.
9. Site analysis that will optimize the project based on the planned location in the existing Culinary area of Gaiser Hall.
10. Project budget that would provide detailed estimates and funding methods.

11. Impacts to operations and maintenance.
12. Project drawings and diagrams that would be used to support schematic design.

However, to help provide a solid vision for the space to the campus community, the Taskforce has developed a suggested floor plan for the renovation of the space and examples of what the finished area could look like (see Appendix C and D).

These layouts were developed using the feedback from the Food Service Needs survey, which clearly stated that a renovated space needed to be: 1) inviting, 2) showcase the Food and Baking programs, and 3) technologically relevant and offer a modern layout of equipment and service areas. The survey respondents also noted a strong interest in cook-to-order kiosks, a food court, and grab-and-go options. Multiple kiosk locations not only meet the desires of the campus community for food service, they will also provide students with varied learning opportunities within a single location.

The most striking change is the expansion of the second floor of Gaiser Hall to create a second floor for the Culinary Arts area. The second floor would provide the needed space for the addition of two SMART classrooms, a demonstration kitchen, space for a new catering operation, and more office space within Gaiser Hall. From a return-on-investment stand point, the addition of a second floor would double the existing size of the facility and provide additional instructional space as well as office space.

In addition to a second floor, the Taskforce recommends changing the orientation of the customer service areas for the dining room, kiosk locations, and the Bakery operations, to open up to the high traffic areas within the plaza just outside of Gaiser Hall. Reorienting these areas will allow for greater awareness of food service options, create potential student interest in enrolling in the program, and will create outside patio dining options. To further showcase the activities of the programs, the Taskforce recommends adding large windows to the walls in the Chocolate Lab, Bakery, and Restaurant.

Specific needs of the new space will be addressed shortly, but the Taskforce believes it is important to underscore the potential impact these changes will have on the College community with regard to College climate, student retention, and the College's Strategic Plan. In the most recent Climate Survey, results showed that the overall satisfaction with campus food service, "I am satisfied with the quality and variety of food options at Clark College," is at an all-time low of 3.88 (somewhat disagree) rating. Two years ago this same question received 4.40 (neutral) rating. From these responses it is clear that the current facility and program model are not working for the campus and are perceived to be declining.

In addition to the Climate Survey, there have been numerous studies conducted that link a useful and inviting college cafeteria to the retention and success of community college students. A recent student service publication, [www.ijournal.com](http://www.ijournal.com), states, "a major retention strategy is to create multiple areas for students to stay on campus and utilize the support services available. Cafeterias and food service programs are noted in several academic studies as one of the strongest retention strategies for students at community colleges." The article also goes on to state, "by providing a place for students to study, eat, socialize, and acclimatize to college life, the college cafeteria proved to be an integral part of a student's development and college education." The full article with references to additional, supporting studies is included in the appendix of this proposal (see Appendix E).

These recommendations are not just an investment in Culinary Arts or food service, but rather a tangible capital investment in Clark College's future and sustainable business practices outlined in our strategic

plan. This proposal involves all core themes of the five year College goals: Focus on Learning, Expand Access, Foster a Diverse College Community, Respond to Workforce Needs, and Enhance College Systems.

### **Facility Needs**

#### **Three Classrooms**

- Demonstration classroom.
  - Demonstration classroom, stadium style seating for 50. Must be SMART classroom equipped. Classroom to include appliances (i.e., range, convection oven, deep fryer, grill, flat top).
  - To be utilized by Bakery program, Food program and open for use on a contract basis by Corporate and Continuing Education.
- SMART classroom.
  - Two classrooms that accommodate 40 students each.
  - To be utilized by both Bakery and Food programs.

#### **Office Spaces**

- Create/renew office spaces for program faculty and staff.
  - Cooking Instructor – with view of production kitchen.
  - Management Instructor – with view of dining room kitchen.
  - Bakery Instructor-- with view of baking kitchen or chocolate area.
  - Appropriate office space for staff.
  - Adjunct – three work spaces, two computers.

#### **Bakery**

- Improve resale area.
  - Increase bakery product space/cases.
  - Add espresso machine/barista unit.

#### **Dining Room**

- Renovate dining room.
  - Provide proper waiter station, bussing station and cashiering.
    - Waiter station to include beverage station, soup and bread warmers.
  - Seating for 70 patrons.
  - Greater exposure to cafeteria and/or high traffic areas by providing new entrances and windows.

#### **Dry Stores**

- Upgrade dry stores for proper storage.
  - Must contain office for instructor/storeroom manager.
  - Integration of sustainable practices (use of less paper) will allow better use of space.

#### **General Storage**

- Modern storage facility will help to maximize general storage of kitchen needs.

#### **Food Court**

- Cafeteria Seating – create welcoming environment for customers.
- Cafeteria opens to great hall or the fountain area across from the Bookstore.

### **Refrigeration**

- Eliminate current walk-ins.
- Install one large walk-in freezer and one large walk-in refrigerator with zone control.
  - Walk-ins to be shared between Bakery and Culinary.

### **Dish Room**

- Upgrade dish machine—current model 12-plus years old.
- Facility renovation would allow for maximization of dish room by multiple areas.

### **Cashier Stations**

- Two cashier stations for kiosk area.
- One cashier area specific to Bakery and espresso machine.
- One cashier area specific to dining room.
- Point of Sale system used at all cashiering stations.
  - Ability to weigh product for payment.
  - Ability to process debit and credit cards.
  - Ability to assist in ordering product and supplies.

### **Dining Room Service Kitchen**

- Cook-to-order (CTO) kitchen must include appropriate use of refrigeration, six burner stove top, convection oven, grill, broiler, flat top, steamer, and dual fryer.
- Must have small wares storage, counter space for production, steam line, and food/plate warmers.

### **Food Cart**

- Clark College food cart that would provide students with cooking and management experience in a food cart setting. The cart could be used to provide food service to different campus locations.

### **Vendor Kiosk**

- Two dedicated vendor kiosks with appropriate appliances and cashiering equipment.

### **Production Kitchen/Lab**

- Six burner range tops with ovens (8).
- Industrial steamer (1).
- Dual convection/combo ovens (dependent on layout).
- Stand up refrigeration unit (dependent on layout).
- Refrigeration units with countertop work space on wheels (4).
- Six-foot work tables on wheels with storage below (6).
- Overhead pot, pan, and small wares storage.
- Hand washing stations (2).
- Assorted storage for spices, etc.

### **Kiosk Stations**

- Four cook-to-order kiosk stations in open cafeteria area all with hand wash stations. Stations to include:

- Grill – Grill, flat top, dual fryer, range top, cold sandwich bar, and refrigeration and counter space.
- Italian – Two-deck pizza oven, warmers, grill, flat top, range top, counter space, refrigeration.
- Ethnic - Convection oven, range top, grill, flat top, counter space, refrigeration and warmers.
- Main line – Steam line, warmers, and refrigeration.

