University of Hawaii Maui College
2011 Annual Report of Instructional Program Data

Culinary Arts

Program Mission:

Mission and Vision of the Culinary Arts Program at the Maui Culinary Academy

Our mission is to educate, inspire, and nurture culinary students to embrace the foundational skills of our profession. Our goal is to encourage our students to celebrate the diversity of food throughout the world in an effort to elevate their appreciation of excellence in the culinary arts.

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: CULN,FSER

Demand Indicators		Program Year			Demand Health Call
		08-09	09-10	10-11	
1	New & Replacement Positions (State)	341	302	320	Unhealthy
2	New & Replacement Positions (County Prorated)	58	37	36	
3	Number of Majors	150	181	212	
4	SSH Program Majors in Program Classes	2,287	2,746	2,904	
5	SSH Non-Majors in Program Classes	100	166	262	
6	SSH in All Program Classes	2,387	2,912	3,166	
7	FTE Enrollment in Program Classes	80	97	106	
8	Total Number of Classes Taught	67	75	70	

Efficiency Indicators		Program Year			Efficiency Health Call
		08-09	09-10	10-11	
9	Average Class Size	13.7	14.8	16.1	Healthy
10	Fill Rate	82%	81%	92%	
11	FTE BOR Appointed Faculty	6	6	5	
12	Majors to FTE BOR Appointed Faculty	25	30.1	42.4	
13	Majors to Analytic FTE Faculty	23.1	24.4	28.1	
13a	Analytic FTE Faculty	6.5	7.4	7.6	
14	Overall Program Budget Allocation	Not Reported	$613,693	$637,622	
14a	General Funded Budget Allocation	Not Reported	$613,693	$637,622	
14b	Special/Federal Budget Allocation	Not Reported	$0	$0	
15	Cost per SSH	Not Reported	$211	$201	
16	Number of Low-Enrolled (<10) Classes	9	10	1	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		08-09	09-10	10-11	
17	Successful Completion (Equivalent C or Higher)	77%	77%	76%	Healthy
18	Withdrawals (Grade = W)	19	16	54	
19	Persistence (Fall to Spring)	75%	77%	77%	
20	Unduplicated Degrees/Certificates Awarded	112	97	81	
20a	Degrees Awarded	36	24	21	
20b	Certificates of Achievement Awarded	12	10	18	
20c	Academic Subject Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	302	276	156	
21	Transfers to UH 4-yr	1	0	4	
21a	Transfers with credential from program	1	0	1	
21b	Transfers without credential from program	0	0	3	

Distance Education: Completely On-line Classes	Program Year			
	08-09	09-10	10-11	
22	Number of Distance Education Classes Taught	0	1	3
23	Enrollment Distance Education Classes	0	17	65
24	Fill Rate	0%	71%	88%
25	Successful Completion (Equivalent C or Higher)	0%	71%	68%
26	Withdrawals (Grade = W)	0	0	4
27	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	50%

Perkins IV Core Indicators 2009-2010	Goal	Actual	Met	
28	1P1 Technical Skills Attainment	90.05	77.78	Not Met
29	2P1 Completion	44.50	42.86	Not Met
30	3P1 Student Retention or Transfer	55.50	75.34	Met
31	4P1 Student Placement	50.50	71.19	Met
32	5P1 Nontraditional Participation	N\A	N\A	N\A
33	5P2 Nontraditional Completion	N\A	N\A	N\A

Last Updated: November 9th, 2011

Part II: Analysis of the Program

RETURN TO:

ACFEF Accrediting Commission

180 Center Place Way

St. Augustine, FL 32095

NAME OF INSTITUTION: *University of Hawaii, Maui Community College*

ADDRESS 310 *W. Kaahumanu Ave*

CITY, STATE, ZIP: *Kahului, HI 96732*

PHONE: *808-984-3690*   FAX: *808-984-3314*

CONTACT PERSON: *Chris Speere*

CONTACT PERSON TELEPHONE*#: 808-984-3690* EMAIL*: speere@hawaii.edu*

NAME OF INSTITUTION PRESIDENT: *Clyde Sakamoto*

DATE OF INITIAL ACFEF ACCREDITATION: *January* **1990**

CURRENT EXPIRATION DATE: *12/31/2011*

I. ENROLLMENT INFORMATION

A. Accredited Program Name: *Maui Community College-Culinary Arts/Baking Specialties Programs*

(FT&PT) # Students (Current Year): *Fall 2011 FT/172 2011 PT/41 = 213 Total*

(FT&PT) # Students (Past Year): *Fall 2010 FT 166 PT/55 = 221 Total*

B. Additional Accredited Program Name:

(FT&PT) # Students (Current Year):

(FT&PT) # Students (Past Year):

% Enrollment Change:

C. Additional Accredited Program Name:

(FT&PT) # Students (Current Year):

(FT&PT) # Students (Past Year):

% Enrollment Change:

(Percent enrollment change is calculated by dividing increase or decrease by past years #)

COMMENT*:*

D. Average Faculty/Student Ratios: Lecture: *25/1*   Lab: *15/1* **(2011)**

                                                           Lecture: *30/1*   Lab: *17/1* **(2010)**

COMMENT:

II. FACULTY INFORMATION   *(For program instructors)* *Attachment A*

A.   Please identify program and list Number of Full Time (Current Year): **11**

   Culinary Arts/Baking Specialties Number of Part Time (Current Year): **0**

B.   Please identify program and list Number of Full Time (Past Year): **11**

    Culinary Arts/Baking Specialties   Number of Part Time (Past Year): *0*

NOTE: Reporting Of Professional Development *(Faculty Professional Development Form)* Must Be Submitted with this Annual Report for <u>All Current Faculty (Full and Part-Time).</u> **The Faculty Professional Development Form REPLACES both the "Attachment B" and "Document F" forms used in the past!**

C.   Number of Technical Faculty with Industry Certification*:*

    4 Certified Hospitality Educators (CHE) 9 ServSafe Certification, 1 HACCP Certification, 1 FDA Food Processing and Controls

    Number of Technical Faculty Eligible for Industry Certification: **11**

III. PROGRAM COORDINATORS: Name and Certification Level:

Dean Louie: Internal Program Coordinator

Masters in Library Science

Certified Hospitality Educator

Chris Speere: External Program Coordinator

HACCP Certification

FDA Certified Food Processing Controls

A. Has there been a change in Program Coordinator since the last report? ***Yes***

If yes, indicate qualifications of the new Coordinator on **Faculty Professional Development Form** and include the date of change. **Date of Change**: **8/15/11**

*B. Has there been a change in Institutional Presidency since the last report? **No***

If yes, indication the new Presidents name and contact information as well as the date of change.

IV. PLEASE SEND INFORMATION ON <u>ANY CHANGES</u> TO THE PROGRAM DURING THE PAST YEAR:

A. Facility: Response#1

B. Resources: Response *#2*

C. Equipment: Response #3

D. Budget: Response #4

E. Course Titles/Competencies: Response *#5*

F. Support Staff: Response #6

G. Mission and Goals of the Program and/or College: *Response 7*

H. Institution and/or Program Accreditation and State Approvals: *Response 8*

I. Student Services: Response #9

J. Program Additions: Response #10

K. Any Other Category of Change, Which Affects the Accredited Program:

   Response 11

V. THE FOLLOWING ARE ELECTIVE QUESTIONS:

A.   How has the accreditation process affected your program(s)?

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

Re-accreditation by the ACF Accrediting Commission will permit the College's Culinary Arts program to continue to move systematically to fulfilling its goal of excellence. It will begin to address the educational needs of students interested in the Culinary Arts beyond Maui County and the State of Hawai'i. Reviewing the Culinary Arts Program's status and progress by addressing each of the Accrediting Commission standards will permit the faculty, program leadership, and the College as a whole to assess the Program's performance. Within the broader context of a professional association's expectations of "excellence," the College will look to the ACF Accrediting Commission's report to further assess where future needs and priorities for Program improvement might emerge.

Re-accreditation will foster, in our students, greater pride and self-confidence. It will provide incentive for students and graduates to enter the culinary profession knowing that they are a vital part of a Program and faculty that hold its students' interests and needs above everything else. Re-accreditation signifies to them that they are able to compete, shoulder to shoulder, with any Culinary Arts graduate in the country and beyond.

