

# Culinary Arts



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**MAUI COLLEGE**

## 1. Program Description

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a) Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).

b) Program Mission

**Program Mission**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.

**Mission:** The University of Hawai'i Maui College inspires students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding.

**Vision:** The University of Hawai'i Maui College: We will prepare students to respond to emerging challenges in their lives, communities, and the world through compassion, leadership, problem-solving, and innovation.

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 institution's 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. In addition, through the Program's partnership with Sodexo, a managed services provider, the food court has established policies such as use of only biodegradable to-go containers and a plastic straw ban.

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.

Date Program Website Last Reviewed/Updated: Spring 2019

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## 2. Analysis of the Program

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- a) Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

As interpreted in the ARPD the program is showing healthy in overall quantitative indicators, of demand efficiency and effectiveness, what follows is an interpretation of that information.

The data shows an increase in demand in majors from 2016-17 of 97 to 103 in 2018-19, and taking into account an only slight dip of 106 from 2017-18. The SSH (student semester hours) decreased by only 40 from 2018-19 with a total of 1695 in 2017-18 to 1655 in 2018-19. The program seems to be holding steady. The full-time students have dropped from 65% in 2017-18 to 56% in 2018-19, which is a direct reflection of industry unemployment, and the jobs available to these students who are opting to go directly into industry. This is also further supported by the data in the demand indicators showing an increase in part-time students of 10%. This is a direct reflection industry needs and demand for labor in the workforce.

The fill rate for classes has virtually stayed the same with a slight fluctuation in class size. This next year however, the Culinary Program has made steps to consolidate the class offerings to bring that number back to 2017-18 level.

In terms of the FTE BOR appointed 5 faculty designated, the truer picture is 2 of the 5 have been reassigned for over 3 ½ years and the Program has been operating with only 3. Even though the system recognizes the 5 and the analytic number shows 6, the Program is surviving with the 3 in hopes of the two positions returning to the program eventually. The number of FTE faculty is according to the 5, however if one was to calculate from the position of only 3 it would show not the 21 as indicated but a larger number. from this perspective, and complexities of running labs and food costs, this puts an extra burden on the FTE BOR faculty to take on many layers that are not required from programs on campus without the rigorous demands of a robust culinary program.

In theory, and as indicated, the program should have 6 not 5 FTE BOR appointed faculty or for that matter. It The fact that the program has been operating like this for some time, it weakens the overall effectiveness of the program, and happens to be why the program has relied heavily on lecturers to supplement and run some of the under enrolled classes.

The effectiveness indicators have relatively stayed the same, while also showing the "W" on the rise which, in part, shows an increased participation in the early alert system. Persistence has stayed relatively the same and the degrees awarded have increased from 20 in 2017-18 to 29 2018-19.

Perkins indicators were all met.

The Culinary Program went through a rigorous accreditation Spring of 2019 of our accrediting body the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). As a result of that accreditation the Program received 5 years, which was in line with our sister campus' Kapiolani, Kona, and Hilo. The rigorous process of highlighting out Program Learning Outcomes, Student Learning Outcomes and newer ACF competencies prescribed by the commission, the

program was able to take a deeper dive into what the challenges are faced on this particular campus. The results from their findings were not of substance and content, but of facilities and lack of continued support in terms of safety and sanitation. The ACFEFAC was quite adamant on some of the issues of failing building maintenance. The Program was then able to parlay the commission's findings into action strategies in terms of safety and management of the facility moving forward.

The commission also noted a list of non-compliance issues which were addressed and sent back to the commission for approval. We have since modified our outreach portion of the Program to reflect the discrepancies found by the commission.

b) Discuss course offering modality including online, hybrid, and skybridge.

The Program offers two online classes, CULN 112 online and live and CULN 115 online. The online 112 of safety and sanitation give the students a chance to retake this class in a mode that would not interfere with the lab classes if they so choose.

c) Highlight new innovative student support efforts including FYE, etc.

FYE course-CULN 111--lecturer received training to incorporate FYE strategies (peer connection, campus connection, academic skill development, and career exploration) into his course.

