Feasibility Analysis

of a

Wilkes Community College Culinary Student-Run Restaurant

for

Gordon G. Burns Jr.

Wilkes Community College

Prepared by

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& Christine Dolinger

WCC English 114: Professional Research & Reporting

April 19, 2012
Dear Dr. Burns:

Our English 114 research team, which includes me and three other members, has been evaluating the feasibility of opening a culinary student–run restaurant on the Wilkes Community College campus. The following information was gathered by our team which includes the potential menu items, potential location and physical requirements, ways it could be financed, and who would be operating the restaurant.

Our team has used various research methods to gain information about this project which includes four interviews conducted either in person or by e-mail. We interviewed Michael Roberson, Health Inspector in Ashe County NC; Chuck Wallace, instructor of the BPA program at WCC; Kimrey Jordan, Head Culinary instructor at WCC, and Jennifer Singman, culinary instructor at Wake Technical Community College. We would like to thank these folks for taking the time from their busy schedules to answer our detailed questions.

From the information that our team gathered, we have been shown that 100% of our total surveyed target population would like to see a culinary student-run restaurant on campus. We believe that our team research proves that opening a culinary student-run restaurant is completely feasible and beneficial to Wilkes Community College. Please feel to contact our research team if you have any questions or comments at the following email addresses: chhamm390@email.wilkescc.edu, krcampbell993@email.wilkescc.edu, kmartin450@email.wilkescc.edu, or sccovington854@email.wilkescc.edu.

Sincerely,

Christine Dolinger
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ABSTRACT

As the food industry continues to gain popularity, more culinary programs in community colleges are also gaining popularity. Due to the increase in numbers in the culinary programs, students have found difficulty in finding co-ops, as well as learning opportunities in the classroom due to lack of space. Having a student run restaurant on the WCC campus would be beneficial to the students in the culinary program by offering real life experience, as well as offer students and faculty a variety in food choice. In Le Cou Rouge’s research we have investigated the idea and complications behind having an on campus restaurant run entirely by students.

Our information was gathered through personal interviews with Kimrey Jordan, WCC Head of Culinary Department; Charles Wallace, WCC BPA Instructor; Jennifer Singman, Culinary Instructor at Wake Technical Community College; Michael Roberson, Health Inspector in Ashe County. Forty three questionnaires were also distributed as part of the data necessary to complete our research; 16 WCC staff members, 14 members of the community, and 13 WCC students.

Finding staff would not be difficult, as Chef Jordan and Chef Wallace have both stressed that only culinary students should be part of the staff. This would provide staff for the restaurant, and experience for the students. Ease of mind would also go to the customers, as every student is required to take the ServSafe test at the beginning of freshman year.

The location of the restaurant, according to the high numbers from the questionnaires, should be on the Wilkes Community College campus. Chef Wallace also suggested that it would offer ease for the students in order to avoid leaving campus.

Deciding the menu has been investigated through testing the public, student, and staff’s reaction towards the foods that were listed on the questionnaires. As Chef Jordan said, it would be acceptable to change the menu around every week to offer variety.

Keeping the restaurant financially stable would be difficult during the economy. As Chef Wallace pointed out, it would not be impossible to keep the restaurant going, especially when it offers a place for students and staff to eat on campus. Since the public is also invited, it has the potential to gain income on days when there is no school.

Having an on campus restaurant that is run by the culinary students would be an improvement to the culinary program, as well as for the WCC campus and its students. The following recommendations have been suggested by the team:

- The students of the culinary and baking programs should staff the restaurant, while the managerial positions should be helped by the current instructors.
- We recommend that further information be gathered from the community on what they would like to see served.
• If a student-run restaurant was realized it should be located on the Wilkes Community College Campus only.

• There should be further investigation into how the restaurant would be financed and sustained.
INTRODUCTION

The culinary program at Wilkes Community College is growing every year, along with the demand across the country for thoughtfully produced and knowledgably cooked food. Even in a rural area like Wilkes County, our research team knows there is a demand for the kind of quality food prepared by us students here at the college. A restaurant run by the students of the culinary and baking programs here at the college would raise awareness of the program and attract more potential students. Also, if carefully managed, the restaurant could create revenue for use in the school, the program, and the community.

Our research team, Le Cou Rouge, decided to delve into the feasibility of creating a student-run restaurant here on the campus of WCC or in the Wilkesboro community. Real world experience is essential to our success in our chosen fields. Each degree seeking student is required to do 320 hours of co-op experience in a restaurant setting for this very reason. A functioning restaurant here on campus could replace some of that time or give an added amount of experience serving the public.

Le Cou Rouge knew that the support of the school and community is key if the restaurant is to be a successful project. Therefore, we distributed questionnaires regarding our topic to WCC students, staff, and Wilkes Country residents. In our report we have a total of 43 tallied questionnaires to demonstrate the opinion of the community. We also did secondary research; citing newspaper and periodical articles that describe other schools with similar programs across the country.

