

EVALUATION OF THE UNDERGRADUATE  
RESTAURANT MANAGEMENT PROGRAM  
AT KANSAS STATE UNIVERSITY

by

ROBERTA ANNETTE PHILLIPS

B.S., Southeast Missouri State University, 1984

---

A MASTER'S REPORT

submitted in partial fulfillment of the  
requirements for the degree

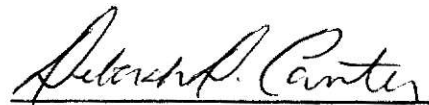
MASTER OF SCIENCE

Department of Dietetics, Restaurant  
and Institutional Management

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1986

Approved by:



Major Professor

LD  
2668  
.R4  
1986  
.P54  
C. 2

A11207 233558

## ACKNOWLEDGMENTS

Sincere appreciation is expressed to Dr. Deborah Canter and Dr. Carole Harbers for their guidance and patience throughout my graduate study. Gratitude is extended to Dr. Mary Gregoire for her willingness to give of her time and expertise in the design and analysis of the research. Additionally, the assistance received from Dr. Marian Spears in the development of the instrument and the written text is gratefully recognized.

The Kansas State University graduates are especially thanked for taking the time to complete and return the instrument. Members of the KSU Restaurant Management Advisory Committee for Planning who participated in the pilot study are also commended for their valuable suggestions.

Finally, deep appreciation is expressed to my parents, Roxanna and Richard Phillips, and my brother, Russell, for their patience and continual support, both financial and emotional, throughout my graduate program. This report is dedicated to them with love.

# TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS. . . . .	ii
LIST OF TABLES . . . . .	v
INTRODUCTION . . . . .	1
REVIEW OF LITERATURE . . . . .	3
The Restaurant Industry . . . . .	3
Current Status . . . . .	3
Future Directions. . . . .	4
Job Market and Career Patterns . . . . .	6
Hospitality Education Programs--A Historical Perspective . . . . .	7
Development of Hospitality Programs. . . . .	7
Restaurant Management Program at Kansas State University . . . . .	8
Evaluation of Educational Programs. . . . .	8
Definition and Purpose . . . . .	8
Use of Competency Statements in Program Evaluation . . . . .	9
Dietetic Program Evaluation. . . . .	11
Restaurant Management Program Evaluation . . .	12
METHODOLOGY. . . . .	14
Development of Instrument . . . . .	14
Pilot Study. . . . .	14
Final Instrument . . . . .	15
Demographic information . . . . .	15
Concepts. . . . .	15
Job history . . . . .	16

	Page
Comments . . . . .	16
Distribution of Instrument . . . . .	17
Data Analysis . . . . .	17
RESULTS AND DISCUSSION . . . . .	19
Characteristics of the Respondents . . . . .	19
Work Experience History . . . . .	24
Graduates' Ratings of Concept Relevancy . . . . .	24
Graduates' Ratings of Educational Preparation . . . . .	29
Overall Rating of Undergraduate Education at KSU . . . . .	32
Comments by the Respondents . . . . .	32
SUMMARY AND CONCLUSIONS . . . . .	36
Conclusions . . . . .	37
REFERENCES . . . . .	40
APPENDIXES . . . . .	42
A. Pilot Study Instrument . . . . .	43
B. Communication with Pilot Study Group . . . . .	47
C. Final Instrument . . . . .	49
D. Correspondence to Study Sample . . . . .	54
E. Coding Information . . . . .	58



# LIST OF TABLES

Table	Page
1. Responses of Kansas State University Restaurant Management graduates . . . . .	20
2. Characteristics of graduates. . . . .	21
3. Graduate's initial and present full-time employment status . . . . .	23
4. Positions held by graduates prior to starting college . . . . .	25
5. Positions held by graduates while in college. . . .	26
6. Graduate's ratings of concepts based on relevancy to present position . . . . .	27
7. Graduate's ratings based on the educational preparation by Kansas State University. . . . .	30
8. Overall rating of undergraduate education at KSU. .	33

## INTRODUCTION

During the past two decades, the hospitality industry has experienced a rate of growth unparalleled in the past (1). This growth has awakened this industry to the need of identifying and retaining employees having the skills and competencies for effective functioning within the hospitality industry. In recognition of this need, post secondary educational institutions have redesigned existing hospitality management programs or started new ones. If four year hotel and restaurant programs are to remain vital in hospitality education, curricula must reflect challenges of the future as well as the present (1). Educators must seek advice from industry and graduates concerning the adequacy of existing programs.

Limited research has been conducted on evaluation of hospitality education programs. Buergermeister (1), Gundrum (2), and Mariampolski (3) surveyed restaurant management personnel to identify competencies for beginning foodservice managers. Geiger (4) and Zaccarelli (5) evaluated undergraduate hospitality management programs by questioning graduates.

The purpose of this study was to evaluate the undergraduate program in Restaurant Management at Kansas State University by surveying graduates. Specific objectives were to:

- . identify professional and educational backgrounds of graduates within ten years after graduation,

- . evaluate quality of the educational experience offered by the KSU-Restaurant Management program as perceived by graduates within a ten year span, and
- . propose changes in the KSU-Restaurant Management program to improve the capabilities and competency levels of graduates.

Recent and longterm graduates of the Coordinated Undergraduate Program in Dietetics at Kansas State University had previously been surveyed to provide program evaluation information. This and other studies of dietetic program evaluation were valuable in the development of this study.

## REVIEW OF LITERATURE

### The Restaurant Industry

#### Current Status

The restaurant industry is one of the most diversified in America today. The economic impact of the industry is shown by the fact that in 1984 the total United States foodservice market reached \$160.0 billion in sales. In 1984, real sales rose four percent, marking the fourth consecutive year of real growth for the foodservice industry and the best real sales performance since 1977 (6).

The Consumer Reports of Eating Share Trends (CREST) survey was designed to track expenditures and behavior in the commercial segment of the foodservice industry, with information organized by type and classification of restaurant and by meal or snack period (7). CREST data indicated that the restaurant industry grew at a modest pace in 1985 with sales climbing 3.1 percent. The economy, fueled by a relatively low inflation rate, moderate unemployment, and increased consumer confidence, continued to expand but at a slower rate than in previous years. Quick service restaurants ranked first in terms of traffic and sales growth in 1985. Both upscale and midscale establishments experienced declining customer counts. Sales increased slightly at upscale restaurants in 1985 and dropped at midscale restaurants.

## Future Directions

An on-going Delphi panel of National Restaurant Association (NRA) board members identified issues important to the industry's future (8). The panelists projected several changes in the economy, consumers, federal legislation, labor market, industry structure, and foodservice technology by the year 1990. Based on the assumption that personal income will rise substantially, the panel predicted the U.S. will enter a period of stable economic growth. A higher proportion of every food dollar will be spent on meals away from home leading to a rise in real sales.

Responsiveness to consumers will remain critical to the foodservice industry. Projected demographic trends include more working women, affluent consumers, senior citizens, aging "baby boomers", and single people. Overall effects of these changes will be positive for the industry. With more income and less leisure time, consumers will be attracted to the convenience of eating away from home. Panelists were confident that consumers will continue to be interested in health and nutrition and will upgrade their eating out habits consuming more vegetables, salads, and poultry. Restaurateurs must be alert to changes in the demographic profile, attitudes, and lifestyles of the consumer (8).

Restaurant operators will increase productivity and decrease labor costs through the use of computers, new kitchen equipment, and advances in food technology.

Unfortunately, new technology also increases capital investment costs. Other predictions indicate reduced incentive for investing capital due to increased corporate income taxes, elimination of the investment tax credit, and taxing of fringe benefits. Stricter tip reporting laws and reporting requirements will place greater administrative burdens on restaurateurs. Drunk driving and the issue of liquor liability will continue to concern both restaurateurs and the nation at large. "Happy hours" will vanish by the end of the decade (8).

