

Culinary Arts



ANNUAL REPORT OF PROGRAM DATA **2021**



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

Program Description

The UHMC Culinary Arts Program is a comprehensive educational program established to prepare students for success in the hospitality industry in Hawaii and beyond. As an exceptional, nationally accredited American Culinary Federation Educational Institution (ACFEI), we offer Certificates of Achievement (CA), Certificates of Competency (CO), and Associates of Applied Science (AAS) degrees in Culinary Arts and Baking.

The mission and goals of the UH Maui College Culinary Arts Program directly align with the philosophy of the college as well as industry standards:

UH Maui College Culinary Arts Program Mission Statement:

Our mission is to teach in a nurturing student-centered environment. Our charge is to prepare our students for success in life and career by providing them the foundational skills of our profession. We hope to inspire our students to celebrate the diversity of food and cultures throughout the world and elevate their knowledge and appreciation of culinary arts.

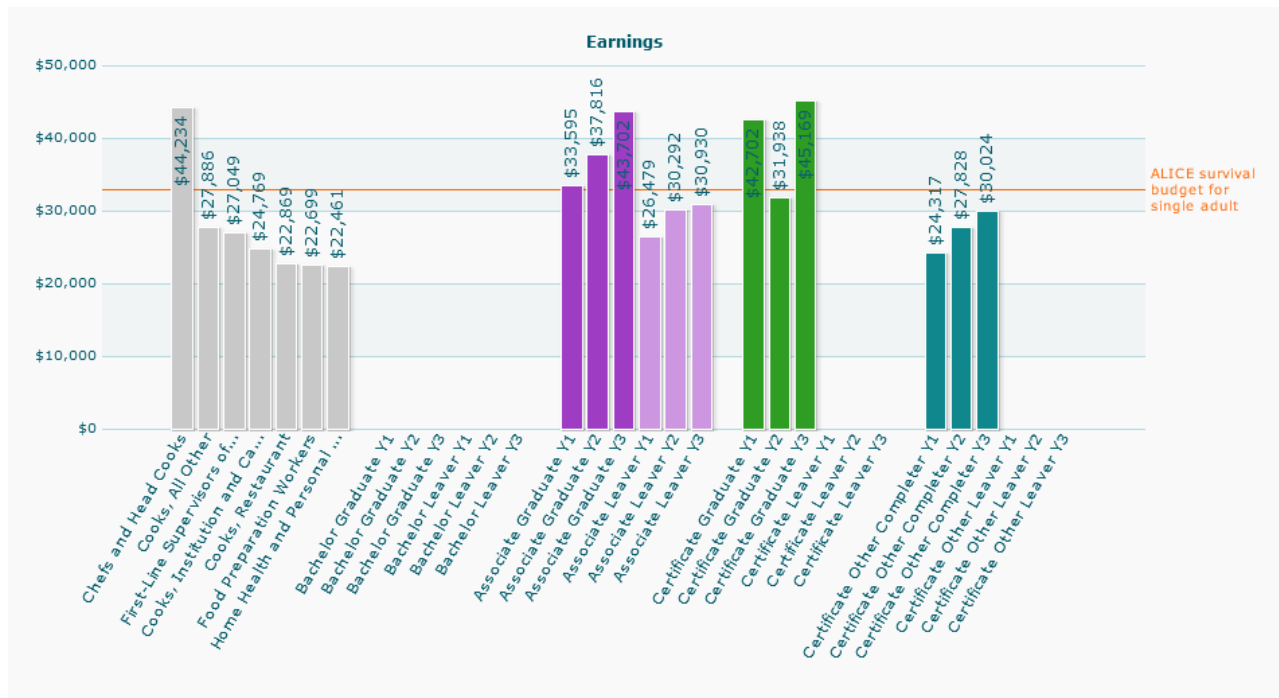
Program's Goals

The Culinary Program's overall goal is to get students industry ready for entry into culinary arts while continuing to inspire them to pursue a career in the culinary arts that will be as dynamic as it will be challenging. The Program's charge aligns with that of the institutions in that it emphasizes community engagement through industry events, bringing in all students regardless of age or economic background, while embracing the differences and celebrating cultural diversity.

The Program's commitment to on-going sustainable practices is evident within such efforts as farm-to-table offerings, new electrical and LED implementation, and compost and recycling efforts. The Culinary Program fosters the pursuit of academic advancement in a supportive educational environment. As a result of continuous assessment of individual student learning, the program strives to provide every student with the support they need.

Value of degree: Indistinguishable with given data.

