



**UNIVERSITY OF HAWAI'I COMMUNITY  
COLLEGES  
PROGRAM REVIEW**

**MAUI COMMUNITY COLLEGE**

**CULINARY ARTS PROGRAM  
OCTOBER 2009**

## **Introduction**

### **College Mission Statement**

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

### **Mission and Vision of the Culinary Arts Program**

The 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 and all others who desire education in any and all aspects of the culinary and pastry arts. The Culinary Arts Program of Maui Community College envisions itself as a world-class culinary arts training center for the state of Hawai'i. The "Maui Culinary Academy," as we would like to be called, has the potential to draw and train students from Maui, across the State, the rest of the country and throughout the world. Our new 14 million dollar facility will be able to provide as its primary goal, instruction leading towards three-degree options including an AAS in Culinary Arts, AAS in Baking, and an AAS in Restaurant Supervision. Short-term, non-credit instruction will also be offered to meet the educational needs of various segments of the community's residents, either permanent or temporary. The program will provide outreach training and educational opportunities in culinary arts to the rural locations of Lanai, Molokai and Hana. The program will work with restaurant industry leaders to develop, design and implement specialized certificate-training programs tailored to enhance desired skill sets needed of current workforce.

## **PROGRAM FACULTY AND STAFF**

All members of the faculty are qualified by academic background, training, and related work experience to fulfill their contractual responsibilities. Faculty are members of bargaining unit 07, the University of Hawai'i Professional Assembly.

Faculty responsibilities are described, by rank, in the bargaining contract. Faculty workloads are calculated by number of credits, contact hours, or a combination of both (taught.) In most cases, in the culinary arts where lecture and lab hours are combined, a workload of 24-26 combination contact hours per week is considered to be a full load, or equivalent to 15-lecture credits workload per semester. Faculty provides academic advising, instruction, and performs college and community service as part of the regular workload. Culinary Arts faculty requirements may differ somewhat from faculty in other disciplines but are essentially the same for culinary arts faculty in all other University of Hawai'i community colleges in that there are usually multiple extra-curricular food-related events outside of regularly scheduled class times that culinary instructors and students are required to execute and manage.

There are currently six full time tenure/tenure leading positions in the program. The remaining positions are lecturer, meaning temporary.

### **Faculty by Rank and Length of Service**

Chris Speere	Program Coordinator	20 years
Robert Santos	Instructor	29 years
Don Sprinkle	Instructor	33 years
Teresa Shurilla	Instructor	7 years
Ben Marquez	Instructor	10 years
Dean Louie	Instructor	4 year
Tom Lelli	lecturer	5 years
Juli Umetsu	lecturer	7 years
Kyle Kawakami	lecturer	5 years
Dan Schulte	lecturer	1st year
Jake Belmonte	lecturer	1st year

### **Faculty Qualifications or Credentials**

Robert Santos	AOS Culinary Arts, B.A
Chris Speere	AS Culinary Arts
Don Sprinkle	BA Travel Industry Management
Teresa Shurilla	European apprenticeship
Ben Marquez	AOS Culinary Arts
Tom Lelli	AS Culinary Arts
Dean Louie	BA Fine Arts/AS Culinary Arts
Juli Umetsu	BS, Business Administration
	Post-Baccalaurate Secondary Education.
Kyle Kawakami	BA Business, AAS Culinary Arts
Dan Schulte	Masters Degree in Education, Bachelors Degree in Biology
Jake Belmonte	AS Culinary Arts

### **Faculty Areas of Expertise**

Robert Santos	Purchasing/Skills/Program Coordination
Chris Speere	Program Coordinator/R&D
Don Sprinkle	Management/Computer classes
Kyle Kawakami	Short Order/Panrty cookery
Teresa Shurilla	Baking, Patisserie
Ben Marquez	Hot food/Banquet Production
Tom Lelli	Garde Manger/Advanced Cookery
Dean Louie	Purchasing/Skill Development
Juli Umetsu	F&B Management/Dining Room Service
Dan Schulte	F&B Management, Math,
Jake Belmonte	Advanced Cookery

## PART I. QUANTITATIVE INDICATORS FOR PROGRAM REVIEW

### A) Demand and Efficiency

1. Current positions in the occupation (for CTE programs)
  - Current Positions State (2005-2011) 6,047
  - Current Positions Maui (2005-2011) 925
2. Annual new and replacement positions in the State (08-09)

#### **Culinary Arts:**

New: 341  
Replacement: N.A.