NRA's Delphi panel was unanimous in the belief that well-trained, seasoned managers will continue to be in short supply (8). Many young people still find their first jobs in the foodservice industry; with declining birth rate, however, the total number of workers from that population segment will diminish. The labor force will be dominated increasingly by women, senior citizens, handicapped people, and aliens. In a competitive labor market, management may have to increase wages and salaries, offer more flexible schedules, upgrade benefit packages, and improve overall working conditions. To succeed in hiring and retaining skilled employees, restaurateurs will need to work more closely with culinary and management training programs offered by educational institutions. Panelists predicted that more educational institutions will establish foodservice management programs as 1990 approaches.

The pace of change in the structure of foodservice is

expected to accelerate in the next five years. Large chain operations will diversify, becoming multiconcept operations, and will continue to dominate the industry, cornering a large share of new markets. One of the most important factors affecting the structure of the industry will be increased competition with super markets and convenience stores.

#### Job Market and Career Patterns

Studies conducted by the Council on Hotel, Restaurant and Institutional Education (CHRIE) (9) show that seventy-five percent of the graduates from baccalaureate foodservice programs are employed in the field within three months after graduation. Within the restaurant sector, employers range from franchise food chains to hotel chains to individual eating or drinking establishments.

Restaurant program graduates reported that an interesting, challenging job is the number one priority in seeking employment (10). Some opt for a career in catering or hotel banquet management which allows for flexibility, diversified food preparation techniques, and new demands and challenges in each service situation. Other graduates work their way up in a business from lower positions such as cook, to actually managing the whole operation.

The career pattern for many successful entrepreneurs has been to graduate from a restaurant management program, acquire some culinary skills, work for several years as assistant manager, then gather enough money to open their own

restaurant (9,10). Other graduates look for careers in consulting, restaurant reviewing, and food journalism.

### Hospitality Education Programs--A Historical Perspective

#### Development of Hospitality Programs

Howard Bagnall Meek (11) was a hotel operator when the American Hotel Association (AHA) asked him to supervise the development of the first four-year hospitality program offered at Cornell University beginning in 1922. This program began as a part of the Department of Home Economics, but the School of Hotel Administration quickly emerged as an independent entity with the help of the AHA and Ellsworth M. Statler (11,12,13). This independence has allowed the hospitality program to attain great reknown in the past sixty-four years (12).

In 1928, the second four-year hospitality program in the country was developed by Bernard Proux in the Department of Home Economics at Michigan State University. Don Greenaway initiated a hospitality program in the business school at Washington State University in 1932. Pennsylvania State University, with the help of Phyllis Sprague, started the fourth hospitality program in 1937 as part of the Home Economics Education Department. It was then moved to the College of Home Economics, and in the 1960's, to the College of Human Development (12). One major problem in program development is the shortage of faculty with Ph.D.s and industry experience (9). This is, in part, due to the limited



number of graduate-level foodservice management programs in the United States (9).

#### Restaurant Management Program at Kansas State University

The restaurant management program at Kansas State University began in 1953 in the Department of Institutional Management in the College of Home Economics. In 1976, the program was recognized by inclusion in the name of the department which became Dietetics, Restaurant and Institutional Management. Simultaneously with the name change, the position of program director was authorized, and a new faculty member with appropriate educational and experiential background was appointed (14).

Since the inception of this program, 90 graduates have entered various facets of the industry. The goal of the program was to provide competent, resourceful, and responsible management personnel for the industry who have a liberal-general education, an understanding of the concepts and techniques of business administration, and specialized technical knowledge in foodservice management (15).

#### Evaluation of Educational Programs

##### Definition and Purpose

Anderson and Ball (16) specified six major purposes of evaluation. Five contribute to program decisions about installation, continuation or expansion, modification, support, and opposition. The sixth purpose is to improve

understanding of psychological, social or other processes which are program-related.

Many methods exist for evaluation of programs. Surveys are a major tool in studies of needs assessment, cost estimates, operational feasibility, and program acceptability (16). Assessment of the client is also a means to obtain information about program effectiveness. Client assessment may examine competencies, attitudes, and other characteristics the particular program in question has endeavored to achieve.

Cronbach (17) defined program evaluation as a systematic examination of events occurring in and consequent to a contemporary program, or an examination conducted to assist in improving this and other programs having the same general purpose. Program evaluations are undertaken to provide information and improve the operation of the system studied.

#### Use of Competency Statements in Program Evaluation

Shanklin (18) developed an evaluation process to assess performance of students in a coordinated undergraduate program (CUP) in dietetics. Using five competencies pertaining to quantity food procurement, production, and service, a model was created that included instructional and evaluation procedures for assessing student performance. The model was found feasible, and extension of the model to incorporate all areas of the program was suggested.

Gundrum (2) identified competencies for entry-level

foodservice managers in for-profit foodservice establishments and evaluated their appropriateness. The investigative instrument, consisting of sixty-eight competency statements, was sent to nine foodservice managers. Judges were asked to identify the extent to which each competency was needed by an individual to perform satisfactorily as an entry-level manager in a for-profit establishment. Information gained from the study could provide a basis for evaluating curricula in foodservice management in four-year educational programs.

Mariampolski's study (3) initiated the development of entry-level competencies for commercial foodservice managers. Sixty-two competency statements were developed by a panel of experts and validated by a select sample of practitioners from the membership of the National Restaurant Association (NRA). The competency statements were rated as essential, desirable, or not expected of the beginning manager, and then further classified into technical, human, and conceptual skills. The recommendation was that restaurant management curricula include emphasis on technical and human skills.

An evaluation of the Hotel and Restaurant Management curriculum at the University of Wisconsin--Stout was completed by Buergermeister (1). A questionnaire was administered to a sample of hospitality operators, educators, and recent graduates to assess the educational skills and competencies needed by beginning hospitality managers. The results were submitted to the Hotel and Restaurant Curriculum Committee as a means for evaluating the program.

## Dietetic Program Evaluation

Roach et al. (19) reported results of an evaluation of the 1971 to 1975 graduates from the Kansas State University (KSU) Coordinated Undergraduate Program in Dietetics. Questionnaires were sent to graduates and their supervisors. Graduates were asked to evaluate the degree to which their education had prepared them for various activities. Using the same list of activities, supervisors were asked to rate the effectiveness of the graduate in each activity. Results of this study indicated graduates were being adequately prepared for entry into the profession. Both graduates and supervisors gave highly favorable ratings to the educational preparation.

Stumbo (20) described a study evaluating the relative effectiveness of the coordinated undergraduate dietetic traineeship, and dietetic internship programs as preparation for dietitians entering the health field. The survey instrument was sent to 142 graduates of the various programs and their supervisors. Graduates were asked about their previous education and present job, and supervisors about the practice skills of the graduates. All graduates rated their education as adequate to more than adequate.

Gregoire (21) completed a study in which both the educational preparation and level of performance of CUP and intern graduates were assessed. Performance was evaluated during the first six months of dietetic practice and again after one year, using both self and supervisory assessments.

Results indicated that both types of dietetic programs were preparing competent entry-level practitioners.

A two part study evaluating the Coordinated Undergraduate Program in Dietetics at Kansas State University was undertaken by Schuele in 1985 (22). The population consisted of the 1971-1974 CUP graduates, and the 1976-1982 KSU-CUP graduates and their supervisors. The 1971-1974 graduates were positive toward their KSU education when surveyed ten or more years after graduation. The 1976-1982 graduates were favorable toward their educational preparation for entry-level dietetic practice when surveyed six months to one year after graduation. Supervisors of recent graduates were pleased with the performance and abilities of the entry-level dietitians they had hired.

