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**AN EVALUATION OF THE CULINARY ARTS CURRICULUM
AT SCHENECTADY COUNTY COMMUNITY COLLEGE**

by

David E. Brough

A thesis submitted to the
Faculty of the School of Food, Hotel and Travel Management
at
Rochester Institute of Technology
in partial fulfillment of the requirements
for the degree
of
Master of Science

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ROCHESTER INSTITUTE OF TECHNOLOGY
School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
Presentation of Thesis/Project Findings

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ABSTRACT

This study is an evaluation of the culinary arts curriculum at Schenectady County Community College, in Schenectady, New York. The purpose of the evaluation is to investigate the efficiency of the culinary arts program, and its ability to prepare the graduate for success in the hospitality industry. Using the Delphi Technique, each alumni of the program was asked to respond to a questionnaire. This data was then reviewed to determine the results of the survey. The review of literature was most helpful in obtaining additional insight from authorities in culinary education and the hospitality industry. The review of the data collected from the graduates and the relevant literature concur that the program needs to be as practical as possible. The practical application of the theory obtained in class must simulate the "real world" environment in order to be successful.

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CHAPTER ONE

Introduction

The curriculum is a major statement any institution makes about itself, about what it can contribute to the intellectual development of the students, about what it thinks is important in its teaching service to society. However, it deserves more attention than has been accorded it by most institutions of higher education in recent years. (Carnegie Foundation for the Advancement of Teaching, 1977)

Culinary Arts education as one aspect of higher education is now in its forty sixth year. In 1946 the Culinary Arts Institute of America introduced what was the first culinary program in the United States. Today, the United States has about 500 culinary-arts programs, including those in community and junior colleges, vocational and trade schools, and non-degree programs.

Edwin Brown, Executive Director of the American Culinary Federation in St. Augustine, Florida says, "Between 1981 and 1988, the number of accredited private career schools has doubled. We're in the era of the educated cook." Seeing an opportunity to increase enrollments, junior and community colleges and vocational schools are adding culinary-arts programs. (Bruno, 1988)

If culinary education is to continue a rapid growth it is imperative that institutions offering these programs strive for curriculum relevance. There should be a commitment by the institution to use a curriculum that properly prepares the graduate for the industry.

Statement of Purpose

The purpose of the proposed study is to examine and report discrepancies and similarities in the perceptions of graduates, concerning the desirability of certain courses included in the culinary arts curriculum at Schenectady County Community College in Schenectady, New York. This information may be used in the development of a curriculum that best prepares the graduate for success in the food service industry.

Statement of the Problem

Is the culinary arts curriculum of the department of Hotel/Culinary Arts/Tourism at Schenectady County Community College, preparing it's graduates for success in the food service industry? In the process of the investigation of this problem the following questions must be considered.

1. Which courses in the S.C.C.C. culinary arts curriculum are perceived as most important by the graduates of the culinary arts program at S.C.C.C.?
2. Which additional courses, selected from other school's curriculums, are perceived as most important by the graduates of the culinary arts program at S.C.C.C.?

3. On which courses in the S.C.C.C. culinary arts curriculum are the perceptions of the graduates the same?
4. On which courses in the S.C.C.C. culinary arts curriculum are the perceptions of the graduates different?

The proposed study is based on the assumption that, in the final analysis, the test of a culinary arts program is the ability of its graduates to be successfully employed and that the most reliable source of information of the employability is the graduates themselves.

Therefore, the sample for the study will be composed of every graduate in culinary arts from S.C.C.C. (1982-1991). The responses of the graduates represent their perceptions regarding the desirability of certain courses in the culinary arts curriculum at Schenectady County Community College.

Background and Significance of the Problem.

The significance of the problem cited is based on the following considerations: The food service industry is evolutionary. Therefore, educational programs preparing students to participate in it must be constantly in review. The industry is undergoing constant changes. The industry is feeling the effects of having to respond to rapid technological advances which inevitably bring about radical changes to occupational demands and requirements. The customer is demanding more professionalism from those who cater to his/her needs. Consequently, indications are that tomorrow's

chefs must be better equipped; he/she must have greater depth of preparation with expertise in numerous areas.

Programs for Culinary Arts education vary among institutions. Many factors contribute to this variation. Among these factors are the type of school, it's purpose, it's leadership and it's philosophy. Thompson and Lowe explained: much of the confusion can possibly be attributed to initial hospitality programs being developed by such diverse and unrelated departments as home economics dietetics and/or nutrition and business and/or Business Administration. (Thompson & Lowe, 1983)

CHAPTER TWO

Related Literature

The researcher reviewed existing literature and available studies which are applicable to the proposed study. Resources investigated included the Lodging and Restaurant Index, The Hospitality Index, The Bibliography of Hotel and Restaurant Administration and the Index to Cornell Hotel Restaurant Administration Quarterly. A computer search of the Educational Resources Information Center (E.R.I.C.) was conducted to supplement the manual researches.

Curriculum development in the culinary arts has been addressed in a number of recent articles. One such article appeared in *Restaurants and Institutions*. Nancy Backas, Food Editor for R & I, interviewed the heads of the leading culinary programs in the country. In this article, the following school philosophies were expressed:

Frank Verhuel, Acting Director of the Academy of Culinary Arts in Mayslanding, New Jersey said, "Our mission is to meet the needs of the individual student and the industry. We encourage students with high potential to for on to expand their education at a four-year college. We are very sensitive to respond to the industry, both in supervision and management, and in the kitchen. There is a need in industry for students to be trained in culinary arts related skills." (Backas, 1986)

Robert Chulinski, the President of the Baltimore Institutional Culinary Arts Institute in Baltimore, Maryland said, "Basically we are here for students who already have experience and know what they want. It is the student who says, I have worked in the industry, I like it, I know what I want to study, but I don't want to take too much time in school." (Backas, 1986)

Sheila Olaksen, Dean of the California Culinary Academy in San Francisco, California said, "What we do is teach the basic methodology, which can be used a point of departure for creativity. The basics provide a firm grounding. New and innovative foods are often just passing things. I don't see that a school emphasizing only trends would do anyone any good." (Backas, 1986)

John Bowen, Director and Dean of Johnson and Wales College in Providence, Rhode Island said, "Our goal is to train culinarians for the food service Industry. Today's chef/cook/department head clearly has to be much more of a manager in human relations than ever before. We emphasize management and nutrition. We weed out the people who don't want to deal with discipline." (Backas, 1986)

Albert Furbay, Vice President for Academic Affairs at Kendall College in Evanston, Illinois said, "Our emphasis is on the person who will leave to get a job as a cook or a sous chef. We push them toward becoming certified chefs. Hands-on

experience is very important. We want students to develop professionalism and personal pride of their accomplishment." (Backas, 1986)

John Dranow, President of the New England Culinary Institute in Montpelier, Vermont said, "Personal attention is at the center of the New England Culinary Institute program. Our goal is to admit 36 excellent students each six months. Our current student-faculty ratio is six to one. We train the whole chef. We emphasize cooperation and teamwork, that food preparation is an art and we are concerned with our students well-being." (Backas, 1986)

Ferdinand Metz, President of the Culinary Institute of America in Hyde Park, New York said, "We teach students the basics. We want them to leave with a thorough knowledge of cooking and baking in a natural setting. There are four public restaurants on campus - American, French Classical, upscale Italian and healthy food - giving students the best training ground possible. There is no need to invest in new cooking principles: just use the basics." (Backas, 1986)

These culinary leaders in American culinary education express many unique philosophies on the subject of culinary arts. The concept of teaching the basics is common by all of them. However, are these institutions properly preparing their graduates for employment in the food service industry? "Some culinary graduates believe they are qualified to become chefs but they are not." says Marjorie Mintz,

Director of Human Resources for the Levy Restaurants in Chicago, Illinois. "There are a lot of pluses to a culinary education - graduates come out with certain skills that are hard to find otherwise. But they are unprepared to manage people." (Backas, 1988)

In defense of the programs' credibility, Ron Peterson, former Director of Student Services for the Culinary Institute of America, finds that often recruiters come to campus looking for someone to run their kitchens. "Recruiters would not go to Cornell University to hire someone just out of college to run a two-million or three million dollar operation. But they come to the C.I.A. to do just that." says Peterson. (Backas, 1988)

Culinary schools and food service employers are both looking for a way to close the gap. Part of the responsibility lies with the culinary school to teach students the basics, to provide them with externship opportunities for practical experience, and to counsel students and help them assess their skills. Externships are one way to solve the problem of ignorance about the reality of working in the kitchen. Ron Peterson explains, "I think intern and extern programs give students a hands-on way of experiencing the expectations of employers." (Backas, 1988)

While visiting Disneyland, Paul Wise, now the Director of the new Hotel, Restaurant and Institution management program at the University of Delaware,

asked a 23-year old female restaurant manager and recent college graduate if academia could have prepared her better. "Nobody ever told me I'd have to tell a 40 year-old maitre'd what to do." Was the young woman's response. "That was an indication to me that we in academia were not doing things right for people, the students and the industry. Both come from different perspectives, but both are very important." Wise's objective is curricula that will give students a picture of "the real world" and satisfy the needs of the industry. (Prewitt, 1989)

One group leading the campaign for modern curriculum that gives students a realistic portrait of the work environment is the Council on Hotel, Restaurant and Institutional Education (C.H.R.I.E.), perhaps the single largest association of hospitality industry that sought to define specific job functions, such as restaurant managers, led Doug Adair, Executive Vice President of C.H.R.I.E., to point out some schools curricula might have much to be desired. "It was a pretty exhaustive study of work," he notes. "It's one feeling that curriculum has to be tailored to the job. There amy be a lot of programs whose curricula are not up-to-date with the way industry is going." (Prewitt, 1989)

Raimund Hofmeister, the award-winning culinary olympian and veteran executive chef of Westin's Flagship Century Plaza Hotel, has for years been an outspoken critic of big-tuition culinary institutions whose curricula are long on theory and short on practical experience. Using the exemplary apprenticeship program he

runs for Westin as a point of comparison, Hofmeister frequently criticizes even the best-known culinary schools for graduating so-called chefs who are seriously undertrained. Many of those graduates become bitterly disillusioned, he says, when he is forced to reject their bids for employment because they lack the basic skills. (Martin, 1988)

According to Hofmeister, his Los Angeles International Culinary Institute will feature a curriculum that closes such loopholes. "I can be sure that when my students graduate they'll know how to make veal chops," he boasts. (Martin, 1988)

"Our intention is to put as much real-world environment into the school as possible." Explains Hofmeister, who is waiting for the right stage of the institutes development before leaving Westin. (Martin, 1988)

The chef made a point of stressing how his instructional philosophy differs from that of schools which seem to offer short-cuts to chef status. "You should run a cooking school from the stand point of producing cooks who are raw-diamond material." He notes. "Then you have someone who can be molded into a chef." (Martin, 1988)

Summary

The literature cited here indicates that culinary curriculum development has been gaining attention in recent years. The contrasting opinions of educators and industry leaders regarding what should be areas of emphasis in the culinary curriculum, served to point out the dilemma culinary educators and administrators face.

After reviewing the literature, some observations about the culinary curriculum can be made. First, curricula must be made as "hands-on" as possible. The basics must be emphasized in order for the curriculum to satisfy the needs of the student and industry.

Second, the curriculum must be flexible in order to adapt to the ever changing needs of the industry. These changes must be anticipated by culinary institutions, so they can be a contemporary resource for the industry. These culinary institutions should not proclaim to produce great chefs, but attempt to lay a solid foundation for the student to develop into a great chef.

CHAPTER THREE

Methodology

A review and analysis of the 1991 - 1992 college catalogues were the vehicle by which information for the present study was acquired. A letter was sent to five two-year institutions offering culinary arts programs requesting a copy of their catalog. Five or 100% of the institutions from which catalogs were requested, were received. Two of the catalogs included Associate Applied Science (A.A.S.) culinary arts programs and could not be used. The analysis was based on three catalogs from institutions offering Associate Occupational Science (A.O.S.) culinary arts programs similar to the program offered by S.C.C.C..

The institutions included in the study are:

The Culinary Institute of America (A.O.S.)

Johnson and Wales University (A.O.S.)