Finally, ACF Accrediting Commission re-accreditation will signify to the Culinary Arts industry in Maui County and the State of Hawai'i and to present and prospective students that the UHMC Culinary Arts Program is committed to upholding nationally accepted industry standards. In so doing, the College simultaneously seeks to improve prospective employees preparing for the industry, to strengthen services to clients in the food service industry, and to provide a strong base for professional Culinary and Pastry Arts careers.

B.   Do you intend to seek renewal of your accreditation? *Yes*

If no, Please explain:

SUBMITTED BY:

Dean Louie: *Internal Program Coordinator*

Chris Speere: *External **Program Coordinator***

(Please sign)
(Please sign)

DATE: *10/27/2011*

VI. MUST BE SUBMITTED WITH THIS REPORT:

A.   Submit a copy of a completed equipment safety check off sheet. This document needs to show each piece of equipment, date student was trained, signature or initials of student and signature or initials of instructor. This check off sheet should be available for each student and kept on file.

B.   Most current Sanitation Inspection (explain if exempt)

C.   Faculty Professional Development Form (for each culinary faculty)

D.   Minutes from at least 2 of the past year's Advisory Committee Meetings (dated with list of attendees and their titles)

E.   Updated "Required Knowledge and Competencies" if there have been any changes to curriculum

F.   *Most current* program assessment data and results of any graduate and/or employer surveys completed

   1. Any other materials which are needed to explain changes as reported in Part IV of this report

Response 1: Facilities

The program continues to require capital for repair and maintenance of kitchen equipment, refrigeration units, furniture, floors, walls, light fixtures, point of sales systems, classroom computers and numerous other miscellaneous cost associated with the Pa'ina facility and the

nature of its high use and high demand. Preventive maintenance of all Pa'ina refrigeration and freezer units is of major concern. The program has initiated an "In-House" Safety & Sanitation Committee, made up of both tenure, tenure track and lecturer positions to systematically provide facilities "walk-through" audits to track necessary repairs and maintenance concerns. (Exhibit.1)

An active "sustainability program" is embedded in the program to encourage students understanding of social, environmental and fiscal responsibly in all culinary related activities. The program continues to provide a fair share of R&M costs through its University of Hawaii Foundation accounts. Currently, the program supports yearly cost of approximately $55,000 to support R&M activities. Under the leadership of newly established Internal Program Coordinator Dean Louie, the culinary program is working to establish budgetary systems that clearly define R&M cost over the next five (5) years to project and identify funding sources to carry out the continual repair, maintenance, and upgrading of Pa'ina. Major efforts are in place to complete an energy audit analysis for exhaust hoods, refrigeration units, lighting and A/C to decrease electrical consumption and energy cost. Request for budgetary commitment for R&M is currently under review by campus administration along with long term program sustainability issues centered on growing deficit concerns associated in large part with limited tuition revenues available to cover the cost of instruction in the culinary and pastry arts programs.

It is hoped that recent conversations between the Program, UH Maui College Vice Chancellor of Academic Affairs and the President of the University of Hawaii Community Colleges concerning the institution of culinary arts based "lab fees" and increased fiscal responsibility measures in kitchen lab environments by our chef instructors will assist in deficit reduction and produce revenues to offset the escalating cost of operating a dynamic culinary program with 213 student majors. (Exhibit 2)

Response 2: Resources

UH Maui College has addressed the programs continued request for clerical support by assigning financial resources to cover release time activities to tenured and tenure track faculty. The release time assignments are in place to support program needs in secretarial and clerical assistance, internal and external program coordination, operations & maintenance activities, program fund raising initiatives, documentation for and interface with the University of Hawaii Foundation and the programs numerous funding accounts, curriculum and program re-mapping and faculty support services in the area of student orientations, group counseling and all programmatic activities related to student retention and persistence. Additionally, release time assignments are focused on Program Instructional Management systems, Program Strategic Development, Comprehensive Program Reviews, and ACFEF Accreditation Commission Annual Reviews and Site Visits. The Program deeply appreciates the UH Maui College Administration for a creative approach in Culinary program coordination and leadership. (Exhibit 3)The program, however; realizes that release time assignments are a temporary solution and that much needed clerical support to the programs will be an on going challenge.

Culinary Programs Proposed Budget for 2011/2012 and the monetary requirements include:

1.	Program clerical/secretarial support position @ $42,000.

2.	The program request the conversion of two (2) full time lecturer (adjunct) positions to two (2) non-tenure track full-time (permanent) faculty positions to lend greater stability to the culinary and front-of-the-house sections of our Program @ $30,000.

3.	Casual Hire position for the development and implementation of non-credit and short-term industry based training classes and the continuation of a highly successful "Into the Fire" culinary skills competitions focused on increased skills attainment by Maui Department of Education high school food service teachers and students @ $38,500.

Response 3: Equipment & Professional Development

With advancements in food preparation techniques in Pastry Arts and the delivery of in-house and off-site caterings that incorporate Buffet Preparation/Garde Manger skills and their current application in modern cooking, there is a need to constantly re-tool and train our chef faculty to keep current with industry trends and emerging cuisines. Given these facts $31,000 of program funds have been spent and allocated in 2011 to provide faculty with:

- Attendance at the World Pastry Forum in Las Vegas, Nevada. Two-chef faculty learned the latest techniques in chocolate production, sugar work, gelato manufacturing and plate presentations. Additionally, networking opportunities with leaders of industry secured advanced training opportunists for MCA students via a guest chef visit and demonstration by Chocolates a la carte Corporate Pastry Stanton Ho. $8,000

- Professional training in Modern Buffet Preparation. Chef faculty attended an intensive 5-day workshop at the Greystone Campus of the CIA to expanding program teaching methods and food delivery systems in Garde Manger and Buffet preparation. $5,000

- The program has purchased over $18,000 in catering, baking, and culinary equipment supplies.

- The program spent an additional $8,000 to two IMAC PC's and 3 video projectors w/ stands for program instructional development.

Additional significant equipment purchases and upgrade in 2011 include:

·	One Ice Machine @ $6,500

·	One high end "salad bar" at $42,000

Response 4: Budget

Being a dynamic culinary program, the MCA revolving account and budget is work in progress. Fluctuations and increases in shipping prices, food cost, regular maintenance challenges and labor costs are an encumbrance for program resources. Although the program provides a necessary outlet for student learning outcomes in all areas, practical labs, student learning and limitations for hours of operation

paired with constantly changing menus can tax full-utilization of perishable product. We are currently working with our operations management company Sodexo to provide greater product control from campus outlets to catering with training, standard sanitation and safety controls and culminating fiscal data reports. Our UHMC Administration is currently seeking approval to establish standard culinary lab fees that supplement increasing food costs borne by the culinary program.

Response 5: Course Titles and Competencies

In the last year, the alignment and articulation of all courses taught in the University of Hawaii systems Community College's culinary programs has been finalized to facilitate the matriculation of students and the transfer of culinary students across the university system.

Further changes include all culinary courses changing from the old alpha of FSER to CULN as well as having all current culinary classes brought to the 100 level and numbered within an agreement put forth by the system wide Program Coordinating Councils for culinary arts. See below:

Full-time Culinary Arts or Baking students would take courses in this sequence:

First Semester (Fall) 16 Credits

CULN 111 Introduction to the Culinary Industry 2

CULN 112 Sanitation and Safety 2

CULN 121 Skillbuilding I, II 4

CULN 131 Short Order Cookery 2

CULN 140 Cold Food Pantry 2

CULN 120 Foundations of Cookery 4

Second Semester (Spring) 16 Credits

CULN 160 Introduction to Dining Room Service 3

CULN 220 Advanced Cookery 5

CULN 294v Work Practicum & Seminar in Culinary Arts 1

ENG 22, 55, 100, or 106 3

MATH 50H, 100, or 135 3

Third Semester (Fall) 17 Credits

CULN 271 Purchasing and Controls 4

CULN 150 Fundamentals of Baking 4

MGT 118 Introduction to Supervision 3

BUS/COM 130, COM 145, SP 151, ENG 100, or LSK 110 3

Humanities elective 3

Fourth Semester (Spring) 16-17 Credits

CULN 293v Culinary Arts Field Experiences 3

FSHN 185 Food Science & Human Nutrition 3

CULN 115 Menu Merchandising (2)