#### **Soup/Salad Bar**

- Soup warmers, salad bar refrigeration, and grill/flat top combination.

#### **Beverage center**

- Bottled beverage coolers, fountain drink (single unit), grab-and-go coolers, and microwaves to heat grab-and-go.

#### **Conclusion**

The Culinary Arts, Food program is facing several challenges: 1) the need to shift away from a strict production focus and incorporate more skill development, demonstration and theory, 2) inability to provide expanded on-campus food service, and 3) the open entry format of the program is increasingly detrimental to student learning.

In order to resolve these issues, the Taskforce strongly recommends moving away from the current production focused model to a hybrid of demonstration and production methods to create a more balanced learning environment. Extended food service can be provided by bringing local outside vendors to help augment student produced food service. To implement these recommendations the College will need to invest in a significant renovation of the Culinary Arts facilities. However, a renovation, while costly, is an investment in the program, an investment in student retention, and an investment in the Strategic Plan. The creation of an inviting space for student, faculty, and staff to congregate as members of a community will serve Clark College for decades to come.

# Appendix A



# Food Service Needs

February 2013

## Introduction

The Culinary Taskforce requested a survey to assess food service needs at Clark College. With the help of business statistics students, Planning & Effectiveness conducted three surveys.

The Culinary Taskforce needed to determine the food service needs for members of the college community at the main campus. They were most interested in those food service needs and preferences from main campus employees and students. In addition, the Culinary Arts task force was also interested in feedback from those who currently use food services.

## Methodology

Three forms and methods were created to assess the food services needs of all college community members (students and employees), evening students, and those who currently use the Gaiser Hall cafeteria. An online survey was created to collect feedback from both employees and students. Employees and students were invited to complete the survey by their College Council representative. Evening students were surveyed using a paper form administered by business statistics students visiting classes whose instructors showed interest. Current users were surveyed using a paper form handed out during the purchase process.

The results of the three methods were combined into a single dataset, then divided into three categories: individuals who usually spend more than three dollars a week on food on campus ("Frequent Users"), individuals who reported buying food on campus but don't regularly spend more than three dollars a week on food on campus ("Occasional Users"), and individuals who reported not buying food on campus ("Rare Users"). These groups were chosen because one of the strongest predictors of people's future behavior is their past behavior. This way, the interests of those people we can most expect to use food service on campus in the future can be distinguished from those we wouldn't expect to use food service on campus.

## Results

### *Factors Influencing Decision about Where to Purchase Food*

Respondents rated 17 different potential factors in respondents' ultimate dining decision on a seven-point scale: "Very Unimportant" (1), "Unimportant" (2), "Somewhat Important" (3), "Neutral" (4), "Somewhat Important" (5), "Important" (6), "Very Important" (7).

For all three groups, the four most important factors to respondents in determining where to purchase food were the same. For respondents who usually spend more than three dollars per week, the most important factors were good value, fresh food, healthy and nutritional, and inexpensive. Additionally, speed, local food, sustainable and organic all rated between "somewhat important" and "important." The remaining items on the list – Deli, Consistent Menu, Changing Menu, Setting, American, International, Special Diet, Students Prepare and Vegetarian – were rated between "neutral" and "somewhat important".

	Frequent Users	Occasional Users	Rare Users	Overall
<b>Good Value</b>	6.48	6.04	6.43	6.40
<b>Fresh Food</b>	6.23	5.88	6.19	6.17
<b>Healthy and Nutritional</b>	6.12	5.87	6.12	6.08
<b>Inexpensive</b>	6.06	5.87	6.03	6.03
<b>Speed</b>	5.91	5.66	5.68	5.82
<b>Local Food</b>	5.71	5.35	5.68	5.65
<b>Sustainable</b>	5.47	5.06	5.38	5.39
<b>Organic</b>	5.08	4.90	5.10	5.06
<b>Deli</b>	4.98	4.71	4.85	4.91
<b>Consistent Menu</b>	4.96	5.08	4.94	4.97
<b>Changing Menu</b>	4.85	4.68	4.59	4.76
<b>Setting</b>	4.71	4.55	4.56	4.65
<b>American</b>	4.63	4.36	4.34	4.52
<b>International</b>	4.62	4.38	4.33	4.51
<b>Special Diet</b>	4.48	4.26	4.38	4.42
<b>Students Prepare</b>	4.47	4.31	4.16	4.37
<b>Vegetarian</b>	4.23	3.90	3.98	4.12

*Preferred Dining Settings*

Six potential dining environments were rated on a scale of 1 to 4, where the values correspond to the following interest levels: “Not interested” (1), “Neutral” (2), “Somewhat Interested” (3), and “Very Interested” (4). Respondents who usually spend more than three dollars a week on food on campus rated four of the six settings between “Somewhat Interested” and “Very Interested.” Those are, in order of interest, Cook to Order, Food Court, Grab and Go and Food Carts. Respondents rated their interest in a cafeteria setting as 2.81 (between “neutral” and “somewhat interested”), and their interest in being served in a sit-down setting with wait staff as 1.98 (between “not interested” and “neutral”).

It is worth noting that the overall rating of a setting like the present dining room was 1.98, indicating that a high-quality sit-down dining environment is unlikely to attract new users from the surveyed population.

	Frequent Users	Occasional Users	Rare Users	Overall
<b>Cook to Order</b>	3.25	2.89	3.03	3.14
<b>Food Court</b>	3.20	2.73	3.07	3.09
<b>Grab and Go</b>	3.14	2.73	3.14	3.08
<b>Food Cart</b>	3.13	2.62	3.05	3.03
<b>Cafeteria</b>	2.96	2.44	2.69	2.81
<b>Waitstaff</b>	2.03	1.88	1.94	1.98

*Earliest Purchase Time***Earliest Time Respondents Want to be able to Purchase Food: Non-Evening Respondents**

	<b>Frequent Users</b>	<b>Occasional Users</b>	<b>Rare Users</b>	<b>Overall</b>
6:00 am	13%	9%	16%	12%
7:00 am	38%	37%	34%	38%
8:00 am	28%	28%	22%	28%
9:00 am	8%	17%	14%	11%
10:00 am	7%	7%	9%	7%
11:00 am	5%	3%	5%	5%
<b>Respondents</b>	515	175	58	748

More than 50% of frequent users who filled out the user survey or the feedback form would like food service to start at or before 7:00 am.

The evening survey included different times. Most evening respondents would like to be able to buy food at or before 5:00 pm.