SUNY Cobleskill (A.O.S.)

The institutions omitted from the study are:

Paul Smith's College (A.A.S.)

Sullivan County Community College (A.A.S.)

These five institutions proved to be the most favorable programs to analyze, as they all have excellent reputations and are in close spacial proximity to S.C.C.C..

To facilitate the summarization of programs, the courses were sub-divided into the following components:

- I. Schenectady County Community College's current curriculum.
 1. Food Preparation I
 2. Elements of Baking
 3. Food Administration and Menu Planning
 4. Labor Management Relations
 5. Mathematics for Food Service Records
 6. Marketing, Advertising and Sales for the H.R.I.
 7. Food Preparation II
 8. Food and Beverage Control
 9. Organization and Management for the H.R.I. Personnel I
 10. Quantitative Foods
 11. Dining Room, Banquet and Catering Management
 12. Introduction to Travel and Tourism
 13. Recreation Food Services and Management
 14. Principles of Buffet I
 15. Classical Cuisine I
 16. Classical Pastry Shop Operations
 17. Wines of the World
 18. Basic Nutrition
 19. Procedures in Restaurant Operation, A La Carte, and Table D'Hote

20. Principles of Buffet II
21. Classical Cuisine II
22. Advanced Desserts and Pastries

II. Additional courses that could be considered for inclusion in S.C.C.C.'S program.

23. Meat Cutting/Processing
24. American Regional Cuisine
25. Mixology
26. Continental Cuisine
27. Storeroom Operations
28. Contemporary Cuisine
29. Sanitation Management
30. College Success Skills
31. Professional Development
32. Co-Op/Externship
33. International Cuisine
34. Communication Skills
35. Psychology for Success
36. English
37. Restaurant Practicum
38. Physical Education

- 39. Asian/Oriental Cuisine
- 40. Micro Computer Applications
- 41. Other _____

Definition of Curriculum Components:

The course description of each course was studied carefully.

1. Food Preparation I

This course presents the basic principles of food preparation for hotel, restaurant and industrial food catering establishments. Instructional methods include lectures, demonstrations and student participation of basic stocks, soups, purees, broths, gumbos, and breakfast cookery. Topics include: the clarification process of stocks leading to the various preparations of consommés; preparation of fresh, frozen and dehydrated vegetables and potatoes; sanitary practices and compliance with laws and ordinances of the Department of Health.

2. Elements of Baking:

This course provides an introduction to basic principles of baking including formula procedures, properties of baking ingredients and function and proper use of equipment. Students gain practical experience in producing yeast-made products, pies, quickbreads, cakes, icings, and assorted pastries. The technique of elementary

cake decoration is practiced. Emphasis is placed upon basic techniques and procedures.

3. Food Administration and Menu Planning:

This course explores the practical considerations and procedures in setting up and successfully operating food services in business establishments, hotels, restaurants, hospitals, schools and other institutions. Topics included are: food service layout and equipment, maintenance, food purchasing and receiving, storage procedures, menu planning, food preparation in quantity cookery, service of foods, sanitation and safety. Attention is given to personnel management and principles of leadership and motivation.

4. Labor Management Relations in the Hotel and Restaurant Industry:

This course focuses on labor-management relations in the hotel and restaurant industry. Particular emphasis is placed on the growth of the labor organizations, comparison of craft and industrial unions, collective bargaining in labor-management relations, labor contracts and governmental policy as expressed through labor legislation as well as administration and judicial action and problems of collective bargaining and employer/employee relations.

5. Mathematics for Food Service Records:

This course helps students to realize that there may be more than one approach to a problem and several ways of arriving at a solution. The emphasis is upon procedure and correct reasoning, not simply upon getting the right answer. The purpose is to have the student attain some understanding of the power and the beauty as well as practical utility of everyday arithmetic used in business situations involving whole numbers, fractions, decimals and percentages. The student is shown how to convert recipes; compute cost of standard recipes; prepare cook's/cashier's report and daily production reports; comply with financial statements; income tax law on tips, free meals and lodging and keep payroll records.

6. Marketing, Advertising, and Sales for the Hospitality Industry:

This course explores the means whereby hotels and resorts may increase their sales through development of a complete marketing plan, coordination of sales, advertising, public relations and sales promotion. A variety of topics are considered: source of prospects, advertising and displays, direct mail, internal and external promotions, image creations and newspaper releases. Banquet conventions and catering sales approaches are also studied. Students are required to produce a marketing plan as a case study.

7. Food Preparation II:

This course emphasizes the supervision of quantity food preparation and station assignment. Beverage preparation and theory are emphasized in relation to meal preparation. Salad and salad dressing procedures and preparations are learned by students, as well as more advanced techniques of food preparation, service and storage. Also included are theory and preparation of basic stocks relating to the basic five sauces and their variations; theory of finished meat dishes, poultry and seafood cookery, stuffing and gravies and garnishes; personnel organization and supervision, kitchen etiquette and sanitation; determining standard grades and quality of meat, poultry and fish; commercial modes of carving and preparation of meats.

8. Food and Beverage Controls I:

This course examines food and beverage controls used in the hotel and restaurant industry and their practical application. Topics include: principles and practices of food and beverage purchasing; bar management and licensing; market, precontrol techniques, portion control and procedures for analyzing and solving cost problems.

9. Organization and Management of Hotel & Restaurant Industry Personnel I:

This course explores the basic management responsibilities in the hotel and restaurant industry. Special emphasis is placed on human relations, motivation,

delegation of authority and principles of implementing organizational objectives. Typical supervisory problems and techniques for their solution are included.

10. Quantitative Foods I:

This is a course in the preparation and service of a complete menu of American and ethnic cuisine, with emphasis on quantity and quality cooking. The planned menu will include appetizers, soups, salads, entrees, sauces and vegetables and will stress eye appeal and garnishing. Students are given station assignments and participate fully in the course activities. They are introduced to proper and safe usage of food service equipment and French menu terminology.

11. Dining Room Banquet and Catering Management I:

This course emphasizes the application of banquet and catering principles, booking and planning. Serving and managing banquets will be emphasized. American, Russian, and buffet services will be covered, as well as coordination of front offices, banquet, housekeeping, security and credit departments in planning banquet sales and catering functions. Dining room sanitation is also covered, including dish machine operation.

12. Introduction to Tourism and Travel:

This course introduces students to the basic principles of the travel and tourism industry, including its economic, social and cultural impact upon the modern

world. The course provides students with an overview of travel marketing and research, governmental regulations and current practices in the field.

13. Recreational Food Services and Management:

This course provides Hotel, Culinary Arts, and Tourism students with a comprehensive overview of the recreational foods segment of the food service industry, an understanding of career opportunities in that segment, the technical skills which are different from those of other segments, and the prerequisites for success in the field.

14. Principles of Buffet I:

This course explains the preparation of more advanced hot and cold hors d'oeuvres, how to prepare aspics, galantines, chaud-froids, socles and mousses, forcemeats pates and fancy sandwiches, as well as the methods of setting up buffets.

15. Classical Cuisine I:

Students are assigned to a fully equipped, modern, professional kitchen. Full course meals are produced according to the seasonal availability of fresh foodstuffs in a planned schedule of progressively more difficult menus. Special emphasis is placed on the problem of creating the self-confidence in the student which is necessary to make him/her successfully competitive in his/her chosen field. Menus for this program are composed of more elaborate continental dishes, including

variations of basic formulas and the transformation of fundamental food products to new and diversified dishes. Students are assigned to the cooking stations of the traditional kitchen system and function as sous chef, saucier, rotisseur, tourant.

16. Classical Pastry Shop Operations I:

Having developed the skills and techniques of elementary baking, students produce basic baked goods and pastry products in the first year program. Students advance to classical desserts including French pastry, charlottes, mousses, gateaux, and tortes and marzipan decorations.

17. Wines of the World:

The course concentrates on the wines of the world. Wines of Europe and America will be tasted and compared. The students will have knowledge of the regions of France, Germany, Italy, Spain, Portugal and the United States and the specific wines of these regions. Students will learn how to purchase and enjoy wines of the world and how to visually and verbally identify wine bottle shapes and the meaning of the wine label, be it American, French, German or Italian.

18. Basic Principles of Nutrition:

This course provides an introduction to the basic principles of nutrition and food supply. The central focus is on the relationship of food intake to the physical and mental well-being of the individual. Topics covered include: what constitutes a

healthy diet, organic gardening, food additives, food fads, nutrification, nutrition labeling and nutritional needs for special groups.

19. Food Preparation in Restaurant Operation, A La Carte and Table D'Hote:

Students gain experience in work organization, a la carte food preparation and table d'hote service. Studying under the supervision of a managing instructor, students prepare the mis en place for the a la carte and the table continental and international menu items to order. Emphasis is placed on excellence for the food quality, attractive and appropriate garnishes and platter presentations.

20. Principles of Buffet Catering II:

This course includes the decorative aspects of garde manger work, employing a diversity of food products. Also studied are the preparation of elaborate hors d'oeuvre trays and carts for the haute cuisine restaurants, as well as preparation and organization of elaborate and decorative centerpieces in ice carving, fruit and vegetable carving, chaud-froids and jellied aspic molds in foods and culinary show pieces.

21. Classical Cuisine II:

Students observe preparation and explanation of advanced planned instructional menus. Related menu items, garnishes, derivatives and variations are

prepared and explained. Students then proceed to production kitchens for the practical application of the theory.

22. Advanced Desserts and Pastries:

This course provides interested students with the opportunity to expand and refine their baking skills and builds upon the methods learned in previous baking classes. Students will produce advanced desserts and pastries including croissants, Viennese specialties, croquembouche, charlottes, candies and frozen desserts. Advanced techniques in cake decorating, chocolate work and sugar boiling will also be taught. To enhance instruction, guest lecturers or demonstrators will be arranged when possible.

23. Meat Cutting/Processing:

Students will be introduced to the butcher's working arena and produce restaurant cuts. The students are introduced to the identification of primal cuts of beef, pork, lamb, veal and the classification of meats, poultry, and game. Through the lecture and participation, the students also learn the proper cutting techniques, federal grading, purchasing, and receiving.

24. American Regional Cuisine:

Students prepare menus influenced by regional cuisine such as California, Cajun, New England, Tex Mex. Emphasis within the daily menu production are on

broiling, grilling, pan frying, and deep frying cooking techniques. Also covered will be fatty fish, legume soups, butter sauces, and cooked salads such as pasta, potato, etc.

25. Mixology:

This course provides the student with the opportunity to learn how to make the popular drinks and cocktails of the hotel and restaurant industry. Students also learn the origin of the spirits, appropriate glassware, methods of production, bar management, and set up. The preparation of drinks is done in a simulated setting.

26. Continental Cuisine:

Students prepare menus that reflect dining habits of Europe, including Mediterranean, Central Europe, and Northern Europe. Emphasis within the daily menu production is on braising, stewing, roasting, and baking cooking techniques. Also covered will be shellfish, flour thickened soups and sauces, marinated salads such as vegetable and seafood.

27. Store Room Operations:

Students will learn systems and purchasing techniques, product identification, market forms, can cutting and yields.

28. Contemporary Cuisine:

Menus reflecting current healthy eating trends are produced. Emphasis within the daily menu production is on sauteing (with reduced fats and oils) steaming, poaching, and microwave cooking. Also covered will be lean fish, clear soups, vegetable and fruit salads.

29. Sanitation Management:

A course in the application of sanitation concepts in the operation of a food service establishment. The course is designed to introduce students to the management of people in the food service industry through food service case studies.

30. College Success Skills:

The purpose of this course is to assist the student with reading, study, research, and social adjustment skills needed for success in college. To accomplish this purpose, the student participates in a variety of exercises intended to develop these skills.

31. Professional Development:

This course is designed to teach students effective job search techniques including: career planning, personal development, resume writing and interview techniques. It also will provide students with current information on the various job opportunities in their field and current issues in the workplace.

32. Co-Op/Externship:

Students are given the opportunity to gain practical experience in their respective majors through industry.

33. International Cuisine:

This course exposes the students to current international cuisines including Pacific Rim, Geographical, Cultural, and historical implications will be explored.

34. Communication Skills:

An introductory communications course that will help the student develop written and oral skills. To achieve this end, the student will participate in numerous speaking exercises and simple business letter approaches.