CULN 114 Introduction Beverage Dept (1)

CULN 240 Buffet Preparation (4),

OR

CULN 250 Advanced Baking I (4)

CULN 251 Advanced Baking II (4)

Additionally, curricular changes have been finalized as of Fall of 2011 for a total program re-mapping. This monumental task has required much discussion and faculty leadership under the direction of tenured and tenure track faculty members Teresa Shurilla and Tom Lelli. The Program Re-Mapping was prioritized to efficiently reorganize class schedules for a Fall 2012 roll out. The process has included identifying re-mapping priorities, selection of Re-mapping Team and the establishment of a working timeline that clearly assigns a continuance of

duties, re-mapping structure and a finalized outcome for all re-mapping activities. The Re-Mapping Team prepared necessary documentation for campus Business and Hospitality Department, Curriculum Committee and Academic Senate shift existing classes into the new model, while communicating these changes with students, faculty and campus administration to insure a smooth transition from previous course sequencing.(Exhibit 4)

Response 6: Support Staff

In August of 2010 and again in the Spring semester of 2011 the program was fortunate to hire two new Chef Instructors, Craig Omori and Chelsie Higgins. Chef Omori, a former graduate of our culinary program, has six years of previous teaching experience, and is leading the delivery of our Advanced Cookery and Buffet Preparation/Garde Manger classes. Chef Higgins is a former baking & pastry instructor from Scottsdale Community College with 4 ½ years of teaching experience, with considerable expertise in the area of chocolate work, confiserie and artisan bread production. Chef Omori and Higgins bring considerable teaching and industry experience to our teaching faculty. With food continuing as our focus we are extremely please with the ability these new instructors have exhibited to re-engineer our current menu offerings with items geared toward profitability, local freshness, convenience and casual quality. Initial student response and evaluation of both Chef Omori's and Chef Higgins instructional ability and effectiveness in the classroom have been overwhelmingly positive.

The program is currently in formal "selection" activities to fill the "tenure" leading position vacated by the retirement of a longtime (35 years) faculty member. It is the programs intent to secure the new hires for this vacant position no later than the beginning of the Fall 2012 semester.

Response 7: Mission and Goals of the Program

The Program and campus Administration is currently reviewing the 3rd year financial outcomes related to our innovative partnership with Sodexo, Inc. Detailed reporting of cash flow strategies, projected revenue outcomes and new food delivery system to reduce operational deficit are of top priority.   Universally considered the nation's leading integrated food and facilities management service company, Sodexo's primary responsibility is to provide the Academy with comprehensive service solutions and a wealth of resource systems to strengthen the operational and facility management components of the program's Pa'ina educational facility. Sodexo has been charged to provide support to the program in terms of systems and processes that incorporate energy management solutions into the facility in an effort to building upon the Maui Culinary Academy's strong foundation of sustainability.

The partnership with Sodexo has improved the culinary programs focus on its core mission of educating future chefs. Sodexo's ability to enhanced learning opportunities to program students and graduates through Academy based leadership and entrepreneurial experiences have shown mixed results.

Under Sodexo's leadership the day-to-day operations of the Maui Culinary Academy has been enhance through the expansions of hours of operations from 7:00 am to 7:30 pm Monday through Thursday and 7:00 am to 3:00 pm on Fridays. In addition, Sodexo provides food service offering at the weekly Maui Community Swap Meet as a means to increase food revenues.

A new and key area of accomplishment for Sodexo was the creation of an Espresso Bar/Barista Lava Rocks Café outlet in our Pa'ina Food Court. The Café provides friendly customer service while selling program produced bake goods, breakfast "grab & go" items, smoothies and gourmet espresso beverages.

An internal review of Sodexo's 1-3 year performance will focus on their ability to deliver the contractual outcomes and objectives as listed:

    A.   Enhance the delivery of instruction and educational mission of the Maui Culinary Academy through improvements of efficiency and cost effective purchasing of supplies and raw materials for instruction.

    B.   Enhance the quality of current menu offerings to continue to provide the highest possible quality of product and service to all market segments while maintaining costs at a reasonable level.

    C.   Improvement to current levels of service to the campus through the establishment of operating hours which are responsive to the needs of the student, faculty, staff, and guests.

    D.   Improve the profitable performance of retail and catering operations.

    E.   Strengthen food service operations to maximize productivity.

    F.   Implement innovative and vibrant marketing strategies.

    G.   Improve financial controls and reporting systems in facility and equipment asset management that meet the needs and expectations of the University.

It is hopeful, that with Sodexo support, the integrity of the instructional program will be maintained and that the for-profit operation will be restructured to support itself. The Program will continue to work with our administration to assure that support from the College for its instructional program is reasonable, fair and equitable. Once the Program settles its financial picture, faculty will be better able to focus their efforts on recruitment, retention, placement, and student success. They will be asked to assert greater leadership in our program, on campus, in industry, and in the community.

At the time of this Annual Review the program is making a valiant effort to master the art of combining an instructional program with a for-profit operation. The balancing of a for-profit managed food service operation (Sodexo) and a competency-based instructional program (MCA) is very delicate and complex. To our knowledge the working marriage of a managed service provider with a community college instructional culinary arts program is unique to all other culinary schools in our nation. The ideal scenario is to share strengths to minimize, control and more closely monitor our laboratory expenses while assuring that students are able to practice and master cooking and baking

competencies using reasonable amounts of food and supplies. Under Sodexo's guidance we envision a decrease to our revolving account deficit and modifications to our curriculum that increases student-learning outcomes in the area of cost controls. We are developing P&L statements for each individual kitchen lab to gain a clear picture on each revenue centers management of financial resources and profitability. We are committed to the concept of mirroring the highest standards of industry in our instructional program as a means to prepare our graduates for the fiscal challenges, physical rigor and competitive nature of the workplace.

In addition to our operational partnerships, the program is revisiting standards for staff development, external requests and remapping curriculum. These goals will be crucial to shape the future of the program in student retention and persistence, as well as providing necessary strategies that come with various internal and a multitude of external requests. With a reasonably healthy program, the culminating focus will exist at the core of our mission, which are higher education, greater technology and standard assessment in all areas.

Response 8: Institution /Program Accreditation or State Approvals

Due to the addition of three Baccalaureate degrees (Applied Business in Information Technology, Sustainable Science Management and Engineering Technology), Maui Community College has transitioned to the University of Hawaii Maui College. With this increased stature all programs will be evaluated at a higher level of student assessment and academic accountability. This rigor presents the culinary program an opportunity to develop higher levels of instruction where student retention is paramount. MCA instructor's earned one Bachelor's degree and two Master's degrees within the past year, providing the program with resources to offer classes higher levels of student achievement leading to advanced degrees within the UH system.

Response 9: Student Services

No changes in the past year

Response 10: Program additions

The program continues to actively encourage and assists program students to apply for national sanitation and safety certification through the National Restaurant Association's ServSafe®Training and Certification program. The program currently averages an 80% success rate in student completion and attainment of the ServSafe certification. This certification provides our culinary students with nationally recognized industry validation of their ability to practice the highest**standards** of food sanitation and safety. (Exhibit 5)

Critical to such improvements has been the redesign of courses assignments to make appropriate and effective use of technology to increase active learning while providing highly individualized assistance and support. Such redesign projects required the willingness of instructors to rethink how courses and course sequences are organized and delivered.

MCA has access to Laulima (Sakai), the open source learning management system maintained by the University of Hawaii system, and use of this learning management system is increasing. MCA faculty is already using state-of-the-art learning software in their courses, and has expanded the use of these technology tools to improve student success in basic skills courses.

In the Spring of 2010 the program received $12,620 in Perkins funding to purchase technology, centered a round the use of Netbooks in the Culinary Arts, as a means to increased Technical Skill Attainment for our students. The project also received funding for stipends for a trainer and MCA faculty for professional development in the use and application of eight (8) FLIP Share technology video cameras, six (6) Cannon digital cameras, two (2) video projectors and two (2) I MAC personal computers. The interest in FLIP Share technology will allow the uploading of "in time" videos for classroom instruction and streaming opportunities into course management systems i.e., Laulima thus allowing students independent learning opportunities for review of key course core competencies. Instructors using FLIP Share technology find it easy to record a variety of instructional activities, which students can view to reinforce learning objectives. The spontaneity of use, due to the size, cost, and ease has inspired video production activities throughout the MCA faculty creating a thread of common instructional practices.