#### Restaurant Management Program Evaluation

The Geiger study (4) was designed to determine the extent to which the undergraduate Hotel and Restaurant Program at the University of Wisconsin--Stout prepared graduates from 1977 and 1980 to meet the needs of their present professional roles. Evaluation was completed with a follow-up survey for both graduates and their employers. The overall effectiveness of the program was rated as moderate by the 1977 and high by the 1980 graduates.

Zaccarelli (5), director of Purdue's Restaurant, Hotel and Institutional Management Institute, evaluated the Institute's correspondence courses. The survey instrument

was designed to determine the usefulness of the courses to foodservice industry professionals. In general, the responses were very positive toward the program.

## METHODOLOGY

### Development of Instrument

#### Pilot Study

Competency statements for this study were adapted from the entry-level competencies for commercial foodservice managers in the Mariampolski study (3). Using the Mariampolski findings, the 33 competency statements identified as "essential" and "desired" for beginning commercial foodservice managers were mailed to the thirteen members of the KSU Restaurant Management Advisory Committee for Planning (Appendix A). The cover letter accompanying the pilot instrument included statements on the importance of the study and encouraged participation (Appendix B). Committee members were instructed to rate the competency statements using the following scale: 1 = Not important in commercial foodservice management, 2 = Not expected of the beginning manager, but is the responsibility of higher management, 3 = Desirable, but not essential for the beginning manager, and 4 = Essential for the beginning manager.

Nine questionnaires were returned (69 percent). Data from the returned questionnaires were analyzed and frequencies and means determined. Competencies were rated as essential for entry-level if the mean essentiality score was 3.50 or higher; desirable, but not essential 3.01 to 3.49; and beyond the responsibility of the beginning manager if below 3.0. Thirteen of the competency statements were rated

essential, 16 desirable, and 9 beyond the responsibility of the beginning manager. As competency numbers 10, 18, and 26 were comprised of multiple statements, a total of 38 competency statements were rated.

#### Final Instrument

Demographic Information. The final instrument consisted of four sections. The Ecklund study (25), on the evaluation of the Kansas State University master's degree program in Institutional Management, was the basis for the demographic information in Section I. Graduates were questioned concerning course work taken since earning a B.S. degree, additional degrees earned, the highest degree expected, membership in professional organizations, and if the respondent transferred to KSU from another college or university. Two additional questions were designed to determine the respondent's first and present position and the approximate annual salaries of each position.

Concepts. Following analysis of the returns of the pilot test, competency statements considered "essential" and "desired" were selected for use in the final instrument. The researcher's advisory committee matched each competency statement with concepts identified in Ecklund's study (25). Other important concepts specific to Restaurant Management graduates were added by the advisory committee, resulting in a list of thirty concepts arranged by use of random numbers (Appendix C, Section II).



In Section II of the questionnaire, respondents were asked to rate each concept on it's relevance to his or her professional responsibilities, and the quality of KSU educational preparation. Each concept was rated using the following scales:

Scale A: Relevance

- 1 = Essential
- 2 = Very important
- 3 = Important
- 4 = Of minor importance
- 5 = Unrelated

Scale B: KSU Preparation

- 1 = Excellent: a distinct asset to me
- 2 = Good: was an advantage to me
- 3 = Satisfactory: room for improvement, but not a handicap
- 4 = Inadequate: my performance suffered from poor preparation
- 5 = Not included in my program
- 6 = Not offered when I attended KSU

Job History. Ten foodservice positions were listed in Section III. Respondents were asked to indicate the number of months spent in each both part-time and full-time before and during the college years. Respondents were also asked to identify any foodservice positions not included in the list.

Comments. Section IV of the instrument was devoted to the respondent's opinions about any additional concepts important to a B.S. degree in Restaurant Management. Finally, the respondents were asked to share their professional goals.

## Distribution of Instrument

The final instrument was mailed to 46 graduates from 1975 to 1985 of the Restaurant Management program at Kansas State University (Appendix C). Addresses were located through the Kansas State University Alumni Association and department records. The study was explained in a cover letter (Appendix D) accompanying the instrument. A stamped return envelope and address request form were also enclosed.

Since a twenty-two percent return on the first mailing was not considered adequate, a telephone follow-up was done four weeks later (Appendix D). After locating phone numbers through directory assistance, graduates who had not responded were called and asked if they had received a questionnaire. Another copy of the instrument was sent to those graduates who agreed to participate in the study. A short handwritten note was enclosed with the instrument thanking the respondents for their participation in the study. A total of 19 usable instruments were returned (forty-one percent).

## Data Analysis

Programs and routines in the Statistical Analysis System (SAS) were used for all data analysis (27). The initial analysis included the compilation of frequencies for all variables in the questionnaire. Categories were established for responses to question 7, parts I and II in Section I, Demographic Information (Appendix E).

Means were computed for responses in Section II to Scale

A: Relevance and Scale B: KSU Preparation for the 30 concepts common to all courses in the Restaurant Management curriculum. Before computing the means, observed ratings were reversed to make higher scores represent more positive ratings. Scale B responses "not included in my program" and "not offered when I attended KSU" were deleted before computing the means because of a lack of relationship to program evaluation. Frequencies for each category in Section III were calculated. Responses from Section IV--Comments were hand-tabulated and summarized.

## RESULTS AND DISCUSSION

### Characteristics of the Respondents

The research population consisted of 46 graduates in the years 1975 through 1985 from the undergraduate program in Restaurant Management at Kansas State University. Distribution of graduates by years and rate of return of questionnaires are shown in Table 1. The overall response rate was 41.3 percent, lower than the rates found by Geiger in his study (4). The 1980-1985 graduates had a higher response rate than the 1975-1979 graduates. The number of female graduates from 1980 through 1985 had increased five times over the number in the preceding five years.

Three (15.8%) of the nineteen graduates completed additional coursework since their graduation from KSU (Table 2), one of whom earned a Master's degree in Foods and Nutrition. Degrees anticipated by other graduates include six masters, one doctoral, and two dual degrees in Business Administration/Restaurant Management.

Almost half (47.4%) of the respondents are National Restaurant Association (NRA) members. Other professional organization memberships include state affiliated Restaurant Associations, American Culinary Federation, American Dietetic Association, and Food Service Consultants International (FSCI).

Over half of the graduates reported being employed less than one year in their initial full-time positions. The kind

Table 1: Response rate of Kansas State University Restaurant Management graduates

year of graduation	number sent	number returned	percent returned
1975 - 1979			
male	15	5	33.3
female	3	-	--
total	18	5	27.8
1980 - 1985			
male	13	5	38.5
female	15	9	60.0
total	28	14	50.0
SUMMARY			
1975 - 1985			
male	28	10	35.7
female	18	9	50.0
total	46	19	41.3

---

Table 2: Characteristics of graduates

---

characteristic	N	%
course work completed after B.S. degree		
yes	3	15.8
no	16	84.2
additional degrees after B.S. degree		
yes	1	5.3
no	18	94.7
highest degree expected to earn		
B.S.	10	52.6
M.S.	6	31.6
Ph.D.	1	5.3
other	2	10.5
National Restaurant Association member		
yes	9	47.4
no	10	52.6
other professional organization membership		
yes	6	33.3
no	12	66.7
transfer from another college or university		
yes	3	15.8
no	16	84.2

---

of position and type of facility are shown in Table 3. Most graduates (62.5%) were employed as assistant managers in fast food and full service restaurants and hotels. None of the graduates held initial positions higher than manager.