35. Psychology of Success:

A personal motivational course which allows the student to develop a positive approach to lifelong learning. Acquisition of qualities such as self-direction, self-esteem, self-control, and self-motivation is stressed.

36. English:

A beginning course in college composition focusing upon the personal essay, fluency in written expression, clarity and organization in developing the thesis, and supporting the thesis with specific evidence.

fluency in written expression, clarity and organization in developing the thesis, and supporting the thesis with specific evidence.

37. Restaurant Practicum:

Students are given the opportunity to gain practical experience in their respective majors within a college operated practicum facility.

38. Physical Education:

A course designed to provide opportunities for the individual to learn movement patterns for recreation and the enjoyment of free time.

39. Asian/Oriental Cuisine:

Emphasis on oriental foods. Demonstration and preparation of meals using oriental cooking methods and preparation techniques.

40. Microcomputer Applications:

An introduction to the user of microcomputers and application software. Topics will include microcomputer terminology, hardware system components, and disk operating systems. The student will learn through "hands-on" experience the skills necessary to use text processing, spreadsheets, and data base systems.

41. Other:_____

Subjects

The population selected for the study consisted of every S.C.C.C. culinary arts graduate from the programs inception in 1982, through 1991. The rationale for the use of this population is based on the belief that they represent the most informed group of people who could provide information with respect to the relevance of S.C.C.C. graduate is familiar with the present curriculum, and the definition of terms are clearly understood. He/She is knowledgeable of the industry's needs, as they are presently employed in many diverse areas of the Hospitality industry.

Instrumentation

Responses will be obtained by using a mail questionnaire which will be validated through pre-testing procedures. The questionnaire will be adapted from the work of the researcher and examined by S.C.C.C. department of planning and development. Respondents will be asked to rate how desirable forty selected courses are for the inclusion to the S.C.C.C. culinary arts curriculum. If necessary, a second mailing will be mailed to those graduates who do not reply to the first mailed questionnaire.

CHAPTER FOUR

Presentation of the Results

The prepared survey was mailed to 467 S.C.C.C. culinary arts graduates. The first mailing produced a 17% return as 63 graduates responded, 83 surveys were returned with expired addresses, which reduced the sample size to 383. A second mailing was mailed which resulted in a final return of 40%. 141 graduates responded, 112 surveys were returned with expired addresses, and the final sample size became 355.

The results from the questionnaires were derived from three sources:

- I. The results from questions 1 - 40, which are presented in chart form in Appendix VI.
- II. The comments from the comment section on page two of the questionnaire.
- III. The responses to question 41 which asked the respondent to suggest an additional course to the curriculum.

I. Results from questions 1 - 40 of the questionnaire:

Present Curriculum

The graduates have expressed an extremely high importance on all laboratory classes except for Advanced Dessert and Pastries and Procedures in Restaurant Operation, A La Carte & Table D'Hote. As shown by the charts in Appendix 6, the

lab courses are predominately located in the extremely important category. However, the charts of the later courses produce more of a bell curve shape. 31% of the responses for advanced Desserts and Pastries are described as very important, as 32% of the responses for Procedures in Restaurant Operation, A La Carte & Table D'Hote are described as somewhat important.

In the lecture classes, five courses have failed to achieve an extremely important response. Those sources are Marketing, Advertising and Sales for the H.R.I., Organization and Management for the H.R.I Personnel I, Introduction to Travel and Tourism, Recreational Food Services and Management, and Wines of the World. The responses for Marketing, Advertising and Sales for the H.R.I. and Organization and Management for the H.R.I. Personnel I were predominately located in the very important section of the bar graph, as those responses for Recreational Food Services and Management and Wines of the world were highest in the somewhat important section. Introduction to Travel and Tourism was the only lecture course that was rated not important by the responses of the graduates.

Additional Courses (q 23 - 40)

The additional courses which are most favorable to the graduates are Meat Cutting/Processing, Co-Op/Externship, American Regional Cuisine, Continental Cuisine, Contemporary Cuisine, International Cuisine and Restaurant Practicum.

The Co-Op/Externship received 55 responses or 39% in the extremely important category, as Meat Cutting/Processing, American Regional Cuisine, Contemporary Cuisine, International Cuisine, and Restaurant Practicum responses were predominately listed as very important.

The lecture courses which were most appealing to the graduates are Store Room Operations, Sanitation Management, Psychology for Success, Professional Development, Communication Skills, Micro Computer Applications, and English. These courses all received an extremely important response as their most popular response.

II. The Comments from the Comment Section of the survey:

Seventy-seven of the one hundred and forty-one of 55% of the graduates responded to the comment section of the questionnaire. The comments are a valuable part of the questionnaire, as the researcher can acquire the true attitudes and feelings of the graduates toward the program and the industry's needs.

The respondents quoted comments are presented in Appendix 8. Many comments were made, but ten main topics were touched on by many of the graduates. Those topics are as follows:

Butchering/Meat Processing	6 responses
Internship/Externship	7 responses
Sanitation/Safety	4 responses

Stress Management/Pressure	9 responses
"Hands-On"/Practical Experience	10 responses
Restaurant Practicum/Line Experience	13 responses
Nutrition/Dietetics	5 responses
Management of Employees/Communications	8 responses
Job Placement Program	2 responses
Micro Computer Applications	2 responses

Butchering/Meat Processing:

Six graduates felt that a butchering course would be valuable, so they could learn how to utilize the whole animal and save money in the process. Some graduates are hunters and could benefit from a butchering course when breaking down the game into it's various cuts.

Internship/Externship:

Seven graduates think that an internship or externship would educate the student as to what the conditions of the Hospitality Industry is really like. An Internship/Externship would also give the student the practical experience needed to compliment their classroom education.

Sanitation/Safety:

Four graduates expressed an interest in sanitation and safety. Sanitation is needed in many areas including uniforms, hair restraints, cross contamination, and the need for sanitation certification. The graduates feel that many students that work in the industry bring bad sanitation and safety habits with them into the kitchen laboratory.

Stress Management/Pressure:

Nine graduates noted the stress factor present in the hospitality industry and felt that the program needs to address this problem. The graduates who have responded in this area feel that future students need to be better equipped to handle stress with employees, employers and mainly to your customers. A sense of urgency is needed in the laboratory classes in order to simulate "real-life" pressure.

"Hands-On"/Practical Experience:

Ten respondents felt that the curriculum needs to be made as practical as possible. The theory learned in the classroom is invaluable. However, without the opportunity to apply the theory, the theory becomes less and less valuable. Less lecture - More lab time!

Restaurant Practicum/Line Experience:

Thirteen graduates felt that the banquet service at the S.C.C.C. is great, but the lack of a la carte experience leaves them at a disadvantage when working in the industry. Therefore, the responses in this area supported a student-run restaurant with a la carte service.

Nutrition/Dietetics:

Five graduates noted the current trends in the food service industry and feel that S.C.C.C. needs to anticipate the nutritional needs of the industry. Nutrition has

become one of the top issues of concern today as customers are more health conscious than ever before.

Management of Employees/Communication:

Eight graduates felt that they needed to be better prepared to motivate, manage and organize their subordinates. They feel that more responsibility and accountability of students is necessary to simulate "real-life" role playing in class.

Job Placement Program:

Two graduates cited the influx of computers in the Hospitality industry. These individuals feel that S.C.C.C. should anticipate technological advances in the industry and stay current with those advances in their curriculum.

III. The responses to question 41 requesting the respondent to suggest an additional course for the S.C.C.C. culinary arts curriculum.

Twenty-eight of the one hundred forty-one respondents chose to respond in the space provided on question 41. Six of the twenty eight or 21% chose a course in stress management to be added to the present S.C.C.C. curriculum. Stress management was easily the most popular course chosen by the graduates. The second choice made by the respondents was the need for more practical experience. The most popular means suggested were a la carte restaurant practicums and internship/externship programs.

CHAPTER FIVE

Conclusions and Recommendations

Conclusions

The study was designed to compile data which would enable the hospitality faculty of Schenectady County Community College to better prepare their graduates for the food service industry. This data will help the faculty adjust their curriculum to satisfy the student's needs.

The surveys were sent out to every graduate that the college has produced. The graduates were chosen as the sample population because they know the curriculum S.C.C.C. has to offer and also know the needs of the food service industry. Since the program's inception in 1982, many of the graduates have become employed in various areas of the food service industry. This wide range of expertise has given the researcher a vast pool of knowledge to draw from.

The following topics were of major concern of the graduates:

The respondents expressed a need for more practicality in the curriculum. The classroom is important, but without the practical application of the theory, the student is not being properly prepared for the industry.

The graduates noted that the areas needed to create a more practical environment are: an a la carte restaurant, internship/externship program, stress management, butchering/meat processing, sanitation certificate, job placement program, micro computer applications, nutrition, management of employees/communication, and more professionalism demanded for the student.

The existing courses of concern by the graduates are Marketing, Advertising and Sales for the H.R.I., Organization and Management for the H.R.I., Personnel I, Introduction to Travel and Tourism, Wines of the World and Procedures in Restaurant Operation, A La Carte and Table D'Hote.

Recommendations

After review of the data with S.C.C.C. Hospitality Department Chairman Anthony Strianese, the researcher would like to present the following recommendations:

The Hospitality Department at S.C.C.C. is undergoing a change in leadership in 1991 - 1992. Anthony Strianese has been named the new Hospitality Chairman to replace Matteo Casola. Mr. Casola founded the program in 1968 and served as chairman until May of 1991. Before coming to Schenectady, Mr. Casola founded the program at Sullivan County Community College. In September 1991 Mr. Strianese assumed the duties of Department Chairman and believes strongly in Mr. Casola's

practical philosophy of the curriculum. However, Mr. Strianese has implemented changes that will enable the program to adapt to current industry trends.

S.C.C.C. began an eleven million dollar expansion project in the fall of 1991. The cooking laboratory space has increased 100% by the addition of three new culinary labs. Also, a new dining room will house the a la carte dining room which will open in the spring of 1993.

Topics of concern expressed by the students are the following:

Restaurant Practicum:

The new dining room and kitchen space will provide an a la carte dining room which will give the students experience in a la carte cooking, management of subordinates, stress management, "Hands-On" experience and practical "real-life" working environment.

Butchering/Meat Processing:

A butchering course at this time is not practical because of the expense to run such a course. Butchering will be incorporated in the existing cooking courses.

Internship/Externship:

Presently S.C.C.C. runs four internship programs. Walt Disney World, Marriot Marco Island, Harry M. Stevens Corp. at Churchill Downs and Quality Food Management Corp. conduct internships with students each semester. The externship is not practical as many of the students have jobs while attending the community college. The 600 hour work experience requirement at S.C.C.C. remains the best alternative at this time.

Sanitation Management:

Beginning in the fall semester of 1992, all students taking Food Preparation I, will be required to obtain a food handlers card from the Schenectady County Department of Health. This step will result in the eventual accomplishment of having every Hotel and Culinary Arts student certified.

Stress Management:

Responsibility has to be delegated to the students during banquet and a la carte functions. They must be held accountable for their actions or it will be reflected in their grade. Accountability and responsibility will cause a stress factor that the student will have to manage before he/she graduates. Also, stress management will be covered in more detail in Organization and Management for the H.R.I. Personnel I.

"Hands-On"/Practical Experience:

The combination of S.C.C.C.'s successful banquet functions and the new a la carte restaurant practicum will eliminate a majority of the gap that exists in this area.

Job Placement:

Presently there is a job sheet that is published each week that the students have access to. Campus recruitment is difficult because so many of the students have jobs while they are attending school. The faculty has to develop closer ties with the job placement office and perhaps take some of the placement upon themselves.

Micro Computer Applications:

Presently there is not enough computer space to teach all of the culinary arts students in computers. Perhaps the course could be offered as an elective in the future.

Nutrition:

The nutrition course offered at the college is recognized by the American Culinary Federation for fulfillment of the accreditation requirement. A degree in dietetics is not planned. at this time.

American Culinary Federation (A.C.F.E.I. Accreditation):

The application is being processed by a committee of faculty members. The need to become accredited has become more advantageous as the A.C.F. has gained respect and popularity in the United States. The A.C.F.E.I. attempts to standardize culinary arts curriculums and give a professional philosophy to the student/ graduate.