The creation of video libraries will support independent learning opportunities for students in need of review and allow faculty additional "real time" to cover on going daily assessment of SLO's and PLO's. The program envisions increased student preparation for skills testing and self-assessment and skills acquisition, as it relates to meeting or exceeding industry standards through the video review process. FLIP Share technology has broadened the teaching methods currently available to faculty. Assessment of this new learning tool, as well as student feedback is on going and critical in the formation of future instructional and program remapping activities. Training faculty in the use of FLIP Share video and providing constructive analysis and evaluation of data that supports new student skills attainment has been the primary outcome for this project.

Building on past success and maintaining momentum in the area of infusing technology in our culinary classroom and lab environments the program receive additional Perkins Grant funding to deliver a student centered *"Culinary Arts High Tech-High Touch EPortfolio Assessment Project"as* a formal assessment tool to monitor student's achievement in standard ACF competencies and attainment of skills needed to be successful in workplace. (Exhibit 6)

The *High Tech-High Touch* EPortfolio Assessment Project is a culinary assistance and lab assessment program that will allow Maui Culinary Academy Faculty to maintain individual student EPortfolios that record completion of course competencies and program SLO requirements in "real-time" applications, using technology in a consistent manner to assess overall student performance prior to graduation and employment.

This project will improve retention and graduation rates and tie directly into industry standards.

The *High Tech-High Touch* EPortfolio Assessment Project will show a direct map of how the ACF competencies point to course Student Learning Outcomes (SLO's) and up to Program Learning Outcomes (PLO's) that are essential to systemic program evaluation and success. Recording and monitoring will be facilitated on a technology platform that ensures efficiency and clarity.

EPortfolio assessment tools can be shared and utilized to improve verification of program SLO attainment, quantify areas of program effectiveness and deficiency and validate student learning that meets or exceeds current industry standards.This project is designed to serve as a model for competency assessment across all areas of the UHCC system and ultimately will serve culinary arts educational programs throughout the nation. Key educational components to the project include the following:

- EPortfolios broaden the delivery base of technology inculinary and pastry production laboratories, allowing faculty greater freedom in administering competency testing and monitoring of student assessment results via technology.

· The EPortfolio system requires students to take an active role in their educational goals by self-monitoring learning outcomes and attainment of program competencies through the use of technology. Students will learn how to access and monitor their progress as their faculty review and assess. By creating a student-centered learning environment, students will receive individual attention based on areas in need and are more likely to have the confidence and skill-set to continue in their studies and into successful careers.

- EPortfolios will include an assessment grid that tracks competencies, administered through a technology-based software application Filemaker Pro. Teachers will be provided IPads to work with the application to record student performance.

It is noted that the Maui Culinary Academy is up for ACF accreditation in the Spring of 2012. The *High Tech-High Touch* EPortfolio AssessmentProject will better ensure the alignment of ACF competencies/industry standard to instructional methodologies of program and that this project will be highly favorable to the re-accreditation process. ACF Accrediting Commission re-accreditation will signify to the Culinary Arts industry in Maui County and the State of Hawai'i and to present and prospective students that the UHMC Culinary Arts Program is committed to upholding nationally accepted industry standards. In so doing, the College simultaneously seeks to improve prospective employees preparing for the industry, to strengthen services to clients in the food service industry, and to provide a strong base for professional Culinary and Pastry Arts careers. By providing better instruction based on ACF competencies, students will graduate with a greater skill-set and be able to compete better in marketplace. Re-accreditation will foster, in our students, greater pride and self-confidence. It will provide incentive for students and graduates to enter the culinary profession knowing that they are a vital part of a Program and faculty that hold its students' interests and needs above everything else. Re-accreditation signifies to them that they are able to compete, shoulder to shoulder, with any Culinary Arts graduate in the country and beyond.

Response 11: Other Changes that affect the accredited program.

In the summer of 2011 UH Maui College Administration leaded by John McKee, Vice Chancellor Academic Affairs and Maui Culinary Academy leadership consisting of Tom Lelli,

Dean Louie, Teresa Shurilla, and Chris Speere, discussed and approved the formation of a newly structured UH Maui College "Department" that would be built around the Culinary & Hospitality programs on campus. The basis to align Culinary and Hospitably was based on commonality of mission, linkages in both programs national accreditation standards, along with past and emerging synergies that ultimately serve to positively enhance student learning outcomes and programmatic goals and objectives. The new "Department" will be lead by Dr. Debra Nakama, Articulation Coordinator for UH Maui College, who has over two decades of experience in the area of Vocational Education and the development of successful programs that support the seamless integration of Maui County Department of Education "high school graduates " into the University of Hawaii Community College system. Additionally, Dr. Nakama has been a staunch supporter of both the culinary and hospitality programs serving as a liaison in Advisory Committee activities and through guided "mentorship" to Program Coordination.

.**Summary:**

The American Culinary Federation Educational Foundation is the profession's external accrediting body. It assures that instructional standards for all accredited culinary programs in the U.S.A. are met and/or exceeded. It requires that stringent sanitation and food safety standards are maintained and meet current standards. Regardless of the pressures associated with food production, our faculty is committed to the teaching of ACFEF standards and requirements in order to fulfill the food service responsibilities to the Program and College. Evaluative measures will be devised to effectively measure student input to insure that MCA meets or exceeds the teaching of ACFEF accreditation standards and program Student learning outcomes in all classes.

The Maui Culinary Academy (MCA) bases its core foundation of course curriculum and industry values on the accreditation requirements of the American Culinary Federation. Recent ACF Accrediting Commission re-accreditation of the program through 2011signifies to the Culinary Arts industry in Maui County and the State of Hawai'i and to present and prospective students that the MCA program is committed to upholding nationally accepted industry standards at the highest level. New and emerging program leadership initiatives are being embraced, set and achieved in regard for campus assets, program advancement and student growth. Articulation with state educational agencies, increased outreach opportunities, professional development courses and a commitment to the community has mobilized faculty, staff and students for the future. The program has been able to actively anticipate accountability in the UH system, develop and regulate standard operating systems, analyze fiscal resources, initiate sustainability measures and environmentally sound dining options that enhance student-learning objectives (SLO's.)

The program has experienced complex yet, effective changes in the past four years. An increasingly progressive and positive relationship with MCC Administration has been established that allows for constructive strategizing and open articulation of program challenges and potentials. Through dynamic dialogue with faculty and staff, achievable goals are being driven with the expectation for consistency, teamwork and accountability on all levels of instructional fiscal and operational responsibilities.

A new generation of program leadership is poised to steer the Academy forward with respect to our successful history and a keen eye to the future.

Part III: Action Plan

Part I: MCA Leadership Model

Operations within Paina: Program Coordinator, Dean Louie

- · Coordinate Food Court, Labs, Class Act, Catering, R&D, faculty
- · Scheduling faculty workload
- · Lead faculty member/liaison to faculty (includes scheduling and facilitating department meetings)
- · Responsible for hiring lecturers
- · Responsible for evaluating lecturers
- · Liaison to Sodexo on all fiduciary maters related to the culinary program
- · Supervise equipment and supplies purchasing/requisition procedures
- · Complete annual equipment inventory in cooperation with department secretary
- · Prepare annual, supplemental and biennial budget requests

Operations outside of Paina: Program Coordinator, Chris Speere

- · Fundraising
- · Program Events
- · Community Relations
- · Address and manage emerging opportunities (i.e. Hale Haumana, Value Added kitchen)
- · Faculty/ Student Exchanges
- · Coordinate student orientation and recruitment into program
- · Lead all marketing and program promotion
- · Articulate within UHMC, between Maui County High Schools, other Community Colleges, and four-year colleges and universities
- · Coordinate outreach schedules and activities related to program
- · Serve as Advisory Committee liaison

Assure and validate quality: Curriculum and Assessment Coordinator, Teresa Shurilla

- · Develop, update and review program learning outcomes
- · Assess program learning outcomes

Duties shared in common by both program coordinators and curriculum assessment coordinator

- · Program Review
- · American Culinary Federation renewal

Part II: MCA E-Portfolio Project

CARL D. PERKINS VOCATIONAL AND TECHNICAL

EDUCATION ACT OF 2006

Perkins IV Intervention Strategy Proposal Form

(Revised December 2010)

Strategy # _____

Program Year 2011-2012

1. **College:**   University of Hawai'i Maui College

2. **(Descriptive) Strategy Title:** Culinary Arts *High Tech-High Touch* EPortfolio Assessment Project

3. **Proposer's Name:** Teresa Shurilla   **E-Mail:** shurilla@hawaii.edu

4. **Proposal Period:** July 1, 2011 – June 30, 2012 âï¿½¡ Year 1

                                            x Year 2

                                            âï¿½¡ Year 3

5. **Brief Statement of identified problem area and reason for selection:**

a)   Provide relevant program and/or college data to support the need to address this problem.)

b)   Describe alignment of problem to one or more Perkins Core Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pg. 2 of Instructions)

c)   Include narrative that is supported by data. Be brief and succinct.