Over half of the graduates (53.3%) reported being employed less than one year in their present position with titles of "assistant manager", "manager", and "director of foodservice." Other position titles include "butcher", "buyer", "owner", and "consultant." Respondents are employed in a wide range of facilities including fast food and full service restaurants, hotels, hospitals, school foodservice, and contract and procurement companies. Fewer people work in fast food and full service restaurants now than in their initial positions. The primary reason for leaving a position was to secure a better job with a higher salary and more acceptable working hours. Other reasons for leaving initial positions were relocation, promotion, marriage and family responsibilities, termination, and continuation of education. Only two graduates reported being unemployed. Both were women who left their positions to raise a family.

The majority of the graduates (66.7%) earned less than \$15,000 a year in their first position (Table 3). Only one person's initial starting salary was over \$25,000. Present position salaries range from less than \$15,000 to over \$45,000. These higher salaries appear to be due to the work experience gained since graduation.

Table 3: Graduate's initial and present full-time<sup>1</sup> employment status

characteristic	initial position		present position	
	N <sup>2</sup>	%	N <sup>3</sup>	%
years in position				
less than 1 year	9	56.3	8	53.3
1 to 3 years	4	25.0	4	26.7
more than 3 years	3	18.7	3	20.0
position title				
assistant manager	10	62.5	5	31.3
manager	3	18.7	3	18.7
management trainee	2	12.5	--	--
director	--	--	4	25.0
other	1	6.3	4	25.0
type of facility				
fast food	5	31.3	3	18.8
full service	5	31.3	4	25.0
hotel	3	18.7	3	18.7
hospital	--	--	2	12.5
other	3	18.7	4	25.0
salary				
less than \$15,000	12	66.7	2	11.1
\$15,000 - \$24,999	5	27.8	5	27.8
\$25,000 - \$34,999	1	5.5	6	33.3
\$35,000 - \$44,999	--	--	3	16.7
over \$45,000	--	--	2	11.1

<sup>1</sup>All responses indicated full-time employment.

<sup>2</sup>N varies because of nonresponses on some items. N varies from 16 to 18.

<sup>3</sup>N varies because of nonresponses on some items. N varies from 15 to 18.



## Work Experience History

Prior to starting college, 12 graduates held operational level positions as shown in Table 4. Most of this work experience was part-time for one year or more. Two graduates reported having part-time assistant manager experience, and five graduates had no foodservice experience prior to college. Apparently those graduates who worked full-time for one year or more started college several years after high school graduation. Full-time experience of less than one year could be from summer employment during high school.

Positions held by graduates while in college are shown in Table 5. Part-time operational level work experience is still the most dominant category. However, more management level positions were held during college. The number of positions held full-time also increased. Only two graduates had no foodservice work experience while in college.

## Graduates' Ratings of Concept Relevancy

Graduates were asked to rate the relevancy of thirty concepts to their present professional responsibilities using a five point scale: 1 = unrelated, 2 = of minor importance, 3 = important, 4 = very important, and 5 = essential. Six concepts were considered essential, seventeen very important, and seven important (Table 6). None were rated lower than important, which was expected since the concepts were based on competency statements rated essential and desirable in

**THIS BOOK  
CONTAINS  
NUMEROUS PAGES  
WITH ILLEGIBLE  
PAGE NUMBERS  
THAT ARE CUT OFF  
OR MISSING.**

**THIS IS AS  
RECEIVED FROM  
THE CUSTOMER.**

Table 4: Positions held<sup>1</sup> by graduates prior to starting college

	part-time				full-time			
	less than 1 year		1 year or more		less than 1 year		1 year or more	
	N	% <sup>2</sup>	N	% <sup>2</sup>	N	% <sup>2</sup>	N	% <sup>2</sup>
operational level								
bartender	1	5.3	1	5.3	-	--	-	--
bus person	2	10.2	3	15.8	1	5.3	-	--
cashier	-	--	1	5.3	-	--	-	--
cook / chef	3	15.8	4	21.1	1	5.3	2	10.2
counter help	1	5.3	3	15.8	-	--	-	--
dishroom	1	5.3	2	10.2	1	5.3	-	--
host / hostess	1	5.3	2	10.2	1	5.3	-	--
server	5	26.3	5	26.3	1	5.3	1	5.3
management level								
asst. manager	1	5.3	1	5.3	-	--	-	--
manager	-	--	-	--	-	--	-	--
other	-	--	-	--	-	--	-	--

<sup>1</sup>Percent of graduates having no foodservice work experience prior to starting college is 26.3%.

<sup>2</sup>Percentage based on number of responses out of sample size of 19.

Table 5: Positions held<sup>1</sup> by graduates while in college

	part-time				full-time			
	less than 1 year		1 year or more		less than 1 year		1 year or more	
	N	% <sup>2</sup>	N	% <sup>2</sup>	N	% <sup>2</sup>	N	% <sup>2</sup>
operational level								
bartender	6	31.6	-	--	1	5.3	-	--
bus person	1	5.3	2	10.5	-	--	-	--
cashier	2	10.5	1	5.3	3	15.8	-	--
cook / chef	4	21.1	1	5.3	3	15.8	-	--
counter help	2	10.5	-	--	2	10.5	1	5.3
dishroom	3	15.8	1	5.3	-	--	-	--
host / hostess	4	21.1	-	--	2	10.5	-	--
server	6	31.6	4	21.1	2	10.5	-	--
management level								
asst. manager	3	15.8	-	--	1	5.3	1	5.3
manager	-	--	-	--	1	5.3	1	5.3
other	1	5.3	1	5.3	-	--	1	5.3

<sup>1</sup>Percent of graduates having no foodservice work experience while in college is 10.5%.

<sup>2</sup>Percentage based on number of responses out of sample size of 19.

Table 6: Graduate's ratings of concepts based on relevancy to present position

concept	mean rating <sup>1</sup>	standard deviation
essential (4.50 - 5.00)		
personnel management	4.63	<u>+1.01</u>
written/oral communications	4.58	<u>+1.01</u>
problem solving/decision making	4.58	<u>+0.96</u>
employee training	4.59	<u>+0.96</u>
employee motivation	4.53	<u>+1.02</u>
quality control	4.53	<u>+1.12</u>
very important (3.50 - 4.49)		
time management	4.47	<u>+1.02</u>
cost control	4.32	<u>+1.20</u>
quality assurance/audits	4.26	<u>+0.93</u>
sanitation & health regulations	4.16	<u>+1.25</u>
inventory control	4.16	<u>+1.34</u>
employee evaluations	4.11	<u>+1.05</u>
food production	4.05	<u>+1.31</u>
leadership styles	4.05	<u>+1.22</u>
distribution & service	3.95	<u>+1.18</u>
purchasing/procurement	3.89	<u>+1.52</u>
safety regulations	3.89	<u>+1.37</u>
policy & procedure development	3.84	<u>+1.07</u>

<sup>1</sup>Scale ranges from 5 = Essential to 1 = Unrelated.

Table 6: (cont.)

concept	mean rating <sup>1</sup>	standard deviation
very important (3.50 - 4.49) (cont.)		
forecasting	3.84	<u>+1.21</u>
job specifications & descriptions	3.84	<u>+1.01</u>
recipe standardization	3.79	<u>+1.18</u>
budget planning	3.79	<u>+1.47</u>
marketing principles	3.63	<u>+1.30</u>
important (2.50 - 3.49)		
computer applications	3.47	<u>+1.17</u>
sensory analysis	3.44	<u>+1.15</u>
menu planning	3.26	<u>+1.45</u>
equipment/layout	3.21	<u>+1.32</u>
foodservice law	3.16	<u>+1.17</u>
beverage control <sup>2</sup>	2.79	<u>+1.58</u>
nutrition requirements	2.79	<u>+1.13</u>

<sup>1</sup>Scale ranges from 5 = Essential to 1 = Unrelated.

