

AMERICAN CULINARY FEDERATION
ACCREDITING COMMISSION

SELF-STUDY

NAME OF INSTITUTION: *Oakland Community College*

ADDRESS: *27055 Orchard Lake Rd., Farmington Hills, MI 48334*

PROGRAM(S) NAME (Indicate the appropriate degree, certificate, or diploma):

Culinary Arts, AAS; Chefs Apprentice, Certificate

PROGRAM COORDINATOR: *Susan M. Baier, FMP*

DATE OF FIRST PROGRAM OFFERING: *4/90*

CURRENT NUMBER OF STUDENTS: FULL-TIME: 75 PART-TIME: 35

INSTITUTION'S DEFINITION OF FULL-TIME: *26 student contact hours per week (15 credits hours per semester) which is equivalent to 15/15 – faculty base workload*

INSTITUTION'S DEFINITION OF PART-TIME: *3-9 Credit hours*

NUMBER OF FULL-TIME FACULTY: 9

NUMBER OF PART-TIME FACULTY: 4

LENGTH OF PROGRAM(S): *2-2 ½ years (6 semesters) Full Time Culinary Art,
3 years Apprentice*

CLASSROOM AND LAB CONTACT HOURS: *Apprentices, 2 courses: 4 hrs. lab
5 hrs. lecture
Day students: 4 hrs. lab
2 hrs. lecture*

REQUIRED HOURS OF ON-THE-JOB TRAINING (Externship, Co-op, Apprenticeship, etc.)
*Apprentices must maintain 40 hours per week (2,000 hours per year for 3 years)
Culinary Arts day students – work is presently not mandatory*

TOTAL CONTACT HOURS REQUIRED OF PROGRAM: *Full Time: 26 hrs./week*

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TOTAL GRADUATES FOR THE PAST TWO YEARS:

	<u>1998</u>	<u>1999</u>
<i>Culinary Day</i>	21	11
<i>Apprentice</i>	8	7

DATE SUBMITTED:

3/24/00

SUBMITTED BY:

Jason M. Bauer

TITLE:

Dept Chairperson

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***PLEASE NOTE:** *There will not necessarily be a question for every Standard.*

1.0 PROGRAM ELIGIBILITY Standards 1.1 - 1.7

1. Provide a copy of Document B, Program Application for ACF Accreditation as part of this self study.
2. Describe the institution, including accreditation and licensure status. If a recognized agency has denied accreditation or pre-accreditation status to the institution or place the program on public probationary status, or has revoked the accreditation or pre-accreditation status of the institution or program, provide an account of such action (s).

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

The county contains 28 public school districts with 45 public high schools. In addition, there are 37 non-public high schools in the district.

The College opened in September 1965, with a record community college initial enrollment of 3,860 students on two campuses - Highland Lakes, a renovated hospital in Union Lake, and Auburn Hills, a former Army Nike missile site in Auburn Heights.

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

In 1980, a new campus in Southfield replaced the Oak Park facilities.

The Royal Oak buildings were replaced by a new campus complex, which opened in the fall of 1982.

Today OCC offers programs leading to one of five degrees: Associate in Liberal Arts, Associate in Science, Associate in Business Administration, Associate in Applied Science, and Associate in General Studies, as well as Certificates in occupational fields.

OCC is the largest community college in the State of Michigan, and 12 largest in the nation for all undergraduate college with 1997-1998 enrollment of 24,223 students as reported by the United States Department of Education.

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Oakland Community College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, since 1971. Renewed in 1998. Other accredited programs are listed in the College Catalog.

Each campus is under the direction of a campus president as chief operating officer. They are supported by academic deans, management staff, and a business officer.

The campus president is responsible for the direction of campus budget development, the operation of all programs and systems, and the monitoring of the campus plant itself.

Communication between the president and the program director generally occurs when unique issues regarding the hospitality program arise that are not day-to-day issues or typical annual reviews. Examples are long-range planning (campus president presides over the Planning Council), community relations, etc. The campus president is readily accessible for informal communications.

Academic deans supervise faculty, work with faculty on curriculum, implement budget, manage appropriate labor contracts, and direct the operation of academic departments or programs.

The dean's office meets with the program director annually for program review, and attends hospitality advisory committee meetings. Capital expenditures are approved through this office. There are also opportunities for formal communication through various committees and there is an "open door" policy for informal communications.

Management staff is responsible for records, campus registration, student activities, and community services.

The campus business manager of administration services is responsible for all financial activities on campus, collection of fees and tuition, and budget control.

Required Exhibit: List of 10 recent graduates and their places of employment. Include name, address, and phone numbers for graduates and employers.

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2.0 MISSION AND GOALS Standards 2.1 - 2.3

1. What are the mission and goals of the program(s)?

PROGRAM MISSION (Culinary Arts, Chefs Apprentice)

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

The Faculty of the Culinary Arts/Chef's Apprentice Program is aware of the future and growing needs of the Hospitality industry for adequately trained personnel. We are also aware of the students' needs for advanced skills beyond secondary education required for today's entry-level positions.

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

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

1. *The Culinary (day) Program for students who want to attend full-time, working in a simulated work environment, and still have the option of holding a part-time position in the industry. This provides them the opportunity to gain experience in various areas both at college and in the work place.*

2. *The Chefs Apprentice Program is geared to the non-traditional student who is seeking or is already employed full-time in the hospitality industry and seeks to formalize their career in the food service industry.*

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

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Objectives of Program

1. *Provide knowledge and skills necessary to graduate students in Applied Science with required competencies for entry positions leading to supervisory positions in the hospitality industry. Such competencies to include basic and advanced knowledge of culinary theory and technical skills as well as thorough appreciation of the discipline philosophy.*

2. *To provide technical and theoretical instruction for working students apprenticed under approved chefs in a collaborative on-the-job Chef's Apprentice training program.*

3. *To provide training and instruction for students seeking career advancement in their present employment through enhanced skills and knowledge, as well as recognizing the current needs of the industry.*

4. *To offer community service programs of enrichment, both for the hospitality industry and the general public.*

2. How do the mission and goals of the program fit with the institution of which it is a part?

Mission of the College as stated in the Vision/Value Statement, Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence. This community values:

- *Shared responsibility, open communication, collaboration;*
- *Personal empowerment, integrity, ethical commitment;*
- *Diversity, global awareness, responsiveness to community needs.*

The mission of the college is to be a student centered insititution which provides quality learning opportunities for individuals, communities and organizations on an accessible, affordable basis.

The mission and objectives of the Culinary Arts Department and Chef's Apprentice Program are consistent with industry standards per the counsel of their separate advisory boards. Their are consistent with those of the college per the following:

Open-Door Admission

OCC's learning opportunities will be open to all that seek to learn, although entrance to some programs must be limited by job opportunities, available physical facilities, or academic qualifications.

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A comprehensive assessment program, designed to identify basic skill levels, will assist students in their selection of appropriate instructional opportunities. The assessment program will promote educational access, equality and the appropriate use of instructional opportunities. The assessment program will promote educational access, equality and the appropriate use of institutional resources.

Quality with Diversity

OCC will strive to maintain effective quality education within a comprehensive range of learning experiences which includes both traditional and nontraditional offerings, via classes of optimal size, consistent with educational and financial requisites.

Student Services

OCC will provide student services including but not limited to, counseling, academic advising, career planning, financial assistance, placement and student activities.