Adjustments to be Made in the Present Curriculum:

Adjustments in the present curriculum will be to offer Marketing, Advertising and Sales for the H.R.I. in the second year first semester instead of in the first year first semester. Conversely, Introduction to Travel and Tourism will change it's title to Introduction to Hospitality, and be offered first year-first semester instead of second year first-semester. This change will offer these courses at a time when they can be appreciated more by the student.

Organization and Management of H.R.I. Personnel I will incorporate more stress management into it's curriculum.

Wines of the World is a necessary course in a A.O.S. culinary arts program, as the popularity of wine has increased.

Procedures in Restaurant Operations, A La Carte & Table D'Hote in the past was a tableside cooking class. It was originally designed to be a "front of the house"

course to teach students how to perform the daily operations of a restaurant. This course will now run the a la carte dining room and take on it's original purpose.

The study has developed a great deal of data to digest, but all of it will be instrumental in adjusting the curriculum over time. Upon conclusion of the present construction on campus, S.C.C.C. is looking forward to a new beginning and continued success.

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APPENDICES

APPENDIX I

Questionnaire



SURVEY
1982-1991 GRADUATES OF
SCHENECTADY COUNTY COMMUNITY COLLEGE
CULINARY ARTS A.O.S. PROGRAM
SPRING 1992

78 Washington Avenue, Schenectady, New York 12305 (518) 346-6211

ADDRESS CORRECTION

I. EMPLOYER

Name _____

Address _____

Type of establishment _____

Your Title _____

II. IMPORTANCE OF CULINARY COURSES
TO SUCCESS IN FOOD SERVICE INDUSTRY

A. COURSES IN SCCC'S CURRENT CURRICULUM

How important do you consider each of the following culinary arts courses, in preparing a graduate for success in the food service industry? Please circle the best response for each course. (1=Extremely important; 2=Very Important; 3=Somewhat important; 4=Not important; 5=Don't know)

	<div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">EXTREMELY IMPORTANT</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">VERY IMPORTANT</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">SOMEWHAT IMPORTANT</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">NOT IMPORTANT</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DON'T KNOW</div> </div>				
1. Food Preparation	1	2	3	4	5
2. Elements of Baking	1	2	3	4	5
3. Food Administration and Menu	1	2	3	4	5

	<div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">EXTREMELY IMPORTANT</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">VERY IMPORTANT</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">SOMEWHAT IMPORTANT</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">NOT IMPORTANT</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DON'T KNOW</div> </div>				
4. Labor Management Relations	1	2	3	4	5
5. Mathematics for Food Service Records	1	2	3	4	5
6. Marketing, Advertising and Sales for the HRI	1	2	3	4	5
7. Food Preparation 2	1	2	3	4	5
8. Food and Beverage Control 1	1	2	3	4	5
9. Organization & Management for the HRI Personnel 1	1	2	3	4	5
10. Quantitative Foods 1	1	2	3	4	5
11. Dining Room, Banquet & Catering Management	1	2	3	4	5
12. Introduction to Travel & Tourism	1	2	3	4	5
13. Recreational Food Services & Management	1	2	3	4	5
14. Principles of Buffet 1	1	2	3	4	5
15. Classical Cuisine 1	1	2	3	4	5
16. Classical Pastry Shop Operations	1	2	3	4	5

PLEASE CONTINUE ON OTHER SIDE

A. SCCC'S CURRENT CURRICULUM (Cont'd)

	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DON'T KNOW
17. Wines of the World	1	2	3	4	5
18. Basic Nutrition	1	2	3	4	5
19. Procedures in Restaurant Operation, A La Carte & Table D'Hote	1	2	3	4	5
20. Principles of Buffet 2	1	2	3	4	5
21. Classical Cuisine 2	1	2	3	4	5
22. Advanced Desserts & Pastries	1	2	3	4	5

B. ADDITIONAL COURSES THAT COULD BE CONSIDERED FOR INCLUSION IN SCCC'S PROGRAMS

How important would you consider each of the following courses, if offered, in preparing a graduate for success in the food service industry? Please circle the best response for each. (1 =Extremely important; 2 =Very Important; 3 =Somewhat Important; 4 =Not Important; 5 =Don't Know)

	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DON'T KNOW
23. Meat Cutting/Processing	1	2	3	4	5
24. American Regional Cuisine	1	2	3	4	5

B. POSSIBLE ADDITIONAL COURSES (Cont'd)

	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DON'T KNOW
25. Mixology	1	2	3	4	5
26. Continental Cuisine	1	2	3	4	5
27. Storeroom Operations	1	2	3	4	5
28. Contemporary Cuisine	1	2	3	4	5
29. Sanitation Management	1	2	3	4	5
30. College Success Skills	1	2	3	4	5
31. Professional Development	1	2	3	4	5
32. Co-op/Externship	1	2	3	4	5
33. International Cuisine	1	2	3	4	5
34. Communication Skills	1	2	3	4	5
35. Psychology for Success	1	2	3	4	5
36. English	1	2	3	4	5
37. Restaurant Practicum	1	2	3	4	5
38. Physical Education	1	2	3	4	5
39. Asian/Oriental Cuisine	1	2	3	4	5
40. Microcomputer Applications	1	2	3	4	5
41. Other _____ (Please Specify)	1	2	3	4	5

Please use the space below for any comments you may have regarding the usefulness of current SCCC curriculum content, or suggestions for other curriculum additions.

PLEASE RETURN PROMPTLY IN THE REPLY ENVELOPE PROVIDED.
THANK YOU FOR YOUR ASSISTANCE.

APPENDIX II

Present S.C.C.C. Culinary Arts Curriculum

CURRICULUM WORKSHEET

PROGRAM: CULINARY ARTS (A.O.S.)

FORMER COLLEGE(S) ATTENDED: _____

HEGIS # 5010 SOCC Program Code # 33

STUDENT NAME _____

SOC. SEC. # _____

ADVISOR NAME _____

DATE OF MATRICULATION INTO PROGRAM _____

PROGRAM REQUIREMENTS	CR	RESIDENT CR		IN PROGRESS	NON-RESID. CR. TRANS/EXAM/EXP	COMMENTS
		SEM	GRADE			
HOT 111 Food Preparation I	3					
HOT 112 Food Preparation II	3					
HOT 114 Food Admin & Menu Planning	3					
HOT 115 Labor Mgmt Relations, HRI	3					
HOT 117 Food & Bev. Control I	3					
HOT 119 Elements of Baking	3					
HOT 131 Math for Food Service	3					
HOT 218 Org. & Mgmt. HRI I	3					
HOT 220 Wines of the World	3					
HOT 275 Mark. Adv. & Sales in Hosp	3					
HOT 233 Basic Princ. of Nutrition	3					
HOT 238 Food Proc. Rest. Operation	3					
HOT 240 Recreational Food Svc Mgt.	3					
HOT 251 Quantitative Foods I	3					
HOT 253 Dng. Rm. Eng. & Catrg. Mgmt.	3					
HOT 255 Princ. Buffet Catering I	3					
HOT 256 Princ. Buffet Catering II	3					
HOT 257 Classical Cuisine I	3					
HOT 258 Classical Cuisine II	3					
HOT 259 Classical Pastry Shop I	3					
HOT 260 Classical Pastry Shop II	3					
TAT 121 Intro to Travel & Tourism	3					
Work Experience Requirement (600 hours)						
Minimum Credit Hours	66					

Additional Comments:

GRADUATION CERTIFICATION

Course Requirements Met _____
 Residency Requirement Met _____
 Credit Hours Earned _____
 Grade-Point Average _____
 Registrar _____ Date _____

WORKSHEET SIGNATURES

Advisor/Chair _____
 Date _____

APPENDIX III

Present S.C.C.C. Culinary Arts Calendar

CULINARY ARTS

ASSOCIATE IN OCCUPATIONAL STUDIES

FIRST YEAR

<u>Fall Semester</u>	<u>CR</u>	<u>Spring Semester</u>	<u>C</u>
HOT 111 Food Preparation I	3	HOT 112 Food Preparation II	3
HOT 119 Elements of Baking	3	HOT 117 Food & Beverage Control I	3
HOT 114 Food Administration & Menu Planning	3	HOT 218 Organization & Management of Hotel Restaurant Industry	3
HOT 115 Labor Mgmt. Relations HRI	3	Personnel I	3
HOT 131 Mathematics for Food Service Records	3	**HOT 251 Quantitative Foods I	3
HOT 275 Marketing, Advertising & Sales for Hospitality Industry	3	*HOT 253 Dining Room, Banquet & Catering Management I	3
	<u>3</u>		<u>15</u>
	18		

SECOND YEAR

<u>Fall Semester</u>	<u>CR</u>	<u>Spring Semester</u>	<u>C</u>
TAT 121 Intro to Travel and Tourism	3	HOT 220 Wines of the World	3
HOT 255 Principles of Buffet I	3	HOT 238 Procedures in Restaurant Operation, ala Carte & Table d'Hote	3
**HOT 257 Classical Cuisine I	3	HOT 233 Basic Nutrition	3
HOT 259 Classical Pastry Shop Operations I	3	HOT 256 Principles of Buffet II	3
HOT 240 Recreational Food Service Mgt.	<u>3</u>	*HOT 258 Classical Cuisine II	3
	15	HOT 260 Advanced Desserts & Pastries	3
			<u>18</u>

Minimum credit hours required for degree: 66

NOTES:

*All students are required to participate in a minimum of 10 catering projects during their freshman year to fulfill graduation requirements.

**The time element for these courses will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking, and service of a complete menu. Instructional outline will be flexible to meet the successful fulfillment of a project.

NOTE: Cleaning, preventative maintenance, and sanitation are practices under the supervision of the Instructor and Technical Assistant during and after all laboratory exercises.

CULINARY ARTS

ASSOCIATE IN OCCUPATIONAL STUDIES

FIRST YEAR

<u>Fall Semester</u>	<u>CR</u>	<u>Spring Semester</u>	<u>C</u>
HOT 111 Food Preparation I	3	HOT 112 Food Preparation II	3
HOT 119 Elements of Baking	3	HOT 117 Food & Beverage Control I	3
HOT 114 Food Administration & Menu Planning	3	HOT 218 Organization & Management of Hotel Restaurant Industry Personnel I	3
HOT 115 Labor Mgmt. Relations HRI	3	**HOT 251 Quantitative Foods I	3
HOT 131 Mathematics for Food Service Records	3	*HOT 253 Dining Room, Banquet & Catering Management I	3
HOT 275 Marketing, Advertising & Sales for Hospitality Industry	3		15
	<u>18</u>		

SECOND YEAR

<u>Fall Semester</u>	<u>CR</u>	<u>Spring Semester</u>	<u>C</u>
TAT 121 Intro to Travel and Tourism	3	HOT 220 Wines of the World	3
HOT 255 Principles of Buffet I	3	HOT 238 Procedures in Restaurant Operation, ala Carte & Table d'Hote	3
**HOT 257 Classical Cuisine I	3	HOT 233 Basic Nutrition	3
HOT 259 Classical Pastry Shop Operations I	3	HOT 256 Principles of Buffet II	3
HOT 240 Recreational Food Service Mgt.	3	*HOT 258 Classical Cuisine II	3
	<u>15</u>	HOT 260 Advanced Desserts & Pastries	3
			18

Minimum credit hours required for degree: 66

NOTES:

*All students are required to participate in a minimum of 10 catering projects during their freshman year to fulfill graduation requirements.

**The time element for these courses will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking, and service of a complete menu. Instructional outline will be flexible to meet the successful fulfillment of a project.

NOTE: Cleaning, preventative maintenance, and sanitation are practices under the supervision of the Instructor and Technical Assistant during and after all laboratory exercises.



78 Washington Avenue, Schenectady, New York 12305 (518) 346-6211

Dear S.C.C.C. Culinary Arts Graduate:

Enclosed is a questionnaire that will help our faculty evaluate how well our program has served the needs of our students and the community. In addition, you have an opportunity to update your address and phone number on your college records.