Participation in Early Alert and resulted in increase in W in timely manner to avoid penalty to students

A Perkins proposal in the summer of 2019 went out to all the Culinary Program across the state from Leeward Community College to offer a professional development activity to attend and participate in the Certified Hospitality Educator Certification or CHE as it is called. The CHE designation recognizes those individuals who have demonstrated the qualities needed to become hospitality educators. The Program was able to send 1 full-time faculty Craig Omori, and 4 lecturers. The results for certification was 3 received, and 2 need to retake the certification test. Associate Professor Teresa Shurilla had previously received the certification and continues to renew the certification to stay current every 5 years. The results from the certification only goes to enhance the strength of the overall programs effectiveness.

Assistant Professor Craig Omori also attended the Innovations Conference in New York City February 24-27 2019, where he met with professionals convening and dedicated to enhancing teaching and learning, leadership and management and their community college experience. The international event provided a forum for collaboration among academic experts and thought leaders, while granting participants exclusive access to the most innovative and inspirational community college programs from around the world.

This is a brief description of his presentation that he gave in NY this past February (and will be doing so again in Honolulu in January).

Are CTE students "succeeding" if they earn a good grade but lack certain skills needed to thrive in the workforce? Participants will explore techniques used to align "industry" and "education" standards in the classroom/lab to better prepare students for

employment in the "real world" after college. A grading system that mimics industry by using earned wages and performance evaluations to develop exemplary professional behaviors will be shared. Best practices for providing opportunities to develop exemplary professional behaviors will be covered.

### 3. Program Student Learning Outcomes

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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.

b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.

The Culinary Program assessed its program through the ACF accreditation process that cycled through 2018-2019. The process included review of all PLO and student evidence of learning. Results of this process are described above in question 2.

The Culinary Program will be transitioning to a new assessment platform, from what we are using now: Livetext, Via. The Program has been using Livetext since 2013 from an earlier Perkins proposal which helped integrate and implemented the LiveText assessment platform

*LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum."*

*Get to outcomes-based data more quickly by engaging faculty with user-friendly tools for collecting student work, scoring artifacts, and reporting on assessment activities.*

*Manage catalog and curriculum in a fully integrated, intuitive solution to streamline review processes & capture the connections between course data, program requirements, and learning outcomes.*

*Conduct better course evaluations and surveys with features designed to simplify processes for faculty, administrators, and students.*

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*Electronic portfolios have served as a valuable learning tool for students. The process of thoughtfully selecting key artifacts illustrating growth and significant learning milestones engenders a process of self-reflection, proven to be valuable and beneficial to the student. e-Portfolios have evolved significantly, reaching beyond the student and the learning experience, broadening their benefits to faculty, administrators, state agencies, accreditation bodies and the labor market.*

The differences will be an enhancement of what was already started and enable the program to better highlight the data needed, and give the faculty and students a more user friendly model in which:

*Via by Watermark is an online assessment platform which allows instructors to assess student performance in lab, work externship, and assignments. It also gives students a place to build an online portfolio of their cumulative work in the program. By using Via to implement these assessments, the data gathered can be used for self-study to assess how the program is performing on student outcomes. The program can also implement instructional interventions and assess their effectiveness. UHMC Culinary Arts Program is currently undertaking a Perkins Grant funded transition from LiveText, its existing assessment software, to Via by Watermark.*

c) Describe the assessment activity

The UHMC Culinary Arts was recently awarded a new Perkins Grant Career and Technical Education Award from 2019-2022 of a total of 49,555, which is titled "LiveText to Via Assessment Platform Transition"

The University of Hawaii Maui College Culinary Arts Program currently uses LiveText by Watermark as the formal assessment tool to monitor student's achievement in standard American Culinary Federation Education Foundation (ACFEF) competencies and student learning outcomes. LiveText was originally purchased by the program through a Perkins Grant in 2011. The program needs to update and expand its use of online assessment tools to ensure that every student is receiving the most thorough and up to date culinary education as they prepare to embark on a career in Food and Beverage.

ACF competencies have changed significantly.