<sup>2</sup>31.6% indicated concept not relevant to present position.

Mariampolski's study (3). Essential concepts were those related to personnel management, training, motivation, communication, problem solving/decision making skills, and quality control. Several of the concepts rated as important could be considered very important to essential in the next few years. For example, computers are being used more and more in foodservice, health conscious consumers expect restaurateurs to provide nutritional information about menu items, and foodservice laws concerning alcohol service and tip reporting are becoming more important. Interestingly, over thirty percent (31.6%) of the graduates indicated that beverage control was not relevant to their present position, thus reflecting the lower relevancy rating.

#### Graduates' Ratings of Educational Preparation

Graduates were asked to rate the quality of their educational preparation for practice of each concept in the Restaurant Management program (Table 7). The four point scale ranged from 4 = excellent to 1 = inadequate. Actual mean ratings ranged from 3.17 to 2.00. No concepts were rated as having excellent or inadequate educational preparation. The majority of concepts (25) were rated as having good preparation.

Personnel management is one of the five concepts rated as having only satisfactory educational preparation. This concept was rated as being essential (4.63) to the graduates' present position. Other essential concepts were rated as

Table 7: Graduate's ratings based on the educational preparation by Kansas State University

concept	mean rating <sup>1</sup>	standard deviation
good (2.50 - 3.49)		
food production	3.17	<u>+0.70</u>
recipe standardization	3.16	<u>+0.90</u>
quality control	3.16	<u>+0.96</u>
job specifications & descriptions	3.11	<u>+0.81</u>
menu planning	3.00	<u>+0.82</u>
written/oral communications	3.00	<u>+0.94</u>
problem solving/decision making	3.00	<u>+0.79</u>
inventory control	3.00	<u>+0.88</u>
sanitation & health regulations	2.95	<u>+0.85</u>
nutrition requirements	2.94	<u>+0.57</u>
purchasing/procurement	2.89	<u>+1.05</u>
time management	2.87	<u>+0.81</u>
equipment/layout	2.84	<u>+0.90</u>
safety regulations	2.78	<u>+0.73</u>
leadership styles	2.72	<u>+1.07</u>
marketing principles	2.72	<u>+0.57</u>
forecasting	2.72	<u>+0.75</u>
employee motivation	2.71	<u>+0.99</u>
foodservice law	2.64	<u>+0.84</u>
employee training	2.63	<u>+0.96</u>

<sup>1</sup>Scale ranges from 4 = Excellent to 1 = Inadequate



Table 7: (cont.)

concept	mean rating <sup>1</sup>	standard deviation
good (2.50 - 3.49) (cont.)		
distribution & service	2.61	<u>±</u> 0.78
sensory analysis	2.53	<u>±</u> 0.62
quality assurance/audits	2.53	<u>±</u> 0.94
beverage control	2.50	<u>±</u> 0.82
employee evaluations	2.50	<u>±</u> 1.04
satisfactory (1.50 - 2.49)		
personnel management	2.47	<u>±</u> 1.12
policy & procedure development	2.47	<u>±</u> 0.80
cost control	2.44	<u>±</u> 0.98
budget planning	2.17	<u>±</u> 0.86
computer applications	2.00	<u>±</u> 0.89

<sup>1</sup>Scale ranges from 4 = Excellent to 1 = Inadequate.

having good educational preparation by KSU. Policy and procedure development, cost control, and budget planning were concepts rated as satisfactory in educational preparation but considered very important in their relevancy to present positions. Computer applications concept was rated low in both the relevancy (important) and educational preparation (satisfactory) scales.

#### Overall Rating of Undergraduate Education at KSU

The majority (84.2%) of the graduates rated their overall education at KSU as being good (Table 8) although two rated it excellent and one average. This can be compared with the moderate to high rating given to the University of Wisconsin--Stout restaurant management program by its graduates (4). Scheule's (23) results indicated that 73 percent of the CUP graduates believed the KSU program was better than others and 95 percent believed that CUP was an acceptable method of gaining registration as a dietitian. Both Restaurant Management and CUP graduates' overall perceptions of the undergraduate programs offered by the Dietetics, Restaurant and Institutional Management department were positive.

#### Comments by the Respondents

Graduates were asked to indicate any concepts not listed on the instrument which are essential to their professional

---

Table 8: Overall rating of undergraduate education at KSU

---

rating	N	%
excellent	2	10.5
good	16	84.2
average	1	5.3
poor	--	--

---

position and should be included in the program. These concepts are listed below:

- hotel management
- more contact with the restaurant industry
- computer applications in foodservice
- foodservice law
- personnel management (foodservice related)
- more business courses
- how to make a profit
- cooking classes
- marketing concepts
- hiring, firing, and interviewing
- more hands-on experience
- organizational behavior
- facility planning and design
- foodservice cost controls
- procurement and ordering

Many of these concepts already have been included in the Restaurant Management program.

Other suggestions concerning KSU's Restaurant Management program could be grouped into two major areas. The first suggestion was to gear courses toward commercial foodservice, not dietetics. The suggestion was made that more business classes dealing with actual foodservice problems and taught by faculty who have restaurant management experience were needed. Practicum experiences should include all types of restaurants, rather than hospital or school foodservice. The other popular suggestion was to increase the amount of field experience during the four-year program. One graduate suggested exposing students to non-operational foodservice career opportunities such as sales, marketing, design, consulting, and financial analysis.

The final question on the instrument asked graduates to share their future goals. Three general goals were noted.

The first was to obtain a higher degree and the second to move up the corporate ladder to higher positions. The ultimate goal of most graduates was to someday own their own business.

## SUMMARY AND CONCLUSIONS

The Restaurant Management program at Kansas State University began in 1953. The goal of the program was to provide competent, resourceful, and responsible management personnel to the hospitality industry (14,15). The purpose of this study was to evaluate the undergraduate program in Restaurant Management at Kansas State University. The specific objectives were to:

- . identify professional and educational backgrounds of graduates within ten years after graduation,
- . evaluate quality of the educational experience offered by the KSU-Restaurant Management program as perceived by graduates within a ten year span, and
- . propose changes in the KSU-Restaurant Management program to improve the capabilities and competency levels of graduates.

Accomplishment of the research objectives was achieved through the development of an evaluation instrument, administration of it to graduates, and analysis and interpretation of the results.

The majority of graduates have not completed any course work or additional degrees in the ten years or less since graduation ten or less years ago. However, almost half anticipate earning a higher degree in the future. This may be due to the very small number of advanced degree Hospitality or Restaurant Management programs in the United States. It is expected that the desire for more skilled and competent managers in the future will draw more graduates for advanced study.

The high cost of organization membership dues may contribute to the fact that over half the graduates do not belong to professional organizations. Restaurants, unlike large corporations, rarely pay professional organization dues for employees. This is unfortunate when considering the great wealth of information available at professional meetings. Attendance at such meetings is one the best ways to stay abreast of current issues and to network with other professionals in the field.

Eighty-four percent of the graduates rated their undergraduate education at Kansas State University as being "good." This high percentage corresponds with the rating of "good" KSU educational preparation on twenty-five out of the thirty concepts evaluated. One person rated their KSU education as being average and two excellent. No one rated it as being poor. The large number of suggestions offered by graduates indicates a positive attitude toward the improvement of the Restaurant Management program.

### Conclusions

The major criticism of the KSU Restaurant Management program was that courses and faculty are not geared directly toward commercial foodservice. Business classes taken in the program are general ones offered all students and therefore, do not deal directly with restaurant management issues. Graduates perceived that while departmental courses combine both Dietetic and Restaurant Management students in the same

classes, institutional foodservice management was referred to most of the time. This is probably due to the lack of commercial restaurant management experience of the departmental faculty and staff.