**Earliest Time Respondents Want to be able to Purchase Food: Evening Respondents**

	<b>Frequent Users</b>	<b>Occasional Users</b>	<b>Rare Users</b>	<b>Overall</b>
4:00 pm	21%	26%	15%	21%
5:00 pm	38%	38%	38%	38%
6:00 pm	26%	28%	44%	32%
<b>Respondents</b>	136	85	85	306

*Latest Purchase Time*

**Latest Time Respondents Want to be able to Purchase Food**

	<b>Frequent Users</b>	<b>Occasional Users</b>	<b>Rare Users</b>	<b>Overall</b>
<b>1:00 PM</b>	2%	3%	2%	2%
<b>2:00 PM</b>	4%	5%	1%	4%
<b>3:00 PM</b>	9%	9%	5%	8%
<b>4:00 PM</b>	8%	8%	4%	8%
<b>5:00 PM</b>	12%	11%	10%	12%
<b>6:00 PM</b>	15%	18%	10%	15%
<b>7:00 PM</b>	18%	19%	19%	19%
<b>8:00 PM</b>	31%	27%	48%	32%
<b>Respondents</b>	663	269	162	1,094

Nearly half of frequent users would like to be able to purchase food at or after 7pm.

*Meals Eaten On Campus*

**Percent of Respondents who eat On Campus by Meal**

	<b>Frequent Users</b>	<b>Occasional Users</b>	<b>Rare Users</b>	<b>Overall</b>
<b>Lunch</b>	79%	53%	56%	72%
<b>Afternoon Snack</b>	53%	49%	39%	51%
<b>Morning Snack</b>	41%	36%	33%	39%
<b>Breakfast</b>	24%	14%	22%	22%
<b>Evening Snack</b>	15%	8%	17%	13%
<b>Dinner</b>	8%	2%	0%	7%

The most common meal eaten on campus is Lunch, followed by afternoon and morning snacks. A higher proportion of frequent users than occasional users

### **Conclusion**

Respondents consistently reported a need for longer hours of availability. They also expressed a lack of interest in sit-down dining. Additionally, it is relatively unimportant to the majority of users whether or not food service is provided by students. These findings together support the proposed separation of the Culinary Arts program from food service responsibilities at the college, allowing the Culinary Arts program to focus on its instructional goals rather than food service needs.

The majority of respondents do not want food service provided by franchises or large contractors and would prefer a college-run or small, independent business-run facility where they can get fresh, healthy and inexpensive food in a timely manner. While there was support for food carts in the comments, respondents expressed a stronger interest in cook-to-order stations, a food court, and grab-and-go.

## Appendix: Data Tables

	Frequent Users	Occasional Users	Rare Users	Overall
<b>Total Respondents</b>	673	279	177	1,129
<i>Please check each Clark College food service location you have purchased food from this school year. Please do not check if you have ONLY made a drink purchase.</i>				
<b>GHL Cafeteria</b>	66%	40%	1%	49%
<b>Bakery</b>	56%	38%	1%	43%
<b>Vending</b>	50%	40%	2%	40%
<b>Bookstore</b>	50%	40%	0%	40%
<b>HHL</b>	39%	23%	1%	29%
<b>JSH</b>	38%	21%	1%	28%
<b>Dining Room</b>	25%	14%	1%	19%
<b>BHL</b>	23%	15%	1%	17%
<b>Nowhere</b>	0%	0%	100%	16%
<i>What meals do you most often purchase from Clark College food services?</i>				
<b>Lunch</b>	79%	53%	56%	72%
<b>Afternoon Snack</b>	53%	49%	39%	51%
<b>Morning Snack</b>	41%	36%	33%	39%
<b>Breakfast</b>	24%	14%	22%	22%
<b>Evening Snack</b>	15%	8%	17%	13%
<b>Dinner</b>	8%	2%	0%	7%
<i>Please check other ways you obtain food while at Clark College.</i>				
<b>Bring Food from Home</b>	89%	92%	86%	90%
<b>Leave to Purchase</b>	56%	37%	31%	50%
<b>Go Home and Return</b>	20%	25%	25%	22%
<b>Food Cart</b>	8%	2%	5%	6%
<i>Affiliation with the college</i>				
<b>Full Time Student</b>	60%	50%	43%	55%
<b>Part Time Student</b>	18%	23%	45%	23%
<b>Classified</b>	13%	16%	3%	12%
<b>Full Time Faculty</b>	6%	7%	3%	6%
<b>Part Time Faculty</b>	5%	4%	5%	5%
<b>Work Study</b>	5%	3%	1%	4%
<b>Administrative/Exempt</b>	4%	4%	2%	4%
<b>Visitor</b>	0%	0%	1%	0%
<i>Clark College is reviewing food service needs. Please rate each option for providing food services located on the main campus.</i>				

Appendix A

<b>Independent</b>	3.13	3.28	3.28	3.19
<b>College Run</b>	4.08	3.68	3.95	3.98
<b>Franchise or Chain</b>	4.04	3.65	3.91	3.94
<b>Large Contractor</b>	2.73	2.80	2.82	2.76

*Please rate how important each factor is to you when deciding where to purchase food:*

<b>Good Value</b>	6.48	6.04	6.43	6.40
<b>Fresh Food</b>	6.23	5.88	6.19	6.17
<b>Healthy and Nutritional</b>	6.12	5.87	6.12	6.08
<b>Inexpensive</b>	6.06	5.87	6.03	6.03
<b>Speed</b>	5.91	5.66	5.68	5.82
<b>Local Food</b>	5.71	5.35	5.68	5.65
<b>Sustainable</b>	5.47	5.06	5.38	5.39
<b>Organic</b>	5.08	4.90	5.10	5.06
<b>Deli</b>	4.98	4.71	4.85	4.91
<b>Consistent Menu</b>	4.96	5.08	4.94	4.97
<b>Changing Menu</b>	4.85	4.68	4.59	4.76
<b>Setting</b>	4.71	4.55	4.56	4.65
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<b>International</b>	4.62	4.38	4.33	4.51
<b>Special Diet</b>	4.48	4.26	4.38	4.42
<b>Students Prepare</b>	4.47	4.31	4.16	4.37
<b>Vegetarian</b>	4.23	3.90	3.98	4.12

*Please rate your interest in various food delivery models at Clark College.*

<b>Cook to Order</b>	3.25	2.89	3.03	3.14
<b>Food Court</b>	3.20	2.73	3.07	3.09
<b>Grab and Go</b>	3.14	2.73	3.14	3.08
<b>Food Cart</b>	3.13	2.62	3.05	3.03
<b>Cafeteria</b>	2.96	2.44	2.69	2.81
<b>Waitstaff</b>	2.03	1.88	1.94	1.98

### Summarized Qualitative Responses

1) What would encourage you to use campus food service more?	Cost	Healthy/Quality	Hours/Access	Food Options	Debit/credit	Advertise/Coupons
<b>Percentage:</b>	34%	45%	42%	55%	6%	4%
<b>Out of 449 respondents:</b>	154	201	188	248	26	18

2) Please provide any additional comments you have about food service on the main campus?	Cost	Healthy/Quality	Hours/Access	Food Options	Debit/credit	Advertise/Coupons
<b>Percentage:</b>	10%	39%	28%	47%	4%	5%
<b>Out of 209 respondents:</b>	21	81	59	98	9	11

3) Other factors which are important to you when deciding where to purchase food?	Utilize Food Carts	Healthy	Local Vendors	Healthy Franchise (no McDonalds) / (yes Burgerville)	Variety	Cost
<b>Percentage:</b>	38%	25%	12%	11%	9%	9%
<b>Out of 138 respondents:</b>	52	34	16	15	13	12

# Appendix B

# Culinary Arts

## Curriculum Proposal

### Cooking (year one)

#### Mission Statement:

To provide culinary students quality skills to enter the food service industry.