Such activities will help the students become more aware of their needs, interests, goals, and potentials, as well as gain experience in democratic levying, self determination, cooperative endeavors, leadership and economic realities.

Human Resources

OCC will seek to maintain a collaborative, intellectual, and social environment conducive to productive work and study for all students, employees, and others using the college facilities.

Organization

OCC will seek to provide a management philosophy and organizational structure that creates a participative humanistic environment that encourages program innovation, staff initiative, collegiality, responsibility and service diversification.

Emphasis on Teaching

OCC will support instructional research; however, the primary mission of all faculty is to teach.

Equal Employment Opportunity and Affirmative Action

OCC will affirmatively and actively resist any form of discrimination in personnel selection and advancement, and will insist upon personnel selection and advancement

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decisions that will give affirmative consideration to the recruitment and employment of minorities.

Flexible Curriculum

OCC will maintain a curriculum responsive to the changing educational needs of the residents of the district. The range of learning experiences provided will include theory, practical applications, and real life situations. Leading-edge technological equipment and strategic will be utilized.

General Education

OCC's general education experience will prepare students in the key life skills of critical and analytical thought, communication, computation and physical well being. Students will enhance their general knowledge as well as augment their aesthetic and ethical sensibilities so they may link diverse experiences and develop their capacity to successfully complete functional, rigorous, up-to-date career of liberal arts and science programs.

Career/Occupational

OCC will provide career programs as a basic part of the comprehensive community college curriculum and will include preprofessional as well as Associate Degree job entry programs.

Research

In order to provide accurate data and information for informal planning, policy formulation, evaluation, and operations, OCC will support appropriate research activities that provide these data, and accurate analyses for an information-based planning process.

Student Cost

OCC will strive to keep costs for students as a level that permits ample educational opportunities to varying income levels, while simultaneously requiring a measure of financial investment by all students in their own education.

3. How are the goals and objectives kept current with industry's requirements? Include in your answer the frequency and methods of their review.

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- a. *The Hospitality Department maintains an advisory board that meet minimum once yearly. Curriculum review, current issues and events, as well as projects are discussed. (Appendix E)*
- b. *Many faculty are also active on other school advisory boards, as well as member of various professional association boards to maintain effectiveness to the needs of the industry correctly. Monthly meeting, Michigan Chefs de Cuisine Association Chapter to Bi-Annually, Michigan Restaurant Association.*
- c. *We have hired professional industry consultants and utilized OCC's research department for specific needs assessment. (Appendix F)*
- d. *We maintain an informal job network with requests from industry that provide insight to what employment needs are currently within the industry*

The Hospitality Department completed a major revision to the Culinary Arts program, and created a Baking and Pastry Arts Certificate program as a result of input from advisory board, industry surveys and professional consultants.

4. Where are these goals and objectives of the program made evident to the students?

Each Oakland Community College student is provided a yearly course catalog with the college mission statement, as well as the student policies, support systems, etc. (Exhibit A)

Students in the Culinary Arts Department receive a student handbook which provides overview of programs, policies, scholarships, job placement, etc. (Appendix C)

Each student is provided a course syllabus which further defines course objectives and requirements. (Appendix D)

An informal means of communication – student bulletin board – within the department provides job opportunities announcements, special events, summer job opportunities, and transfer scholarship information.

Required Exhibit: Sample of the review methods used.

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3.0 ORGANIZATION AND ADMINISTRATION Standards 3.1 - 3.5

1. Provide the program(s) description as listed in documents available to the public.

Food Service/Hospitality (CUL)

Culinary Arts

Associate in Applied Science

Orchard Ridge

This planned program of study offers an Associates Degree in Applied Science. The program is designed to service the ever-growing need for qualified well-trained chefs throughout the hospitality industry.

The first year emphasizes basic cooking and baking methods and preparation, proper use of tools and equipment, sanitation and safety procedures, cafeteria and dining service cookery and related areas of meat, grocery and produce identification, table service, and storeroom procedures.

In the second year, students perfect their skills by preparing meals of classical and international cuisine, and further their understanding of earlier acquired skills. Upon completion of the two years, the student is prepared to seek employment in a variety of jobs.

Those who seek careers in related areas of study may seek the following options: At the end of one semester of Culinary Arts, they may enter a prescribed program of study for Food Service Management or Hotel-Model Management. Appendix G, Exhibit A

Chefs Apprentice Program

Chefs Apprentice Program is a three year or 6,000 hour on the job training program. The apprentice training program for cooks was established according to the national guidelines of the US Department of Labor Registry No. N-900-93 and is approved by the US Department of Labor. Appendix H – Program Literature, Appendix I – Letter US department of Labor

The apprentice program is planned in 6 semi-annual stages with flexibility to shorten or lengthen any period according to individual ability. During this time, the apprentices will keep a weekly logbook in which he or she will outline recipes and food preparation techniques that have been learned.

A periodic review will be given to each apprentice for both on-the-job training and the classroom instruction. The Apprenticeship Committee will evaluate the results of the review and continuation of the training will be based upon their recommendation.

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DURATION: 3 years or 6,000 hours on-the-job training. The initial 500 hours will be a probationary period. Upon job placement, the apprentice will be eligible to join the American Culinary Federation Educational Institute for registered apprentice membership. Also, at this time the apprentice will be registered with the Department of Labor and will be officially indentured to his supervising chef and the sponsoring American Culinary Federation affiliate chapter.

2. List other hospitality or foodservice programs in the institution.

Hospitality Department currently includes three Associate Degree programs:

- 1. Culinary Arts*
- 2. Food Service Management*
- 3. Hotel management*

Also, Chefs Apprentice Program (may lead to Associates Degree)

We have just completed developing a Baking and Pastry Arts Certificate, which will begin Fall 2000.

3. Describe the administrative responsibilities and teaching responsibilities (is applicable) of the program coordinator. To whom does this person report on such matters as finance, policies, admission, and curriculum. Describe this person's qualifications. Describe his/her role in assessing, planning, evaluating and implementing changes to the program.

*Susan M. Baier, FMP, Hospitality Chairperson
Chairperson reports directly to the Academic Dean.*

The college has just adopted a college wide agreement (F.M.A.) to define the term program coordinator.

The Culinary Arts department has not yet benefited from that agreement, but it is critical for the future of our program that we do so. Currently the Hospitality Chairperson (Appendix J) is directly responsible for all the activities within the department as listed below. Chairperson maintains full teaching load unless a special project allows for release time from coursework.

By the Faculty Master Labor Agreement, Department Chairperson's are full time faculty. The Department Chairpersons' time devoted to the various duties are as follows:

Fall/Winter Term:

Teaching & Prep: 30 hours/wk

Hospitality Department Chair: 20 hrs/wk

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Spring Term:

Teaching & Prep: 8 hours/wk

Hospitality Department Chair: 30 hours/wk

Summer Term:

Hospitality Department Chair: 20 hours/wk

The Hospitality Chairperson is directly responsible for the assessment, planning, implementation, and evaluation of both the classroom, laboratory and field experience aspects of the educational program, by exercising leadership in the following areas:

CURRICULUM

To evaluate the curriculum, identify strengths and weaknesses and assist in change as needed.