Numerous suggestions were given to redesign the Restaurant Management program to include all areas of Hospitality Management. Graduates indicated they would like to learn the specifics involved with other types of hospitality-service positions. This would include classes such as gourmet food preparation and service, bartending, purchasing, cost controls, and in-depth employee management. Actual hands-on experience was perceived to be very important in these classes. This experience could be in the form of lab time or possibly guided field experiences. Incorporating these suggestions into the Restaurant Management Program at KSU will help to achieve a score of "excellent" in the quality of education offered at KSU in future evaluations.

The results found in this study further support the recently approved curriculum expansion of Restaurant Management to Hotel and Restaurant Management. With this new program a total revamping of current Restaurant Management courses will occur. New courses to be added include:

- . Beverage Service in Restaurants
- . Tourism and the Hospitality Industry
- . Commercial Food Preparation and Service
- . Hotel and Foodservice Purchasing
- . Hotel Operations
- . Hotel and Restaurant Law
- . Cost Controls in Hotel and Restaurant Operations

On-going program evaluation should be a component of the new



program in Hotel and Restaurant Management at Kansas State  
University.

## REFERENCES

- (1) Buergermeister, J.: Assessment of the educational skills and competencies needed by beginning hospitality managers. Hospitality Educ Research J 8(1):38, 1983.
- (2) Gundrum, D. J.: Competencies for entry-level foodservice managers in food-for-profit establishments. Unpublished M.S. Thesis, Iowa State University, 1978.
- (3) Mariampolski, A.: Entry-level competencies for commercial foodservice managers: Practitioner's assessment. Unpublished M.S. Report, Kansas State University, 1980.
- (4) Geiger, M.: Undergraduate university wide follow-up study. Report, University of Wisconsin--Stout, 1981.
- (5) Zaccarelli Z., and Hayes, D. K.: Evaluation of the Restaurant, Hotel, and Institutional Management Institute hospitality-foodservice correspondence courses. Report, Purdue University, 1985.
- (6) Adelman, S.: The foodservice industry 1984: A brief review. NRA News 6(6):39, 1986.
- (7) CREST data: Modest industry gains in 1985. NRA News 6(2):43, 1986.
- (8) National Restaurant Association: Current issues report: The restaurant industry in 1990. Nov 1985.
- (9) Basta, N.: Restaurant manager. Business Week's Guide to Careers 3(6):63, 1985.
- (10) Boyle, K.: Restaurant school graduates ready for business. NRA News 5(8):10, 1985.
- (11) A history of The Quarterly: Who was who at The Quarterly. Cornell Hotel Rest Admin Q 26(1):103, 1985.
- (12) Personal Interview with Horace Andrew Divine, Professor and Head, Department of Hotel, Restaurant, and Institutional Management, Pennsylvania State University March 1986.
- (13) Powers, T.F., and Riegel, C.D.: R (for research) and D (for doctorate): An affirmative definition of hospitality education. Cornell Hotel Rest Admin Q 25(2):43, 1984.

- (14) Personal Interview with Marian C. Spears, Professor and Head, Department of Dietetics, Restaurant and Institutional Management, Kansas State University, October 1986.
- (15) Restaurant Management Program Brochure. Department of Dietetics, Restaurant and Institutional Management, Kansas State University, 1986.
- (16) Anderson, S. B., and Ball, S.: The Profession and Practice of Program Evaluation. San Francisco: Jossey-Boss Inc., 1978.
- (17) Cronbach, L. J.: Toward Reform of Program Evaluation. San Francisco: Jossey-Boss Inc., 1980.
- (18) Shanklin, C. W.: The assessment of the feasibility for using the evaluation component of a model for implementing and evaluating a competency-based dietetic program. Unpublished Ph.D. dissertation, University of Tennessee, 1976.
- (19) Roach, F. R., Hoyt, D. P., and Reed, J. R.: Evaluation of a coordinated undergraduate program in dietetics. J Am Diet Assoc 73:154, 1978.
- (20) Stumbo, P.E.: Adequacy of preparation, competence, and role perceptions of dietitians educated in dietetic internships, traineeships, and coordinated undergraduate programs. Unpublished Ph.D. Thesis, University of Iowa, 1981.
- (21) Gregoire, M.B.: Comparative evaluation of graduates of internship and coordinated undergraduate programs. Unpublished Ph.D. dissertation, Kansas State University, 1985.
- (22) Schuele, B. E.: Evaluation of the coordinated undergraduate program in dietetics at Kansas State University. Unpublished M.S. Thesis, Kansas State University, 1985.
- (23) Ecklund, M. C.: Evaluation of KSU master's degree program in institutional management. Master's research in progress, Kansas State University, 1986.
- (24) SAS User's Guide. 1982 ed. Cary, NC: SAS Institute, Inc., 1982.

## APPENDIXES

## APPENDIX A

### Pilot Study Instrument

# **ILLEGIBLE DOCUMENT**

**THE FOLLOWING  
DOCUMENT(S) IS OF  
POOR LEGIBILITY IN  
THE ORIGINAL**

**THIS IS THE BEST  
COPY AVAILABLE**



# Department of Dietetics, Restaurant and Institutional Management

Justin Hall  
Manhattan, Kansas 66508  
913-532-5521

## SKILLS AND ABILITIES NEEDED BY THE BEGINNING COMMERCIAL FOODSERVICE MANAGER

Please read the following statements and carefully rate each statement using the scale below. You will note that some statements may seem very similar; e.g. one concerning developing methods and another involves implementation. The beginning commercial foodservice manager may be expected to perform in one aspect but not the other. Circle the numbers that reflect your opinions.

- Scale: 1 = Not important in commercial foodservice management  
2 = Not expected of the beginning manager, but is the responsibility of higher management  
3 = Desirable, but not essential for the beginning manager  
4 = Essential for the beginning manager

	Please circle			
	1	2	3	4
1. Analyzes problems related to various areas of foodservice operation.	1	2	3	4
2. Motivates personnel to perform effectively.	1	2	3	4
3. Establishes a maintenance schedule for equipment and facilities.	1	2	3	4
4. Delegates appropriate functions to others.	1	2	3	4
5. Implements effective food and beverage control procedures.	1	2	3	4
6. Maintains accurate and appropriate records for personnel management, fiscal control, and reporting purposes.	1	2	3	4
7. Maintains current knowledge of new methods in foodservice management.	1	2	3	4
8. Coordinates labor, equipment, and personnel within area.	1	2	3	4
9. Develops methods for evaluating customer satisfaction regarding food and service.	1	2	3	4
10. Performs the following personnel functions:				
10a. interviewing and selection of personnel.	1	2	3	4
10b. orientation of new personnel.	1	2	3	4
10c. in-service training of personnel.	1	2	3	4
11. Determines man-hour requirements that relate to menu and service.	1	2	3	4
12. Evaluates effectiveness of methods and procedures.	1	2	3	4
13. Operates equipment properly and safely.	1	2	3	4

Scale: 1 = Not important in commercial foodservice management  
 2 = Not expected of the beginning manager, but is the responsibility of higher management  
 3 = Desirable, but not essential for the beginning manager  
 4 = Essential for the beginning manager