Answers to questions about our present curriculum helps us to provide future students with real-world information that will enhance our program. Also, a sample of alternative courses are listed that are presently not available in our curriculum. We value your opinion on the importance of these courses to better prepare our graduates for the labor force. You are our most realistic source of information as you are an expert on our curriculum and the needs of today's food service industry as well.

Please be assured that all the information you give us will be kept confidential. Individual survey responses are not released to prospective students or the public, but are reported as only averages or summaries of our graduates. Individual names are never used or associated with reports in any way.

Thank you for completing the survey and returning it in the enclosed postage-paid envelope as soon as possible. If you have any questions, please contact me at (518) 346-6211 ext. 190/191.

We are looking forward to hearing from you.

Sincerely,

Toby Strianese
Chair and Professor
Dept. of Hotel, Culinary Arts and Tourism

APPENDIX V

**The Follow-Up Cover Letter Mailed With the
Attached Questionnaire to Graduates Who Did Not
Respond to the Original Cover Letter**



78 Washington Avenue, Schenectady, New York 12305 (518) 346-6211

Dear S.C.C.C. Culinary Arts Graduate:

Several weeks ago I sent a questionnaire to each of our culinary arts graduates. To date I have not received your reply, and I am enclosing another copy of the survey in case the first went astray.

Answers to questions about our present curriculum helps us to provide future students with real-world information that will enhance our program. Also, a sample of alternative courses are listed that are presently not available in our curriculum. We value your opinion on the importance of these courses to better prepare our graduates for the labor force. You are our most realistic source of information as you are an expert on our curriculum and the needs of today's food service industry as well.

Please be assured that all the information you give us will be kept confidential. Individual survey responses are not released to prospective students or the public, but are reported as only averages or summaries of our graduates. Individual names are never used or associated with reports in any way.

Thank you for completing the survey and returning it in the enclosed postage-paid envelope as soon as possible. If you have any questions, please contact me at (518) 346-6211 ext. 190/191.

We are looking forward to hearing from you.

Sincerely,

Toby Strianese
Chair and Professor
Dept. of Hotel, Culinary Arts and Tourism
Walt Disney World Coordinator

APPENDIX VI

Figures Representing the Results From Questions 1-40 On the Questionnaire

Figure 1. First Year Core Classes

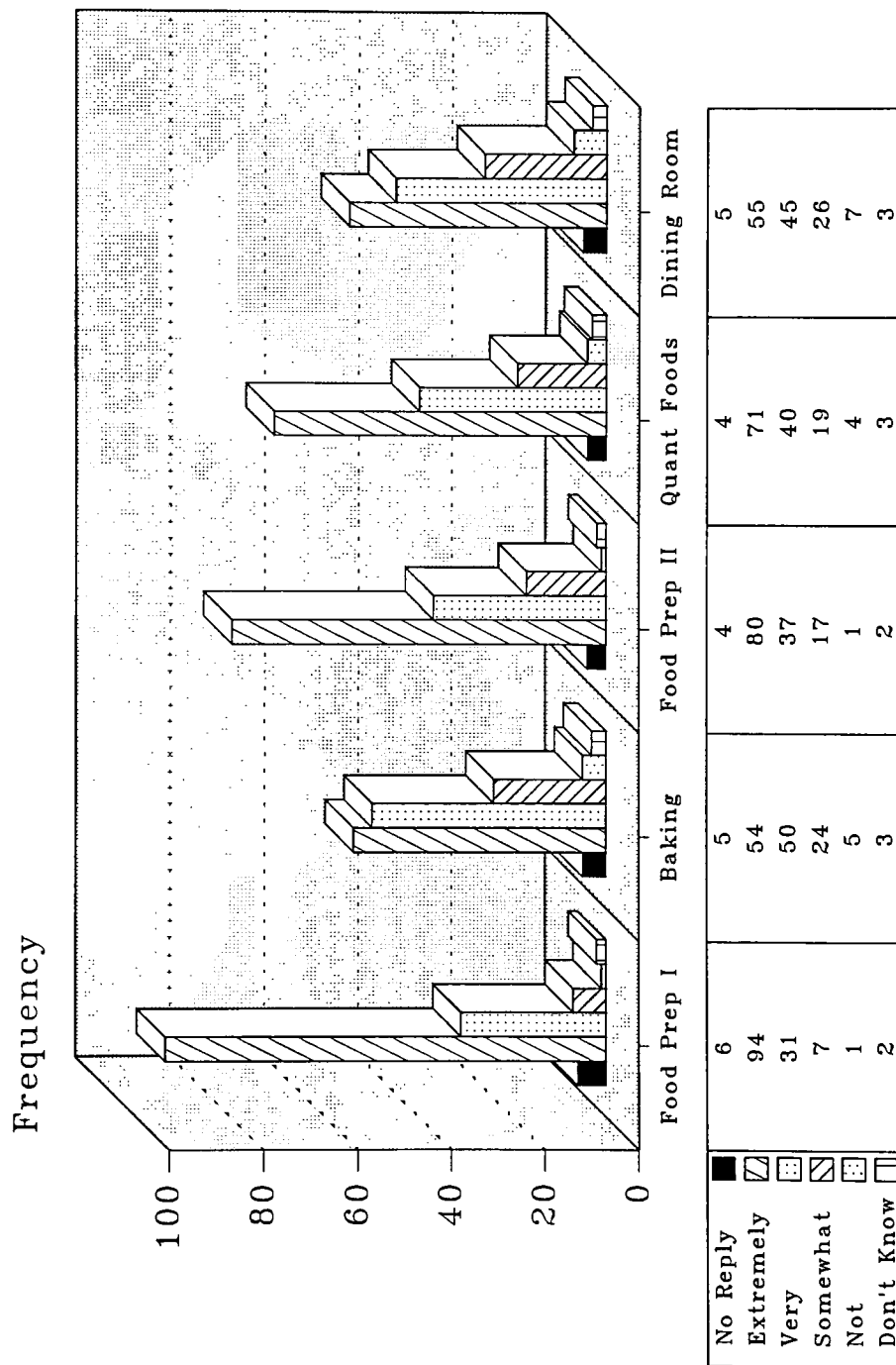
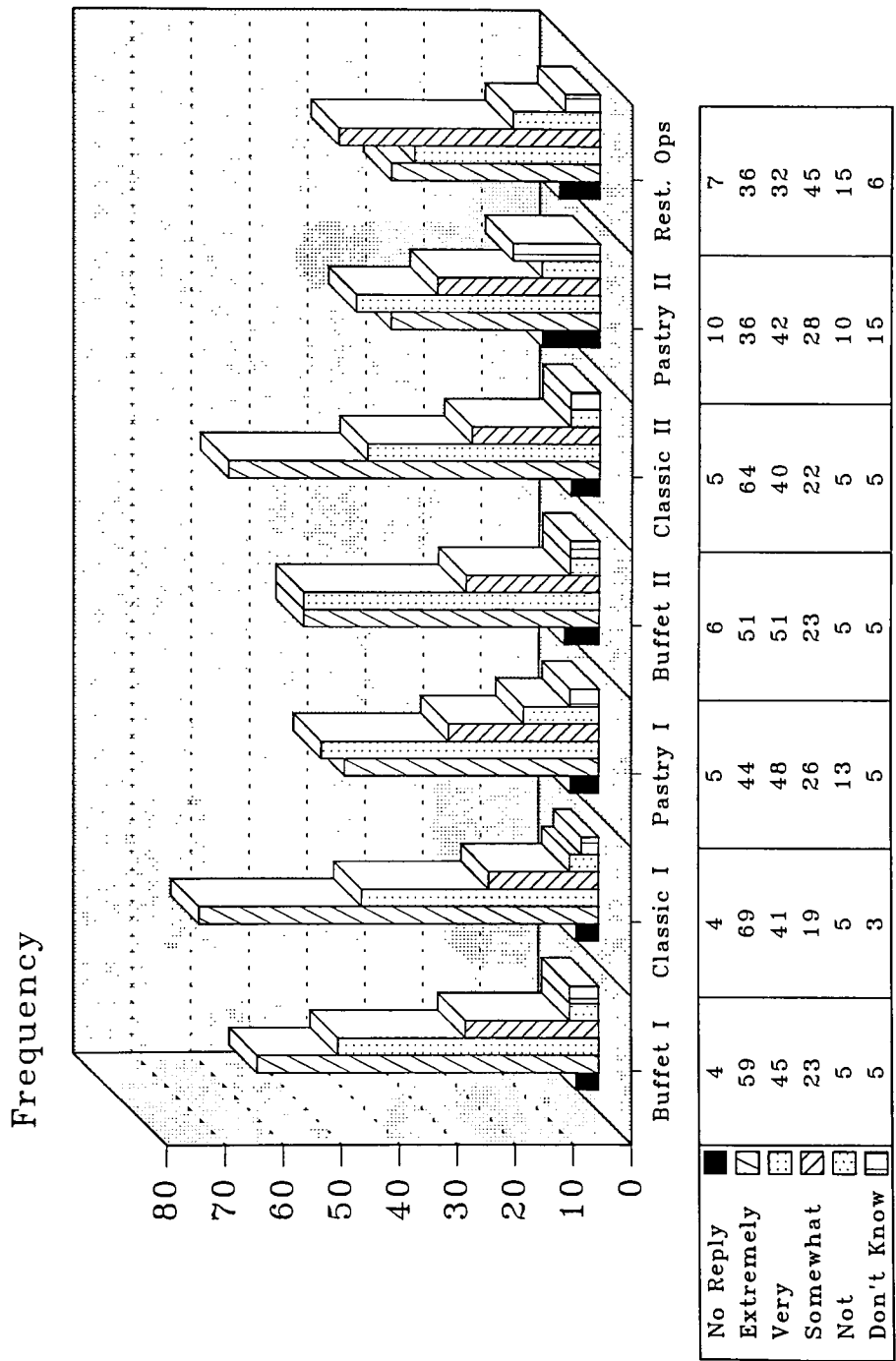