Annual new and replacement positions in the Maui (08-09):

#### **Culinary Arts:**

New: 58  
Replacement: N.A.

3. Number of applicants

06/07	07/08	08/09
58	56	71

4. Number of majors

06/07	07/08	08/09
148	152	171

5. Student semester hours for **program** majors in all program classes

06/07	07/08	08/09
1,125	1,154	2,287

- 5.a. Student Semester Hours for **non-program** majors in all program classes.

06/07	07/08	08/09
36	26	100

6. Student Semester Hours for all program classes.

06/07	07/08	08/09
1,161	1,180	2,387

7. FTE program enrollment

06/07	07/08	08/09
80.0 %	78.67 %	83.66%

8. Number of classes taught

06/07	07/08	08/09
36	36	67

9. Average class size

06/07	07/08	08/09
15	15.5	13.7

10. Class fill ratio

06/07	07/08	08/09
91.9	83.60	82.85%

11. FTE of BOR appointed program faculty:

06/07	07/08	08/09
5	5	6

12. Semester credits taught by lecturers

06/07	07/08	08/09
27	33	46

13. Percent of classes taught by lecturers

06/07	07/08	08/09
29.4%	22.2%	24.5%

14. FTE (workload) Faculty

06/07	07/08	08/09
7.00	5.5	6.5

15. Major per FTE faculty

06/07	07/08	08/09
33	26.70	25.00

16. Number of classes that enroll less than ten students

06/07	07/08	08/09
6	5	9

17. Number of degree/certificates awarded in previous year by major:

**Degrees:** 08/09

- ❖ A.A.S Culinary -23
- ❖ A.A.S Baking -14
- ❖ Combined Culinary and Baking A.A.S. - 13
- ❖ A.A.S Restaurant Supervision - 2
- ❖ **Total Degrees 2008 = 39**

**Certificates:**

- ❖ **372 Certificate of Competence (Cert. Co.) 08/09**

18. Cost of program per student major

- ❖ \$4,680.00

19. Cost per Student Semester Hour

06/07	07/08	08/09
\$ 234	C/P	C/P

20. Determination of program's health based on **Demand** (Healthy, Cautionary, or Unhealthy)

06/07	07/08	08/09
Healthy	Healthy	Healthy

21. Determination of program's health based on **Efficiency** (Healthy, Cautionary, or Unhealthy)

06/07	07/08	08/09
Caution	Healthy	Healthy

22. Determination of program's health based on **Effectiveness** (Healthy, Cautionary, or Unhealthy)

06/07	07/08	08/09
Caution	Healthy	Healthy

### Outcomes

1. Attainment of student educational goals

06/07	07/08	08/09
88.9%	86.54	77%

2. Persistence of majors fall to spring

06/07	07/08	08/09
74.62%	75.0%	75.0%

3. Graduation Rate

06/07	07/08	08/09
39.2%	31.1%	28.5%

Number of **degrees** earned (annual)

06/07	07/08	08/09
51	44	39

Number of **certificates** earned (annual)

06/07	07/08	08/09
48	316	372

Number of certificates of Competence (**C.Co**) earned

06/07	07/08	08/09
22	284	372

Certificates of Completion (**C.C.**) Earned

06/07	07/08	08/09
1	12	12

Number of Certificates of Achievement (**C.A.**) earned

06/07	07/08	08/09
25	20	17

4. Transfer Rate

Number of students transferred (enrolled) to a four – year institution

06/07	07/08	08/09
0	3	1

5. Success at another UH campus based on GPA

*Data not available*

6. Licensure information where applicable

*Data not available*

### **Perkins core indicators for CTE programs**

#### **Academic Attainment (1P2)**

06/07	07/08	08/09
71.11%	67.44%	87.5%

Program Meets or exceeds standards for 1P2. This is reflected in the number of graduates who received their AAS degrees in spring 09: 23 students received AAS degrees in culinary arts, 14 students received AAS degrees in baking, 13 students received double major AAS degrees in baking and culinary arts and 2 students received AAS degree in Restaurant Supervision.

#### **Technical Skill Attainment (1P1)**

06/07	07/08	08/09
81.36%	86.54%	76.27

Program failed to meet or exceed standards for 1P1. Due to culinary arts being instructional lab-based, the student success rate is dependent on the retention of students. The data reflects that more attention to student study skills, mentoring, tutoring and the development of study teams will be paramount in the retention of students. Increased follow up of students with low GPAS or low attendance rates and early intervention has proven successful to student retention.