### Restaurant Management (year two)

#### Mission Statement:

To provide restaurant management students with professional management skills and technical training which will allow the opportunity for potential growth and advancement within today's culinary marketplace.

## **Cooking Program Outcomes**

At the completion of the Clark College Certificate Program, students should have the ability to successfully:

1. Understand the basics of classical, modern, and healthy cooking techniques
2. Identify and describe a variety of food ingredients and specifications with focus on sustainable, organic and nutritional needs.
3. Understand and exercise proper kitchen sanitation and safety
4. Understand professionalism in the workplace
5. Identify and demonstrate proper use of kitchen tools and equipment
6. Demonstrate basic measuring, conversion, food costing and yield management practices
7. Demonstrate cook to order practices with American and International cuisine
8. Demonstrate knowledge of specialty diet needs in vegetarian, vegan and gluten free dishes.

## **COURSE DESCRIPTIONS – FALL**

### **FOOD 100 – Culinary Foundations I**

Monday-Thursday 7 am – 9 am

Concurrent enrollment in Food 110 and 120 required.

Credits: 7

Consists of two hour lecture and lab focusing on kitchen safety and sanitation, cooking techniques, identification and specifications of foods, proper use of kitchen tools/equipment and basic kitchen measurements and calculations.

### **FOOD 110 – Principles of Food Preparation and Production I**

Monday-Thursday 9 am – 11 am

Concurrent enrollment in Food 100 and 120 required.

Credits: 4

Consists of hands on preparation of product utilized at various service locations throughout the kitchen implementing those techniques acquired in theory and lab.

### **FOOD 120 – Applied Cooking and Service Techniques I**

Monday-Thursday 11 am – 2 pm

Concurrent enrollment in Food 100 and 110 required.

Credits: 4

Apply cooking techniques as a team member with direct customer contact through an open kitchen kiosk type concept allowing immediate feedback and customer relation practices.

## **COURSE OUTCOMES**

### **FOOD 100 – Culinary Foundations I**

*At the conclusion of this course students should have the ability to:*

- Demonstrate knowledge and applied skill relating to the step-by-step process for the primary cooking techniques.
- Describe and demonstrate proper step-by-step processes for preparing white and brown stocks, soup and sauce cookery with accuracy and adherence to the designated technique.
- Discuss, evaluate and present on selected flavor profiling, including elements of taste and flavor development as it relates with the cooking process.
- Display knowledge of food labeling and guidelines and how they influence the restaurant industry procurement and food preparation process including the flow of food, food safety and handling practices, FIFO, and appropriate food and beverage operational storage principles.
- Demonstrate appropriate knowledge and applied practices for controlling food time/temperature abuse, proper food handling procedures and personal hygiene practices.
- Understand the composition of animal muscle tissue of various meat, poultry, and seafood products and apply appropriate fabrication skills that ensure maximize yield and cooking techniques while evaluating product for quality.
- Demonstrate safe knife sharpening and handling techniques and execute a variety of cuts including classical cuts with speed and accuracy.
- Identify and discuss proper use and safety of food service equipment.
- Describe the function of mise en place in a professional kitchen.
- Demonstrate the ability to successfully utilize the American standard system of measurement understanding the basic conversion of units of measure between volume, weight and count and show competency in the ability to calculate yield percentages when provided with “as purchased” (AP) and “edible portion” (EP) of an assigned ingredient.
- Display knowledge of vegan, vegetarian and specialty diets.

## **COURSE OUTCOMES**

### **FOOD 110 – Principles of Food Preparation and Production I**

*At the conclusion of this course students should have the ability to:*

- Ability to articulate the process of stocks, soups and sauce preparation.
- Ability to articulate the step-by-step process on the primary cooking techniques, showing competency on how flavor is developed within the cooking process.
- Display knowledge and ability to apply ingredient substitutions that consider dietary guidelines and a balance of flavor.
- Identify, evaluate, prepare and cook a variety of produce, grains and starches with accuracy and adherence to the designated technique, adhering to the proper volume as required per the technique.
- Demonstrate how to make various hot and cold sandwiches.
- Identify and describe a diversity of food ingredients and specifications including those related to vegan, vegetarian and specialty diets.
- Demonstrate and describe the function of mise en place in a professional kitchen.
- Demonstrate safe knife sharpening and handling techniques and execute a variety of cuts including classical cuts with speed and accuracy.
- Demonstrate food safety and sanitation skills.

## **COURSE OUTCOMES**

### **FOOD 120 – Applied Cooking and Service Techniques I**

*At the conclusion of this course students should have the ability to:*

- Ability to demonstrate and apply the step-by-step process of the primary cooking techniques and how flavor is developed within the cooking process
- Execute healthy cooking techniques substituting healthy ingredients for traditional ingredients providing optimum flavor, meeting national dietary guidelines and positive peer feedback providing plate composition analysis.
- Describe and display the elements of taste flavor development as it relates with the cooking process demonstrating proper cooking techniques.
- Demonstrate how to make various hot and cold sandwiches
- Ability to articulate work skill and attitude characteristics that are exemplified within the hospitality industry
- Demonstrate professionalism standards relating to appearance and conduct
- Define the systems related to professionalism, uniform standards and personal hygiene and how they directly relate to the guest experience
- Demonstrate proper professionalism and organizational skills
- Identify and discuss proper use and safety of food service equipment

## **COURSE DESCRIPTION – WINTER**

### **FOOD 101 - Culinary Foundations II**

Monday-Thursday 7 am – 9 am

Concurrent enrollment in Food 111 and 121 required.

Credits: 7

Consists of a two hour lecture and lab focusing on cooking techniques, specific food identification, healthy cooking, basic nutrition, salads and cold dressings and sauces.

### **FOOD 111 – Principles of Food Preparation and Production II**

Monday-Thursday 9 am – 11 am

Concurrent enrollment in Food 101 and 121 required.

Credits: 4

Hands on preparation of food service items utilized at various kiosk locations throughout the food court. Emphasis on acquired cooking techniques.

### **FOOD 121 – Applied Cooking and Service Techniques II**

Monday-Thursday 11 am – 2 pm

Concurrent enrollment in Food 101 and 111 required.