Interviews were conducted to understand the feasibility of the restaurant project. Le Cou Rouge interviewed the head of the Culinary Arts program here on campus, Chef Kimrey Jordan,
along with the lead Baking and Pastry instructor, Chef Chuck Wallace. To gain more insight into
the possibility of the restaurant we also interviewed a local health inspector and a culinary
instructor from Wake Technical Community College, which runs a small restaurant on their
campus.

To focus our research we divided our report into four broad scope items, each one falling
under the responsibility of a single team member. These scope items are as follows:

- **Who** will run the restaurant?
- **What** will the restaurant serve on its menu?
- **Where** will it be located?
- **How** will the restaurant be financially sustained?
COLLECTED DATA

Who Would Be Responsible for Running an on Campus Restaurant?

Interviews were done with two of the instructors at WCC’s culinary program, Chef Kimrey Jordan and Chef Chuck Wallace. Both answered that the workers in the restaurant should only be students from our culinary and baking programs. Though Chef Jordan did answer yes to the question, “Could the employees be paid?” Therefore, students could use class time in the restaurant for credit and other hours outside of class for paid employment or an internship.

At Wake Technical Community College, Jennifer Singman is the contact person to make reservations at its student-run restaurant, Flavors, and also teaches several classes in the culinary department. She also states that during most services the instructor for CUL 135a is in charge, which is the course Food and Beverage Service Lab. Hotel and Restaurant Management students are also required to take this course, meaning they would help serve while the culinary students cook. Singman stated that three different culinary classes use the dining room for service. The dining room is also used to serve staff and the public at times that are not advertised on the college’s website.

In the Frederick News-Post article, "Culinary students staff functioning restaurant for credit", written by Blair Ames, local Frederick Community College is discussed because of its student-run restaurant, 200 Monroe. There, nine students and two instructors served diners on its opening night at the FCC Advanced Workforce Training Center at 200 Monroe Ave. For the program, students take a class where they spend an equal amount of time working in the kitchen and serving patrons, gaining real world experience.
Anne Semmes outlines two different community college programs in her *New York Times* article, "A LA CARTE; Deals on Meals by Chefs-in-Training". At Careme's, the student-run restaurant at Atlantic Community College, lunch and dinner are offered on weekdays during the school year. There, the servers “in white shirts, bow ties and long aprons” are also trained in formal tableside service. Semmes describes the other school that is mentioned in the article: “The Bergen Room in Paramus is the informal eating place operated by the hotel and restaurant management students at Bergen Community College.” At The Bergen Room the 13 students in a typical class rotate in the 13 positions, from dishwasher to controller. The school's program is geared toward the management and supervisory ends of the hotel and restaurant business rather than the culinary.

Also when considering who will work in the restaurant, expertise and knowledge is always a factor. Here at WCC, all students in the culinary program are required to take and pass the ServSafe exam, concerning food safety practices. Michael Roberson, Ashe County Health Inspector, stated in an email interview that “it is important to have managers and lead staff certified in an approved food safety course.” He also adds, “Having a staff that is knowledgeable about food safety is priceless.”

According to questionnaires distributed to WCC students, staff, and Wilkes County residents, 42 out of 43 respondents said they would be willing to eat at a student-run restaurant at WCC to support students. Also, in the portion of the questionnaire specifically given to WCC students, 11 out of 13 respondents said they would consider working in the restaurant as part of their required co-op credit, if that was available. (See Figure 1)
Figure 1.
Students willing to work at a student-run restaurant for co-op experience, as a part of all respondents in support of the project.

Source: Questionnaire received from 43 WCC students, staff, and Wilkes County Residents

What Should Be Served at the Student – Run Restaurant?

During a personal interview with Chef Kimrey Jordan, head of the culinary department at Wilkes Community College, he was asked what kind of cuisine would be most appreciated in this area. Jordan stated that the community is open to well executed flavorful foods at reasonable price so the variety of foods are unlimited. Jordan also stated that he doesn’t think country cooking would be profitable due to the fact that you cannot charge a high price for country cooking therefore it is not a very big profit margin. Jordan was also asked if it work for the menu to be changed weekly. He agreed that a regularly changing menu would be a good idea and that would also help with product usage limitations. Jordan was also asked could meals be similar to the Wednesday and Thursday culinary meals with a local restaurant. Jordan stated that it was not a good idea due to the high cost of the ingredients. He was asked what challenges you see in offering a menu that meets the desire of the public. He stated that the biggest problem he sees is cost effectiveness.
The May 8, 2011 *Pittsburgh Tribune Review* newspaper article, “Region’s Restaurants Serve to Teach Culinary Students” by Michael Machosky stated that the culinary student from Pittsburgh Community College often change their theme of their menu every semester. This semester their theme is Mexico. Some of their past themes included, Africa and Russia. For each theme meal, they come up with an appetizer, soup, entree, and salads which are made to represent each country. Machosky stated that the students come up with the rest of the menu items on their own, but they all have to agree on what the new item will be before they can use that item.