<u>Statement of Challenge</u>

Maui Culinary Academy (MCA) needs a formal assessment tool to monitor student's achievement in standard ACF competencies and attainment of skills needed to be successful in workplace.

The American Culinary Federation (ACF) competencies have to be articulated into the program and implemented into an up-to-date technology tool, and this technology platform must be integrated into faculty efforts to ensure that every student is being taught the necessary skills to move forward in their careers. Those students that are not performing can be given individual attention to ensure they stay committed to the program and understand the importance of the competencies to their success.

<u>Brief Description</u>

The *High Tech-High Touch* EPortfolio Assessment Project is a culinary assistance and lab assessment program that will allow Maui Culinary Academy Faculty to maintain individual student EPortfolios that record completion of course competencies and program SLO requirements in "real-time" applications, using technology in a consistent manner to assess overall student performance prior to graduation and employment.

This project will improve retention and graduation rates and tie directly into industry standards.

The *High Tech-High Touch* EPortfolio Assessment Project will show a direct map of how the ACF competencies point to course Student Learning Outcomes (SLO's) and up to Program Learning Outcomes (PLO's) that are essential to systemic program evaluation and success. Recording and monitoring will be facilitated on a technology platform that ensures efficiency and clarity.

<u>Three Phase Plan Outline</u>

This proposal outlines phase 2 of a three-phase plan, a partnership between UHMC/MCA and Perkins to address the areas of need. In addition to the HT/HT APT, MCA will designate a faculty member to use release time to work on program mapping and curriculum changes.

This project, if continued, could serve as a model for competency assessment across all areas of the UHCC system. EPortfolio assessment tools can be shared and utilized to improve verification of program SLO attainment, quantify areas of program effectiveness and deficiency and validate student learning that meets or exceeds current industry standards.

The HT/HT APT was hired in November, and the project has no direct data to measure effectiveness. However, with continued funding we can follow the plan as laid below.

Phases of *High Tech-High Touch* EPortfolio Assessment Project:

Phase 1: NEEDS ASSESSMENT: Identified instructional goal, conducted analysis, analyzed contexts, gathered performance objectives. Gathered and articulated data, did instructional assessment review, technology plan developed for implementation and data testing. Competencies collected, evaluated and mapped, and connected to SLO's. Formative evaluation and findings presented.

COMPLETED:

HT/HT will collect current data on course competencies and student learning outcomes.

HT/HT will work with culinary faculty and Program Coordinator to create and implement E-Portfolio performance accountability system to strengthen student assessment and attainment of program SLO's.

SHIFTED TO PHASE TWO: (Implementation)

HT/HT will assist students in tracking competencies and analysis of assessment scoring based on established industry standards.

HT/HT will share data and assessment outcomes from E-Portfolio results with faculty. Information garnered from results will be used to strengthen the accountability performance of MCA students by measuring student learning outcomes and establishing benchmarks based on industry standards.

HT/HT will focus on analysis and implementation of changes needed to meet expectations of industry based on previous semesters established benchmarks and E-Portfolio results

HT/HT will work with faculty to integrate updated accountability standards for student performance into spring semester.

Phase 2: IMPLEMENTATION PLAN: Outlined within, put in place infrastructure and implement pilot.

Phase 3: FORMATIVE EVALUATION: Review findings. Determine adjustments. Continue pilot project with second year classes. Work with students to monitor progress. Chart path toward creating a student managed portfolio that will arise from the various assessment projects in this project that speak to course SLO's. The student's portfolio will then be used to the student's benefit- to market to employers and for personal evaluation.

<u>**Indication of Perkins Core Indicators and Description of Project Application**</u>

Perkins Core Indicators	UHCC Strategic Plan Goals	Achieving the Dream Goals	Check bIndicators/Goals being addressed*
1P1: Technical Skill Attainment		Goal 3: Course completion	ü
2P1: Credential, Certificate, or Degree	1.4 Transfer 2.3 Degree 2.4 Transfer 3.1 High Wage 4.1 High Wage, High Demand	Goal 5: Native Hawaiians in CTE programs	ü
3P1: Student Retention or Transfer	1.3 Degree 1.4 Transfer 2.3 Degree 2.4 Transfer	Goal 4: Persistence	ü
4P1: Student Placement	3.2 High skill, High Wage, or Job Placement		ü

EPortfolios broaden the delivery base of technology inculinary and pastry production laboratories, allowing faculty greater freedom in administering competency testing and monitoring of student assessment results via technology. (1P1)

The EPortfolio system requires students to take an active role in their educational goals by self-monitoring learning outcomes and attainment of program competencies through the use of technology. Students will learn how to access and monitor their progress as their faculty review and assess. By creating a student-centered learning environment, students will receive individual attention based on areas in need and are more likely to have the confidence and skill-set to continue in their studies and into successful careers.

(1P1, 3P1, 4P1)

EPortfolios will include an assessment grid that tracks competencies, administered through a technology-based software application Filemaker Pro. Teachers will be provided IPads to work with the application to record student performance. (1P1)

Maui Culinary Academy is up for ACF accreditation in the Spring of 2012. The *High Tech-High Touch* EPortfolio AssessmentProject will better ensure the alignment of ACF competencies/industry standard to instructional methodologies of program and be highly favorable to

the re-accreditation process. ACF Accrediting Commission re-accreditation will signify to the Culinary Arts industry in Maui County and the State of Hawai'i and to present and prospective students that the UHMC Culinary Arts Program is committed to upholding nationally accepted industry standards. In so doing, the College simultaneously seeks to improve prospective employees preparing for the industry, to strengthen services to clients in the food service industry, and to provide a strong base for professional Culinary and Pastry Arts careers.

By providing better instruction based on ACF competencies, students will graduate with a greater skill-set and be able to compete better in marketplace. Re-accreditation will foster, in our students, greater pride and self-confidence. It will provide incentive for students and graduates to enter the culinary profession knowing that they are a vital part of a Program and faculty that hold its students' interests and needs above everything else. Re-accreditation signifies to them that they are able to compete, shoulder to shoulder, with any Culinary Arts graduate in the country and beyond. (1P1, 2P1, 3P1, 4P1)

EPortfolios' applications serve to strengthen articulation agreements and student transfer between our UHCC culinary program sister institutions. (2P1, 3P1, 4P1)

Analysis of EPortfolio data supports the implementation of new educational strategies to affect student achievement, evaluate program health indicators, meet state academic standards, strengthen work readiness skills, established industry standards and secure program retention and completion results that lead to high skill-high wage career opportunities for program graduates. (1P1, 4P1)

6. Brief Strategy Description: (Typically no more than one or two paragraphs)

·   Answer the question: What do you want to do based on information provided in item #5 above?

·   If this strategy is a continuation of a current strategy, indicate rationale for continuance.

·   Include supporting data i.e. effectiveness measures. Data on student needs, student impact (number served last year and anticipated number to be served in current year), and effectiveness must be provided below.

·   **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness**.

·   Evidence of industry support.

The *High Tech-High Touch* EPortfolio Assessment Project will create an assessment tool where faculty can monitor student achievement, better tracking student needs and where individual attention might be valuable to increase student performance. This will improve student learning and add value to the student experience at the college.