This may include:

- 1. Assist in development of course competencies and outcomes*
- 2. Initiating changes or aiding in curriculum changes through the colleges curriculum process.*
- 3. Making recommendations to individual faculty members regarding course content.*
- 4. Reviewing new textbooks and audiovisual materials and recommending to individual faculty members.*
- 5. Responding to student concerns regarding curriculum.*
- 6. Organize Industry Advisory Board meetings.*

SCHEDULING

To schedule courses, faculty and facilities.

- 1. Recommend to the immediate supervisor a schedule of classes and instructor assignments.*
- 2. Check faculty loads (full-time and part-time) to insure proper faculty-student ratios in each course as outlined by the Faculty Master Labor Agreement.*
- 3. Assist the immediate supervisor in the recruitment and selection of personnel for full-time instructional positions within the department.*
- 4. Interview prospects and make recommendations to the immediate supervisor regarding adjunct instructors; supply adjunct instructors with course materials, syllabi, objectives, and textbooks needed for their classes.*

BUDGET

To approve budget expenditures for operating and capital items for program operations. This includes:

- 1. Plan and maintain program operational budget.*
- 2. Submit prioritized capital requests when applicable.*
- 3. Check that expenditure stay within budget constraints.*
- 4. Maintain active seat on campus budget council.*

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STUDENT ADVISING & RECRUITMENT

Provide counsel & advisement to new and current students regarding course selection, program selection and transfer of credit and selection.

- 1. Support student recruitment programs.*
- 2. Conduct orientation interviews with new students, informing them of costs, curriculum, assign section, etc.*

COMMUNITY RELATIONS

Respond to inquiries and requests from potential students/graduate employers, vocational schools and numerous other agencies. This includes:

- 1. Referring employers to placement and maintaining records of job opportunities.*
- 2. Answering questions regarding job opportunities, salaries, continuing education, etc.*
- 3. Responding to surveys.*
- 4. Articulation agreement with vocational schools.*

ACCREDITATION

To maintain accreditation of the Culinary Arts and Cooks Apprentice Program through the accrediting commission of the American Culinary Federation Educational Institute

- 1. Completion of the annual reports.*
- 2. Reporting major program changes as outlined by the commission*
- 3. Complete self-study, progress reports or interim reports.*
- 4. Arrange for site-visit.*
- 5. Make program changes as dictated by the guidelines of the commission.*

ADDITIONAL RESPONSIBILITIES

Perform other duties as may be mutually agreed upon with the immediate supervisor, which may include:

- 1. In collaboration with the Classified Supervisor and/or Academic Dean, supervise and evaluate non-instructional personnel and adjunct instructors; and recommend discipline and/or staff development.*
- 2. Coordinate the review and preparation of catalog and class schedule materials for the department.*
- 3. Maintain current files of course materials for the department.*
- 4. Schedule and conduct regular meetings of the department's instructional personnel.*
- 5. Advise and assist the immediate supervisor regarding the in-service training needs of the department staff.*
- 6. Consult with and advise the Learning Resources Center regarding desired books, periodicals, and audio-visual supplies.*
- 7. Coordinate the participation of the department in the Academic Senate and the Curriculum Committee.*
- 8. Participate in the college wide discipline coordination.*

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APPRENTICE COORDINATOR

Chef's Apprentice Program Coordinator works in concert with the hospitality chairperson. The Apprentice Coordinator's responsibilities include:

- 1. Recruiting*
- 2. Liaison between the college and the American Culinary Federation, the U.S. Department of Labor, and the local sponsoring chefs organization*
- 3. Development and coordination of the program.*
- 4. Monitoring and counsels the apprentices.*
- 5. Organize and maintain Apprentice Advisory Board.*

Oakland Community College has a chancellor who is responsible for the administration of the multi-campus college.

RESPONSIBILITIES OF DEPARTMENT CHAIRPERSON

Hospitality Chairperson has three areas of responsibilities. These are to the students, to the profession, and to the college.

A. Responsibilities to the Student

Work to create a positive learning environment for students.

To offer occupational guidance to the entering student.

To provide continued educational and career guidance, on an informal basis.

Review and maintain curriculum standards established within program to meet the occupational needs.

To encourage the concept of continual education through both formal and informal instruction.

To meet the leadership and social needs of the student by encouraging general education courses and co-curricular activities within the department and industry.

B. Responsibilities to the Hospitality Industry

To offer the Hospitality Industry the best possible candidates to meet their needs.

To keep the Hospitality Industry informed of program services available.

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To provide assistance in evaluating students' progress in the Chef Apprentice program.

To offer programs of programs of continuing education to the Hospitality Industry.

To participate actively in Hospitality trade and professional organizations.

To meet with the Advisory Committee a minimum of once yearly to provide input on the quality of the program and to solicit ideas for betterment of the program.

C. Responsibilities to the Community College

To insure that the curriculum reflects the current needs of the Hospitality Industry.

To inform and work with the counseling and guidance department on special issues and program changes.

To comply with all regulations, reports, etc., necessary for smooth functioning of the program.

To keep the administration informed of happenings in the Hospitality Industry as they pertain to the educational program.

To conduct a program that is consistent with the philosophy of the institution.

Along with the instructional staff and the Advisory Board, evaluate the program and recommend, through the college's curriculum process, any changes necessary.

4. Describe the advisory committee(s) for the program and indicate:

- a. frequency of meetings
- b. functions and responsibilities
- c. examples of major suggestions and results

a. The Hospitality Advisory Committee meets once during the academic year and the Apprentice Committee at least twice.

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[Appendix F] Hospitality Advisory Minutes
[Appendix M] Apprentice Advisory Minutes

b. Purpose and Functions of the Advisory Committees

A committee's purpose is to assist in the determination of the vocational education needs for the college, including the needs of disadvantages and handicapped people. Functions of advisory committees may include, but are not limited to,:

c. The Hospitality Advisory Committee presently consists of members representing various organizations and segments of the hospitality industry.

[Appendix E] Hospitality Advisory Board

The Apprentice Advisory Committee presently consists of members from the Michigan Chefs de Cuisine, many of whom are on its' Board of Directors. Two of these advisors are also members of the Hospitality Advisory Committee, thus facilitating communication and coordination between the two programs.

[Appendix L] Apprentice Advisory Committee

1. Occupational Surveys

Advisory committees should advise on the types of offerings required to satisfy the preparatory, as well as the continuing education needs of individuals of the community. As occupational survey can supplement this knowledge. Advisory members can identify the type of data to be gathered. They can also be instrumental in gaining public support which would result in a favorable community reaction.

2. Course Content

Another concern of the committee should be the establishment of practices which will keep instruction practical and functional. Committees should take an active part in helping to develop goal statements and assist in determining performance objectives, since most members have essential, specialized knowledge of the work.

3. Placement of Students

Committee members can assist in the placement of students by employing interns and graduates and recommending the employment of interns and graduates to other firms in the industry.

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4. Public Information

Public understanding of the educational programs at the school hinges upon the flow of positive information emanating from the school. The advisory committee can bring about understanding of purpose and functions of the educational programs.

5. Equipment/Software Selection

Committee members can offer professional advice concerning the selection of instructional equipment. Their experience in their area of specialization is extremely valuable when new equipment is being purchased. Software systems are becoming critical to our industry needs, we are currently seeking a computer system our students can use within our curriculum.