Credits: 4

Apply cooking techniques as a team member at various open kiosk locations. Students will have direct customer contact through a cook to order process allowing immediate feedback and customer relations practices.

## **COURSE OUTCOMES**

### **FOOD 101 – Culinary Foundations II**

*At the conclusion of this course students should have the ability to:*

- Ability to demonstrate the step-by-step process in the primary cooking techniques and development of flavors in the process.
- Understand the composition of various proteins, fruits, and vegetables and apply appropriate fabrication skills to ensure maximum yield.
- Display knowledge of basic human nutrition and selected cooking techniques and composition of meals for optimum flavor that meet national dietary guidelines.
- Prepare variety of classic, national and international salads, cold dressing and sauces.
- Display knowledge in the composition of vegan, vegetarian and specialty diets.
- Demonstrate safe knife handling techniques and execute a variety of cuts with speed and accuracy.
- Understand and demonstrate food safety and sanitation skills.

## **COURSE OUTCOMES**

### **FOOD 111 – Principles of Food Preparation and Production II**

*At the conclusion of this course students should have the ability to:*

- Demonstrate the importance of mise en place in preparation or ingredients for daily menu.
- Demonstrate proper step-by-step process for preparing stocks, sauces and dressings.
- Identify proper use of food service equipment including proper knife skills and cuts.
- Demonstrate safe handling practices of proteins and vegetables including their preparation and storage.

## **COURSE OUTCOMES**

### **FOOD 121 – Applied Cooking and Service Techniques II**

*At the conclusion of this course students should have the ability to:*

- Demonstrate professionalism standards relating to appearance and conduct.
- Demonstrate appropriate knowledge and applied practices for proper food handling procedures and personal hygiene practices.
- Ability to apply proper cooking techniques and management of deliverable product.
- Demonstrate professionalism in direct contact with the public and proper customer relation practices.

## **COURSE DESCRIPTION – SPRING**

### **FOOD 102 – Culinary Foundations III**

Monday-Thursday 7 am – 9 am

Concurrent enrollment in Food 112 and 122 required.

Credits: 7

Consists of a two hour lecture and lab focusing on advanced cooking techniques, sauce techniques, hors d'oeuvres and restaurant baking.

### **FOOD 112 – Principles of Food Preparation and Production III**

Monday-Thursday 9 am – 11 am

Concurrent enrollment in Food 110 and 122 required.

Credits: 4

Hands on preparation of food service items utilized at various kiosk locations throughout the food court. Emphasis on acquired cooking techniques.

### **FOOD 122 – Applied Cooking and Service Techniques III**

Monday-Thursday 11 am – 2 pm

Concurrent enrollment in Food 102 and 112 required.

Credits: 4

Apply cooking techniques as a team member at various open kiosk locations. Students will have direct customer contact through a cook to order process allowing immediate feedback and customer relations practices.

## **COURSE OUTCOMES**

### **FOOD 102 – Culinary Foundations III**

*At the conclusion of this course students should have the ability to:*

- Demonstrate proper step-by-step process for preparing classical and emulsion sauces.
- Ability to identify and apply proper cooking techniques to assorted proteins.
- Prepare a variety of amuse-gueule, appetizers and hors d'oeuvres.
- Describe and apply the function of ingredients in the bakery.
- Prepare a variety of baked products commonly associated with restaurant baking.

## **COURSE OUTCOMES**

### **FOOD 112 – Principles of Food Preparation and Production III**

*At the conclusion of this course students should have the ability to:*

- Demonstrate the importance of mise en place in preparation or ingredients for daily menu.
- Demonstrate proper step-by-step process for preparing stocks, sauces and dressings.
- Identify proper use of food service equipment including proper knife skills and cuts.
- Demonstrate safe handling practices of proteins and vegetables including their preparation and storage.

## **COURSE OUTCOMES**

### **FOOD 122 – Applied Cooking and Service Techniques III**

*At the conclusion of this course students should have the ability to:*

- Demonstrate professionalism standards relating to appearance and conduct.
- Demonstrate appropriate knowledge and applied practices for proper food handling procedures and personal hygiene practices.
- Ability to apply proper cooking techniques and management of deliverable product.
- Demonstrate professionalism in direct contact with the public and proper customer relation practices.

## **Restaurant Management Program Outcomes**

At the completion of the Clark College Associate's degree Program, students should have the ability to successfully:

1. Demonstrate effective management skills which relate to and include: Leadership, Professionalism, Communication, Decision Making, and Customer Service.
2. Demonstrate work ethics to include:
  - a. Effective leadership skills
  - b. Effective communication skills with co-workers and customers
  - c. Effective decision making
  - d. Working as a team player
  - e. Having a discrimination free work place
  - f. Professional ethics and personal accountability in decision-making and task performance
3. Demonstration of high standards of Sanitation, Hygiene, and Safety.
4. Demonstrate professional cooking skills that align with American Culinary Federation (ACF) competencies.
  - a. Demonstrate skills in menu and recipe interpretation and conversion, employment of appropriate cooking methods, plating, and saucing principles.
  - b. Organize work stations for a la carte and Cook-to-order (CTO) food items.
  - c. Understand the language and timing challenges of multiple cook station and food production.
  - d. Interpret the quality standards for a la carte and CTO food items.
  - e. Organize work stations and prepare a la carte and CTO orders using various cooking principles.
5. Demonstrate an understanding of business management in costing and menu planning.
6. Demonstrate understanding of advanced storeroom and inventory procedures as well as quality control.

## **COURSE DESCRIPTIONS – FALL**

### **FOOD 200 – Restaurant Management and Culinary Theory I**

Monday-Thursday 7 am – 9 am

Concurrent enrollment in Food 210 required.

Credits: 5

Professional cooking that focuses on quality food production for restaurant consumption. This includes trade terminology, soups, salads, meats, fish, vegetables, starches, garnishes, fresh herb identification, and presentation. Students will start working on their ServSafe certificate. Introduction to the principles of food costing, culinary math and inventory control.

### **FOOD 210 – Restaurant Management and Customer Service Lab I**

Monday-Thursday 9 am – 1:30 pm

Concurrent enrollment in Food 200 required.

Credits: 10

Students will provide customer service and management of kiosk locations, restaurant kitchen, dining room and first-year students in these locations. Students will provide management of these students which includes wait staff activities and food production in these areas.

## **Course Outcomes**

### **Food 200- Restaurant Management and Culinary Theory I**

*At the conclusion of this course student should have the ability to:*

- Understand management principles as it relates to food production for restaurant.
- Understand management principles as it relates to food production for kiosk locations.
- Understand formal and informal purchasing methods.
- Understand the flow of goods and stock rotations (first-in-first-out).
- Understand the process of food buying and legal and ethical purchasing.
- Understand market analysis as it applies to restaurant management.
- Utilize culinary math to understand yield, cost comparisons and inventory controls.
- Completion of 1/3 of the required hours for ServSafe certification.