Some anomalies appear in the ARPD data when comparing the culinary degree and certificate graduate salary differences. The data suggests that those who earned certificates out earned those with degrees in the first year by over \$9000. On year two, the degree graduates then out earn the certificate graduates by nearly \$5000 as the certificate graduate's salary data drops significantly. Once again, after the third year, certificate graduates out earn the degree graduates by \$1500.



Check all that apply for the program:

- ☐ Articulated Pathways for 4-year or graduate pathways: _____
- ☐ Articulated Pathways for High school: _____
- ☐ Articulated Pathways for Other: _____

2. Analysis of the Program/Unit

Data from the ARPD show the culinary program as “healthy” in the areas of Demand and Effectiveness and “progressing” in terms of the Efficiency indicator. What follows is an interpretation of that information.

Demand: The demand in majors remains healthy. While the State/County position counts have fallen over the last three years from 7576/1226 to 5504/747 positions, the culinary major count has mirrored this decline to keep demand high.

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
1.	New & Replacement Positions (State)	7576	5865	5504	Healthy
2.*	New & Replacement Positions (County Prorated)	1226	813	747	
3.	Number of Majors	103	89	70	
3a.	Number of Majors Native Hawaiian	21	23	22	
3b.	Fall Full-Time	56%	66%	57%	
3c.	Fall Part-Time	44%	34%	43%	
3d.	Fall Part-Time who are Full-Time in System	0%	2%	4%	
3e.	Spring Full-Time	54%	59%	52%	
3f.	Spring Part-Time	46%	41%	48%	
3g.	Spring Part-Time who are Full-Time in System	1%	1%	8%	
4.	SSH Program Majors in Program Classes	1,619	1,643	1,088	
5.	SSH Non-Majors in Program Classes	148	122	152	
6.	SSH in All Program Classes	1,767	1,765	1,240	
7.	FTE Enrollment in Program Classes	59	59	41	
8.	Total Number of Classes Taught	54	45	27	

Efficiency: Fill rates have been increasing over the last three years from 66% in the 18-19 academic year to 73% currently. The ARPD data is incorrect in showing the program with 5 full time BOR appointed faculty when there are only 3. 1 of the 3 faculty will be retiring at the end of the FA21 semester leaving the program with just 2. The major to FTE BOR appointed faculty ratio that is currently listed as 14 (with 5 faculty) is in fact 23 with the 3 faculty members. In Spring 22, this ratio jumps to 35 majors to faculty member.

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	11	11	13	Progressing
10.*	Fill Rate	66.8%	67.8%	73.4%	
11.	FTE BOR Appointed Faculty	5	5	5	
12.*	Majors to FTE BOR Appointed Faculty	21	18	14	
13.	Majors to Analytic FTE Faculty	17	15	18	
13a.	Analytic FTE Faculty	6	6	4	
14.	Overall Program Expenditures	\$1,826,138	\$1,549,868	\$797,908	
14a.	General Funded Budget Allocation	\$785,407	\$623,559	\$570,485	
14b.	Special/Federal Budget Allocation	\$808,766	\$648,318	\$39,817	
14c.	Tuition and Fees	\$231,965	\$277,991	\$187,606	
15.	Cost per SSH	\$1033	\$878	\$643	
16.	Number of Low-Enrolled (<10) Classes	26	23	9	

Effectiveness: Effectiveness data remains relatively consistent with completion rates dropping and raising by only 2%. Persistence rates from Fall to Fall has improved by 5% with the 18-19 academic year being 56% to 61% currently.

2021 UH Maui College ARPD
Program: Culinary Arts

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	84%	82%	84%	Healthy
18.	Withdrawals (Grade = W)	27	29	18	
19.*	Persistence Fall to Spring	77%	84%	80%	
19a.	Persistence Fall to Fall	56%	56%	61%	
20.*	Unduplicated Degrees/Certificates Awarded	35	29	45	
20a.	Degrees Awarded	29	26	16	
20b.	Certificates of Achievement Awarded	28	22	34	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	26	22	28	
21.	External Licensing Exams Passed ¹				
22.	Transfers to UH 4-yr	0	1	2	
22a.	Transfers with credential from program	0	0	1	
22b.	Transfers without credential from program	0	1	1	

The culinary program has a new program coordinator in Craig Omori as of Fall 2021 with Teresa Shurilla stepping down after serving in this position for the past 5 years. Some of the program's prior year action plans, established by Teresa Shurilla were:

- Safety for our students and faculty during the Covid-19 time period: *Continue to create safe environments for the faculty and students during Covid-19 to ensure the progress of the Program moving forward.*
 - Completed- Starting in the Fall 21 semester, the Culinary Program has hired and managed 7 Covid Mitigation Student Employees whose job duties include managing and cleaning common areas, distribution of foods, assisting teaching faculty and assisting with other program Covid mitigation efforts.
- Increasing enrollment in the Culinary Arts Program: *Reestablishing the Culinary Programs presence in the High Schools by way of Outreach, More Outreach to the community by creating different offering in terms of training that will perhaps bring in folks for short term training options/partner with ELWD, Professional Development Options for folks who may be out of work, but looking to improve their skills on a short term basis*
 - In Progress- The Culinary Program has developed and established a career and college shadowing program with the Maui County High Schools that enable high school students to participate in culinary classes at UHMC. Initial feedback from the pilot program which ran in FA21 was overwhelmingly positive with 90% of the participants stating that they were likely to pursue culinary training as a result. As these were current seniors participating, the impact on enrollment will be determined in the FA22 and SP23 semesters.
- Revisioning our assessment protocol: *Getting the VIA assessment tool up and running and realigning the SLO's and Competencies in the Program to reflect the new environment*
 - No Progress- The faculty member who was responsible for facilitating the implementation of VIA resigned after the FA20 semester and the project has been stalled since then.

- More collaboration and sharing across the curriculum: *Reaching across the Culinary Programs Island-Wide to help find solutions, consolidate classes, improve class sizes, etc., Revise curriculum and potentially mimic Kapiolani's future curriculum changes which will reduce credits, TE's and contact hours. This will also help reduce costs for the classes overall.*
 - Completed- For the FA21 semester, the UHMC Culinary Arts program has one shared offering of CULN 112 with students from Kauai and Kapiolani joining Maui students. The plan is to offer this once again in SP22 semester.
- Reinvent the Food Service Offerings: *Take a more active role in how the Program operates in terms of caterings, special events, fundraisers etc.*
 - No Progress- Due to the inability to have gatherings during the Covid Pandemic, the Culinary Arts Program has been unable to develop and execute fundraisers, special and catering events. With the SP22 plan of opening the cafeteria once again, the program will be focusing on limiting costs while also optimizing revenue producing events.

All Applicable Perkins Core indicators have been met.

#	Perkins Indicators	Goal	Actual	Met	
29.	1P1 Postsecondary Placement	33	82.61	Met	
30.	2P1 Earned Recognized Credential	33	60.61	Met	
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A	
32.	Placeholder - intentionally blank	N/A	N/A	N/A	
33.	Placeholder - intentionally blank	N/A	N/A	N/A	
34.	Placeholder - intentionally blank	N/A	0	N/A	

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes:

CULN PLO 1. Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a food service operation to maintain optimum health and satisfaction of the consumer.

CULN PLO 2. Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.

CULN PLO 3. Demonstrate skills in various areas of the culinary hierarchy: human relations, teamwork, leadership, personnel management, and ethical decision making.

CULN PLO 4. Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations

CULN PLO 5. Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.

Culinary Arts Program and Institutional Student Learning Outcome Alignment:

PROGRAM NAME: Culinary					
COURSE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CULN PLO/ISLO Alignmnet					
Institutional Student Learning Outcomes					
Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems	x	x	x	x	x
Address social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations					
Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts					I/D
Solve problems utilizing mathematical models, methods, and effective quantitative reasoning		x			D
Write and speak effectively to convey ideas that meet the needs of specific audiences and purposes					D
Apply creativity and analytical thinking to convey ideas, address challenges, and seek solutions to problems					D
Find, evaluate, and share information effectively and responsibly					

b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

Assessment Results.

- a. PLO: All assessments that are linked to the culinary PLOs are conducted at the individual course level. No collective data has been gathered to produce any PLO assessment report. Below is the culinary Program's PLO grid that states when a PLO is Introduced, Developed and Mastered. Assessment methods for these courses include written and practical examinations along with research term papers. For PLO 5, most lab courses (CULN 120, 130, 132, 150, 220 and 240) have adopted the Workforce Behavior assessment model that helps students develop and master professional behaviors.

PROGRAM NAME: Culinary Arts					
COURSE: CULN	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
100	N/A	N/A	N/A	N/A	N/A
111	I	N/A	I	N/A	I
112	I	N/A	N/A	I	N/A
115	N/A	N/A	N/A	D	N/A
120	I	I	I	N/A	I
130	D	D	D	N/A	D
132	D	D	D	N/A	D
150	I	I	I	N/A	I
155	D	D	D	N/A	D
160	M	D	M	D,M	M
191	D	D	D	N/A	D
220	M	M	M	N/A	M
240	D	M	M	N/A	M
250	D	M	D	N/A	D
251	D	M	D	N/A	D
271	D	M	D	N/A	D
291	D	D	D	N/A	D
I= this course introduces this PLO					
D=this course develops this PLO					
M=this course assesses Mastery of this PLO					
N/A=this is not addressed at all					

- b. CASLO: Provide a summary of CASLO assessment in the year of this annual review.
No CASLO assessments were conducted in this past year.
- c) Changes that have been made as a result of the assessment results.
No Changes were made.