6. Evaluation of Program

There should be a continuous evaluation of the instructional program. The committee's suggestions for improvement will represent the opinion of the community and will enable the college to maintain a curriculum at a level of instruction, practical for the needs of the industry. Equipment, and course outlines, should be reviewed periodically by the committee to keep them up-to-date and functional.

7. Community Resources

Committee members can be an excellent source in utilizing and obtaining community resources. They may serve as consultants for classroom teachers and resource persons for classroom instruction.

Most current results are that of major program revision. Discussion of course and competence needs of graduates helped to determine new course development, as well as assessing current course for objectives being met. We will continue to seek support with selection of software to be adopted within the program.

5. Describe in detail funding for the program

- a. If you receive any outside funding, (i.e. government/private industry grants) at what point will the program be self-sufficient?
- b. Will this program be able to continue after outside funding expires?

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- c. If the program operates any income producing business (catering cafeteria, restaurant, vending) describe how those funds relate to the program's operations and provides for capital expenditures.

The Hospitality Program receives no funding outside of college monies granted. We operate with a general fund for program and classroom needs, as well as utilizing a designated fund to maintain our expense and revenues with the restaurant operation and special events that occur within curriculum course objectives i.e. theme dinners, competitions and Great Lakes Wine Judging Event.

The revenue offsets the cost of lab courses and special student projects. Our fundraising efforts provide revenue for student scholarships, as well as student activities.

(Appendix N: Department Budgets)

6. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

STRENGTHS

- *Administration is supportive in our curriculum needs.*
- *College has adopted a technologies task force (T.L.T.R.) to support the needs of the college for new development training resources across the curriculum.*
- *O.C.C. remains active with college wide Business Alliance Advisory Board.*
- *O.C.C. has adopted a staff development coordinator to provide resources of training, teaching, enrichment and personal advancement.*
- *Chairperson is member of campus Budget & Planning Council.*
- *Department faculty member is active as Campus Academic Senate President.*
- *Strong network of business professionals for consultation.*
- *Faculty are empowered to be active on committees to have a voice and make a difference.*

WEAKNESSES

- *Need for full or part time program coordinator to maintain complex needs of program.*
- *Multiple campus maintenance is taxing on college facility resource dollars. We have a great need for renovation of 3rd floor facility that keeps getting pushed back.*
- *Advisory Board members need to meet on a formal basis with more frequency.*

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7. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

With our curriculum revision going into effect Fall 2000 we will request release time for a program coordinator to become effective. We have set new goals for the program that will require more time to implement and maintain. We allow ourselves to become to busy with special events and projects, along with a high contact hour load.

The chairperson would like to see each faculty head up a department project to ease the load of others. This would promote a more effective work base with a shared responsibility.

Required Exhibits: (1) Organizational charts for the administrative structure of the institution and the program; (2) Job descriptions for program related staff and faculty; (3) Roster of advisory committee members and their job titles and minutes for past year; and (4) Financial statement for the program for the last fiscal year - this can be the department budget, audited or not.

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4.0 FACULTY AND STAFF *Standards 4.1 - 4.7*

1. Discuss faculty background strengths including any professional certifications held. Relate their backgrounds to the courses for which they are responsible.

The faculty strengths lie in their diverse Hospitality Industry backgrounds, combined with academic accomplishments. The staff is enthusiastic and constantly upgrading their skills thru active participation in professional organizations, remain active in industry events, participate in culinary competitions, trade shows, seminars, and enrolling in college credit classes.

Each faculty has worked within the specific area of which they are instructing. Many faculty are active on other secondary school boards and/or association boards to provide service and insight while remaining current, as a duty to betterment of the industry itself.

Some faculty demonstrate forward thinking and motivation outside of standard curriculum by initiating special events, competitions, and creating opportunities that enhance student learning experience.

1. Describe faculty workload, including counseling, teaching, and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.

(Appendix P: F.M.A. Hospitality Faculty Workload)

Base load of Hospitality faculty members is thirty (30) credit hours of instruction distributed proportionally over the duration of the individual ten (10) month contract.

This agreement is unique in that other faculty maintain a 12-12-6 contract or 15-15. Which translates to mean 1 contact hour per credit hour with exceptions to the science curriculum.

All lab instructors carry a minimum load of nine credits (equating to 15 credits) during the fall and winter semesters. The twenty six (26) contact hours per week does not include preparation time, office hours or extracurricular activities involving students. Most instructors carry a minimum of 3 hours overload each semester. Instructors have opportunity for overload.

The nature of the Apprenticeship Program permits it to be taught by full-time faculty in addition to, but not conflicting with, their normal teaching load.

The Hospitality formula is excessive to what other culinary programs maintain with the metro Detroit area.

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With the curriculum revision we are working on a letter of agreement to put load more in context with other culinary programs, as well as being closer to "other" O.C.C. faculty loads.

3. Describe faculty/student ratios in both lecture and lab classes. Include a description of teaching assistants (if applicable) and their roles.

Lecture Class

Lecture only classes have minimum of 15 students and a maximum of 37 students.

Lab Class

Currently the faculty/student ratio is minimum of 10 students (unless there are unique circumstances) to as high as 18, if the lab space allows it.

At this time we do not have teaching assistants in class, but are looking in ways we can support that type of program.

We hire utility help for kitchen clean up during production, and cashiers for café operations.

4. Describe the program for professional development of faculty, including staff of off-site facilities. Distinguish between professional development that focuses on technical skills versus instructional skills. Be specific. Include the budget allocation, release time conditions, and how action plans are developed.

Per the Master Labor Agreement, all faculty must attend the semi-annual in-service which is geared to professional development in instructional skills.

All faculty participate in staff development day periodically. Seminars range in topic from student success feedback and critical thinking across the curriculum to computer seminars and teaching/learning techniques. (Exhibit)

The college has a part time faculty handbook and special workshops for adjunct faculty.

The college offers in house tuition reimbursement to all faculty members.

The college encourages participation in professional seminars to develop technical skills, by offering practical reimbursement for attendance.

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New to FMA contract is the staff development language that requires a minimum of 20 staff development units (S.D.U.) per year. Some programs are mandated with personal choice to others.

Staff development coordinator oversees college with a faculty representative on each campus to field requests from other faculty, as well as work with faculty to develop program offerings meeting current needs. This may be hosting a speaker for small groups, or providing software for independent learning.

5. Describe faculty meetings and other situations where the faculty actively participate in policy formation, program planning and priority setting.

Staff meetings are scheduled as needed, sometimes weekly if issues require department input, and all faculty attend. Program planning, evaluation, and problem solving are some of the items avidly discussed at each meeting. Most recently it has been the curriculum revision project of which we hired an industry consultant to facilitate. Faculty members may add to the agenda any topic they feel calls for a department decision. Each faculty member has a say in all decisions, and a vote is taken, majority rules.

(Appendix Q) Staff Meeting Minutes

6. Describe how adjuncts, teaching assistants, part-time faculty are kept informed, are evaluated, participate in planning, etc.

Adjuncts are kept informed through department chair. Each person also has a mailbox that they are responsible to check. Class evaluations are given to students at least once each semester the adjunct is teaching, for personal insight to student feedback.

Once a year an adjunct instructor may have a classroom visitation or observation from Department Chair or other faculty. Adjunct faculty has an opportunity to implement change if discussed with Chairperson.