## **Course Outcomes**

### **Food 210- Restaurant Management and Customer Service Lab I**

*At the conclusion of this course student should have the ability to:*

- Demonstrate management principles as it relates to food production for restaurant.
- Demonstrate management principles as it relates to food production for kiosk locations.
- Provide management of first-year students.
- Demonstrate integrity and professionalism expected within the industry.
- Management of product rotation and merchandizing within the restaurant setting.
- Demonstrate proper food safety and sanitation practices.

## **COURSE DESCRIPTIONS – WINTER**

### **FOOD 201 – Restaurant Management and Culinary Theory II**

Monday-Thursday 7 am – 9 am

Concurrent enrollment in Food 211 required.

Credits: 5

Restaurant-level production of complete meals to include: international cuisine, healthy options, special dietary items. Restaurant kitchen organization, plate presentation, condiment production, menu planning and writing, advanced cooking techniques. Students will continue to work on earning their ServSafe certificate. Continuation of culinary math principles: cost control, ordering and purchasing, recipe conversions, requisitions and modifications.

### **FOOD 211 – Restaurant Management and Customer Service Lab II**

Monday-Thursday 9 am – 1:30 pm

Concurrent enrollment in Food 200 required.

Credits: 10

Students will continue to provide customer service and management of kiosk locations, restaurant kitchen, dining room and first-year students in these locations. Management of first-year students working in food production and customer service positions. Manage workflow and communication between front and back-of-the-house. Increased leadership responsibilities within the dining room to include: supervision of opening and closing activities, training of wait staff and overseeing point-of-sale operations.

## **Course Outcomes**

### **Food 201-Restaurant Management and Culinary Theory II**

*At the conclusion of this course student should have the ability to:*

- Understand restaurant-level production of complete meals to include: international cuisine, healthy options, special dietary items.
- Understand restaurant kitchen organization.
- Understand plating practices and the importance of presentation.
- Understand development of menu to include: planning, writing, costing and procurement of product.
- Understand advanced cooking techniques.
- Understand cost controls, ordering, purchasing, recipe conversions, requisitions and modifications utilizing culinary math.
- Completion of 1/3 of the required hours for ServSafe certification.

## **Course Outcomes**

### **Food 211-Restaurant Management and Customer Service Lab II**

*At the conclusion of this course student should have the ability to:*

- Demonstrate management principles as it relates to food production for restaurant.
- Demonstrate management principles as it relates to food production for kiosk locations.
- Provide management of first-year students.
- Demonstrate integrity and professionalism expected within the industry.
- Management of product rotation and merchandizing within the restaurant setting.
- Demonstrate proper food safety and sanitation practices.
- Demonstrate exemplary customer service.
- Demonstrate management of workflow between front and back-of-the-house.
- Lead supervision of opening and closing activities, training of wait staff and overseeing point-of-sale operations.

## **COURSE DESCRIPTIONS – SPRING**

### **FOOD 202 – Restaurant Management and Culinary Theory III**

Monday-Thursday 7 am – 9 am

Concurrent enrollment in Food 212 required.

Credits: 5

Restaurant-level production of specialty items to include: forcemeats, pasta, and cheeses. Exploration of the technical aspects of designing menus and menu items for specific target populations and special dietary needs. Continue development of advanced cooking techniques and competencies. Ongoing development of management principles, professionalism and industry awareness. Continued use of culinary math to determine cost control, ordering and purchasing, recipe conversions, requisitions and modifications. Students will complete their ServSafe training.

### **FOOD 212 – Restaurant Management and Customer Service Lab III**

Monday-Thursday 9 am – 1:30 pm

Concurrent enrollment in Food 202 required.

Credits: 10

This class is a culmination of two previous quarters of Restaurant Management coursework. Students will provide all customer service and management of kiosk locations, restaurant kitchen, dining room and first-year students in these locations. Manage all workflow and communication between front and back-of-the-house in addition to inventory and ordering specific to restaurant activities. Students will have the opportunity to intern for 5 weeks at an offsite location to gain additional practical and hands on experience in the culinary field.

## **Course Outcomes**

### **Food 202-Restaurant Management and Culinary Theory III**

*At the conclusion of this course student should have the ability to:*

- Understand restaurant-level production of specialty items to include: forcemeats, pasta, and cheeses.
- Understand the technical aspects of designing menus and menu items for specific target populations and special dietary needs.
- Continued development of advanced cooking techniques and competencies.
- Ongoing development of management principles, professionalism and industry awareness
- Understand cost controls, ordering, purchasing, recipe conversions, requisitions and modifications utilizing culinary math.
- Completion of 1/3 of the required hours for ServSafe certification.

## **Course Outcomes**

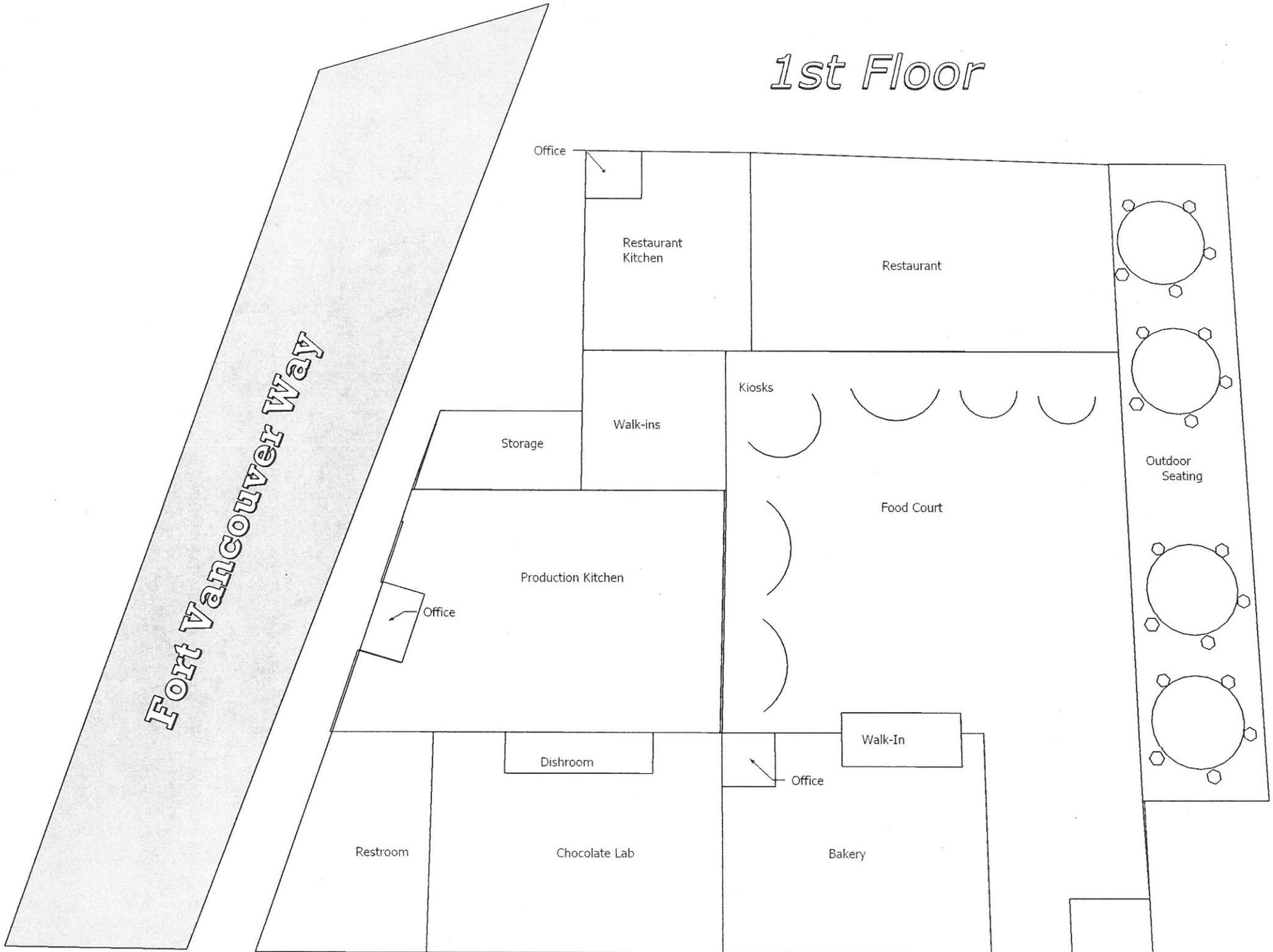
### **Food 212-Restaurant Management and Customer Service Lab III**