4. Action Plan

Based on findings in Parts 1-3, the Culinary Arts Program's action plan for the upcoming year will be focused mainly on recruitment and student success support. While the ARPD discrepancies in the BOR Appointed Faculty remain unchanged, the culinary program does not have the ability to correct this data as they have stated this inaccuracy in the previous program reviews. Below are two projects that have already been initiated that focus on improving recruitment and student success for the program:

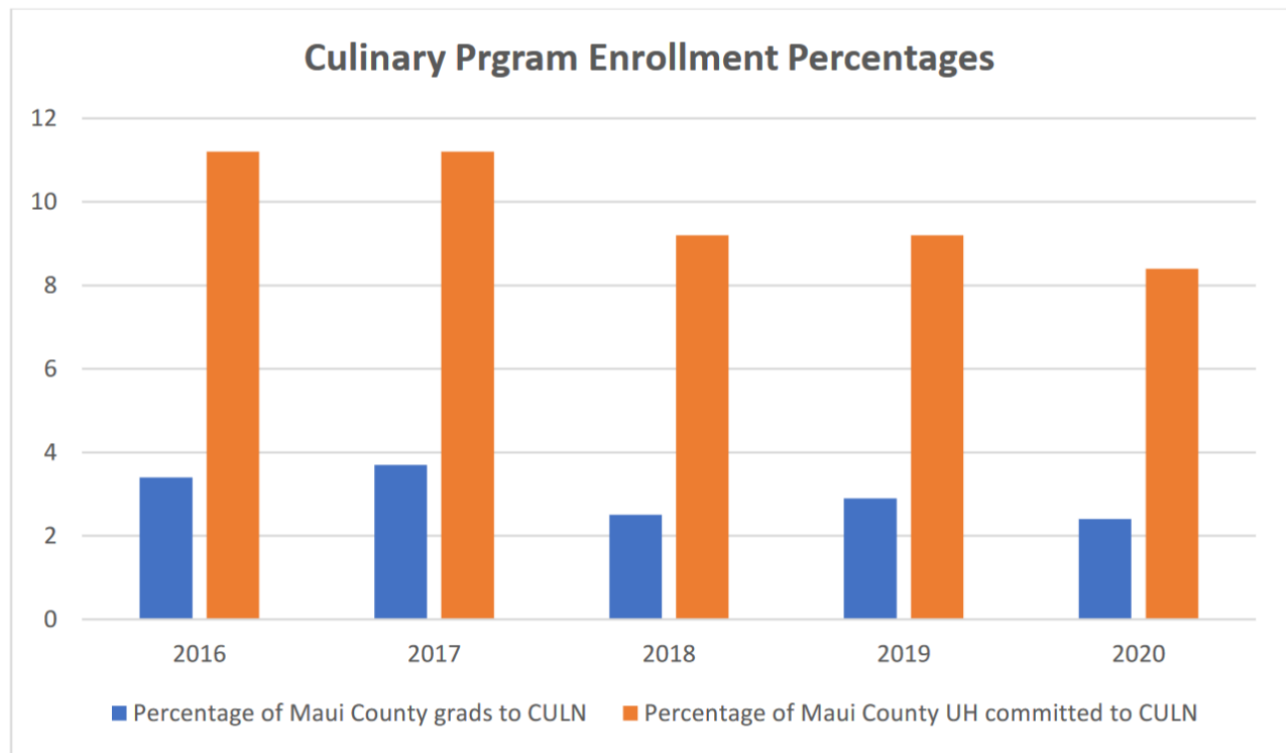
- **High School Career/Program Shadowing – Recruitment**
 - This program coordinates UHMC Culinary with the DOE high school culinary arts instructors to provide 1-3 days of hands-on training at the UHMC campus for HS seniors.
 - This project was conceived and piloted with 11 Maui High School students from 9/21 to 10/7 with 10 out of the 11 stating that they plan on pursuing a culinary

career. 4 of the 10 changed from “unlikely” to “likely” to pursue a culinary career because of their participation in this project.