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7. Describe the secretarial and support services available to the program.

Hospitality Department employs:

A. *Full time department assistant*

The hospitality department has a full time assistant who assists in the day-to-day operation of the department which includes (but not limited to) handling correspondence, maintaining files, job board, scholarship applications, and phone communication.

B. *Full time purchasing agent*

The hospitality department has a full time purchasing agent who handles all food product purchasing, maintains storeroom inventory, manages small equipment purchase, and assists in research of capital equipment.

C. *Full time catering manager*

The hospitality department has a full time catering/cafeteria manager whose duties include overseeing cafe operation, staffing cashiers, books and manages students hired for on-site catering functions outside the curriculum. Revenue from such functions helps to offset program costs.

8. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

STRENGTHS

- *Faculty in program strives to be student centered creating a nurturing environment students can learn within.*
- *Mandated college wide faculty and staff development program in place.*
- *Program support services are available on full time basis. We are fortunate to have enthusiastic, efficient, qualified secretarial, catering and purchasing staff on a full time basis who value the needs of our students.*
- *Apprentice Coordinator is active in local chapter of the ACF (Michigan Chefs de Cuisine Association) as Chairman of the Board.*
- *Faculty completed major program revision to begin in Fall 2000.*

WEAKNESSES

- *Faculty student contact loads are demanding, not allowing much time for research and growth.*
- *Custodial service for campus is over taxed, not allowing time for detail cleaning.*

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9. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

Utilize college resources to encourage constant assessment of program, faculty and student needs to remain current, if not edge cutting in our curriculum development & delivery system.

Required Exhibits: (1) Faculty meeting minutes from the last year; (2) Personnel data sheets for all full and part-time faculty (use Document F forms provided by the Commission; do not include resumes); and (3) Teaching schedule in effect for time of the on-site visit.

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5.0 CURRICULUM *Standards 5.1 - 5.12*

1. Summarize the manner in which the curriculum:
 - a. fulfills the stated objectives of the program
 - b. integrates the code of ethics of a national professional association in the program
 - c. provides opportunities for students to become familiar with the profession of culinary arts and the relationship of culinary arts to other professions.

The Hospitality department has a responsibility to evaluate and develop abilities, interests and potentials, stressing the relationship between new skills, knowledge and real-life applications.

While it is our prime objective to provide basic training and education through quality lab experience and informative lecture instruction, it is also our mission to provide general understanding of the hospitality industry as a whole. Toward this goal, and because we are a working kitchen, we stress teamwork, the key ingredient in every professional culinary situation.

New students are accepted into the Hospitality Program at the beginning of each semester of Culinary Arts. During this semester, they attend classes from 7:30 am to 1:30 pm, Tuesday through Thursday, spending nine days in each of the following stations: baking, production cooking, culinary theory, pantry and dining room. It is a work simulated environment in which students learn hands on production of food for public consumption on a daily basis. Within the nine day rotation, the student will also experience volume style service with a grand buffet.

Progression through the five stations in small instructional groups of an average of twelve, the students learn the importance of cooperation within their own team, and the significance of each station's smooth interaction with the other five. While gaining hands on cooking and baking skills and theoretical knowledge underling these competencies, the students also come to learn that other aspects of culinary work are equally vital to the success of an operation.

Special events and opportunities are available through the semester for student to participate in. These events may be Theme dinners, student competition, wine tasting, ice carving events, or fundraisers. Besides broadening their experiences, we hope to instill the importance of lifelong learning, as well as contributing to the community.

The second year, while learning more refined skills, we encourage finding them a place of employment that practices professionalism for continued growth while developing their own leadership skills.

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Throughout the students education and even upon graduation we strive to provide a network to hear of, as well as participate in industry events. We maintain a job board for student viewing where student events are posted.

Additional general education courses required for graduation will provide students with a broader education experience that will help develop them as a person and provide a base to continue on with their education.

The Apprentice Chef's curriculum is designed to comply with the A.C.F. Apprentice and Certification requirements and Department of Labor standards. Exposure to an academic environment enriches the experience of the working Apprentice Chefs, rounding out their understanding of trade theories, work ethics, industry practices and procedures. We believe attending school for the Apprentices helps to provide organization tools while developing their critical thinking skills needed as a basis to be an executive chef.

Oakland Community College offers a three-year chefs apprenticeship program. The U.S. Department of Labor, the American Culinary Federation, and the Michigan Chefs De Cuisine Association jointly sponsor this program. Students attend school one day a week while working in quality establishments. In addition to college classes, Apprentices must complete 6,000 hours of on-the-job training. They must also participate in a culinary salon in their second and third years.

All programs, including the chefs apprenticeship, lead to an Associate Degree in Applied Science.

By way of providing opportunities for students to become familiar with the hospitality industry, the college has a junior chef chapter of the MCCA. OCC hosts an MCCA chapter meeting to introduce students to this hospitality association.

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

The core requirements of curriculum and general education requirements provide a foundation of knowledge and skills for our students. We feel strong that true professional development comes with actual experiences, decision and reflection.

Unlike other departments within the college we feel we truly get to know our students and work to develop their needs. Communication and group interaction skills begin on day one, as we place students in teams for rotation.

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Problem solving is introduced as students become more confident with their peers and learning environment in which they will be given opportunities to provide opinion and make changes or decisions.

Our program revision has created a more formal method of leadership development in two new courses:

- 1. Front House Management, which will introduce human resource study by discussing personality styles, interviewing, hiring and maintaining labor.*
- 2. Event and Catering Management has multiple objectives but students will have several real management experiences of directing others in actual events.*

Our goal being to develop the chef as a leader and manager; an attribute we view as critical to meet the needs of today's Executive Chef.

- 3. Describe the program's use of community resources, including field trips and guest speakers. Be specific.*

Our department maintains a broad network of industry professionals who often come to assist in demonstrations, provide an information session, as well as being a guest instructor. Second year students have a greater ability for field trips as they are not required to provide product for our restaurant operation.

This will change with program revision in that our goal is to provide students with more field experience.

- 4. What is the rationale for the organization and sequencing of courses in the program?*

Contrary to the open door policy of O.C.C., the Apprentice Program does have certain prerequisites, per the National Apprenticeship Training Program for Cooks guidelines. The course of study is designed for the benefit of the student working full time who does not wish to attend school on a full time basis beginning with foundation cookery, baking and garde manger, then builds on skills.

Students enter the FST 110 series classes to build foundation skills in each area. After successful completion, they enter the next level, etc. Students not able to complete at least two of the classes are retained until they have achieved success. The second year is one whole semester focusing on refining skills in classical cooking or advanced pastries.

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The O.C.C. Culinary Arts present program curriculum concept is to give students maximum exposure to hands on experience in both front and back of the house operations, balanced with daily theoretical instruction and testing. It is a progressive learning situation, building on the foundation of the first semester's rotation through each kitchen area, and culminating in the advanced skills learned in final semesters' specialty classes.

The program revision is designed to develop student skills in a closed lab environment in the first semester, then introduce them to ala carte production and service in the second semester. The third semester will introduce higher skill production of garde manger and cookery with a limited amount of real life production. Our final semester is a practice of culinary skill refinement, management skills, as well as guest service. With a practical application of operation, knowledge with purchasing, cost scheduling, etc.