#### **Completion Rate (2P1)**

06/07	07/08	08/09
32.20%	63.46%	62.71%

Program meets or exceeds standards for 2P1. Certificates were tracked and posted by the APT and CTE counselor. New methods of record keeping, which were installed in spring 2007, reflect timely recording of the certificates earned.

#### **Placement in Employment, Education, and Military (4P1)**

06/07	07/08	08/09
75.00%	68.42%	75.76%

Program meets or exceeds standards for 3P1. Majority of students graduating from the culinary program with certificates are employed after graduation and oftentimes before graduation, ensuring full-time status of employment and fringe benefits.



**Retention in Employment (3P2)**

06/07	07/08	08/09
86.67%	84.62%	81.19%

Program meets or exceeds standards for 3P2. Due to work-based training in the culinary field experience portion of our program, the student has already been exposed to the work environment and is able to assimilate into his or her position of choice within the culinary field

**Non Traditional Participation (4P1)**

2000	2001	2002	2003	2004	2005	2006	2007
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Non Traditional Completion (4P2)**

2000	2001	2002	2003	2004	2005	2006	2007
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Determination of program's health based on Outcomes (Healthy, Cautionary, Unhealthy)**

06/07	07/08	08/09
Healthy	Healthy	Healthy

**Analysis of Health**

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

**Strengths in terms of Demand**

Based on the number of total current and projected jobs in the County (58) and State (341) for Culinary Arts, there is a limiting demand for culinary arts graduates. It is hoped that as a generation of "baby boomers" reach retirement we will continue to witness a staggering interest 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. 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.

## Challenges in Demand

Although the demands for culinary positions remain stable, the goals of students vary. A significant number of students come into the program with remedial educational backgrounds that stifle progression through our program and the college's general education requirements. Increased numbers of students are entering the program with advanced degrees in various fields and are taking culinary and baking classes for professional or self-development. This new student dynamic creates a charmed sense of competition between students where academic achievement is valued; leadership is encouraged, practical hands on skill and experience appreciated, and determination, dedication and passion rewarded. Benchmarks and program standards of excellence are increasingly adjusted in a positive manner. The slowing economy on Maui is making it difficult to secure full time employment. As a result an increased percentage of students realize the importance of a program degree and the need for industry based certification to secure job placement.

This percentage should continue to increase allowing the program to further expand current course offerings into the evening hours.. As employment opportunities become highly competitive and efficiency in the work place is mandated, the program intent is to address these challenges through the development of flexible, creative short term training classes tailored to student and industry need.

Industry continues to seek program graduates with culinary arts degrees for its staffing needs. The rising unemployment situation on Maui will prioritize educational qualifications as a pre-requisite for entry-level positions. With limited employment opportunities, cooks, bakers, and chefs will seek skills enhancement to secure retention in current positions. This trend will lead to increased enrollment in culinary short-term credit and non-credit training programs that are flexible in hours and days of delivery. The program forecasts an increase in program majors locally along with enrollment growth from new markets on the mainland and in China. Culinary Arts program majors continued to grow from 151 in fall of 2007 to 171 in fall of 2009. Several factors impact the Program's steady growth in majors:

1. Partnerships with the DOE
2. Career Shadowing Experiences
3. Outreach Training to Lanai, Molokai and Hana
  1. R&D products promotion and marketability
  2. Pa'ina Tours
  3. Participation at Community events
  4. Academy's "Taste of Maui" cookbook
  5. Program Fundraisers
  6. High unemployment rates in Maui County
  7. Affordability of community college course offerings
  8. Expansion of program offerings into the evening hours
  9. Short Term Training in conjunction with Department of Corrections

### **New strategies to improve major counts are:**

1. Issue program certificates consistently.
2. Review and assure that students who are in Culinary Arts classes are properly classified as Culinary Arts majors.
3. Increase utilization of “Change of Information” forms.
4. Increase Scholarships/Financial Aids Programs.
5. Secure grant funding to advance R&D activities for students.
6. Reduce student travel to campus and costs related to fuel consumption by securing Carl Perkins funding to improve access to program lecture courses through the development of online/hybrid versions of Sanitation and Safety, Math 50H, Introduction to Restaurant Industry, and Menu and Beverage class offerings.
7. Work with industry to further develop summer internship opportunities.
8. Expand non-credit course offerings to community and visiting tourists.
9. Expand industry validation of program SLO’s through increased “capstone experiences”
10. Expand partnership with Workforce Development agencies and the Department of Corrections to connect Program educational opportunities to potential students interests and educational needs.
11. Investigate “Furlough Friday” teaching enhancement programs for DOE food service instructors.