Figure 2. Core Courses – Second Year



Survey Responses

Figure 3. Management Classes

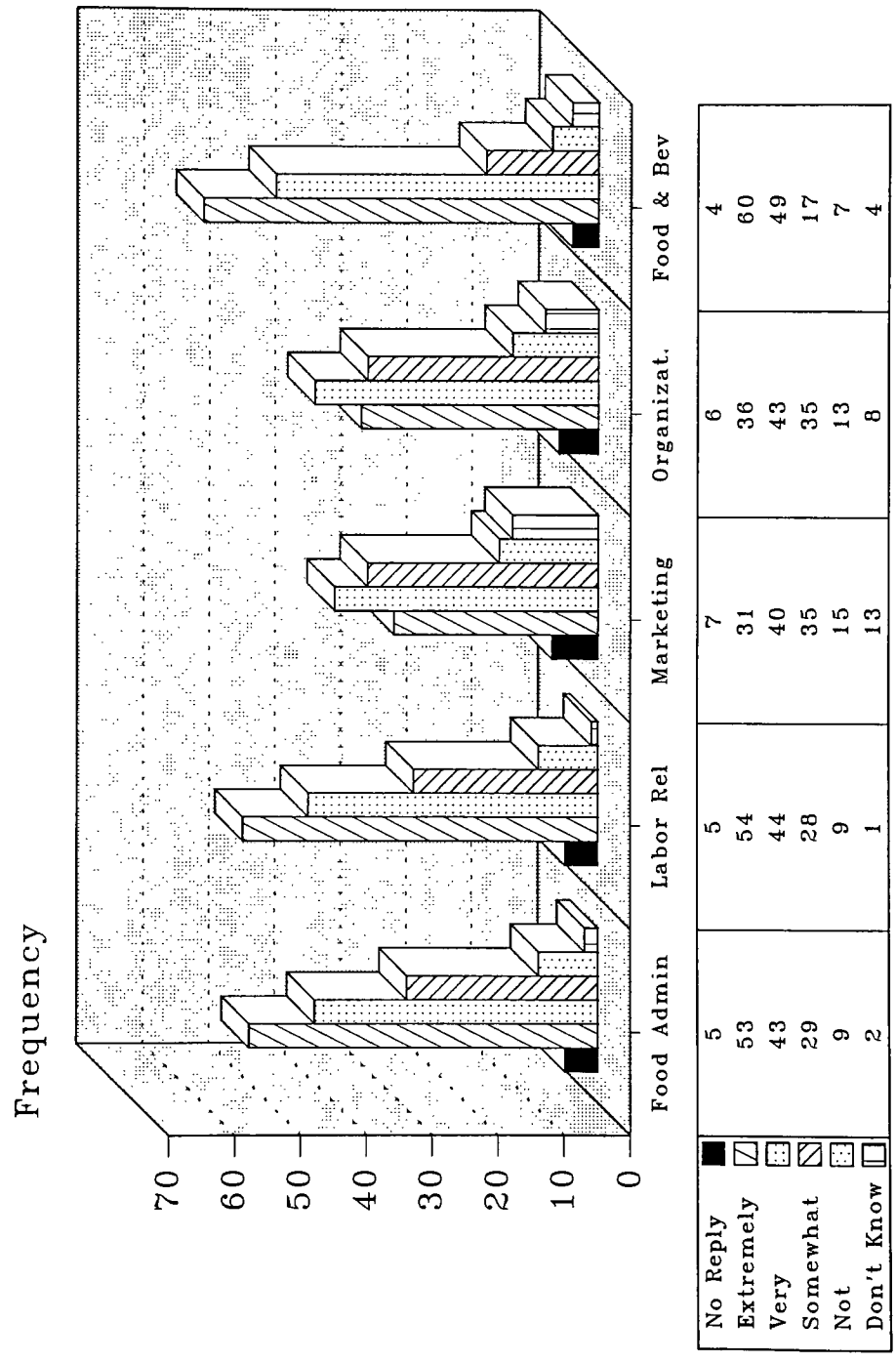


Figure 4. Core Elective Classes

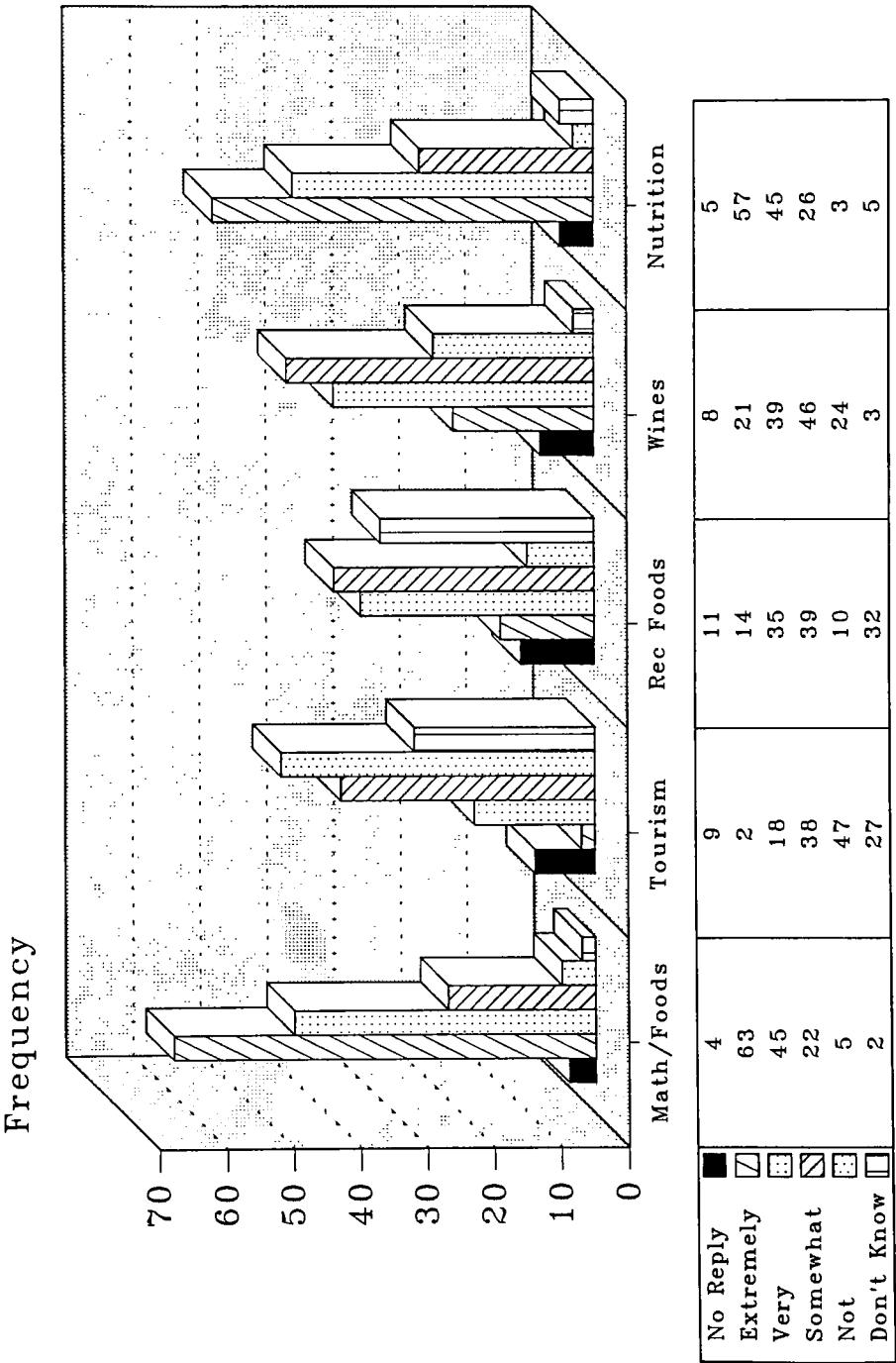
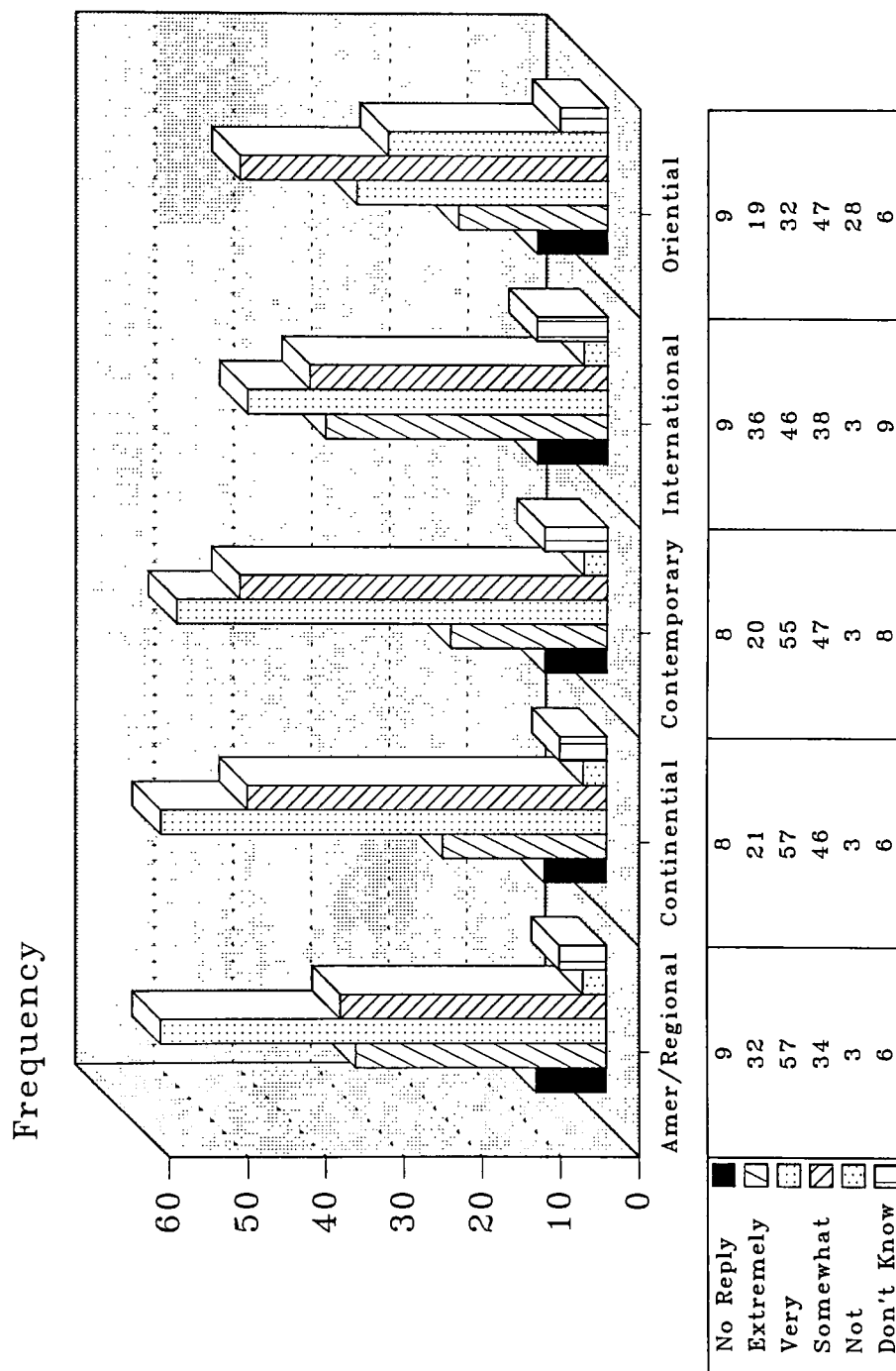
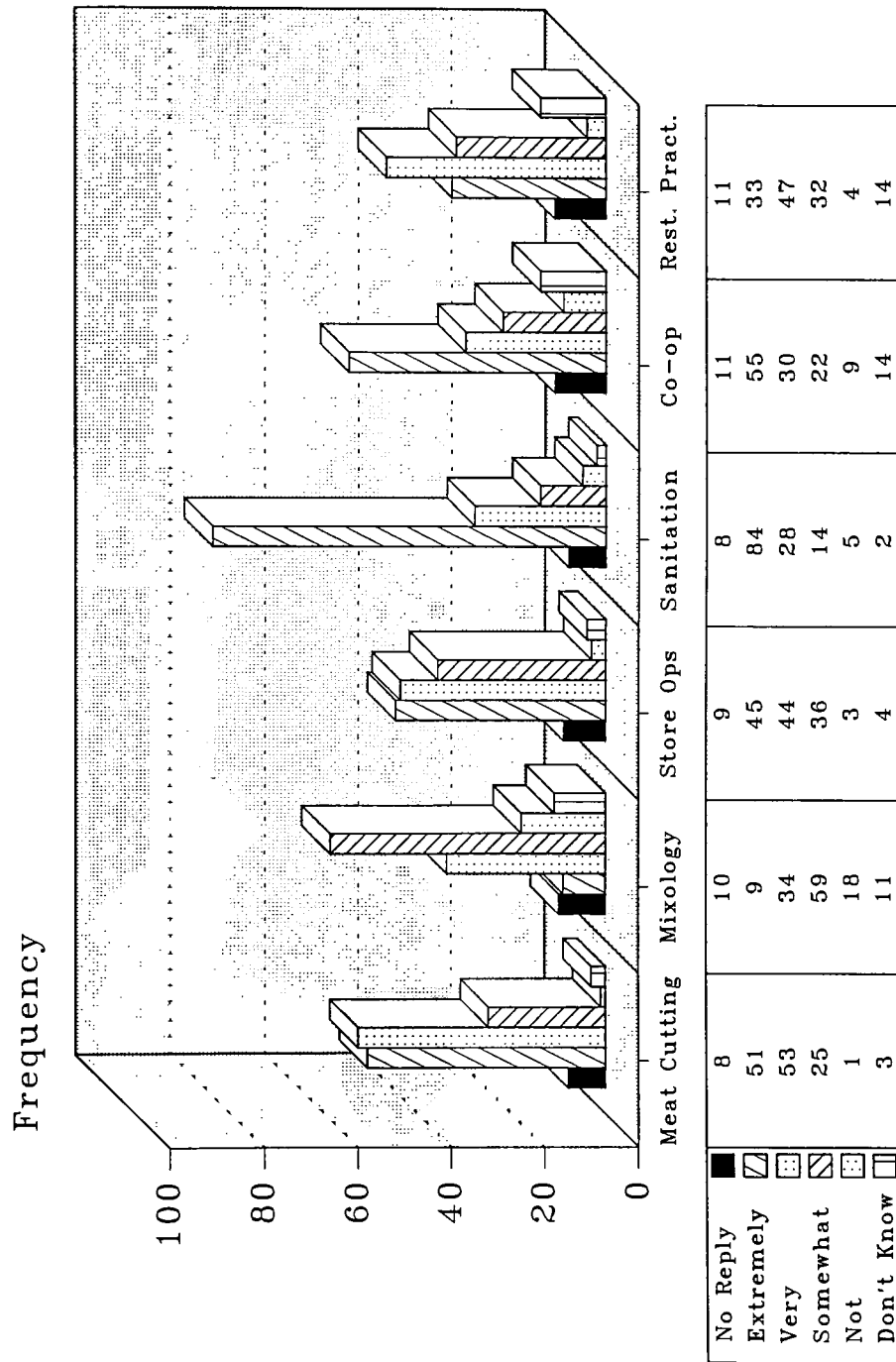