There were two sets of questionnaires that were given out to the Wilkes Community College student/staff and the other set were giving to the Wilkes County residents. Our team distributed 43 questionnaires in all. There were 16 respondents from the staff, 14 respondents from the community, and 13 respondents from the WCC students. All 43 respondents stated that they would like to see a student–run restaurant on campus run by the culinary students.

According to the results from the staff 5 out of 16 would like the maximum spending limit to be no more than $20.00 and 5 out of the 16 would like the spending limit be no more than $12.50 the remaining 6 out of 16 would like the maximum to be under $10.00. The staff was asked if they would like to have an extensive wine list and a beer list, 9 respondents said yes, 5 said no, and 2 no answer.

The people stated that they would prefer a variety of different types of foods items. The types of food were expressed in the questionnaires that were distributed to 43 Wilkes County residents and WCC students/ staff. Based on the tally of the questionnaires the types was rated on a scale, Italian was the big winner with a tally of 114, French came in second with a total of 59, Mexican 47, Country 40, and American coming in last with 36. (See Figure. 2)
Figure 2. Types of Food that is Preferred

Based on the questionnaires from the Student/Community Member Questionnaire and the Faculty/Staff Questionnaire received from 43 respondents expressed what food item was most appealing to them. The one that was most appealing was Steak with a total of 69; second place was Pasta with 65. The third place was Fried Chicken with a total of 55. Hamburgers came in at fourth place with a total of 52, then came the following, Bake Potato 50, Seafood 43, Chicken Livers 18, and Fois Gras coming in last with 14. (See Figure. 3)
Figure 3. Foods that Are Most Appealing to the Public.

Source: Questionnaire received from 43 WCC students, faculty, and Wilkes County residents

The February 26, 2012 The Blade newspaper article, “Students at Your Service”, by Daniel Neman. Neman stated that the culinary students at both Monroe County Community College and Owens Community College dinners in their mini restaurant will be laid out in buffet style. Each individual dinner will be priced at $18.00 per person. Neman also stated that the entrees would include items like; blackened Redfish, lamb chops, braised rabbit, smoked duck, and tilapia. Each of the entrees comes with an appetizer, vegetables, and dessert. These entrees will only cost $8.50. He states that if you want an impressive entrée then the Terrace View Café and Cuisine 1300 in Ohio are the places to visit.
The April 21, a 2011 *The Frederick News-Post* newspaper article, “Culinary Students Staff Functioning for Credit” states that the Frederick Community College in culinary students In Maryland, operates a student-run restaurant on campus. Ames stated that they are capable of seating 48 customers in one night. The menu includes varies types of soups, salads, pizzas and main courses items. These items include Moroccan chicken and New York strip steak. The prices range from $12.00 to $16.00 for the entrees. The money that is collected from the dinner sales is used to buy more food and operational costs. Ames also stated that this was a way for the culinary students to earn credits and be exposed to real-life scenarios.

**Location of a Student –Run Restaurant**

With the aspect of a restaurant being student-run, there are two options on the location, on campus or off. The head of Wilkes Community College’s culinary department, Chef Kimrey Jordan, explained that the location of the student-run restaurant off campus would compete with commercial businesses “…the school would not want to compete with the same community restaurants we ask to hire and support us!” if the restaurant was to work out, Jordan stated that it should be located on campus.

Through other sources, such as the February 2012 article *The Blade* “Students at Your Service” By Daniel Neman, the May 2011 article *Pittsburgh Tribune Review* “Regions Restaurants Serve to Teach Culinary Students” by Michael Machosky and an interview with Jennifer Singman, an instructor at the Wake Technical Institute who runs a campus located student-run restaurant, provided a lot of helpful information on the topic. Of the four students run restaurants that were talked about, in the articles, three of them were located on campus. The chefs of these schools are very involved with their student-run restaurants. The restaurant located
in the Art Institute of Pittsburgh, mentioned in the article *The Blade*, talks a lot about the chefs helping to pick out the menu theme and dishes. It also goes on to say that because the restaurant is located in the building their ability to advertise is limited. However, they do a lot of social networking to advertise.

When it comes down to the requirements of having a student-run restaurant it wouldn’t matter whether it is on or off campus; “All restaurants have the same general requirements no matter where they are located in N.C.” Says Health Inspector, Michael Roberson of Ashe County N.C. The baking and pastry arts teacher of Wilkes Community College, Chef Charles Wallace, explained that “Keeping everything up to code, clean, and the work area safe…” are some problems with building codes and keeping them up. Wallace also goes on to say that Keeping the health inspector and yourself informed helps with this.

Of the twenty questionnaires given to faculty and staff members of Wilkes Community college, the sixteen respondents’ answers were almost unanimous with fourteen saying that they would prefer the restaurant being on campus and two preferring off. (See figure 4).

**Figure 4:** Would You Be More Willing to Frequent This Restaurant if it Were on Campus Rather Than Off?

*Source: Questionnaires received from 16 Wilkes Community College faculty and staff members.*
A questionnaire was also given to the residents of Wilkes county and Wilkes Community college students. The question “Would you like to see a student-run restaurant on Wilkes Community college?” also came out with an almost unanimous answer with twenty-six of the twenty-seven respondents replying yes.