### **Strengths in terms of Efficiency**

Class size in 08/09 was healthy with student semester hours for program majors in all program classes increasing from 1,154 in 2007 to 2,287 hours in 08/09.

### **Challenges in Efficiency**

The number of classes that enroll less than ten students increased slightly. Class fill rates in the Culinary Arts program remain consistent at 83% on average. Average class size remains consistent, and meets ACF accreditation standards for safety and sanitation in kitchen lab instruction. Often, lower class size is optimal to student learning in the lab environment, but not favorable for efficiency numbers. In fact, student learning in the culinary arts is enhanced and faculty interaction increased at student to faculty ratios of 13 to 1. Additionally, the program increased Fall 2009 enrollment by offering an evening component of our 1V culinary fall classes. On average the class size ratio for culinary classes for Fall 2009 is: 18/1 for Lab Delivery and 25/1 for Lecture Delivery.

### **Strategies to improve Efficiency**

1. Increase formal visits to Industry to view “Best Practices”

2. Distribute and analyze data from “Student Satisfaction Surveys” each semester
3. Develop Summer “Pre- Culinary Training Program”
4. Seek Carl Perkins funding for program re-mapping activities to improve efficiency by officially converting program to year round status offerings by offering culinary curriculum 12 months throughout the year.

### **Strengths in terms of Effectiveness**

Student Retention rate in employment at 81.19% is a continued strength of the program. Number of degrees earned has decreased over the last three years from a high of 51 in 2006 to 39 students in spring of 2009. The numbers of awarded certificates grew immensely to 372 certificates in 2009, from only 48 certificates in 2006. This significant number of increased certificates is based on a new tracking procedure developed by assigned culinary counselor and APT Perkins funded Retention and Recruitment Specialist. According to the data provided graduation and certificate rates for the program have been improving consistently over the last five (5) years. On the whole, the Perkins numbers for the program are above the standards set.

### **Challenges in Effectiveness**

Academic achievement advanced from an acceptable 67.44% rate in 2007 to 87.55% in 08/09. Program completion rate, related to degrees and certificates earned, remained consistent at 63%. Placement in employment, education, and military increased from 68.42% to 75.76%

### **Strategies to improve Effectiveness**

- A. Continue to utilize Student Learning Center
- B. Continue to use math Tutors in Math 50H
- C. Review 293v employer evaluations to determine student “work readiness” capabilities
- D. Work with institutional researcher to refine data required for reports.
- E. Continue work with assessment of program and class SLO’s
- F. Continue to build on the strengths of the faculty in networking with industry professionals and in developing partnerships with the community. Faculty is encouraged to seek advocacy and professional development education in their respective arenas as a benefit to the program and its students.
- G. Continue to pursue technology resources to enhance teaching and student experiences through Perkins “mini grant” or “program improvement” opportunities.  
Continue to track student success in program “gatekeeper courses” that have traditionally indicated low success rates. Address issues surrounding student non-completion rates with faculty to improve retention and persistence. Table below indicates the tracking process that allows for

faculty awareness and discussion into low student success. Success rates are compared and analyzed to share strengths and meaningfully teaching methods. Positive results are indicted for students in class that incorporated increased tutoring, networking with TLC services in “Test Taking Workshops”, “College Readiness Skills” and personalized attention.

We believe our curriculum, faculty, and their ability to teach, especially as they relate to our students' successes, to be our greatest strengths. The 2007 ACF Accrediting Commission Re-Accreditation renewal of five (5) years supports program efforts in efficiency. The Program will continue to make assessments and comparisons to national standards to assure that our students and faculty continue to excel in all areas.

The program continues to move systematically toward fulfilling its goal of excellence. We are addressing the educational needs of students interested in the Culinary Arts to outreach locations, through evening hour offerings of our curriculum, in web based instruction of our CULN 112 Sanitation & Safety class and through specialized and industry focused training options, in emerging fields such as Food Research & Development, Sushi preparation, pastry arts and basic Culinary skills enhancement. The program continues to seek students from and beyond Maui County and the State of Hawai'i with particular interest in attracting culinary/hospitality focused students from China and Korea.