Figure 5. Alternative Cuisines



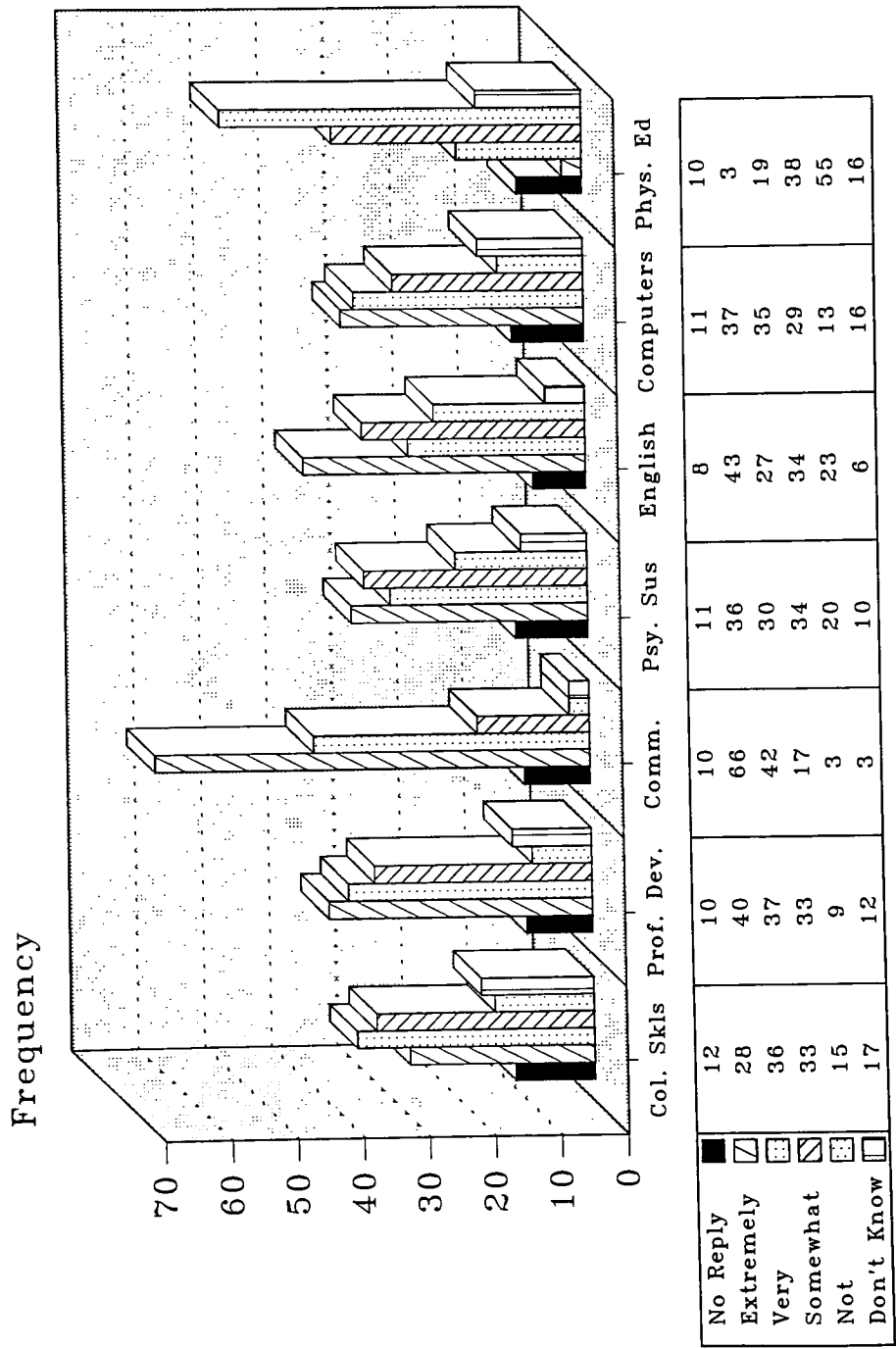
Survey Responses

Figure 6. Alternative Core Courses – Second Year



Survey Responses

Figure 7. Personal Development Electives



Survey Responses

APPENDIX VII

Response to Question 41

APPENDIX VII

QUESTION 41 (OTHER)

1. Garde Manager
2. On the Job Stress Related Problems
3. A Student Run Facility
4. Stress Management
5. Stress Management
6. Internship
7. Math for Food Service II for A.A.S. Not Ideas in Math
8. Safety
9. Stress Management
10. Internship
11. Dietician
12. Q & A
13. Creative Cuisine
14. N/A
15. Payroll/Employee Relations
16. Safety in the Work Place
17. Management Operations
18. Dietary
19. More Experience
20. Stress Management
21. Line Pressure Experience
22. Marketing, Business Related Accounting, Micro and Macro Economics
23. Employer/Employee, A Course Related to Real Life Situations
24. Basic Home Cooking
25. Restaurant Accounting, Utilization of Products
26. Stress Management
27. Math for Transferring
28. French and Italian Cuisine

COMMENTS

"I'm really pleased to see these culinary programs are getting better with years (as the same as a good wine) since I've attended. And believe me my studies through the schooling was very helpful in the 80's. Keep up the *Good Work*. By the way congratulations Mr. Strianese on your spectacular promotion with the department. Sincerely Rudy Gabriele. P.S. please forward business card to Mr. Strianese."

"The curriculum was very helpful. But, I think students need to realize the pressure in a real kitchen. If I knew what I know now I would have switched. Thanks to my marketing class, I will be switching to marketing in sales come October."

"Good course selection. #23 I still do my own butchering and processing at home. Saves a lot of money and I get the cuts that I want. Boned and defatted 13 deer this Nov. Made jerky, bratwurst, Italian sausage, salami, and pepperoni. Freezers full! P.S. became a papa 18 months ago, Mackenzie Neille Teiper. Randy."

"More actual *Hands on* situations - not banquets or buffets but *Pressure* line cooking and prep."

"I am no longer working in the food service industry."

"I think I could have benefitted from a meat-cutting/processing course. Having an externship is an excellent idea. A student-run facility would give hands-on experience, and in my opinion, would give students experience in all aspects of operating a business. This operation should be self-supporting."

"I think internships are very important. Let the students see how hektick things can be. There should be more *open form* when students can ask people who are in the field what is going on."

"Going on to other schools English is very, very important as well as micro and macro economics. Nutrition courses as well, because you never know what job you will get when your finished with your education."

"I feel some of the courses offered aren't as important as other's depending on what kind of food operation you are involved in. For the most part S.C.C.C. did a great job for me and I had to choose what I wanted. Either large hotel chains or smaller restaurants or even catering. Keep up the good work."

"I think the program is very successful and helps to get you ready for the Restaurant Industry. The Instructors are all very helpful."

"Cooking skills are great - but I decided to follow in more of a management line. Some of the paper work skills taught were useful though more would have been helpful. Public speaking (Large and small groups) too would have been helpful. I worked 5 plus years in Mental Health Rehab. doing food service from a bakery, cafe mgr., kitchen coordinator. Prof. Strianese, though I enjoyed your wine course very much, I believe that there should be a course in regards to *Abusive Chefs*. After working in various rehab. agencies, I have seen this incredible need to educate all peoples in addiction awareness. Drug and alcohol abuse as the work load and work hours increase. In the Culinary Arts field, it is very easy to fall into these categories. Education and awareness is found to be very helpful in decreasing the odds of addiction. Thank you for your time! Sincerely, Sheri L Christian - Datri."

"If I were to do it all over again, I probably would have chosen a different major. Don't get me wrong though, S.C.C.C. has one of the best culinary arts programs around. Mr. Strianese, I'm glad you got a promotion. I always considered you the best and hardest working professor; you took time out for anyone who wanted help. Thanks! I think you should change many courses around and everyone should have to take some kind of internship before graduation is complete."

"Of all the additional courses above I feel CO/OP Externship program would be the most favorable to a graduates career."

"As the Health Care Industry continues to grow, so will the need for trained food service employees. A suggestion for curricula would be a Dietetics Program, Diet Tech's and Dietitians are much in demand. A 90 hr. certification program for dietary managers (Broome County offers one) and increased nutrition programs are also essential. Perhaps one or all these could be considered. In closing I would like to thank you and all of my culinary teachers for the knowledge and opportunity afforded. I would not be where I am at without your guidance. Feel free to call. Sincerely Bill Pepe."

"The course in math should be a food service math 2. In order to get your A.A.S. your Ideas In Math course has nothing to do with food for me. It is not a benefiting course not like a course in Math 2 in food service."

"My comment to you regarding the usefulness of current S.C.C.C. curriculum content is that I feel that the college should have ice carving as a regular course. When I was there I enjoyed it allot, and even though it was hard work, that was one of the reasons I did enjoy it. It allowed your imagination to be creative and do things out of the ordinary. The most beautiful ice carving I ever did was the one with the two birds and the wedding ring. And up to this day when ever the snow falls outside try to duplicate that sculpture because it still stands out in my mind as one of the most extorrdinary things I've ever done."

"As a S.C.C.C. graduate the food service job placement needs improvement. The level of pay is low in New York unless you put in 80 hours a week. Most places don't consider benefits unless a lower salary of college, pay seems to average 6.00 to 7.75 an hour. Seems low for a degree - that's why I changed jobs. I'm still a sub teacher at Albany Vo-Tech. Thanks Jesse."

"I would do nothing but talk highly of the culinary program at the college. With the exception of one or two classes, everything in the curriculum has proven useful. It's difficult to say what's needed and not needed because there are so many different divisions and occupations in Culinary Arts, you would almost *cut your self short*. The program is an excellent one and I wouldn't change a thing. David Gaul."

"I think the S.C.C.C. curriculum I received was wonderful. I learned so very much. However, it's a shame that I probably won't use all that I learned because of the area I live in. All in all, I wouldn't trade in my education at S.C.C.C. for the world...I really enjoyed going to S.C.C.C."

"I graduated from S.C.C.C. in 1983 which helped me get into the Culinary Institute of America in Hyde Park N.Y. Graduating on the Dean's list, I credit S.C.C.C. staff with much of the reason. I felt they did an excellent job. I eventually became an executive chef in Boston MA. at Michael's Grand Cru a 3 star restaurant but later found a tremendous opportunity back in Albany, but I very much miss the restaurant business."

"On the courses where I marked very important, I believe is to one's own preference. If you are going to travel or specialize in desserts, the three courses I starred I believe are a must. My opinion on a new course would be dealing with stress on the job, the students think that it's not that highly stressed, well it is. More courses on how to deal with releasing stress on the job to your employees, employers, and mainly on your customers."

"I feel each class has its own importance and depends on what you put into it is what you get out of it."

"Computer courses should be required for all students. It's very difficult to succeed in the business world today without some knowledge of computers."

"I found what I learned in dining room, banquet and catering mgmt. and principles of buffet to be extremely useful in establishing my catering business."

"I have learned a lot and got a lot of positive compliments from all of my instructors. The courses that I have taken is very beneficial for me in my career field."

"I have an idea for an additional course not only for food service but possibly for anyone interested in it and that is stress management. Because, in today's business there is a lot of stress and people need to know how to handle it."

"The culinary arts degree would more useful if it was an A.A.S. rather than an A.O.S."