Faculty and staff members were also asked to rate the possible locations, the most preferred location was Alumni Hall, with Randolph Hall and near the Duck Pond following closely behind (see figure 5).

**Figure 5:** Desired Location (0-3, with 0 being least desirable and 3 being most desirable.)

*Source: Questionnaires received from 16 Wilkes Community College faculty and staff members.*
How Would the Restaurant Be Financed?

Chef Kimrey Jordan, head of the culinary department at Wilkes Community College, was interviewed about whether or not the economy could financially sustain a restaurant on campus, and he did not believe that it would be possible. Jordan also pointed out that hosting the restaurant in another location, possibly in cooperation with another restaurant, would not work because no other restaurant would want to compete with us, nor keep us financially supported. Not only did he foresee an unsustainable economy, Chef Jordan also felt that a big problem would be cost effectiveness. While the community seemed to enjoy the idea of country cooking, Chef Jordan felt that country cooking in the south was over-used and had too low of a possible price.

Jennifer Singman, Culinary Instructor at Wake Forest, was interviewed about her personal experiences in helping head a student-run restaurant. When asked the normal size of the lunch crowd, Singman said that her class normally seats approximately 40 per lunch with no more than 50. “Each plate is priced at $8.00,” which Singman stated was not enough to cover all of the programs costs. Singman also clarified that her department covered all of the funding. She also stated that they generally try to keep it to forty customers, though they leave a margin just in case.

BPA Instructor, Charles Wallace, at Wilkes Community College was also interviewed about his history in the business industry. When asked if the restaurant would survive under the current economy, Chef Wallace was under the impression that a student-run culinary restaurant would be able to sustain itself. He said that students would be willing to eat food that was of good quality for cheap prices, especially if they didn’t have to leave campus to do so. When
asked if there was anything else important that we should consider, he did suggest that having everything, capital included, organized was important for a business to be successful.

Blair Ames, author of the article “Culinary Students Staff Functioning Restaurant for Credit,” evaluated Frederick Community College’s student-run restaurant in the Frederick News-Post. Ames wrote that the restaurant’s, able to seat 48, revenue was used for food costs, as well as operational costs. The food is said to be reasonably priced, especially offering such foods as New York Strip Steak for only $16, which helps bring in income.

Michael Machosky, author for the Pittsburgh Tribune Review wrote an article, “Region’s Restaurants Serve to Teach Culinary Students,” in which he evaluated two student-run restaurants. Techniques at Azure 18, Le Cordon Bleu Institute of Culinary Arts in Pittsburgh, and A Taste of Art, the Art Institute of Pittsburgh, were the two topics of the article. Machosky discussed how the students utilized social networking as a way to gain more customers, which led to an increase in revenue. It was also estimated that of the regular customers, 20-25% were students, 50% staff, and 25-30% people from the public.

The two questionnaires that were distributed, one set to the students/community and the other to the staff/faculty, provided more insight to the possibility to the feasibility of this project. Of the 43 participants, the majority answered that they would like to see a student-run culinary restaurant, with the exception of one (See Figure 8). The majority, 77%, of the students who answered Questionnaire 2 answered “no” to attending the restaurant on days when there were no classes (See Figure 7). 69% of students specified that they would eat on average 3-4 times per week at the restaurant, as indicated in the chart below (Figure 6). The general consensus from the
questionnaires was that good quality food for cheap prices would help business because more students would be able to partake in the restaurant.

**Figure 6.** How often Students of the College Anticipate Eating at the Restaurant.

![Chart showing how often students anticipate eating at the restaurant](chart1.png)

*Source: Questionnaire received from 43 WCC students, faculty, and Wilkes County residents*

**Figure 7.** Would You Eat At the Restaurant on a Day with No Classes?

![Chart showing whether students would eat at the restaurant on a day with no classes](chart2.png)

*Source: Questionnaire received from 43 WCC students, faculty, and Wilkes County residents*
Figure 8. Would You Like to See a Student-Run Restaurant?

Source: Questionnaires received from 16 Wilkes Community College faculty and staff members.
CONCLUSION

Summary of Findings

After examining the data collected from our interviews, questionnaires and secondary resources, we concluded that the Wilkes Community College students/staff and Wilkes County residents have a positive opinion about adding a culinary student-run restaurant on campus. All respondents from the questionnaires said they would support such an establishment. The Wilkes County and WCC communities expressed their interest in having a variety of menu types and items. The WCC students all agreed that the best location for the culinary student-run restaurant was on campus. If carefully managed, the restaurant could create revenue for the program and help with product cost.