*At the conclusion of this course student should have the ability to:*

- Demonstrate management principles as it relates to food production for restaurant.
- Demonstrate management principles as it relates to food production for kiosk locations.
- Provide management of first-year students.
- Demonstrate integrity and professionalism expected within the industry.
- Management of product rotation and merchandizing within the restaurant setting.
- Demonstrate proper food safety and sanitation practices.
- Demonstrate exemplary customer service.
- Demonstrate management of workflow between front and back-of-the-house.
- Demonstrate effective inventory practices for restaurant activities.
- If completing internship, must demonstrate employer/supervisor satisfaction with culinary skills and abilities.

# Appendix C

# 1st Floor



# 2nd Floor

*Fort Vancouver Way*

Lockers

Staff Office

Staff Office

Staff Office

Staff Office

Potential Catering

Staff Office

Staff Office

Demonstration  
Classroom

Smart Classroom

Smart Classroom

# Appendix D

Sample design options



Appendix D



Appendix D



# Appendix E



Horne

## Improving Student Retention: The Role of the Cafeteria

### Article By:

Dr. Kevin Trutna has served as the Vice President for Academic and Student Services at Yuba College in Marysville, California for the past five years. As the inaugural vice president while Yuba College made the transition from a single-college to a multi-college district with Woodland Community College, Dr. Trutna worked with faculty and staff to create a distributive education division, create a Writing & Language Development Center, expand student activities on campus, and form a Crisis Intervention Team. Prior to becoming Vice President, Dr. Trutna served six years as Dean of Mathematics, Engineering, Science, and Health Occupations at Yuba College. At Arizona Western College in Yuma, Arizona, Dr. Trutna worked as Director of Institutional Effectiveness, Research, Planning and Grants, as well as Professor of Mathematics. Dr. Trutna earned his Doctorate from Montana State University in Adult and Higher Education. He holds a Master of Science degree in Mathematics from Montana State University and a Bachelor of Science degree in Mathematics from Loyola University Chicago. Professionally, Dr. Trutna is active in the Association of California Community College Administrators (ACCCA), serving on the Management Development Commission and the leadership team that organizes the highly successful ACCCA Mentor Program. He is a graduate of the ACCCA Mentor Program himself, where he worked with California Community College Chancellor Tom Nussbaum as his mentor.

### Author Image:



### Abstract:

This article examines the cost-benefit analysis of operating the college cafeteria at Yuba College. During a budget crisis, all college expenditures were examined for potential cost savings, but more importantly, for their impact on student success. The college cafeteria was scrutinized specifically for its impact on student retention and success. Relevant factors that shaped the decision to retain a functioning college cafeteria at Yuba College were explored. These include food service usage, relationships to other college services, and a review of pertinent studies for the impact of the cafeteria on retention.

### Article:

In today's budget climate, there is a constant struggle to decrease spending, while at the same time a pressure is exerted to increase retention strategies. An interesting player entered both of these discussions at Yuba College: the venerable campus cafeteria. While preparing a detailed recommendation for cost saving options, the cafeteria was investigated because it represented a significant expenditure of college resources. During this research it was discovered that the cafeteria served many purposes beyond simply proving lunches for students and staff – it sits at the core of a college community while scarcely being noticed until budget shortfalls force everyone to examine the importance of food service on campus. The purpose of this article is to present information that was uncovered in determining the role of the cafeteria in campus life, and its impact on the entire college. This discussion is a topic of conversations among Chief Business Officers around the state, and this article presents several issues beyond the cost of operating a cafeteria.

A useful and inviting college cafeteria is a factor in the success of community college students. A major retention strategy is to create multiple areas for students to stay on campus and utilize the support services available. Cafeterias and food service programs are noted in several academic studies as one of the strongest retention strategies for students at community colleges. Or, as one senior faculty member recently commented, "once students leave campus to get food, they will often not return to study or take classes." A summary of several relevant academic articles is included.

On the other hand, cafeterias are often financially subsidized by colleges due to several factors: the main reason being the seasonal use of food services by students. Given the sparse budget situation faced by many colleges, it is natural to look at areas where budget savings can be realized. A budget task force at Yuba College recently asked the question regarding the costs and benefits for operating the campus cafeteria.

**Food Service Usage:**

Student use of the cafeteria occurs in a predictable cycle. Yuba College is part of a multi-college district where the main campus in Marysville generates approximately 5,300 FTES every year with an unduplicated headcount well over 9,000 students. In the cafeteria, there were between 327-449 daily transactions during the last academic year but this fell off to between 106-207 daily transactions during the summer semester. Most of the transactions were between \$3.14 - \$4.25 apiece. Heavy usage was found during the mid-semester months, with not enough sales during the later days of finals week to even pay the staff required to open the food service venue. A common thought from the budget task force was that there would be several outside vendors wanting to operate the cafeteria. On the contrary, because food sales drop to zero for several weeks at a time (after spring semester but before the start of summer school, as well as the month recess during the winter break), the last time vendors were invited to submit proposals to run the cafeteria, only one company even bothered to submit a bid. Due to the cyclical nature of student attendance that is tied to the semester schedule, there are distinct times during the year when usage is very high and there are other, prolonged times when students are not on campus.