"S.C.C.C. has an excellent program. Everything I learned has been very useful. Thank you for all you did for me."

"I believe that I received a quality education at S.C.C.C. that prepared me well for the business. It is difficult to say which courses above are important, because it all depends on job availability. My first 6 years in the business were primarily dining room functions. Now that I have my own business I am glad I am well versed in front and back of the house. Some courses, I did not necessarily apply the knowledge at that particular job, but it was very helpful in communicating with my peers in the business (to have a more intelligent view of the whole business and not just one aspect of the business.)"

"The program at S.C.C.C. needs to have more job-like situations. More actual pressure-line cooking situations. Many courses don't give real life work preparation and some students aren't prepared for the work place."

"Mr. S. - All courses, and any pre-work education is valuable. I believe the only thing S.C.C.C. didn't prepare me for in the ranks of management are the following; discipline of subordinates, motivational therapy for employees, how to keep the gang interested and provide job satisfaction. This is the single most important part of my job. Push for four

semesters of math for food service, modern hotel business and various controls can kick your butt if your not with the program. Encourage as much practical on the job training as one can stand. It's the best way to learn what you learn in school."

"I feel you need to teach how to work the line. Very Important!"

"You need to teach more courses on nutrition. The one course is just not enough."

"Personal appearance should be stressed more. Very easy going in labs (ie. no sneakers, clean uniform, hair back), professional appearance very important, sanitation and safety. Would be great if students had a restaurant to work in at school (like C.I.A.). Experience in the field is key to understanding."

"S.C.C.C. has a great all round culinary arts program for most people. I would like to see more students working internships throughout the community."

"Many of your courses are well suited for people who wish to continue their career in a large hotel, where there is a strict management heierarchy. Small restaurants want a chef that knows how to cook, not just what is in a given dish. Their is an important distinction. I believe many students would benefit from a source in which they put dishes together themselves. Without the benefit of a recipe."

"Meat cutting/processing is something that I believe needs more attention, from past experience and from recent graduates that I have worked with, also the preparation and cooking method of veal."

"In my experience with the food service industry the practical application of cooking skills, management and marketing are in great need. More emphasis should be placed in schooling on supervising skills and employee-employer relations and book work."

"Safety has become a very big issue among large corporations these days, and this must be stressed."

"Most courses offered at S.C.C.C. are based on banquet quantities and should be based on a la carte service. Since most are entered in this field some emphasis should be placed on supervisory and management development areas as well as more externships offered."

"I have rated the following curriculum by it's importance to the current and past jobs I have had. It does not reflect the ones I really enjoyed the most because many of them I haven't had to use as much as the others. All in all, S.C.C.C. curriculum has been a great plus to my food service career and continues to be helpful and rewarding! I enjoy being a part of S.C.C.C. Adjunct faculty also! Spring 91' Fall 91' and Spring 92'."

"I found in my position I could have used additional math and English classes as I use more measurements than I thought I would -Conversions etc. and when your in management you really need to know how to spell and use correct English. That, some people might not have gotten in High School. Maybe more nutrition courses - to understand diets and some other management relations type class -how to deal with employees."

"Smaller classes than I had would be good. The best classes I took were in the summer of 84'. The skills of food preparation can be taught better than in a small class, but it is even more important that the expertise of J. Gepfert be experienced in a small group. Wines of the world however should have so many people in each class that you have to hold it in the lecture hall. Visit New York vineyards."

"I believe all of the required courses I took were very relevant to my degree program (assistant chef-culinary arts). Believe it or not, you designed a practical, realistic foundation for restaurant employees to build upon. Even though I am not still employed in the field, I wouldn't trade the two years I spent earning my degree or the 7 years I spend working in the area restaurants and hotels. Keep up the good work!"

"Depending on the aspect of the food service industry, the individual will choose for employment, depends on importance of the possible additions. I feel the starred courses would be of importance to anyone entering the field, and would be beneficial to the student

for any job taken in the industry. (storeroom operation, sanitation management, co/op externship, and communication skills)"

"On the job training is the most important, you learn so much more working with people and learning practical stuff that will help you in the future."

"I think the current curriculum was very good. But, a few other courses I think are very needed, like English, computer, and communication skills. A restaurant practicum would be an excellent idea. It would let the students participate in every aspect of an operation and not just stuck in one position."

"Many times you get a graduate student from a food service type degree who wants to work in a kitchen but lacks on the job experience (culinary skill). You need to include a busy line situation in a restaurant. Is there such a way to include such classroom situations where a sense of urgency is needed? Pressure type experiences to run a smooth kitchen, dependability on cooks who don't crack under pressure and know what to do are needed. MORE study in the butcher's end would be appreciated. P.S. Travel and Tourism has nothing to do with any of my culinary experiences in the job market so far. (hotel tech maybe) (culinary No)"

"Lab time is very important !"

"I came to S.C.C.C. to extend my second life future. When I retire from my main job in 5 years I am slowly going for my own catering/bakery. Do a little of both. But, I would still be going to S.C.C.C. if I didn't run out of culinary courses. I tried travel and tourism more in depth/ did not care for it. I fully believe advanced desserts and pastries should have a second part as well as wines of the world - as D.W.I. is becoming an issue, wine is taking a large jump. That was most appreciated - the Desserts and Pastries could be more extensive, what I would like is more intensive cake decorating. Not enough time to get fully involved with it in class only 2-3 classes. I would love to see a full semester. Mr. Strianese, I would love to come back to try out the new kitchens. Some courses should be put on curriculum. Especially if wanting to start your own business not much information on business do's and don'ts - My own compliant for full-time but part-time evening students (who don't get breaks for books or tuition) I know I had to take electives which had nothing to do with my degree, because I was between a rock and a stone. Courses not being offered a night. I felt a little discriminated. Prof. Brown and Mr. Larkin did help me tremendously in filling my void classes, but I was disappointed - I know I rambled on but, I was greatly honored to be asked of my opinion. I can't say enough about S.C.C.C. and the great staff. Sincerely Janice."

"Professor Strianese, the addition of 23 to 40 would certainly make the program an excellent program compared to the great program you are offering now. If you are looking for a young energetic, hard working, S.C.C.C. educated assistant, keep me in mind. Joe Piska -class of 88'."

"I think S.C.C.C. Culinary Art (A.O.S.) program is a good one. But there should be a restaurant on campus so people in the field can get hands on experience in the field. NOt just the book part of it. P.S. How's it going Mr. Strianese) Jim Hill 88'."

"Toby, it's very important that the school pushes the student to be assertive. Also, help the students to develop a positive "image." This includes the way they look to others and themselves. Perhaps, a course dealing with this will benefit the students." Jerome Brown Feb. 16, 92'."

"I have found the ancillary courses; management, organizational and administrative studies to be most helpful in my career."

"I believe that more emphases should be explored in the meat cutting/processing for the culinary field. To often we talked about how to break down meat for one half hour. It is much better if you have hands on experience. A wider variety of foods should be learned such as Oriental or Mexican."

"I feel S.C.C.C. prepared me well for the food service field. I feel the culinary arts program is well balanced program. I look forward to taking some courses that weren't offered when I attended."

"If it were at all possible, I recommend having a notable chef (such as Paul Bocuse) talk to students regarding their highly successful experience and knowledge in the culinary industry. Paul's son attends the C.I.A.. This would greatly boost the morale of those students who especially need to know where they're going and why they are taking this curriculum. Many don't at this stage."

"S.C.C.C. has a much more down to earth realistic atmosphere of how the food industry really is. In class we deal with all the unforeseeable things that do happen. It was a fantastic opportunity for me to get an education without an enormously high tuition and still do very well in the business. I am now in the meat cutting/sausage making at my job. What I know is from work experience. This is a very important part of any restaurant. A butcher can save money by using cuts of meat and scraps to make sausage and make money in the process."

"Having completed both the Hotel Tech. and the Culinary Arts degree programs back in 1985, I can tell you first hand that the program that is being offered currently is a Top Notch educational experience that has immediate relevance to our field. Keep up the good work and say Hi to Mr. Strianese (how was that Mandavi Cabernet) for me! Rick Jones."

"A practical exposure to the pressures of working on the line are essential to make it in the real world. I have seen a lot of *graduates* who simply lack common sense, stamina, and the ability to deal with high pressure situations."

"I found that when I landed My job at the High School, I needed more basic recipe skills like gravy, spaghetti sauce, about 20 gallons at a time. How to be the boss, and get people to work with you, not against you. I deal with fighting name calling, you name it."

"S.C.C.C. has been a big part of my career, without those courses offered at S.C.C.C., I don't think I'd be where I am now, with an excellent job."

"Even though I am not currently working in the food service industry, I find the skills I learned are important in my personal life. I have answered"section B." as I would see the need for success as our country changes as a whole."

"Why doesn't S.C.C.C. sanitation program offer a sanitation certificate? There is a big demand for chefs who know more that food, they must be business oriented to even compare in today's society. Offer a more strict curriculum and boost S.C.C.C.'s image by weeding out the student body."

"The current S.C.C.C. program has been very helpful in all aspects of running Scotti's Restaurant. I feel that the students should be made more aware of the extreme hard work and high costs involved in running a food operation. I think this would prepare them better if they want to go into business. I also would hope it would make them a more conciencious employee if they chose to start out with any company."

"Mr. Strianese, sorry for the delay in getting this back. In the spring I'm going to make an appointment to see you and let you know whats happening with me. I appreciate the education I got at S.C.C.C., especially your support and encouragement ! See you soon."

Margaret Mello.

"I'm not working in a food service anymore. I went back to school a after working 5 years. IN another field now, so I really couldn't fill this questionnaire successfully. That's why I ignored the questionnaire you sent me earlier. Please note my address change also."

" In our course at S.C.C.C. we would simply make different products, but in a business you have to know how to utilize that same product in many different ways. We did touch on this in classical cuisine, but not as in depth as I would of liked."

"Dear Toby, The survey was filled out as if I still worked for Canteen. On May 1990, I went back to the General Electric Co. Sincerely, Gary Gridley."

"My 2 years at S.C.C.C. gave me an excellent background on food service. I gained valuable knowledge and experience in the culinary arts program at S.C.C.C. I have a lot of restaurant cooking experience and have worked at several establishments throughout my time at S.C.C.C. and after. As of now I have a very good job working for the state as a cook in a correctional facility."

"I loved the courses and my educational experience at S.C.C.C.. I found a great deal of dedication and professionalism in the staff. I wish they had some type of job placement of post-graduates. The culinary arts/hotel mgmt. department has an excellent reputation in the community. I worked in the field until 1989 - after the birth of my second child."
Maureen McNeil (at the time of college)

"Here's a suggestion for a course; for family style restaurant. More of these establishments are opening up all over the states."

"I think a course on cleanliness and sanitation would enhance the program. A lot of students were lacking in this area." LoLo Delaney.

"Sorry, but my comments can not be used, for I am of the few that did not pursue my culinary career."

"I am no longer in this field, but I'm continuing my studies in natural resources at the University of Nebraska in Lincoln. I will be glad to help you in any way I can. As you know, I have worked in the culinary field though and filled out the form to the best of my knowledge. Thank you." Steve Nagel.

"Safety and Sanitation is very important. Communication and learning to deal with people is essential. Basic food prep. courses are needed because these courses teach

handling, storage, specifications and preparation of foods. All hospitality employees need to know the importance of how a kitchen works. My restaurant grosses 2 million dollars a year, 78% of that business comes from the back of the house." Kris Waters

"There always will be new trends in the hospitality business. The only way to be successful is to be well educated. I've found mathematics, nutrition and sound fundamentals to be the best in whatever you do with a lot of research and work. You must experience several different positions to find our own goals in life. I hope this helps Mr. Strianese. I'll write soon to thank you for your help for getting me into Disney. I've been very busy getting adjusted to the new job and moving. Mu new phone 407-296-0831. I'll call you soon." Joseph Ahearn

"Thank you for sending me this questionnaire for my input. You should try to set up your classes like the C.I.A.. The C.I.A. was interesting. Just having one course at a time. It helps you develop yourself faster, than having a 5 course week. Thank you. Robert Ahle. P.S. Can you please send me a copy of class 82' current addresses?"