The Culinary Arts Program is currently underwent a re-accreditation process with ACFEF. In 2018, the ACFEF revised its list of competencies. The list has been consolidated from 306 to 242 competencies. It is a significant change which needs to be integrated into our assessment platform.

In 2018, all five culinary arts programs in the University of Hawaii system engaged in a course articulation alignment in order to facilitate the matriculation of students and the transfer of courses across the UH Community College system.

The intent of this project is to create a culture of self-assessment through a cutting-edge assessment tool which allows us to evaluating performance, implement targeted interventions in the classroom and evaluate the actual results in student learning. This speaks directly to one of the five priorities listed in the UHMC Strategic Plan, assessment and improving the quality of learning. It is our belief that improving the quality and continuity of instruction we offer as a program will positively impact completion rates.

d) Describe assessment results

As a result of the assessment activities, and data capturing that enabled the Program this Spring during the ACFEF site-visit, the program was able to capture new data through the ACF re-accreditation, and strengthen the competencies and student SLO's rather than expending resources updating and correcting obsolete competencies and configuration errors currently present in LiveText, the Culinary Arts Program seeks to transition to Via by Watermark.

e) Describe any changes that have been made as a result of the assessments.

The following tasks will be undertaken in order to implement the transition to Via:

- The completely new list of ACFEF competencies to be codified and imported to Via.
- Restricting administrative access to critical features in order to mitigate future configuration errors.
- Standardized assessment rubrics to be built across all courses.
- Elements in rubrics associated with competencies, SLOs and PLOs to ensure accurate data gathering.
- Implement workplace behavior assessment system in key lab classes CULN 220, CULN 240, and CULN 271

Long term strategies: (estimated years 2 and 3)

- Implement workplace behavior assessment system in key lab classes CULN 120, CULN 130, CULN 150, CULN 155, CULN 250, and CULN 251.
- Implement an annual program self-assessment.
- Instill a culture of self-assessment and perpetual curriculum improvement within the

culinary arts program.

## 4. Action Plan

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- a) Describe the action plan for the next academic year, including resource, curricular, professional development, or other next steps.

It was recommended by the ACF Commission that we start a local ACF chapter at the college, which is already in negotiations and moving forward headed by Associate Professor Teresa Shurilla and Assistant Professor craig Omori. The intent is to try and submit a Perkins Proposal to facilitate help in the endeavor. The proposal would be two-fold, one it would facilitate the certifications of graduating culinary students in their final semester, and also try and certify the faculty and staff through ACF. None of the staff currently is ACF certified, one problem the Program hopes to remedy.

These certifications will help to strengthen the effectiveness of each instructor by giving the professional certifications offered by the American Culinary Federation.

- b) Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

All Perkins core indicators were met.

## 5. Resource Implications

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(physical, human, financial)

The Program would like to get the 2 FTE positions back to culinary and also ask for 1 more new FTE BOR position which was discussed earlier.

This would help in avoiding high lecturer costs which has the lecturers covering the two full time positions that have been reassigned, and created the instability with adjunct hire and budget cuts.

In terms of the program data from Paul, it seems as though the Culinary Program:

291.75 Total TEs taught in

0 TEs taught by non-CULN BoR instructors

0 TEs taught OUT



1778 total SSH taught from CULN courses

Estimated Tuition Total of \$246,347.75

Estimated Salary Total     \$709,024

1710 SH taught to CULN majors

68 SH taught to Non-CULN majors

From the data provided from other programs it looks as though we are one of the more expensive programs to run on campus, with a high SSH but the cost of this could be offset by the faculty positions returning and a consolidating of low enrolled classes, which is what we are already doing for next Spring 2020 and into fall 2020.