5. Are there any areas of the "Required Knowledge and Competencies" which are not completely met by your program? *No*

(Appendix R: Competencies)

If yes, describe:

6. What are the general requirements for the certificate or degree from the institution offering the program?
- a. What are the specific requirements for graduation from the program?
 - b. If program credit or hour requirements exceed those required by the state or institutional accrediting body, what is the rationale?

(Appendix A: College Catalog)

(Appendix H: Apprenticeship Program Requirements)

Minimum requirements from college for a degree are 62 credits. An applied science and arts degree in Culinary Arts requires 72 credits. The department felt the addition of classes in menu planning and nutrition were meaningful. The college itself raised the general requirements with the addition of physical education and communications courses.

The Apprentice Program requires 55.5 for completion of culinary certificate and 74.5 for degree.

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7. Describe how your courses correlate theory and actual practice in the lab.

Within each six hour lab there is a minimum of one hour lecture and as much as three per day. Lecture may not be relevant to just that days production, but to the course as a whole. Labs are designed to produce skills within course and will be discussed prior to exercise, but may not be a component of the whole lecture.

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

O.C.C. has an extensive Individualized Instruction Center (I.I.C.) and a Special Needs Program (PASS) which provides tutoring in Math, English, Nutrition, and Culinary Arts. Opportunities are available to be a note taker, as well as a peer tutor for students who are struggling. Study groups are strongly encouraged. Student displaying a high skill level is often given more responsibilities in production to encourage further growth.

9. Discuss instructional techniques and/or strategies used in the program.

Through the use of labs and demo classes and student involvement, the "hands-on" learning process is employed.

Instructors use a combination of methods in teaching theory, such as lecture, demonstrations, audio-video, guest speakers and student assessment techniques are practiced in different ways. Technology will play a larger role in revised curriculum.

10. Discuss grading procedures in both lab and lecture courses. Include a description of how students are kept informed of their progress.

Students are graded on homework, quizzes, and tests which will carry a variable weight value identified in the course syllabus.

Labs have an average point value that is based on attitude, work performance, sanitation, grooming and attendance. Each course may vary slightly, but there is a maximum number of days allowed for absence before the student must withdraw or fail. Such courses may be made up at a future date.

Students are free to review their daily score or inquire as to their performance at any time. Upon completion, a final grade is given broken down by each value. A brief commentary is also provided.

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11. Discuss how high standards of professional practice are taught and emphasized and evaluated in the kitchen laboratories in regard to sanitation and safety. Include a description of the program's use of Material Safety Data Sheets (MSDS) and its compliance to state and federal regulations.

In an effort to control what we view as a critical issue, the program revision has placed Sanitation as a prerequisite of all lab classes. Current sanitation is required but students may take it at any place in the curriculum.

The National Safety Data is a component of the Sanitation course, which will alleviate the control problem we have students being informed.

The Material Safety Data Sheets (MSDS) are located in the main kitchen along the main traffic pattern to the elevator. These data sheets are accessible to all people.

Besides the MSDS, procedure signs are located in the areas where the chemicals, such as soap or disinfectants, are used.

12. Describe how audio-visuals and other resources are used to support the teaching program.

Audio-visuals are presented with courses supporting lecture content. Our goal is to create a catalog of resources to be available for student viewing in the I.I.C. or L.R.C. at all times.

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

The current Culinary (day) Program does not have a built in externship, though it is encouraged throughout the program to work part-time while attending classes.

We have included a one credit internship in our program revision due to changing market of students in our culinary program. Historically, most students took employment soon after beginning the program, but have found many students seeking a career change are not currently employed in the industry. We hold a strong belief that industry experience is very important as providing a means to exercise skills attained in school.

Industry experience is critical in the Chefs Apprentice curriculum. In finding a business that practices professionalism, as well as mentoring chefs to support the needs of our apprentices, is the key to success.

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Chef mentoring is a major role in the development of apprentices, who are evaluated two times in every fifteen week semester. Communication with Chef, Apprentice Coordinator and Chef Instructors is an on going process.

14. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

STRENGTHS

1. *Having full-time faculty teaching so there is consistency in the curriculum.*
2. *Opportunity for hands on production experience in classroom.*
3. *An Award Winning Apprenticeship Program that is well monitored*
4. *Revision to curriculum that includes leadership development, human resources and management.*

WEAKNESSES

1. *Current program production classes are very time demanding. Limited to a certain market of students.*
2. *Students are placed in a production environment prior to skill development.*

15. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

As with past accreditation, it is the cause of our major program revision which we use as a tool for self assessment.

Required Exhibits: (1) Completed "Required Knowledge and Competencies" with referenced course syllabi attached. (If applicable, Baking and Pastry programs have a separate set of competencies which are available from the ACF Education office); (2) Sample of all required documents used in the supervised work experience portion of the curriculum (if applicable); and (3) Sample of lab evaluations.

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6.9 FACILITIES Standards 6.1 - 6.3

1. Describe how the facilities support the educational needs of the program. Your description should include:
 - a. equipment
 - b. classroom space
 - c. lab space
 - d. resources (including the library)
 - e. faculty offices
 - f. cafeteria/dining room
 - g. other

EQUIPMENT

We have been fortunate in our request for Capital Equipment to maintain and replace most equipment. Our 3rd floor facility is antiquated in that it requires a major revision to become the Ala Carte kitchen we need it to be. The current constraints are that it will require some renovation that falls under another budget we have not allocated monies for.

CLASSROOM SPACE

Classroom space is adequate, but we are in need of more lecture rooms that are in a proximity to the kitchens.

LAB SPACE

Facilities are spacious and currently meet the needs of our program, however, we are looking into portable work stations that may transform kitchen space to meet the needs of our various courses.

RESOURCES

Library holds a good inventory of text, as well as provides internet training for WWW research. They are able to purchase text when requested.

FACULTY OFFICES

Most are two to three person offices. Each faculty has their own computer and direct phone line.

CAFE/DINING ROOM

We have two dining rooms currently in use that were recently renovated, with the potential for four dining rooms. We will reactivate one of these areas with the new curriculum in 2001.

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2. Describe procedures for maintenance and replacement of equipment.

We have a full time maintenance department who will call service people if they are unable to repair equipment. Replacement occurs with capital requests on a yearly basis of which we have been able to procure, with the exception of the 3rd floor facility. We do have emergency replacement for the unrepairable.

The procedure for maintenance work orders is as follows:

- 1. Faculty and staff fill out maintenance work orders.*
- 2. Hospitality Chairperson signs and sends work orders to the Dean.*
- 3. Dean distributes work orders to the maintenance department for repairs.*

3. Describe how the facilities are maintained in a safe and sanitary manner.

Custodial care could always be improved, but College Standards imply it is a safe environment. However, they are making an increased effort to comply with our standards.

4. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

STRENGTHS

- *We have been able to replace most equipment as needed. Kitchens are spacious by many standards.*

WEAKNESSES

- *Room for improvement in custodial matters.*
- *Revision of 3rd floor critical for success of curriculum revision.*

5. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

Our most critical issue is renovation of the 3rd floor facility, which is currently being discussed. Administration has acknowledged this need to support our new program.

We will continue to assess our custodial needs to work with resources available to maintain a professional work environment.

We will continue to remain active on Budget Planning Council, which benefits the need of our campus community and our program.