It was also important to study the capacity and usage of the seating area. The capacity for the Yuba College cafeteria is approximately 584 people in auditorium style, but it is more commonly set up for 295 seats at tables for cafeteria service. This capacity is routinely reached during the hours from 11:00 am- 1:00 pm, with additional students standing or sitting on the floor during this time. Available seating outside is heavily utilized except during poor weather. It was also discovered that the Yuba College public bus stop is the largest volume bus stop for Yuba-Sutter Transit. Approximately 10% of our students use public transportation, or some other means besides their own personal automobile, to arrive on campus. These students are place-bound and cannot leave campus during the day. A student microwave is available in the cafeteria, and a line of students waiting to use the microwave is common during the peak rush time shortly after 12:00 noon.

The Child Development Center (CDC) has a sub-contract with the current food service provider. This arrangement meets the need for all child lunches and snacks for the CDC. Additionally, many campus groups and outside entities utilize college resources for meetings, conference, and gatherings. The ongoing need for catering such events was deemed necessary by the college community.

An academic Culinary Arts Program runs a student restaurant three days per week. The option of utilizing the program to run the cafeteria was considered. However, this academic program is limited in its hours and scope of operations. Summer semesters, finals week, and extra catering events would not fit into the academic program and course objectives. In short, the Culinary Arts Program is designed to train future chefs and restaurant managers: it is not designed to provide an on-call service to the entire campus community including the various needs of different departments and students. The sheer volume of the cafeteria use was too much for one limited academic program to handle.

Finally, the previous Request for Proposals (RFP) for food service vendors focused mainly on low-cost as a priority, with few other factors included. The college community wants to attract food service providers that are dedicated to other factors: using local food sources to minimize the carbon footprint; promoting recyclable materials and recycling efforts; serving several healthier alternatives which include food in support of our diversity efforts across campus; and incorporating educational aspects into the delivery of food (such as calorie counts, backgrounds of the foods being prepared, and world food awareness). The college community is very concerned with a low-price option, but other factors are equally important in creating a viable and inviting cafeteria.

**Retention Studies:**

Several retention factors and social benefits related to the cafeteria surfaced. By providing a place for students to study, eat, socialize, and acclimatize to college life, the college cafeteria proved to be an integral part of a student's development and college education. The following articles related to the role of the cafeteria in student retention were used in determining the importance of using the college budget to support a viable college cafeteria.

**ACT Research and Policy Issues - What Works in Student Retention**

These reports highlight information on successful practices in college student retention based on ACT's national surveys that included more than 1,000 colleges. A student cafeteria is a leading factor correlated with student success in college students.

**Noel-Levitz – College Retention Studies and Student Satisfaction Surveys**

A nationwide leader in higher education consulting, Noel-Levitz conducts on-site research to help colleges create and improve student retention strategies. A college cafeteria is one important criterion that is identified and studied in student satisfaction and retention strategies.

**Non-Traditional Age Students: Attrition, Retention, and Recommendations for Campus Change**

Stolar, Steven M. in ERIC #ED335092

In 1991, a study was conducted at Cumberland County College (CCC) to examine the demographic characteristics, academic goals, attendance patterns, opinions about the school, and other relevant data about CCC's nontraditional age student population (i.e., students aged 25 to 55 years). The importance of a cafeteria and food service was included.

**African American Student Organizations as Agents of Social Integration**

Guiffreda, Douglas A. in *The Journal of College Student Development* – 2003, Vol. 44, Number 3

This article reinforced Tinto's (1993) Dimensions of Institutional Action that includes a "Social and Intellectual Community." Effective retention programs are committed to the development of supportive social and educational communities in which all students are integrated as competent members. A cafeteria is specifically mentioned as part of this interaction.

**Student Retention: The Big Picture**

Joe Cuseo from Marymount College in *Thriving In College*

Describes the need for a designated place on campus for commuter students such as a café, student center, or food service. This article was published by *Thriving In College*, a program sponsored by Kendall Hunt Publishing Company that provides information on professional resources and professional development experiences to create or develop first-year experience seminars and programs for college student success.

**The Negative Commandments: Ten Ways Urban Community Colleges Hinder Student Success**

Hagedorn, Perrakis, and Maxwell in the *Florida Journal of Educational Administration and Policy*, Fall 2007, Vol. 1, Issue 1

This article highlights ten negative operative principles identified through focus group interviews conducted on 9 urban campuses with faculty, students, and administrators. Together with its sister paper "The Positive Commandments," the list of operatives serve as an indication of appropriate practices.

Commandment IX: Thou shalt NOT discount the importance of the physical environment and auxiliary services such as a student center, cafeteria, and places for students to meet and study in groups.

**Reasons to Remain in College: A Comparison of High School and College Students**

Mayo, Helms, and Codjoe in *International Journal of Educational Management*, 2004, Vol. 18, Issue 6

Article discusses the role of a student cafeteria in terms of food quality and inviting environment as a factor in the retention of students

**Approaches to the Student Retention and Achievement Puzzle**

Zepke and Leach from Massey University at Wellington, New Zealand,

In-depth study of higher education institutions that reinforced the role of a cafeteria and food service in retention. This study was completed in New Zealand, but was rather robust summary of 146 relevant studies.

**Why Are all the Black Kids Sitting Together in the Cafeteria?**

Beverly Daniel Tatum, Ph.D.

A discussion about race that was used by President Clinton at his first Town Hall Meeting about race in Akron, Ohio. The subject is about race relations, but also points to the importance of social environments, including a college cafeteria, on social development and sense of community on a college campus.

**Student Success or Student Non-Dissatisfaction? Considering the Purpose-Guided Approach to the First Year of College**

Jerry Pattengale, in *Indiana Pathways to College Network* – an association of college access program personnel and researchers who study college access and success.

This article presents the CPA Inventory which claims that both intrinsic categories and extrinsic factors are necessary for student success. It delineates that intrinsic factors should drive student success including the learning environment (including cafeteria and food services).

**Final Recommendation:**

The cafeteria and food services play a vital role in the retention of students. It does not exist solely to feed employees or students; rather it is an integral part of a retention strategy for community college students. Included in these student services at Yuba College is a functional Child Development Center, which in turn, uses the cafeteria for its child snacks and lunches. These two entities alone help account for the retention of innumerable students at Yuba College.

To close the cafeteria would cause harm to our student success rate. It would force students to leave campus and not seek the resources available. The sheer number of students on campus requires that we provide some sort of food service function. A recommendation to look at alternatives for food service was eventually accepted, with other factors included in the decision beyond the lowest cost provider. In the final conclusion, the decision was based upon the success of our students and the range of services that we can provide. While closing a cafeteria may save money in the short term, it will impact retention rates and the social development of college students. Finally, an inviting cafeteria influences the welcoming atmosphere that is the goal of a community college.



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