## **PART II. ANALYSIS OF PROGRAM STATUS**

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 2011 signifies 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 three 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 and operational responsibilities. The faculty, including lecturers, continues to support specific educational needs to Maui County students.

In February of 2009 the program submitted its Comprehensive Program Review to a select Comprehensive Program Review Team Committee composed of college, community, industry and student participants. The analysis and recommendations of the Comprehensive Program Review Team serve to validate program achievement and provide guiding principles for program instructional focus, program strategic planning and program improvement activities moving into the 2010 academic year. The CPRT analysis follows:

It is very clear that the Culinary Program is *the*, if not *one of the*, most outstanding programs at Maui Community College. In “The 2008 Summary of Program Data,” of 19 MCC programs, only the Culinary Arts Program is listed as “Healthy” (according to Carl Perkins CTE mandated program health indicators) in all three measured areas, demand, efficiency, and effectiveness. The Culinary Program is, first and foremost, an excellent instructional program, whose primary responsibility is to its students and the industry it serves. The Program, must not lose sight of its mission, especially as it works to satisfy more and more demands posed and imposed by others: ACFEF instructional accreditation standards; other instructional standards and requirements of the College; and campus, community, and administrative needs for food services.

That this Program is not hard working and goal- and achievement-driven is an understatement. Some may be amazed and concerned by the kinds and numbers of co- and extra-curricular activities undertaken and completed by this Program. Every activity whether related to instruction or not, is led by faculty. Program faculty must always focus on their primary instructional duty, which is teaching. With this in mind the Program must carefully select and undertake activities that contribute to the instructional Program’s goals that sustain its competitive set. Goals must be current, very clear, prioritized and affirmed by all members of the Program. Historical records and data should be used to monitor, assess and renew the Program’s competitive set.

### **PART III. ACTION PLAN**

**The Program is asked to reflect on the following essential elements to address challenges, meet opportunities and build on program strengths moving forward.**

1. **Students.** The MCA program is known in the community because of its students. Its students’ successes over the years make up the core of its “brand.” The MCA, first and foremost, has instructional responsibilities to its students, who are then hired by its industry. The Program takes great pride in its student-centered teaching philosophy and hands-on, realistic production-oriented instruction, excellent teaching staff, and student successes. The Program must continue to offer instruction that bests all competitions’ and that meets and exceeds standards of the College. It must undergo careful and continuing assessment of everything that is involved in building and fortifying its “brand”: its curriculum, teaching effectiveness, overall student achievement, and support of its industry. Evaluative measures could include: enrollments, majors, retention, completions, persistence,

successful completion of written and practical program tests, student evaluations of teaching, certificates and degrees awarded, etc.

2. **Workforce development.** Job placement, alumni data is essential for program evaluation. The MCA faculty works very closely with leaders in the industry. The program will continue to determine if MCA student learning is relevant to their needs. We will inquire if MCA graduates are successful on the job. We will track these students and use evaluative measures that could include: industry surveys of MCA field experience students, current student and grad placements, success of student community service activities, student success on the job, alumni success and surveys, and industry satisfaction surveys.
3. **Accreditation standards.** 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.
4. **Faculty and staff culture.** The professionalism of the faculty and staff is unquestionable. The MCA faculty and staff work extremely well and hard. The review team is concerned that continuation of work at this pace may lead to fatigue and burnout. Teaching students and assuring that course SLO's are met must continue to be primary responsibilities of teaching faculty. Faculty must primarily consume themselves with curriculum and excellence in instruction, assessing student progression through the instructional program, evaluating program offerings, examining and resolving instructional issues: prerequisites, gate-keeping classes, uniform assessment systems, etc. All data that evaluates teaching effectiveness and related student successes could be used in this area: student evaluations of instruction, peer evaluations of instruction, curriculum assessment, etc.
5. **Financial fitness of the Program.** The Paina building is a beautiful, expensive to maintain, instructional laboratory, used to help students achieve success. If students and instruction are at the core of the MCA "brand," then data related to evaluating MCA's fiscal well-being should be quantified and related to instruction of its students: cost per student per class completed, cost of food and supplies per student per class, cost per student per certificate and degree awarded, etc., and other instructionally related cost data.