To achieve the implementation of this project, the HT-HT APT will work in a cohesive team with MCA faculty and the College's instructional design specialists to take the information gathered in Phase 1 (Needs Assessment) and convert into Phase 2 (implementation plan). Our strategy will support a campus-wide focus on technology in the classroom and alignment assessments of competencies to student learning outcomes (SLO) to program learning outcomes (PLO).

Methodology

6a) HT/HT will work with culinary program faculty to review competency and course assessment alignment and support the implementation of curricular changes and assessment systems for program and student success.

6b) HT/HT will work with UHMC system design specialists and MCA faculty to identify technology tools, implement assessment grid into technology platform, develop instructional strategy, train faculty, implement project, launch pilot test and evaluate.

6c) HT/HT will share data and assessment outcomes from E-Portfolio results with faculty and individual students. Information garnered from results will be used to strengthen the accountability performance of MCA students by measuring student learning outcomes and establishing benchmarks based on industry standards.

6d) HT/HT will collaborate with faculty to monitor student progress and program status toward acquiring program certificates and degrees (CC,CA, and AAS) and develop retention strategies to identify and solve student engagement issues that limit persistence and student progress.

7. Calendar of Planned Activities: (add or delete rows as appropriate)

In chronological order, briefly describe the procedures/activities planned to achieve stated goal(s) or outcome(s)

Activity	Month(s) the Activity will take place
"High Tech-High Touch" (HT/HT) part-time APT is hired	July 2011
HT/HT will assist MCA faculty in restructuring program course SLO's and competencies, keeping ACF competencies as foundation. Assessment grid will be finalized to map	July 2011

competencies to SLO's to PLO's. Finalize new program curriculum map with associated assessment benchmarks.	
HT/HT will work with MCA faculty and UHMC instructional design to implement E-Portfolio technology platform with performance accountability system to strengthen student assessment and attainment of course SLO's. Assessment grid will be implemented into technology platform.	July-August 2011
HT/HT will work with selected pilot group to train faculty on project implementation. Professional development will be necessary for MCA faculty to implement the EPortfolio system tracks and assesses student attainment of program competencies and course SLO's.	August 2011
HT/HT will work with Faculty on continued professional development to more adequately observe, monitor, and collect program assessment data.	September 2011
HT/HT will assist teachers in tracking competencies and analysis of assessment scoring based on established industry standards.	September-December 2011
HT/HT will work with faculty to integrate updated accountability standards for student performance into spring semester.	December 2011-January 2012
HT/HT will focus on analysis and implementation of changes needed to meet expectations of industry based on previous semesters established benchmarks and E-Portfolio results.	February 2012
HT/HT will work with culinary program faculty to implement curricular changes and assessment systems for program and student success.	Feb-June 2012
HT/HT will work with MCA faculty to map ACF Competencies and SLO's for second year classes to continue pilot group.	May-June 2012

8. Effectiveness Measures: (Refer to the identified problem – item #5, and describe the anticipated **quantitative** outcomes expected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one, year two, etc.) **State the effectiveness measures clearly and in assessable terms.** The outcomes stated here must be addressed later in the completion report. Confer with your IR office to ensure the appropriateness of the measurement of outcomes.

Supports Strategy #	Measurement Activity
6a, 6d	Create an "assessment grid" that maps all ACF Competencies to courses, points them to course SLO's and then to PLO's. In process, assist MCA faculty in reviewing each course and updating/standardizing to ensure more authenticity, consistency and better performance outliers.
6a, 6b	Track the number of faculty who seek EPortfolio mentoring and support, including the areas of knowledge transfer and support.
6b, 6c	Provide appropriate on-line surveys or evaluations for: 1) Effectiveness of EPortfolio and support, and report on findings, 2) Effectiveness of training workshops and/or resources provided, 3)

6a, 6b, 6c, 6d	Share EPortfolio project with ACF staff and gather feedback as to how it suits or does not best suit their assessment needs.	
6c, 6d	Provide surveys to students after first semester pilot that explores how the EPortfolio assessment findings support them in having a more valuable educational experience. Report on findings.	

The first row (partial) reads: "Effectiveness and ease of use regarding EPortfolio platform"

9. Budget Summary (Insert or delete rows as needed.)

	Description	Budget				
		Total	Q1	Q2	Q3	Q4
A	**PERSONNEL** (Indicate fringe* percentage and cost as a separate line item)					
	5 APT/ Band B	30,296	7574	7574	7574	7574
	2.29 % fringe	693.78	172.99	172.99	172.99	172.99
A-O						
	TOTAL PERSONNEL SERVICES	30,989.78				
B	**OTHER CURRENT EXPENSES** (Supplies over $500, describe item in Budget Elements)					
	TOTAL OTHER CURRENT EXPENSES					
C	**EQUIPMENT** (Itemize)					
	TOTAL EQUIPMENT					
M	**MOTOR VEHICLES**					
	TOTAL OPERATING COSTS					

*Fringe Benefits Rates(as of May 28, 2010)

Faculty/Staff	36.68%
APT	38.18%
Casual Hire/Overload	2.29%

Student   0.40%

Part IV: Resource Implications

October 1, 2011

DRAFT DRAFT DRAFT DRAFT

MEMORANDUM

T0: Clyde Sakamoto, Chancellor

FROM: John McKee, Vice Chancellor of Academic Affairs

SPECIFIC ACTION REQUESTED:

It is requested that laboratory fees be established for selected Culinary Arts courses in the Culinary Arts Program, University of Hawai'i Maui College.

ADDITIONAL COST:

No additional costs are associated with this request.

RECOMMENDED EFFECTIVE DATE:

Spring 2011 semester or as soon as possible thereafter.

PURPOSE:

The purpose of this fee is to enable the College to continue to provide high caliber culinary courses while facing increasing food costs and repair and maintenance costs. Furthermore, the fee will help offset the difference between industry standard food costs and a less efficient student run culinary operation. The proposed fees are based on the actual costs of the food supplies, repairs and maintenance needed for the courses and range from $100 to $175. Fees will not be imposed on courses that have no related food, repair and maintenance costs. The proposed fee for each course is listed in Attachment A.

BACKGROUND:

UH Maui College's Culinary Arts Program combines instruction with campus food services for students, staff, faculty, and the community. Course offerings and scheduling are interfaced with campus activities and needs for food services, and the Program's curricular requirements.

The primary instructional goal of the Program is to continue to provide quality, relevant culinary education that meets or exceeds national standards and that satisfies the diverse needs of residents of Maui County, the State of Hawai'i the rest of the country and from throughout the world. Accredited by the American Culinary Federation Educational Foundation, in response to industry need, and working with strong Advisory Committee of restaurant industry leaders, the program provides three-degree options: an AAS in Culinary Arts, AAS in Baking, and an AAS in Restaurant Supervision. 2

The major challenge for this successful program is that the costs associated with providing laboratory experiences to students have become more and more difficult to manage. This challenge has risen to the level that the College has needed to redirect funding from other program budgets in order to balance a culinary arts operational deficit that has grown to an average of $200,000 per year over the past two years. During this time of fiscal constraint this is placing a burden on the operational integrity of other campus programs, impacting resources that had been earmarked for faculty and staff development and student help. This request will enable the College to recover some of the per student costs for culinary food supplies and ongoing repair and maintenance of culinary arts facilities, which will in turn restore essential resources to support the broader college community.

The budget portion from which the College supports teaching food cost expenses has remained nearly constant, while culinary courses have become steadily more expensive to teach. However, it continues to be very important that students be exposed to modern techniques and equipment. As the college upgrades culinary equipment to keep pace with industry standards, the cost of maintaining the equipment also rises. In order to continue offering courses without compromising the quality of the student experience, it is important that we recover some of these costs. Attachment B lists the culinary food costs incurred by the College for the past two years.

Along with the budgetary challenges facing the Culinary Arts program is the persistent reality that a student run operation simply will not operate as efficiently as a privately run organization. For example, food costs in private industry range from 18% to 28%, depending upon the venue, compared with food costs in the culinary program ranging from 30% to 60% depending upon the outlet. This deficit is the result of two factors: 1) Student inefficiencies; and, 2) repair and maintenance neglect.