Required Exhibits: (1) List of major equipment used in the program; (2) Diagram/floor plan of kitchen and/or lab facilities; and (3) Most recent sanitation inspection.

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7.0 STUDENT SERVICES Standards 7.1 - 7.9

1. State the criteria and policies established for admission to the program.

ADMISSION

OCC has an open door admission policy. The Apprentice Program has special requirements as follows:

1. *A letter of request.*
2. *High school diploma.*
3. *Personal interview.*
4. *Work in an approved restaurant, hotel, club, etc.*
5. *Membership in A.F.C. Michigan Chefs de Cuisine Association*

Both programs comply with Oakland Community College's assessment statement. Students take an assessment test that identifies reading and writing level for proper communication course, to promote student effectiveness.

ASSESSMENT STATEMENT

Community colleges enroll a highly diverse student population which brings a broad range of skill levels to its' studies.

This variety in student skill levels dictates a need for appropriate entry level assessment, academic advisement, and course placement in order to increase the probability of student success. A comprehensive entry level assessment program is one component in a total program to provide educational opportunities and in the ultimate achievement of both student and institutional goals.

Entry level assessment is a systematic process intended to identify student abilities, interests, and needs. Data garnered through assessment enables college staff to assist students in appropriate decision making, determine which educational interventions are most likely to ensure student success and assist college policy makers in decision making.

ASSET (Assessment of Skills for Successful Entry Transfer)

ASSET is a success-oriented program that is required for students new to OCC. ASSET is presented regularly throughout each semester in a "Success Seminar" which combines assessment of areas such as language usage and reading with an orientation program.

It is the desire of OCC to provide a successful educational experience for each student. The results of the "Success Seminar" provide a framework for conducting academic advisement through which students can make more informed decisions.

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Exclusions from the above may include:

- A. *All students attending OCC prior to Fall 1986.*
- B. *Students who have previously taken ASSET.*
- C. *Students who have completed 24 semester credits at another institution, including courses equivalent to ENG 151, or have earned an associate or higher degree, will be exempt based on proper documentation.*
- D. *Students admitted under a guest application from another college. Guest applications must be renewed each semester of enrollment. (Note: High school guest students are not exempt.)*
- E. *Designated apprentice program students registering for specific courses in their apprentice program.*

MTELP (Michigan Test of English Language Proficiency)

If English is not your primary language or if you grew up speaking English and another language, the MTELP is a more accurate placement for college classes. Instead of taking ASSET, you are required to participate in the MTELP assessment unless you meet one of the following criteria:

- A. *Students who have completed 24 semester credits at another institution, including courses equivalent to ENG 151, or an earned associate or higher degree, will be exempt based on proper documentation.*
- B. *Students admitted under a guest application from another college where they are enrolled in college level courses will be exempt. Guest applications must be renewed each semester of enrollment (high school guest students are not exempt).*
- C. *Students who have been given a temporary exemption by their counselor during their first semester of attendance must participate in the MTELP assessment prior to their next registration.*

2. What is the program's policy on accepting transfer credits?

ACCEPTANCE OF TRANSFER CREDITS - OAKLAND COMMUNITY COLLEGE

Course completed with a C grade or better at another accredited college will be accepted for transfer credit. Only official transcripts will be acceptable for evaluation of transfer credit.

Courses, which are not directly equivalent to Oakland Community College courses, may be accepted as elective credits to fulfill requirements for a specific program.

OCC will consider credit recommendations of the American Council on Education with respect to Armed Services' courses and approved business and industry programs.

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OCC participates in the Advanced Placement Program of the College Board and grants credit with scores of three or higher. Credit will be granted for the College Level Examination Program (C.L.E.P.) General Examinations and Subject Exams when scores are at or above the fiftieth percentile.

Our program accepts transfer credits from other food programs whose competencies and objectives are identifiable and meet the standard of our curriculum. Culinary Arts credits to be transferred from another institution may be accepted at the discretion of the department.

Does your program give advanced standing or credit by exam?

a. If so, based on what criteria?

Currently, we do not have a process for credit by exam, but we are looking to create the standard to recognize industry experience to welcome industry persons seeking to formalize their career choice.

We are currently working to create articulation with secondary food programs to recognize knowledge and skills developed, as well as promoting our college as an assessable career choice.

3. Discuss the attrition and retention of students for the last five years or since the inception of the program, whichever is less.

a. What are the trends?

b. What methods are utilized to increase retention?

We have a attrition rate of approximately 20% to 25% in the first year (2 semesters) for students staying in the program. We have experienced an increased interest in students seeking management as an option to their career, as well as students who may be seeking both management and culinary degrees.

We make an effort to contact students personally to inquire about absence after missed classes in the first semester.

We try to provide a realistic profile of our industry as well as the curriculum in student interview, but find that the actual experience is what provides the student with their final decision.

4. Include all publications having to do with the program, including catalogues, brochures, advertisements, etc.

On Exhibit

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5. Describe the procedures of the program regarding student grievances.

Students are requested to first discuss problems with instructor. If not satisfied with response, they are asked to go to department chairperson.

The chairperson will work to resolve issue with faculty. The dean may be included at this point for advice.

The final resolve is the deans office who may organize an informal hearing, based on the procedure approved by the College Academic Senate. (Appendix MC): Student Grievance Procedure.

6. Describe the counseling and health services available to students.

The Hospitality Department has one counselor who is assigned to the Culinary Arts program to maintain currency and process unique cases, but students are welcome to visit any counselor they are comfortable with.

COUNSELING SERVICES

OCC provides students with a comprehensive program of counseling services at each campus location.

Professional counselors are available to assist students in the development of decision making skills which will enable them to establish and attain appropriate educational, vocational and personal/social goals.

Counseling courses such as Orientation to College, Career Planning, Personal Assertiveness and the Human Potential Seminars are available as well as seminars in the following areas: individual and group counseling, academic skills assessment, vocational interest assessment, computer assisted career information program, and academic advisement which area designed to meet the needs of a diverse student population and to assist students in attaining their optimal, individual development.

Students are diverse in abilities, goals and maturity. The Counseling Staff coordinates a guidance program for each OCC student to help ensure academic, vocational and social success.

Personal contact is often made by a instructor if a student drops a class during the semester.

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**PROGRAMS FOR ACADEMIC SUPPORT SERVICES (P.A.S.S.)/DISABLED &
DISADVANTAGED STUDENT SERVICES**

PASS is a network of programs that provides academic support services for disadvantaged students including the limited English proficient, students with disabilities including the learning disabled, students who are single parents/homemakers or single pregnant women and students who are enrolled in non-traditional programs of study for their gender.

Services provided include educational, personal and career counseling, sign language interpreting, notetaking, tutoring and support groups. Accommodations including alternative testing, curriculum/learning station modifications, recorded materials and special instruction equipment are provided to help students achieve academic success.

7. Describe any scholarship programs available to students in this program.

There are many scholarship opportunities available to our students.

College Wide – Each Campus's Financial Aid office hosts multiple listings for various scholarships the students may apply for.

Industry – In the department office we have many opportunities that business and associations are willing to provide to support students meeting their criteria. Such scholarships are identified in the Student Handbook and posted on the Scholarship Board. We also distribute memo's through out the school year listing scholarships available and due dates, encouraging students to apply.

Department – The department also offers scholarships annually from funds created by internal fundraisers such as the Annual Great Lakes Wine Event and Chaine des Rotisseurs.

8. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

STRENGTHS

- *Open door policy makes us an accessible program to those seeking professional development.*
- *Accepts other college credits.*
- *We offer student support services for those who seek and utilize it to enrich their learning experience.*
- *Seek to develop and maintain communication with students.*
- *Opportunity for scholarship support.*
- *Promote a positive learning environment.*
- *Developing articulations with secondary schools.*

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WEAKNESSES

- *We experience student attrition.*
 - *As much as we try we may experience missed communication with lost students.*
9. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?
1. *Continue to pursue articulation agreement with the high schools and universities.*
 2. *Continue to review attrition rates and reasons for lost students.*
- a. *Required Exhibits: (1) Retention statistics for the last two years; and (2) Current school catalogue and brochures used to advertise the program.*

8.0 PROGRAM ASSESSMENT Standards 8.1 - 8.5

1. Describe the system used and provide dates, sample forms and results for assessment of:
 - a. faculty
 - b. curriculum
 - c. program effectiveness

FACULTY

As stated in the Faculty Master Agreement:

Departments are responsible for annual review of the performance of their members for the purpose of maintaining the quality of the educational program. This review shall include self-evaluation, student feedback, student outcomes and assessment, peer review, and shall be conducted in the following manner:

- A. *Each faculty member shall be required to do a systematic self-evaluation once each academic year. This self-evaluation shall include highly specific written interim and long-term goals, with written strategies as to the method of implementing these goals.*
- B. *A student feedback form shall be developed by faculty members and used to assess the success of meeting their goals. These forms shall include, but need not be limited to, the following:*
 1. *The faculty members meet their scheduled assignments (classes, office hours, etc.) promptly and completely.*
 2. *The faculty members assure that their evaluations of students reflects their true merit.*
 3. *The faculty members demonstrate respect for students as individuals.*

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4. *The faculty members avoid exploitation of their students.*
5. *The faculty members are thorough and clear in their organization and presentation of information and material.*

C. Faculty members shall meet with their peers to review the self-evaluation, and those peers shall make their review of the self-evaluation in writing. The department shall notify in writing the immediate supervisor when the review is complete, and the supervisor shall have the right to review the completed package (self, student, and peer reviews).

Faculty also uses standardized student feedback forms generally once per course to assess student response to course and instructor. This becomes the instructor's tool to make changes within the curriculum. These forms are a component to the annual review.

*(Appendix U)
(Exhibit - Student Feedback Form)*

CURRICULUM

The curriculum review is a summary of course assessments to analyze what our effectiveness may be.

The programs and courses with programs are discussed with the Advisory Board members and necessary changes have been implemented.

College also has a department of institutional research who produced our last needs assessment, which was the base of the major curriculum revision.

PROGRAM EFFECTIVENESS

Evaluation of program is on going with chefs apprentice program, in the development of our apprentices. The two semester evaluations provide a very realistic view of student growth. Verbal communication with industry chefs is an on going network.

Whether it's for apprentices or day students, we have assisted in employment.

The past four years we have taken a very critical look at effectiveness for today's young chefs and it became the result of our revision. New course creations and scheduling are the results of surveys, focus groups and student response.

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SELF-STUDY

2. What were the results of the most recent overall evaluation of the program?

a. What changes were effected as a result?

There has been a grand effort to redesign the Culinary Arts program as it is now. The sources used for change were as follows:

- a. *Needs assessment*
- b. *Professional industry consultant*
- c. *Advisory board*
- d. *Focus group*
- e. *Student Survey*
- f. *Alumni survey*
- g. *Faculty review*
- h. *Industry facilitator*

It has been a very difficult, and often slow, process but the department has created what we most feel is a very accessible, well-structured, competency based curriculum, which will go into effect Fall 2000.

3. Provide dates, sample forms, and results from the most recent:

- a. graduate surveys (*Appendix S*)
- b. employer surveys (*Appendix T*)
- c. job placement surveys (*Not Clear*)
- d. student evaluations of courses and faculty (*Appendix U*)

4. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

STRENGTHS

- *Major renovation of curriculum do to results of program assessment.*
- *Faculty value student feedback forms.*

WEAKENSSES

- *Faculty is uncomfortable with peer evaluations; it is a very difficult process.*
- *Need to establish a formal communication with graduates.*
- *Lack survey of student job placement.*

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SELF-STUDY

5. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

With the program beginning in Fall, 2000 we will continue to work on goals for curriculum assessment. We plan to create a portfolio for students to use as a communication tool for skill and personal development.

Encourage Alumni to remain in communication as resource for advice, information and change.

Need to develop a comfortable method of peer evaluation that promotes faculty growth and development for the continued success of our new curriculum

Required Exhibits: (1) Placement statistics for the last two years; and (2) Summary of recent assessment data and surveys: e.g., employer surveys, graduate follow-up studies, student evaluations, placement statistics, state reviews, etc. Blank forms are only a portion of this exhibit.

SUMMARY

1. Summarize the major strengths and weaknesses of your program in comparison to the ACF Accrediting Commission Standards identified through this Self-Study.

STRENGTHS

- *We have a large group of faculty with diverse skills able to provide our students a effective, well rounded training experience.*
- *Our facilities are large and, for the most part, support our needs for lab space.*
- *We are proud to be an accredited program and promote industry association membership and activity to our students.*
- *We believe in professionalism and make a grand effort to live by the culinarian code.*
- *We make ourselves available to students and look to their best interest at all times, whether it be employment selection, creating opportunities for enrichment, or personal decision making.*
- *We are respected among industry peers who see our goals and student development, and support the many needs we have of them.*
- *We are sensitive to negative feedback, but value its worth for our growth and the growth of our program.*
- *We are, for the most part, personable and approachable to our students and feel that uphold our college mission to be student centered.*
- *Our aware winning Apprentice Program is well respected, with many successful alumni to show for it.*
- *Alumni are holding successful positions in industry.*

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ACCREDITING COMMISSION**

SELF-STUDY

WEAKNESSES

- *Our weakness is due in part to our strength. We are often too busy with labs and special projects to maintain the details to our organization. Alumni surveys are inconsistent and sent out on an as-needed basis. To attain all our goals, there is a real need for a program coordinator with a reduced teaching load. There is no way to possibly maintain the needs of the multiple programs with the present load our faculty carry.*
- *The curriculum revision process was very difficult with complex changes that threatened the comfort of what we know. It has created mixed feelings in some that may be difficult to jump and return to the effective team that we desire to be.*

2. How do you plan to use the results of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

As in the past, the Self Study provides the basis for program assessment and provides insight to criteria that may not be covered in current curriculum.

3. Describe the process by which this Self-Study was prepared.
- a. Who was involved in reviewing the program in preparation for this Self-Study?
Susan M. Baier, FMP
 - b. Who compiled the document and identified strengths and weaknesses?
Susan M. Baier, FMP
 - c. Who reviewed the Self-Study once it was completed prior to submission to the ACFEI Accrediting Commission?
Kevin Enright, CEC/CCE/AAC
Robert Zemke, RD/MBA
Susan M. Baier, FMP
Darlene Levinson, FMP

4. What does accreditation by the Accrediting Commission of ACF mean to your program?

We regard accreditation as a tool to provide industry standards of educational training effectiveness. It has been, and remains, an effective means to promote change.