Interpretation of Findings

Through interpretation of our gathered information, team Le Cou Rouge believes this project is feasible. The WCC students expressed interest in working at the culinary student-run restaurant in various positions within and outside of the kitchen. The restaurant being located on campus will benefit not only the culinary students, but all the students at WCC as well. A central location on campus would allow students better access to quality food between their classes. It needs to be taken into consideration that such a restaurant must be managed correctly in order to sustain itself. If not, other means of financing need to be found. There are unlimited possibilities to what the restaurant should serve and it was unanimous that the menu should change on a regular basis.
Recommendations

Our team would like to make the following suggestions:

- The students of the culinary and baking programs should staff the restaurant, while the managerial positions should be filled by the current instructors.
- We recommend that further information be gathered from the community on what the community would like to see served.
- If a student-run restaurant was realized it should be located on the Wilkes Community College campus.
- There should be further investigation into how the restaurant would be financed and sustained.
Appendix A

E-mail Interview with Chef Kimrey Jordan, Head of the Culinary Department at Wilkes Community College

Interviewed by Sunshine Covington

March 27, 2012

1. Can you explain what you do as the head of the culinary department?

I teach the business, culinary, and nutrition classes. I do ordering and requisitioning of materials and supplies. I also represent the program to the administration and community.

2. How did you get this position?

I went through a demonstration lecture and lab after submitting my resume.

3. How long have you worked at Wilkes Community College?

12 years

4. What kind of cuisine would be most appreciated in this area?

This is a value centered dining community but open to well executed flavorful food so I tend to think the sky is open but balance the size to the population segment available. I think "country cooking" is over represented and is a loser due to low possible price point.

5. Could meals be similar to the Wednesday or Thursday culinary meals with a local restaurant?

No, they are too cost prohibitive

6. Would it work for the menu to change weekly?

Yes, with product usage limitations.

7. What would be some challenges of offering a menu that meets the desires of the public?

Producing it with cost effectiveness.

8. Could the restaurant be financed by the school?

No, not under these current times and the school would not want to compete with the same community restaurants we ask to hire and financially support us!
9. Could it run by donation only?
It would have to be self-supporting.

10. Could employees be paid?
Yes.

11. Do you think an already established restaurant would be interested in having a WCC culinary student day of the week?
No, it would be too administratively difficult.

12. Should it be on campus?
Yes, otherwise it would compete with commercial businesses.

13. If not, do you have any other places in mind?
No, on campus only.

14. Who do you think should work there?
Only culinary and baking/pastry art students

15. What positions will be needed? How many of each?
That would have to be worked out.

16. Would you be able to get club hours?
I don't see why not, also fulfill Co-op time!

17. Do you know of other schools that have successfully involved culinary students in running a local, or on campus restaurant?
Yes, Central Piedmont in Charlotte.

18. Do you know of anyone who would have a different perspective on this issue aside from Chef Wallace?
Dean Sprinkle

19. Do you know of any previous research done on this topic?
There is much—almost all culinary schools have a restaurant for their students to practice and expose the public to the students.

20. Do you have anything else to add?

This could be a great learning situation.
Appendix B

Personal Interview with Chef Charles Wallace, Baking and Pastry Instructor at Wilkes Community College

Interviewed by Kerston Campbell

March 27, 2012

1. How many years had you been in the culinary business before you went into the baking industry?
   
   For about 20 years, and so I’ve been baking about 10.

2. What was your hardest part about running a business?
   
   The hours were brutal and organizational problems.

3. Do you think that fresh bread would succeed in a student run restaurant?
   
   Yes.

4. Do you think that, in this economy a business such as this would be successful or would it even be practical?
   
   Yes. Students would be more willing to eat good food on campus rather than fast food.

5. Would you be able to oversee this project, were it to become reality?
   
   No, but I would be able to offer advice if it was needed.

6. Would students outside of the culinary program succeed in working here, or would it just be better to make it exclusive to culinary students?
   
   It should just be for culinary students.

7. What are some problems with building codes and keeping them up?
   
   Keeping everything up to code, clean, and the work area safe. Keep in touch with the health inspector. Be informed, and keep the health inspector informed.
8. Do you know of any business that would be willing to expand, in order to make this restaurant a reality instead of having to build a new place?

No.

9. Do you have anyone in mind who would be able to offer more input for our research?

Chef Nilo and Chef Gambil.

10. Do you have any other things you’d like to add to help our research?

Try other restaurants like 6th and Main. Restaurants and people in Boone for advice.
Appendix C

E-mail Interview with Jennifer Singman, Instructor at Wake Technical Community College

Interviewed by Kyle Martin

April 1, 2012

1. What position do you have in the culinary department at Wake Tech?

I teach several classes in culinary and hospitality management.

2. How long have you held this position?

I’ve been here since the Fall of 2009.

3. Approximately how many students are in the Wake Tech culinary program?

350

4. How long has Flavors been serving the public?

Since 1996

5. Does the restaurant have a dedicated dining area and/or kitchen?

Yes although both are used for other classes when they are not used for service.

6. I've read the menu and about the reservation system. Is Flavors only open for lunch while students are in class or also for dinner?

It is open to the public for several types of service including the one we advertise on the website. Other classes do banquet style service several times during the semester at lunch and dinner but we don’t advertise those.