## Appendix: ARPD data

College: **University of Hawai'i Maui College**  
Program: **Culinary Arts**

Status: Report Complete

### Program Quantitative Indicators

**Overall Program Health: Healthy**

**? Workforce Alignment:** Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

**Culinary Arts**  
CIP Code = 12.0500

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35-1011 - Chefs and Head Cooks

35-2019 - Cooks, All Other

35-2012 - Cooks, Institution and Cafeteria

35-2014 - Cooks, Restaurant

35-1012 - First-Line Supervisors of Food Preparation and Serving

[View Program Analysis](#)

[Print ARPD](#)

Demand Indicators		2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	518	1495	1474	<b>Healthy</b>
*2.	New & Replacement Positions (County Prorated)	856	837	827	
3.	Number of Majors	97	106	103	
3a.	Number of Majors Native Hawaiian	22	22	21	
3b.	Fall Full-Time	56%	65%	56%	
3c.	Fall Part-Time	44%	35%	44%	
3d.	Fall Part-Time who are Full-Time in System	1%	0%	0%	
3e.	Spring Full-Time	55%	54%	54%	
3f.	Spring Part-Time	45%	46%	46%	
3g.	Spring Part-Time who are Full-Time in System	0%	3%	1%	
4.	SSH Program Majors in Program Classes	1,547	1,695	1,655	
5.	SSH Non-Majors in Program Classes	267	223	154	
6.	SSH in All Program Classes	1,814	1,918	1,809	
7.	FTE Enrollment in Program Classes	60	64	60	
8.	Total Number of Classes Taught	52	50	54	

NOTE: New & Replacement jobs updated ([View Methodology](#)).

2019 University of Hawai'i Maui College ARPD  
Program: Culinary Arts

Efficiency Indicators		2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	12	13	11	Healthy
*10.	Fill Rate	67%	70.5%	69.2%	
11.	FTE BOR Appointed Faculty	5	5	5	
*12.	Majors to FTE BOR Appointed Faculty	19	21	21	
13.	Majors to Analytic FTE Faculty	19	21	21	
13a.	Analytic FTE Faculty	6	6	6	
14.	Overall Program Budget Allocation	\$712,738	\$720,502	\$0	
14a.	General Funded Budget Allocation	\$712,601	\$690,839	\$0	
14b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c.	Tuition and Fees	\$137	\$29,663	\$0	
15.	Cost per SSH	\$398	\$0	\$0	
16.	Number of Low-Enrolled (<10) Classes	26	16	25	

Effectiveness Indicators		2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	88%	89%	81%	Healthy
18.	Withdrawals (Grade = W)	6	24	27	
*19.	Persistence Fall to Spring	82%	76%	77%	
19a.	Persistence Fall to Fall	56%	58%	55%	
*20.	Unduplicated Degrees/Certificates Awarded	38	33	35	
20a.	Degrees Awarded	34	20	29	
20b.	Certificates of Achievement Awarded	28	20	28	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	30	23	26	
21.	External Licensing Exams Passed	0	0	0	
22.	Transfers to UH 4-yr	0	0	0	
22a.	Transfers with credential from program	0	0	0	
22b.	Transfers without credential from program	0	0	0	

2019 University of Hawai'i Maui College ARPD  
Program: Culinary Arts

Distance Indicators		2016 - 17	2017 - 18	2018 - 19	
23.	Number of Distance Education Classes Taught	3	4	3	
24.	Enrollments Distance Education Classes	56	34	65	
25.	Fill Rate	66%	31%	93%	
26.	Successful Completion (Equivalent C or Higher)	64%	85%	65%	
27.	Withdrawals (Grade = W)	3	0	2	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	85%	90%	67%	

Perkins Indicators		Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	93	100	Met	
30.	2P1 Completion	55	60.61	Met	
31.	3P1 Student Retention or Transfer	81.9	100	Met	
32.	4P1 Student Placement	66.25	88.37	Met	
33.	5P1 Nontraditional Participation	23.5	50.88	Met	
34.	5P2 Nontraditional Completion	23	58.06	Met	

Performance Indicators		2016 - 17	2017 - 18	2018 - 19	
35.	Number of Degrees and Certificates	62	40	57	
36.	Number of Degrees and Certificates Native Hawaiian	16	9	3	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients <sup>1</sup>	38	23	23	
39.	Number of Transfers to UH 4-yr	0	0	0	

\* Used in Rubric to determine Health Indicator

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[Glossary/Rubric](#)