- This program has now been offered to all Maui County high schools with plans to have the HS seniors at the UHMC campus in the spring of 2022.
- **Umeke Ka'eo: UHMC Gastronomy Club – Student Success**
 - Started in FA20, a social network club that has members from Maui College, Maui High Schools and the community.
 - goal of club to bring together individuals who share a passion for food and food culture and provide learning/growth events as well as opportunities to serve the community.
 - The social aspect of being part of a community of club members provides added resources and support for culinary students. This could potentially help with program persistence, retention and graduation rates.
 - Allowing high school communities to join the club and participate in club activities provides another avenue for recruitment.

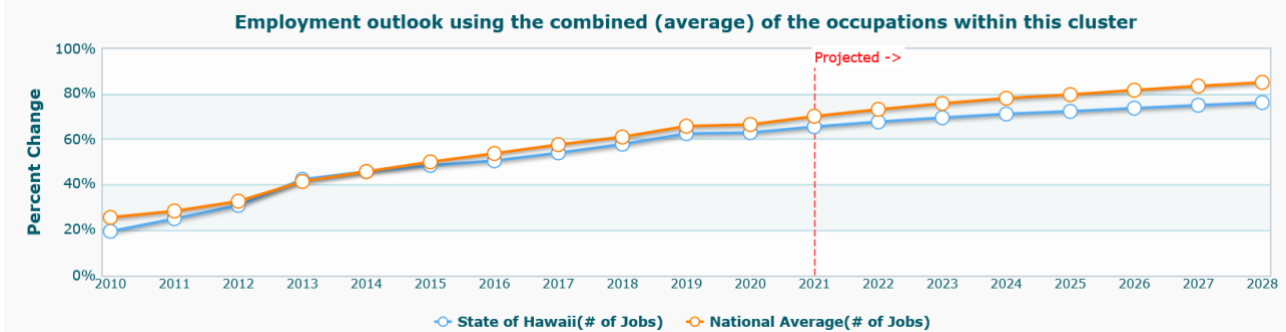
“Why I Cook” ad campaign:

Looking closer at the enrollment data for the culinary arts program (and confirmed with Hawaii P-20 data), the program noticed that the percentage of Maui County students choosing the culinary career path has decreased over the past 5 years. This decline contrasts the increased demand for culinary workers in our community (ARPD data). To address this, an additional action plan for the culinary arts program will be to partner with the UHMC media team, local chefs, cooks and alumni to create a series of video ads designed to promote the cooking career.



University of Hawai'i Maui College's **Culinary Arts** program prepares students for entry level employment in...

- 35-1011 - Chefs and Head Cooks ([view profile](#))
- 35-1012 - First-Line Supervisors of Food Preparation and Serving Workers ([view profile](#))
- 35-2012 - Cooks, Institution and Cafeteria ([view profile](#))
- 35-2014 - Cooks, Restaurant ([view profile](#))
- 35-2019 - Cooks, All Other ([view profile](#))
- 35-2021 - Food Preparation Workers ([view profile](#))



The UHMC Culinary Arts Program has established itself as an overall healthy program with state-of-the-art equipment, effective and dedicated instructors and healthy relationships with the local food and beverage industry for future student job placement. The key to the future success of the program as well as the local hotel and restaurant industry will hinge on the program's ability to reestablish and maintain relationships with the Maui DOE feeder campuses.

5. Resource Implications

The UHMC Culinary Arts Program has a primary and secondary function.

- Primarily, the program serves as an educational and training hub for those in the community to gain knowledge, technical skills and develop behaviors and habits that will help them succeed in the workforce. The standards of this education and training are assessed by the program's accrediting body, the American Culinary Federation Education Foundation.
 - From an education standpoint, the Pa'ina building is now 14 years old with most kitchen equipment having a life expectancy of 10 years. As opposed to being proactive and replacing all the equipment at the 10-year mark, the program has been mindful of the financial challenges on campus and has been replacing or repairing equipment as they fail. We estimate that there will be a substantial amount of refrigeration and gas equipment in need of repair or replacement within the next couple of years.
- Secondly, the program is also a functioning food and beverage establishment that provides a service to those on campus. While the quality of the foods and services are not being assessed by the campus, its financial performance is.
 - To better manage costs, it would help the culinary arts program to know exactly what financial goals the UHMC campus has set for it.
 - Some functions of the fully operational food and beverage operation cannot be met by the classes held in Pa'ina. To successfully operate, the culinary program will need to hire student assistants to:
 - Perform purchasing, receiving and product distribution duties.
 - Manage the washing and managing of side-towels (an estimated 200 used in one day)
 - Assist chef instructors with inventory management (utilization to reduce/recover food costs)

☐ I am NOT requesting additional resources for my program/unit.