	Please circle			
	1	2	3	4
14. Has technical skills in food and beverage production management (cooking, bartending, dishwashing, etc.)	1	2	3	4
15. Plans sanitation schedules and procedures that conform to state and local regulations.	1	2	3	4
16. Develops methods to support goals.	1	2	3	4
17. Uses appropriate techniques for purchasing food and supplies.	1	2	3	4
18. Maintains quality and quantity controls through:				
18a. routine monitoring of food items produced and served.	1	2	3	4
18b. consistent supervision of personnel.	1	2	3	4
18c. routine monitoring of receiving, storage, and sanitation procedures.	1	2	3	4
19. Uses employee performance evaluation effectively.	1	2	3	4
20. Maintains effective communication with personnel.	1	2	3	4
21. Realizes that profit is an important goal.	1	2	3	4
22. Plans a master schedule for personnel.	1	2	3	4
23. Coordinates purchasing with food preparation and preparation with service.	1	2	3	4
24. Ranks customer satisfaction as a high priority.	1	2	3	4
25. Insures that daily food production schedules are used.	1	2	3	4
26. Plans menus which:				
26a. conform to budget and cost requirements, and to equipment, time and personnel availability.	1	2	3	4
26b. identify food items accurately (truth in menu).	1	2	3	4
27. Prepares accurate, timely, and appropriate reports.	1	2	3	4
28. Implements changes in methods and procedures to solve problems within operations.	1	2	3	4
29. Trains personnel to produce customer satisfaction.	1	2	3	4
30. Implements operational policies and procedures in appropriate areas.	1	2	3	4



Scale: 1 = Not important in commercial foodservice management  
 2 = Not expected of the beginning manager, but is the responsibility of higher management  
 3 = Desirable, but not essential for the beginning manager  
 4 = Essential for the beginning manager

	Please circle			
	1	2	3	4
11. Understands the different laws that affect foodservice operations and management.	1	2	3	4
12. Insures that standardized recipes are used to provide a consistent basis for quality and quantity control.	1	2	3	4
13. Implements new ways of accomplishing objectives.	1	2	3	4

Please list any other skills and abilities you believe are needed by beginning commercial foodservice managers.

Thank You!

## APPENDIX B

### Communication with Pilot Study Group

(KSU Letterhead)

April 14, 1986

Dear:

Evaluation of the undergraduate program in Restaurant Management at Kansas State University is important to assure that students are prepared for managerial positions in commercial foodservices. We plan to ask 1975-1985 graduates to evaluate the program as it was when they were students. Your experience and expertise as a member of the Restaurant Management Advisory Committee for Planning can help us identify necessary skills and abilities needed by beginning commercial foodservice managers. The information you provide will enable us to develop our program evaluation form.

All information you provide will be strictly confidential. The surveys are numbered for analysis purposes only and your name will not be associated with the survey.

Please complete the enclosed questionnaire and return in the stamped envelope. We would appreciate your returning the questionnaire by April 28. Please write or call if you have any questions concerning the study.

Sincerely,

Roberta A. Phillips  
Graduate Student

Deborah D. Canter, Ph.D., R.D.  
Associate Professor  
Dietetics, Restaurant, and  
Institutional Management

Enclosure

## APPENDIX C

### Final Instrument



Department of Dietetics, Restaurant  
and Institutional Management

Justin Hall  
Manhattan, Kansas 66506  
913-532-5521

EVALUATION OF THE KSU UNDERGRADUATE RESTAURANT MANAGEMENT PROGRAM

Please complete this survey based on your B.S. degree program in Restaurant Management.

Section I. Demographic Information

1. Have you taken any course work since earning your B.S. degree?  
☐ no  
☐ yes; in what area?  
\_\_\_\_\_
2. Have you received any additional degrees since earning your B.S. degree?  
☐ no  
☐ yes; please specify  
\_\_\_\_\_
3. What is the highest degree you expect to earn?  
☐ B.S.  
☐ M.S.  
☐ Ph.D.  
☐ Other; please specify  
\_\_\_\_\_
4. Are you a member of the National Restaurant Association?  
☐ no  
☐ yes
5. Are you a member of any other professional organizations?  
☐ no  
☐ yes; please list  
\_\_\_\_\_
6. Did you transfer to KSU from another college or university?  
☐ no  
☐ yes

7. Please complete the following sections concerning your first position after B.S. degree and your present employment status.

I. First position:

- a. Employment dates: from \_\_\_\_\_ to \_\_\_\_\_  
mo/yr mo/yr
- b. Full-time \_\_\_\_\_ Part-time \_\_\_\_\_  
(less than 35 hrs/wk)
- c. Position title \_\_\_\_\_
- d. Type of facility \_\_\_\_\_
- e. Primary reason for leaving \_\_\_\_\_

II. Present position: (If not presently employed, see item e.)

- a. Employment dates: from \_\_\_\_\_ to \_\_\_\_\_  
mo/yr mo/yr
- b. Full-time \_\_\_\_\_ Part-time \_\_\_\_\_  
(less than 35 hrs/wk)
- c. Position title \_\_\_\_\_
- d. Type of facility \_\_\_\_\_
- e. Primary reason for unemployment \_\_\_\_\_

8. The following information regarding annual salary would be helpful, but if you prefer to omit the question, please do so.

- a. Approximate starting salary for first position after earning B.S. degree:  
☐ less than \$15,000  
☐ \$15,000-\$24,999  
☐ \$25,000-\$34,999  
☐ \$35,000-\$44,999  
☐ over \$45,000
- b. Approximate salary for present position:  
☐ less than \$15,000  
☐ \$15,000-\$24,999  
☐ \$25,000-\$34,999  
☐ \$35,000-\$44,999  
☐ \$45,000-\$54,999  
☐ over \$55,000

## Section II. Evaluation

The following concepts have been included in many courses of the B.S. degree program in Restaurant Management at Kansas State University. Based on your experience, please evaluate these concepts using Scales A and B.

### Scale A: Relevance

How important is this concept to your present professional responsibilities?

- (1) Essential
- (2) Very important
- (3) Important
- (4) Of minor importance
- (5) Unrelated

### Scale B: KSU Preparation

Rate the quality of the educational preparation for practice of this concept provided by the B.S. program in Restaurant Management.

- (1) Excellent: a distinct asset to me
- (2) Good: was an advantage to me
- (3) Satisfactory: room for improvement, but not a handicap
- (4) Inadequate: my performance suffered from poor preparation
- (5) Not included in my program
- (6) Not offered when I attended KSU

CIRCLE THE APPROPRIATE NUMBER FOR YOUR RESPONSE

<u>CONCEPT</u>	<u>Scale A Relevance</u>	<u>Scale B KSU Preparation</u>
1. Food production . . . . .	1 2 3 4 5	1 2 3 4 5 6
2. Recipe standardization . . . . .	1 2 3 4 5	1 2 3 4 5 6
3. Menu Planning . . . . .	1 2 3 4 5	1 2 3 4 5 6
4. Sensory analysis . . . . .	1 2 3 4 5	1 2 3 4 5 6
5. Sanitation and health regulations . . . . .	1 2 3 4 5	1 2 3 4 5 6
6. Purchasing / procurement . . . . .	1 2 3 4 5	1 2 3 4 5 6
7. Equipment / layout . . . . .	1 2 3 4 5	1 2 3 4 5 6
8. Budget planning . . . . .	1 2 3 4 5	1 2 3 4 5 6
9. Cost control . . . . .	1 2 3 4 5	1 2 3 4 5 6
10. Beverage control . . . . .	1 2 3 4 5	1 2 3 4 5 6
11. Personnel management. . . . .	1 2 3 4 5	1 2 3 4 5 6
12. Leadership styles. . . . .	1 2 3 4 5	1 2 3 4 5 6
13. Policy and procedure development. . . . .	1 2 3 4 5	1 2 3 4 5 6
14. Foodservice law . . . . .	1 2 3 4 5	1 2 3 4 5 6
15. Computer applications . . . . .	1 2 3 4 5	1 2 3 4 5 6
16. Employee motivation . . . . .	1 2 3 4 5	1 2 3 4 5 6
17. Marketing principles. . . . .	1 2 3 4 5	1 2 3 4 5 6
18. Quality assurance / audits. . . . .	1 2 3 4 5	1 2 3 4 5 6
19. Written / oral communications. . . . .	1 2 3 4 5	1 2 3 4 5 6
20. Time management . . . . .	1 2 3 4 5	1 2 3 4 5 6
21. Problem solving / decision making . . . . .	1 2 3 4 5	1 2 3 4 5 6
22. Nutrition requirements (of consumers) . . . . .	1 2 3 4 5	1 2 3 4 5 6
23. Forecasting. . . . .	1 2 3 4 5	1 2 3 4 5 6