The **essential parts** of the Program are similar to "pillars" from which the MCA foundation is raised, and to be used to clarify the decision-making process. It is hopeful that this reflective approach will be used to help the MCA more selectively, objectively and quantitatively make decisions related to why, how and what activities and projects we should undertake. Only projects that strengthen the "pillars" and broaden the foundation of the MCA, allowing it to

maintain its competitive edge, should be considered and completed. Measurable indicators that compare efficiency and effectiveness would need to be identified, developed, included and used in the evaluative process. Program history and records would be used to determine positive and/or negative indicators. Once developed, this discriminating, clearly understood evaluative system could be used to help the entire Program to work together to reach the goals that enhance, improve and grow its “pillars,” ultimately adding to the stabilization and growth of its broader foundation and eliminating projects that detract from its goals.

**Notable accomplishments and action items over the last year that continue to be watermarks for the program are as follows:**

**2008/2009 Culinary Action Items:**

- The Research and Development division of the MCA has applied student innovation to assist in product development activities for Ono Gelato Company, Wailua Chocolate Company and Old Lahaina Luau.
- The program received 2009 RDP funding to provide our model “Culinary Boot Camp” classes to the distant island of Lanai.
- The program streamlined academic and early registration advising service to students within program in conjunction with New Student orientation activities and Culinary Program Academic Counselor interface.
- The program streamlined “Culinary Career Shadowing Experiences” focusing opportunities to juniors and seniors linked to the local high school food service programs.
- The program streamlined the “Paina Experience Tours” to introduce the culinary program to community groups and DOE students at the junior and senior levels.
- The program streamlined its “Culinary Art Program Student Orientation” to under two hours per session for new students to front-load information concerning program expectations, uniforms, tools, facility use and faculty introductions.
- The program streamlined its a First Six Graduation Ceremony to one event a year.
- The program initiated and supports a “Culinary Arts Gourmet Travel Club” to develop leadership attributes and fund raising activities that support and create learning experiences for students outside the traditional classroom setting. Student in the GTC recently completed an 11-day educational tour of San Francisco and Napa Valley in August of 2009.
- The program developed and delivered Specialized Training program for Maui Economic Opportunity, Inc. BEST re-integration program in August of 2009.
- The program completed a Program Name change to Culinary Arts and moved all classes to the 100 levels through a Formal Articulation Agreements signed between MCC and the other seven UHCC culinary arts programs to fully match program name, course numbers and course competencies.
- The program placed major emphasis into alignment of the courses taught in the its program and those of our sister programs throughout the University of Hawaii system’s Community College’s culinary programs to facilitate the matriculation of DOE students and the transfer of culinary students across the university system. Three first semester courses were selected to be the first to be articulated. These courses needed some changes before articulation could be achieved and changes were made to align these course to match similar courses at the other culinary programs in the UH community colleges.. Through this agreement,



students will have the opportunity to receive credit for equivalent courses taken elsewhere in the UH system, reducing the potential problems of having to retake a similar course or not being credited with work that has been completed.

- The program purchased vacuum pack food storage system to extend food product shelf life, introduce students to new packing technology and food delivery systems.

### **2008/2009 Culinary Program Initiatives:**

- ❖ “Industry Validation” realized through program SLO’s and “Capstones Experiences” in each semester of our students’ progression through the program, as well as American Culinary Federation accreditation.
- ❖ Developed “Captains of Industry Mentorship Program”. Program requires 2<sup>nd</sup> semester students to interview and “Shadow” with a selected industry mentor to gain insights into various career pathways that ultimately lead to success. Allows industry leaders to re-invest in workforce development and employee marketability by sharing “Best Practices” (personal and business) that served to strengthen student’s understanding of needed career advancement traits and sustainable business models.
- The program has recently (Spring 2009) committed to actively encouraging and assisting program graduates to apply for national sanitation and safety certification through the National Restaurant Association’s ServSafe® Training and Certification program. Successful completion of the ServSafe exam will provide our culinary students with nationally recognized industry validation of their ability to practice the highest standards of food sanitation and safety. Additionally, ACF Culinarian Certification (CC) is being initiated and developed as a program requirement in FSER 293 Field Experience.
- Maui Culinary Academy released its first-ever cookbook/Fall 2008. “Taste of Maui” is a diverse collection of recipes from current chef instructors as well as Maui Culinary Academy graduates and friends of the academy. The 208-page cookbook contains 130 recipes that have delighted the palates of those who have dined at Maui Culinary Academy’s fast and casual Paina Food Court and the Leis Family Class Act Restaurant, as well as favorite Maui eateries whose chefs have graduated from the program. The recipes adorning the pages of this book will satisfy even the most sophisticated palate. Ranging from pantry food to delectable desserts, these recipes appeal to those looking to prepare an island dish with a tempting twist or preparations aimed for a special occasion. “Taste of Maui” boasts over 30 beautiful photos as well as artwork contributed from renowned Maui artist, Ed Lane.
- NETBOOK Pilot Initiative: Maui Community College (MCC) received a \$1.5 million donation intended to help the college improve teaching and learning and increase student success by supporting access to a basic network computer for all students. Beginning this fall, seventy-one first semester culinary arts students took