7. How many people do you serve at each meal? How many reservations can you accommodate?

We will seat up to 50. Normally we keep it under 40.
8. I also noticed the price is $8 per meal. Does this money go directly towards the program and food costs?

Yes.

9. Is there any profit made? If so, what does that money go towards?

$8 does not cover the costs.

10. Does the school finance Flavors completely?

Not sure what you mean here. Everything we do is covered in our department budget such as maintenance and supplies.

11. What classes cook and serve the food each week?

CUL 250, CUL 230 for cooking and CUL 135a for service. CUL 240 cooks and serves the entire meal. BPA classes do a couple of things during the year.

12. Who is ultimately in charge of the restaurant? Is there a managerial position or does one of the instructors oversee the restaurant?

The instructor for CUL 135a is basically the point person.

13. I read that the Hotel Restaurant Management program also helps with Flavors. What responsibilities fall to those students?

They are required to take CUL 135a as are all of our culinary students.

14. Is there anything else you’d like to add?

Good luck!
APPENDIX D

E-mail Interview with Michael Roberson, Health Inspector
Interviewed by Christine Dolinger
March 23, 2012

1. Is one of your duties to help a new restaurant get established?
   Yes. I am responsible for permitting and inspecting new restaurants.

2. Where do you think would be the best place? On or off campus?
   I am not able to answer this question. It would be up to the owner/operator where the best location would be based on research.

3. What are the requirements for the building to ensure safety?
   These requirements are enforced by the local building/fire inspections office where the restaurant will be located.

4. How many people can work in a kitchen at one time?
   The number would be based on the size of the kitchen and employees required to achieve an efficient operation.

5. Would the restaurant have different requirements for on campus?
   All restaurants have the same general requirements no matter where they are located in N.C. These requirements are based on the results of the plan review process of the proposed restaurant prior to construction.

6. Is there any particular way that needs to be laid out, floor plan, equipment, etc…?
   Yes. A food service facility needs to be laid out to achieve a good flow of food from the time it is received until the time it is served. A properly designed kitchen is essential for good operation, ease of cleaning, and protection of food.
7. Is there cost associated with being compliant to health codes?

Initial costs imposed by the Health Department would be any fees associated with the application/plan review process. Any equipment or construction costs would depend on the proposed operation which is controlled by the owner/operator.

8. How important is it to have employees who are ServSafe certified?

It is very important to have managers and lead staff certified in an approved food safety course. These certified individuals learn the skills to train others in the operation to achieve compliance with all aspects of food service including the FDA’s 5 major risk factors for food-borne illness. Having a staff that is knowledgeable about food safety is priceless.

9. Are there any inspection fees?

Currently, the state of NC charges an annual fee of $75.00. You will need to check with other agencies (building/fire inspections) to see if they charge any other fees.

10. Is there any equipment that is a must to ensure proper health codes?

Equipment in a food service facility must be compliant with NSF/ANSI standard or an equivalent commercial standard (based on individual review and approval by the Health Department). This includes refrigerated units, steam tables, fryers, grills, tables, sinks, food processors, etc. Domestic (household) equipment that is allowed includes microwaves, mixers, toasters (for toasting bread only), and hot water heaters. Any specific questions about equipment should be addressed with the Health Department prior to purchasing it.

11. Do you have any other information that important in opening a new restaurant that will be ran by the culinary students?

Do your research. Having the data you need to open a food service facility is very important.

12. Do you know of anyone who would have a different perspective on this issue that we should consider interviewing?

Other local agencies, potential customers, food distributors, equipment vendors, and anyone else would have a potential stake in a food service facility.
13. Do you know of any previous research on this topic or any articles, reports, or websites that could help us explore this?

Check the following websites: NC Division of Environmental Health, FDA (Food Code), ServSafe

14. Do you have anything else to add?

Good luck. Opening a food service facility can be challenging and rewarding. Make sure to do ample research on what you will need and location/menu that will appeal to the general public. Let us know if you need anything else.
APPENDIX E

Questionnaire for WCC Staff on the Feasibility of a Student-Run Restaurant

16 Respondents

For ENG 114, Professional Research and Reporting, our research team is doing a project on the feasibility of opening a student-run restaurant on the Wilkes Community College campus. As a faculty or staff member of the college, we would like for you to fill out this questionnaire. Your responses will be anonymous.