Student inefficacies result from student mistakes and the need for repetition. As is the case in any hands-on instructional program students need to practice what they learn. This at times means making products over and over again, and some students need more of this repetition than others. By graduation each of our students will be skilled practitioners, ready to efficiently and effectively become members of private industry. However, reaching that point requires many hours

of "trial and error." Another related factor is that our student run facility is open to the public for intermittent service hours the result of abbreviated hours of operation and an evolving and constantly changing level of student expertise. Also contributing to higher food cost is the need for students to taste the product, an important aspect of learning, practice and assessment of culinary skills. All of these factors contribute to a higher than industry standard food cost for operating the culinary facility.

Neglected repair and maintenance also results in higher food costs. For example, one broken refrigeration unit can cost the culinary program thousands of dollars in lost product due to spoilage. This is being addressed in part through fund raising activities, where the culinary arts program has been quite successful at raising money to replace outdated equipment. However, there is still a maintenance requirement and part of what is being taken from other college programs is going toward the repair and maintenance of culinary equipment. Insufficient resources to proactively respond to malfunctioning equipment pose a major challenge for the culinary arts program. The proposed lab fee will help the culinary arts program to move from reactionary to preventive maintenance. This will in turn have a positive impact on food costs.

Another factor is the simple fact that food costs are raising caused by an increase in oil prices affecting the cost of fertilizers and food transport. The UH Maui College Culinary Arts program is 3

attempting by buy local to offset the trend in Hawaii where 80 percent of Hawaii's food products are imported via ship or airplane. Despite this effort, raising gas prices have impacted the price the culinary arts program is paying for food supplies.

The Culinary Arts Program faculty leaders are also taking aggressive measures to bridge that budget deficit. For example, next fall a project to re-map the curricula will be completed which will realign the bulk of food production into the hands of students with more skill experience. Currently, ninety percent of food produced for sale is handled by first and second semester students. Beginning fall semester 2011, the Culinary Art's fine dining establishment, "Class Act," will be led by forth semester students and food court classes that make up the majority of production will be run by second semester students. As a result, students, faculty members and lecturers will be able to more efficiently manage production labs. Faculty leaders are also developing detailed costs per plate that will contribute to more effective planning and efficient purchasing practices. Moreover, faculty leaders have implemented several strategies for more efficient use of left over products that are still usable. For instance, many unused products are safely and tastefully included in subsequent salad bar offerings.

The UH Maui College Culinary Arts program engages in a wide variety of Fund raising activities raising thousands of dollars through the UH Foundation in support of student scholarships and to fund equipment replacement needs. Although these resources will not directly help with food, repair and maintenance costs, these foundation funds can be used to provide scholarship support for those students having difficulty paying a lab fee. We are proposing that Culinary Arts students who have a 2.5 grade point or higher be eligible for a scholarship from the UH Foundation that would pay their lab fee expense. This mechanism will reinforce the College's commitment to fund raising activities that are tied directly to supporting Culinary Arts students.

Finally, based on the number of total current and projected jobs in the County (37) and State (302) for Culinary Arts, there is a limited demand for culinary arts graduates. What is not reflected in these employment numbers is that many of our graduates have successfully launched private culinary establishments. Moreover, it is expected that as a generation of "baby boomers" reach retirement we will see a growth in the number of positions available in the culinary profession. With the advent of the Food Network, the Slow Food movement, and an aging population that seeks awareness in food selections that support health and wellness, the demand for well-trained culinary professional on Maui will continue to grow. The county and state is witnessing a greater interest from visiting tourist in cultural food traditions, support for local agricultural farm products and unique dining experiences. Finally, Maui's recent "Best Island in the World" designation by Conde Nast magazine (September 2009 issue) provides substantial marketability for Maui's Restaurant and Hotel industries. 4

Attachment A Course Number	Course Title	Enrollment	Lab Fee	Projected Revenue
CULN 111	Intro to Culinary Industry	40	$0	$0
CULN 112	Sanitation & Safety	40	$0	$0
CULN 115	Menu Merchandising	40	$0	$0
CULN 120	Fundamentals of Cookery	40	$100	$4,000
CULN 121	Culinary Skill Building	40	$100	$4,000

CULN 131	Short Order Cookery	40	$100	$4,000
CULN 140	Cold Food Pantry	40	$100	$4,000
CULN 150	Fundamentals of Baking	25	$100	$2,500
CULN 160	Dining Room Service	40	$100	$4,000
CULN 220	Advance Cookery	40	$175	$7,000
CULN 240	Buffet Preparation	15	$175	$2,625
CULN 250	Advanced Baking I	15	$175	$2,625
CULN 251	Advanced Baking II	15	$175	$2,625
CULN 265	Beverage Operations	25	$100	$2,500
CULN 271	Purchasing & Cost Control	40	$0	$0
Total Enrollment	495		$39,875	
x2 semesters		$79,750		

Program Student Learning Outcomes

Assessment of Intended Student Learning Outcomes Standards

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class.

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome.

0 = No Emphasis: The student does not address this learner outcome.

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.	CULN 111	CULN 112	CULN 115	CULN 120	CULN 121	CULN 122	CULN 131	CULN 140	CULN 150	CULN 160
Outcome 1.1- Use writing to discover and articulate ideas.	2	2	3	2	2	2	2	2	3	2
Outcome 1.2- Identify and analyze the audience and purpose for any intended communication.	2	2	2	2	2	2	2	2	2	3
Outcome 1.3- Choose language, style, and organization appropriate to particular purposes and audiences.	2	2	2	2	2	2	2	2	2	3
Outcome 1.4- Gather information and document sources appropriately.	2	2	1	2	2	2	2	2	2	2
Outcome 1.5- Express a main idea as a thesis, hypothesis, or other appropriate statement.	1	1	1	1	2	2	2	2	3	2

Outcome 1.6-Develop a main idea clearly and concisely with appropriate content.	1	1	1	1	1	2	2	2	3	2
Outcome 1.7-Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	1	1	2	1	1	2	2	2	2	2
Outcome 1.8-Demonstrate proficiency in revision and editing.	1	1	2	1	1	1	1	2	2	2
Outcome 1.9-Develop a personal voice in written communication.	2	2	1	2	1	2	2	2	2	2

Standard 2 - Quantitative Reasoning	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.	**111**	**112**	**115**	**120**	**121**	**122**	**131**	**140**	**150**	**160**
Outcome 2.1- Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	1	1	1	1	1	2	2	2	3	2
Outcome 2.2-Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	0	0	1	0	1	3	3	3	3	1
Outcome 2.3-Communicate clearly and concisely the methods and results of quantitative problem solving.	0	0	2	1	2		3	3	3	2
Outcome 2.4- Formulate and test hypotheses using										

	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
and test hypotheses using numerical experimentation.	0	0	1	0	1	2	2	2	2	1
Outcome 2.5- Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	1	1	2	1	2	2	2	2	3	2
Outcome 2.6- Assess the validity of statistical conclusions.	0	0	1	0	1	1	1	1	2	1

Standard 3 - Information Retrieval and TechnologyAccess, evaluate, and utilize information effectively, ethically, and responsibly.	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
	111	**112**	**115**	**120**	**121**	**122**	**131**	**140**	**150**	**160**
Outcome 3.1- Use print and electronic information technology ethically and responsibly.	1	1	2	1	1	1	1	1	2	2
Outcome 3.2- Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	1	1	2	1	2	2	2	2	2	2
Outcome 3.3- Recognize, identify, and define an information need.	1	1	1	1	1	2	2	2	2	3
Outcome 3.4- Access & retrieve information through print & electronic media, evaluating accuracy & authenticity of that info.	1	1	2	1	2	2	2	2	2	2
Outcome 3.5- Create, manage, organize, and communicate information through electronic media.	1	1	1	1	2	1	1	1	2	2
Outcome 3.6- Recognize changing technologies and make informed choices about their appropriateness and use.	1	1	1	1	2	2	2	2	2	2

Standard 4 - Oral Communication	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	111	112	115	120	121	122	131	140	150	160
Outcome 4.1- Identify and analyze the audience and purpose of any intended communication.	1	2	2	2	2	3	3	3	2	3
Outcome 4.2- Gather, evaluate, select, and organize information for the communication.	1	2	2	2	2	2	2	2	2	2
Outcome 4.3- Use language, techniques, and strategies appropriate to the audience and occasion.	2	2	2	2	1	3	3	3	2	3
Outcome 4.4- Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	2	2	1	2	2	3	3	3	2	3
Outcome 4.5- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1	1	1	2	1	2	2	2	2	3
Outcome 4.6- Use competent oral expression to initiate and sustain discussions.	1	1	1	1	1	2	2	2	3	2