CONCEPT	Scale A Relevance	Scale B KSU Preparation
24. Inventory control. . . . .	1 2 3 4 5	1 2 3 4 5 6
25. Quality control . . . . .	1 2 3 4 5	1 2 3 4 5 6
26. Employee training. . . . .	1 2 3 4 5	1 2 3 4 5 6
27. Employee evaluations. . . . .	1 2 3 4 5	1 2 3 4 5 6
28. Safety regulations . . . . .	1 2 3 4 5	1 2 3 4 5 6
29. Distribution and service . . . . .	1 2 3 4 5	1 2 3 4 5 6
30. Job specifications and descriptions. . . . .	1 2 3 4 5	1 2 3 4 5 6

### Section III. Job History

For each of the following foodservice positions please indicate the number of months experience, if any, you had both prior to starting college and while in college.

Position	Prior to Starting College			While in College		
	None	# of months part-time	# of months full-time	None	# of months part-time	# of months full-time
Waitress / waiter / server						
Fast food counter help						
Bartender						
Bus person						
Cook / chef						
Dishroom						
Host / hostess						
Cashier						
Assistant manager						
Manager						
Other; please specify _____ _____						

Please Turn Over to Complete Questionnaire

Section IV. Comments

1. How would you rate your undergraduate education at KSU?

☐ Excellent

☐ Good

☐ Average

☐ Poor (could be greatly improved)

2. If you were currently enrolled in your B.S. degree program, what additional concepts would you include?

3. Have we omitted any concepts that are essential to your position? If so, would you specify these?

4. Please make any other comments or suggestions concerning your B.S. degree program of study at KSU.

5. Please share with us your future professional goals.

THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION!



## APPENDIX D

### Correspondence to Study Sample

(KSU Letterhead)

June 3, 1986

Dear Restaurant Management Graduate:

At Kansas State University, research is being conducted to evaluate the effectiveness of the bachelor's degree program in Restaurant Management. As a graduate of the RM program, your response will be valuable in evaluating the quality of KSU educational preparation for professional practice. Information is also requested on your educational and professional activities, and foodservice employment history.

We appreciate your time and cooperation in the completion of the enclosed questionnaire. All information you provide will be strictly confidential. The surveys are numbered for follow-up purposes only, your name will not be associated with the survey. Although complete information would be helpful, if there are questions you would prefer to omit, you may do so. Please return the completed questionnaire in the stamped envelope by June 20.

In order to update our graduate file, please complete the pink one-half page form requesting your business and home addresses and telephone numbers and return in the separate envelope.

Thank you for your time and participation in this research project. Please write or call if you have any questions concerning the study.

Sincerely,

Roberta A. Phillips  
Graduate Student

Deborah D. Canter, Ph.D., R.D.  
Associate Professor  
Dietetics, Restaurant, and  
Institutional Management

Enclosures

DEPARTMENT OF DIETETICS, RESTAURANT, AND INSTITUTIONAL MANAGEMENT

Graduate of Restaurant Management Program

Address information:

Date\_\_\_\_\_

Name\_\_\_\_\_

Title\_\_\_\_\_

Business Address\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip

Phone\_\_\_\_\_

AC

Home Address\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip

Phone\_\_\_\_\_

AC

### Follow-up by Telephone

Hello, my name is Roberta Phillips and I'm a graduate student at Kansas State University in Institutional Management. I am working on a research project under the direction of Dr. Canter in which we are evaluating the undergraduate Restaurant Management program based on the opinions of 1975-1985 graduates of the program.

According to our records, you are a Bachelor's degree graduate within this time period, and we would appreciate your input on this evaluation. I wanted to check to see if you received a copy of our questionnaire?

Yes, but didn't answer: Do you think you will have time to participate in our study? Would you like me to send another copy of the questionnaire? (Check address)

Yes, but didn't have time to fill it out: Thank you, we understand.

Yes, but haven't mailed it: Great! Could you please send it as soon as possible?

No: Thank you, would you have time to participate if I send you a questionnaire? (Check address)

## APPENDIX E

### Coding Information

## Categories for Open-Ended Questions 7I and 7II

### Position Title

- 01 butcher
- 02 management trainee
- 03 assistant manager
- 04 manager
- 05 general manager
- 06 director
- 07 buyer
- 08 owner
- 09 consultant
- 10 non-foodservice

### Type of Facility

- 01 hotel
- 02 school foodservice
- 03 fast food
- 04 full service
- 05 cafeteria
- 06 contract / consulting
- 07 procurement company
- 08 hospital
- 09 non-foodservice

### Reason for Leaving

- 01 relocation
- 02 promotion
- 03 better job
- 04 terminated
- 05 further education
- 06 marriage / family

### Reason for Unemployment

- 01 raise family

EVALUATION OF THE UNDERGRADUATE  
RESTAURANT MANAGEMENT PROGRAM  
AT KANSAS STATE UNIVERSITY

by

ROBERTA ANNETTE PHILLIPS

B.S., Southeast Missouri State University, 1984

---

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the  
requirements for the degree

MASTER OF SCIENCE

Department of Dietetics, Restaurant  
and Institutional Management

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1986

## ABSTRACT

The Restaurant Management program at Kansas State University has graduated 90 professionals since its inception in 1953. The goal of the program has been to provide competent, resourceful, and responsible management personnel to the hospitality industry. The purpose of this study was to evaluate the undergraduate program in Restaurant Management at Kansas State University. Specific objectives of the study were to:

- identify professional and educational characteristics of graduates up to ten years following graduation;

- evaluate the quality of the educational experience offered by the KSU Restaurant Management program as perceived by that group, and;

- propose changes in the KSU Restaurant Management program to enhance further the capabilities and competence levels of its graduates.

To accomplish these objectives, a program evaluation instrument was developed and administered to forty-six persons who graduated from the KSU Restaurant Management program between the years of 1975 and 1985. The survey instrument was based on Mariampolski's research concerning competencies needed by entry-level restaurant managers. Graduates were asked to respond to a list of thirty concepts, rating each for relevance to his or her current professional responsibilities. The quality of KSU educational preparation for each of the concepts was also rated. Demographic data, job history, future goals, and suggestions for program improvement were also solicited from each respondent.



Of the forty-six graduates contacted, 41.3% responded. Major findings of the study revealed that 84% of the graduates rated their undergraduate preparation at KSU as "good." Numerous suggestions for strengthening the program were contributed by the respondents, with most suggesting an expansion of the program to include hotel management and increased emphasis on business aspects of the hospitality industry. The majority of the graduates have not completed other coursework since graduation, and more than half do not belong to professional associations. While most graduates have moved into higher management positions since their first jobs, most aspire to ownership of their own operations in the future.

The major criticism of the KSU Restaurant Management program was that coursework and faculty in the department appear to be geared more toward institutional rather than commercial foodservice management. Suggestions for redesign of the program support the current expansion of the Restaurant Management Program to Hotel and Restaurant Management. It is strongly recommended that on-going program evaluation be a component of this new program to ensure that graduates are adequately prepared for careers in the hospitality industry.