1. In which division are you employed? **Arts & Sciences (1), Technology (1), Library (1), Admin. Services (1), Horticulture (1), Culinary (1), Student Services (2), Bookstore (2), Business Office (1), Financial Aid (1), BPST (2), Business Admin. (1), Instructional Services (1)**

2. What age range do you fall under? 
   *Circle one*…
   - 18 or under (0)
   - 19-29 (2)
   - 30-39 (2)
   - 40-49 (6)
   - 50-59 (5)
   - 60 and over (1)

3. In what county do you live? **Wilkes (13), Watauga (2), Yadkin (1)**

4. Do you have children?  
   - Yes (11)  
   - No (5)

5. Would you want the restaurant to be family friendly? 
   - Yes (16)  
   - No (0)

6. How often do you eat out?  
   *Circle one*…
   - 5 or more times a week (3)  
   - 1-4 times a week (6)  
   - 1-3 times a month (6)  
   - never (0)  
   - Other: **4-5 times a month (1)**

7. What would be your maximum spending limit on a dish?  
   *Circle one*…
   - $20.00 (5)  
   - $12.50 (5)  
   - $7.00 (4)  
   - $5.00 (2)

8. Rate each style of food you would like to see offered on a scale from 0-3, 0 being least desirable and 3 being most desirable;
• Cajun (30)
• Southern (37)
• Southwest/Texmex (29)
• Asian (35)
• French (23)
• Italian (45)
• American diner(burger and fries) (30)
• Other: National/International cuisines in rotation (1), vegetarian (2), Middle Eastern (1)

9. Would you appreciate an extensive wine list? Yes (5) No (9) N/A (2)
   Beer list? Yes (5) No (9) N/A (2)

10. Rate each possible location on a scale from 0-3, 0 being least desirable and 3 being most;
• Lowes Hall (19)
• Near the duck pond (20)
• Randolph Hall (25)
• Walker Center (17)
• Alumni Hall (30)
• Around Wal Mart (13)
• Around Lowes Foods (15)
• Downtown North Wilkesboro (11)
• Other: Thompson (1), Boone (1)

11. Would you be more willing to frequent this restaurant if it were on campus rather than off? Yes (14) No/Not Necessarily (2)

12. Would you be willing to eat at a student-run restaurant to support the students of WCC? Yes (16) No (0)
This is a Questionnaire for Wilkes Community Residents/WCC Students on a Student Run Restaurant on the WCC Campus.

We received 14 questionnaires back from Wilkes County residents and 13 back from the Wilkes Community College students.

This questionnaire is for determining the feasibility of a campus restaurant as part of a team research project in English 114, Professional Research and Reporting at Wilkes Community College. We would like to ask Wilkes County residents and Wilkes Community college students their opinion on the idea of a student/ culinary run restaurant on campus. This questionnaire will only take a few minutes of your time. This questionnaire is anonymous.

1. Would you like to see a student run restaurant on Wilkes Community College campus?
   - 26 Yes
   - 1 No

2. Do you live near campus/in town?
   - 14 Yes
   - 13 No

3. How often do you eat out in an average week?
   - 11 1-2 times
   - 9 3-4 times
   - 5 5-8 times
   - 2 9+ times

4. Are you open to trying foods that you’ve never heard of?
   - 22 Yes
   - 5 No

5. Which appeals to you more?
   - 17 Buffet style
   - 4 Fast food
   - 1 Fine dining
   - 5 Casual

6. What type of food do you prefer?
   - 36 French
   - 69 Italian
   - 47 Mexican
   - 3 Country cooking
   - 6 American
   - 5 Greek
   - 6 Chinese
   - 3 Mongolian
   - 3 Thai
   - 6 Japanese

7. Check the ones that appeal to you the most.
   - 69 Steak
   - 52 Hamburger
   - 14 Fois Gras
Baked potato  18  Chicken livers  55  Fried Chicken
Fries  43  Seafood  65  Pasta

8. Are you Wilkes Community College student?
   11  Yes
   2   No

9. Do you normally eat on campus?
   3   Yes
   10  No

   If yes, then how often in an average week?
   2   1-2
   9   3-4
   2   5-8
   0   9+

10. Do you bring your own lunch?
    3   Yes
    10  No

11. Would you eat at an on campus restaurant on days that you don’t have class?
    3   Yes
    10  No

12. How often do you think that you’d eat there in an average week?
    2   1-2
    9   3-4
    2   5-8
    0   9+

13. Would you consider working in the restaurant as part of your co-op?
    11  Yes
    2   No

14. Are there any ideas that you have that would help this restaurant succeed?
    7   Food that is cheap and taste good
    1   Rotate ethnic special out each week
    1   Open 7 days a week
    2   Daily lunch specials
    1   Open to the public

Thank you for your time in filling out this questionnaire.
WORKS CITED


Campbell, Kerston and Christine Dolinger, Questionnaire received from 14 Wilkes County Residents and 14 Wilkes Community College Students. March 12-28, 2012, Print.


Singman, Jennifer. E-mail interview. 1 April 2012.