Standard 5 - Critical Thinking	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
Apply critical thinking skills to effectively address the challenges and solve problems.	111	112	115	120	121	122	131	140	150	160
Outcome 5.1- Identify and state problems, issues,										

arguments, and questions contained in a body of information.	2	2	2	3	1	3	3	3	3	2
Outcome 5.2-Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2	2	2	2	1	3	3	3	2	3
Outcome 5.3-Formulate research questions that require descriptive and explanatory analyses.	1	1	2	1	1	2	2	2	3	2
Outcome 5.4-Recognize & understand multiple modes of inquiry, including investigative methods based on observation and analysis.	1	1	2	1	1	2	2	2	2	2
Outcome 5.5-Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	2	2	2	2	2	2	2	2	2	3
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	1	1	1	2	2	2	2	2	2	2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2	1	2	2		3	3	3	2	2
Outcome 5.8 -										

	CUL	NCUL	NCUL	NCUL	NCUL	NCUL	NCUL	NCUL	NCUL	NCULN
Communicate clearly and concisely the methods and results of logical reasoning.	2	2	1	2	2	2	2	2	2	2
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	1	1	1	1	2	2	2	2	2	2

Standard 6 – Creativity	CUL	NCUL	NCUL	NCUL	NCUL	NCUL	NCUL	NCUL	NCUL	NCULN
Able to express originality through a variety of forms	111	112	115	120	121	122	131	140	150	160
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking	1	1	1	2	2	2	2	2	2	2
Outcome 6.2: Explore diverse or addressing a challenge or addressing a challenge	1	1	1	2	2	2	2	2	2	3
Outcome 6.3: Susutain engagement in activities without a preconceived purpose	2	1	2	2	2	2	2	2	2	1
Outcome 6.4: Apply creative principles to discover and express new idea	2	1	2	2	2		2	2	2	1
Outcome 6.5: Demostrate the ability to trust and follow one's instincts in the absense of external direction	1	1	1	2	2	2	2	2	2	2
Outcome 6.6: Build upon or adapt ideas of others to create novel expressions or new solutions	1	1	2	2	2	2	2	2	2	2

Second Level Classes:

Standard 1 - Written CULNCULNCULNCULNCULNCULNCULNCULNCULNCULN

Communication

Write effectively to convey ideas that meet the needs of specific audiences and purposes.	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 1.1- Use writing to discover and articulate ideas.	2	2	2	2	2	2	2	2	0	2	1
Outcome 1.2- Identify and analyze the audience and purpose for any intended communication.	3	3	3	3	2	2	2	2	1	2	1
Outcome 1.3- Choose language, style, and organization appropriate to particular purposes and audiences.	2	3	3	3	3	3	2	2	1	2	1
Outcome 1.4- Gather information and document sources appropriately.	2	2	3	3	2	3	2	2	1	2	1
Outcome 1.5- Express a main idea as a thesis, hypothesis, or other appropriate statement.	2	2	2	2	2	1	2	2	1	2	1
Outcome 1.6- Develop a main idea clearly and concisely with appropriate content.	2	2	3	3	2	1	2	2	1	1	1
Outcome 1.7- Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	2	2	2	2	2	1	1	1	1	1	1
Outcome 1.8- Demonstrate proficiency in revision and editing.	1	1	2	2	1	1	1	1	1	1	1
Outcome 1.9- Develop a personal voice in written communication.	1	1	2	2	1	1	1	1	1	2	1

Standard 2 - Quantitative Reasoning	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN

Synthesize and articulate information using appropriate

mathematical methods to solve problems of quantative reasoning accurately and appropriately.	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 2.1- Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	2	2	3	3	2	3	2	2	2	2	1
Outcome 2.2- Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	2	3	3	3	2	3	2	2	2	2	1
Outcome 2.3- Communicate clearly and concisely the methods and results of quantitative problem solving.	2	3	2	2	2	2	2	2	2	2	1
Outcome 2.4- Formulate and test hypotheses using numerical experimentation.	1	2	3	3	1	2	2	2	1	1	1
Outcome 2.5- Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	2	2	2	3	1	2	2	2	1	1	1
Outcome 2.6- Assess the validity of statistical conclusions.	2	2	2	2	2	2	2	2	1	1	1

Standard 3 - Information Retrieval and Technology	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
Access, evaluate, and utilize information effectively, ethically, and responsibly.	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 3.1- Use print and electronic information technology ethically and responsibly.	2	2	3	3	3	2	2	2	1	2	2
Outcome 3.2- Demonstrate knowledge of basic vocabulary, concepts, and	2	2	3	3	3	2	2	2	2	2	1

operations of information retrieval and technology.

	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 3.3- Recognize, identify, and define an information need.	1	2	2	2	2	2	1	1	2	2	1
Outcome 3.4- Access & retrieve information through print & electronic media, evaluating accuracy & authenticity of that info.	1	1	3	3	2	3	1	1	1	2	1
Outcome 3.5- Create, manage, organize, and communicate information through electronic media.	2	2	2	2	2	2	2	2	1	2	1
Outcome 3.6- Recognize changing technologies and make informed choices about their appropriateness and use.	2	2	2	2	2	3	2	2	1	2	1

| **Standard 4 - Oral Communication** | C | U | L | N | C | U | L | N | C | U | L | N | C | U | L | N | C | U | L | N | C | U | L | N | C | U | L | N | C | U | L | N | C | U | L | N | C | U | L | N | C | U | L | N |

Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 4.1- Identify and analyze the audience and purpose of any intended communication.	2	2	2	2	2	2	2	2	2	2	1
Outcome 4.2- Gather, evaluate, select, and organize information for the communication.	1	2	2	2	2	2	2	2	2	2	1
Outcome 4.3- Use language, techniques, and strategies appropriate to the audience and occasion.	2	2	2	2	3	2	2	2	2	2	1
Outcome 4.4- Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	1	2	2	2	2	2	1	1	2	2	1

	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 4.5- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1	2	3	3	1	2	2	2	1	2	1
Outcome 4.6- Use competent oral expression to initiate and sustain discussions.	2	1	3	3	1	1	1	1	1	2	1

Standard 5 - Critical Thinking   CULNCULNCULNCULNCULNCULNCULNCULNCULNCULNCULN

Apply critical thinking skills to effectively address the challenges and solve problems.

	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 5.1- Identify and state problems, issues, arguments, and questions contained in a body of information.	2	2	3	3	2	2	2	2	1	2	1
Outcome 5.2- Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3	2	3	3	2	2	2	2	1	2	1
Outcome 5.3- Formulate research questions that require descriptive and explanatory analyses.	2	2	2	2	2	3	2	2	1	2	1
Outcome 5.4- Recognize & understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2	2	2	2	1	2	2	2	2	2	1
Outcome 5.5- Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3	2	3	3	2	3	2	2	2	3	1
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of	2	3	2	2	2	2	3	3	2	3	1

logic and logical
sequence.

	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2	3	3	3	2	2	2	2	1	2	1
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	2	2	2	2	2	2	2	2	2	2	1
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	1	1	2	2	2	3	3	3	1	2	1

Standard 6 - Creativity CULNCULNCULNCULNCULNCULNCULNCULNCULNCULNCULN

Able to express originality through a variety of forms	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking	2	2	2	2	1	2	2	2	1	2	1
Outcome 6.2: Explore diverse or addressing a challenge or addressing a challenge	2	2	2	3	1	2	2	2	2	2	2
Outcome 6.3: Susutain engagement in activities without a preconceived purpose	2	2	3	3	2	2	2	2	2	2	2
Outcome 6.4: Apply creative principles to discover and express new idea	2	2	3	3	1	1	2	2	1	2	1
Outcome 6.5: Demostrate the ability to trust and follow one's instincts in the absense of external direction	2	2	3	3	1	2	2	2	2	2	1
Outcome 6.6: Build upon or adapt ideas of others to create novel expressions or new solutions	2	2	2	2	2	1	2	2	1	2	1