Wallace, Charles. Personal interview. 11 April 2012.
Rubric for Analytical Report

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<th>Comments/Suggestions</th>
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<td>Include Burn’s title. (He like it.)</td>
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<td><strong>Structure</strong>: Headings, sub-headings, spacing and page numbers are appropriate, consistent, and organized in a logical format. Page order is correct.</td>
<td>0 1 2 3 4 5</td>
<td>Nice. Just change the page numbers before the introduction to Roman numerals and delete the number from the Letter of Transmittal (It sits on top of the paper when given to Dr. Burns rather than remain in the paper.) Also be consistent with spacing in your interview summaries and formatting in your questionnaire tallies.</td>
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<td><strong>Letter of Transmittal</strong>: Correct letter format is used (See Ch. 17, pp.371-381). Wording is original and appropriate to intended audience.</td>
<td>0 1 2 3 4.5 5</td>
<td>Just put your signature in cursive font. All else looks really professional.</td>
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<td><strong>Letter of Transmittal</strong>: Addresses audience appropriately and includes relevant features as listed on pp. 561 and 565</td>
<td><strong>0 1 2 3 4 5</strong></td>
<td>Adjust your final interpretation of findings to incorporate the concerns about finances. Also change header address to yours.</td>
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<tr>
<td><strong>Table of Contents</strong>: Format and content is appropriate. Headings, sub-headings, and page numbers match those in the report. See pp. 561; 567.)</td>
<td><strong>0 1 2 3 4 5</strong></td>
<td>Adjust page numbers to include Arabic numerals for front matter items. Match sub-headings to those in report.</td>
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<tr>
<td><strong>List of Figures</strong>: Format and content is appropriate. Figure numbers, captions, and page numbers match those in report. See p. 562; 567)</td>
<td><strong>0 1 2 3</strong></td>
<td>Match captions exactly with those in report. Capitalize key words in captions.</td>
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<tr>
<td><strong>Abstract (or Executive Summary)</strong>: Effectively summarizes paper for general audience according to guidelines on p. 562; 688. Summary and interpretation of findings and bullet list of recommendations must match those in conclusion.</td>
<td><strong>0 1 2 3 4 5</strong></td>
<td>Reword a few spots as noted. Include source to statement in intro. Be specific in the two noted recommendations as to how you will gather the recommended research.</td>
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</table>
| **Introduction:** Contains purpose of paper, relevant background, circumstances for pursuing topic, useful definitions, methods for collecting data, and bulleted list of scope items. See p. 549-551; 569. | 0 1 2 3 4.5 5 | Name the last two interviewees. Attribute the first statement in the intro to a specific source. Identify yourselves as culinary arts students or switch “our” to “culinary arts students”.

| **Collected Data:** Breadth: All scope items are addressed appropriately. Data relates only to these items. Research and data are appropriate. See ch. 23, especially pp. 549-559; 570-579. | 0 1 2 3 4 5 6 | Very thorough coverage of all of your scope items.

| **Collected Data:** Depth and logic: All relevant data reported in appendix items and secondary sources is clearly and logically displayed and interpreted in writing. Wording is logical, clear, and appropriate. | 0 1 2 3 4 5.5 6 | A few spots need more detail as noted or rewording for clarity. All in all, your coverage is good.

| **Visuasl:** Visuals: All visuals are formatted for clarity and contain proper labeling including figure number, title and source-line (and keys and measurement labels as needed) See ch. 12 | 0 1 2 3.5 4 5 | Put all captions in bold and capitalize key words. Make sure all sources lines are written the same and there are (or are not) captions in both places. |
**Visuals:** Each visual is appropriately close to interpreted data. Reference is made to visuals as data is described in writing in the collected data.

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Put visual in last section right below reported data they interpret.

**Visuals:** All visuals are accurate, logical, non-distorted, and appropriate for data interpreted. See Chapter 8.

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In text citations: Clearly stated credit is given to all sources used (including data from questionnaires, interviews, and secondary sources).

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In several noted spots, reword introduction of sources for clarity or flow. Attribute statement in intro of Introduction to a source.

**In text citations:** All sources are cited as information from them is used properly using MLA (or other standard) format. See Appendix A on pp. 677-683.

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Incorporate data from interviewees and secondary data into your summary rather than just data from the student questionnaire.

**Conclusion:** Summary gives bottom-line results pertaining to each scope item. These results are interpreted in relation to overall feasibility or evaluation. No new info. should appear. See pp:558-559; 576

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Incorporate data from interviewees and secondary data into your summary rather than just data from the student questionnaire.

**Conclusion:** Recommendations reflect data collected for each scope item. There should be at least one bulleted

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Detail how further research will be gathered that you recommend.
recommendation of action for each scope item. Recommendations may include a specific action, non-action, or specifically outlined further research. No new info. should appear here.

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<th>Appendix (and glossary if needed and mentioned in Intro.):</th>
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<td>Accurately reflects tallies of questionnaires, summarized interviews, and other peripheral data. Labeling is logical. See pp. 562-63.</td>
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<td>At minimum, contain all survey results and interview summaries.</td>
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<td>Content matches citations in data collected. No sources are listed here that do not appear in paper itself.</td>
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100 - 23 = 77 + 7 = 84

(bonus)

Total grade is 96 + 84 = 180

That translates to a 90 (A).

Revisions may be submitted up until one week after the graded paper is returned (your team’s revision date: Tuesday, May 1) Along with the submission of the revision should be a note letting me know who assisted with the revision and whether or not the revised report will be submitted to the person it was written for. Also let me know if additional copies are needed for interviewees requesting a copy of the final paper.

Commendable job!