part in an initial Netbook pilot program as a way of improving student learning outcomes and to make a positive impact on students and the community, as well as create a model for other community colleges to implement technology-enabled advances in teaching and learning. The culinary program was most interested in using technology-supported improvements in teaching and learning to improve student outcomes in developmental mathematics and English courses, since these gateway courses are critical to students' academic success and also address areas of concern noted by the program's Advisory Committee. 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 Lulima (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. Examples of software already in use at MCA include Pearson's MyCulinaryLab and MaterCook recipe and food costing programs to increase student engagement in culinary concepts. This is one of the most exciting technology initiatives undertaken in culinary education and we look forward to enhancing student success as they transition from school to work.

- With advancements in technology and its current application in modern cooking techniques, the program is training our students in the art of sous vide to keep current with industry trends and emerging cuisines. \$5,000 of program funds and \$7,000 of college Perkins funding have been spent and allocated to provide professional training for MCA chef faculty Kyle Kawakami in the use of sous vide technology. Chef Kawakami attended an intensive 5-day workshop at the Greystone Campus of the CIA. The training has been instrumental in expanding program teaching methods and food delivery systems. The purchase of sous video equipment, vacuum sealers, blenders, and heat circulators will continue as high priority purchases for instructional development. Skills training in sous video technology will be incorporated into daily kitchen lab activities and tied in with cost control measures associated with food production and deficit reduction. Chef Kawakami will provide a one-day workshop to MCA instructors; culinary educators and Hawaii's leading chefs to increase the incorporation of sous vide technology activities in kitchens across the State.

**Equipment purchases and upgrades in 2009 include:**

- Two Ice Machines
- 64 Color Coded Cutting Boards
- 6 S/S 12qt Sauce pots
- One Floor model potato ricer
- Up grades to POSI TOUCH point of sales system
- One ACME Juicer

- One Commercial Blender
- 3 PC's for instructional faculty
- One Floor Model Bag Sealer
- One each commercial Washer and Dryer
- 4 each immersion blenders

## **PART IV. RESOURCE IMPLICATIONS**

### **Facilities: \$40,000.00 Capital Repair & Maintenance**

The program will continue 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. The program will continue to provide a fair share of these costs through fiscal responsibility measures that produce revenues to offset the cost of doing business. Currently, the program carries yearly cost of approximately \$50,000 to support R&M activities. It is advisable and in the best interest of campus administration and the culinary program to establish a line item budget that clearly defines R&M cost over the next five (5) years and identifies 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.

### **Human: \$139,500.00**

Program growth is contingent on the hiring of clerical support and new lecturers to teach additional courses in a non-credit/ professional development format. Cost analysis follows:

1. The program continues to request resources for the hiring of a 1.0 APT position to assist in the area of Program Management. Comprehensive Program Review findings along with the Comprehensive Program Review Team Report support the Program's need for secretarial and clerical assistance in program coordination, operations and maintenance, and faculty support services. A recent freeze on all non-essential hiring for State employees severely limits requested financial support. Program clerical/secretarial support position @ \$32,000.
2. The program continues to request the conversion of three (3) full time lecturer (adjunct) positions to three (3) 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. Justifications follow:

- ❖ The conversion of adjunct to tenured faculty will strengthen the Program and lessen responsibilities shouldered by the present small cadre of tenured faculty.
  - ❖ In light of VP Morton's discussion with the campus on 10/17/08, The Culinary Program is requesting that our temporary, full time lecturers be converted to non permanent full time positions  
This includes Kyle Kawakami, Tom Lelli, and Juli Umetsu
  - ❖ Lecturers in the culinary program are expected to participate in a full time capacity for fund raising, counseling of students, various Program events, catering, student orientations, student recruitment, and various teaching workshops. These activities offset program deficit, assist in program recruitment strategies, and support student persistence and retention objectives of the University.
  - ❖ The culinary program requires continued positive commitment in its faculty to fully support and participate in long term activities to strengthen our educational mission and address our fiscal responsibilities. Currently these activities require program lecturers to volunteer time beyond assigned duties.
  - ❖ Continued Lecturer support to the program may continue regardless of conversion of positions. It is evident, however; that without commitment by the administration for long-term job security, lecturers' moral and willingness to actively participate in events that benefit the Program have the potential to decline.
  - ❖ Retention of the current cadre of program lecturers is ultimately a cost savings to the campus. Attrition in these positions will require immense training and loss of program efficiency. A large base of program "intellectual knowledge" is vested in the current lecturer pool.
3. Re-instatement of Carl Perkins fully funded program Retention and Recruitment Specialist. APT' Retention and Recruitment Coordinator to strengthen program enrollment, student completion rates, to meet college retention and persistence goals and to develop continued partnerships with DOE and PCNC's @ \$39,000.
  4. Casual Hire position for the development and implementation of non-credit and short-term industry based training classes, credit based evening offerings and operational food production needs @ \$38,500. Numerous opportunities for

program growth remain un-developed based on a lack of full-time program faculty positions. Examples include the reestablishment of our MCA student competition teams, the development of a series of on going non credit classes for the community, the development of partnerships for culinary training with the local hotel and restaurant industry, MEO/Best programs, and the DOE, Swap Meet potentials for revenues through food sales, R&D products, cookbooks, bread and pastry items.

## **SODEXO PARTNERSHIP**

The Program and campus Administration have developed strategies and systems that will allow the instructional program a greater ability to focus on its educational mission. For over 32 years, the Maui Culinary Academy has provided quality, relevant culinary education that satisfies the diverse needs of residents of Maui County, the State of Hawai'i and all others who desire education in any and all aspects of the culinary and pastry arts. In the spirit of continual advancement and in support of our culinary community the Maui Culinary Academy at Maui Community College has entered into an innovative new partnership with Sodexo, Inc. 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. Additionally, Sodexo will provide support to the program in terms of systems and processes that incorporate energy management solutions into the facility, building upon the Maui Culinary Academy's strong foundation of sustainability. This partnership will allow the culinary program to focus on its core mission of educating future chefs while bringing unlimited and enhanced learning opportunities to program students and graduates through Academy based leadership and entrepreneurial experiences.

Sodexo's primary focus will be on the day-to-day operations of the Maui Culinary Academy. The company will enhance the hours of operations, providing services from 7:00 am to 7:30 pm Monday through Thursday and 7:00 am to 3:00 pm on Fridays. They are also expanding our services on Saturday mornings to support Maui's Community Swap Meet.

With food continuing as our focus we are collectively engineering our current operational menu offerings with items geared toward local freshness, convenience and casual quality. We have expanded program credit offerings into the evening hours under the direction of Chef Instructor Jake Belmonte. Chef Belmonte, a former graduate of our culinary program is leading the delivery of our Monday and Wednesday evening menu with such innovate fare as Pa'ina Shrimp Scampi w/ Marsala Cream or Poached Chicken Breast w/ Scallion-Ginger Pesto.

We are also expanding our services on Saturday mornings to support Maui's Community Swap Meet adding such exciting Saturday menu offerings as; Kalua Pork Sandwich on a

Hawaiian Sweet Potato Role, Genovese Style Pizza, Maui Malasadas and Barista prepared gourmet espresso beverages. Our partnership with Sodexo highlights a deepening commitment to bring new learning to our students via an established leader in the culinary industry. We are energized by this exciting partnership that allows us to sustain growth while also providing resources for students to gain additional real world experience and opportunities at Sodexo and its worldwide network of business. We look forward to a continual and mutually beneficial partnership with Sodexo, Inc. and envision their contribution to the enhancement of our Maui Culinary Academy for years to come. The Maui Culinary Academy seeks to accomplish the following objectives for its food service operations and facility through the Managed Services of Sodexo:

- 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 the current tight economic climate a creative strategy and positive approach to the operation of Pa'ina is needed to deliver profitability. As a program we are responsible to assess the health of Pa'ina to determine where we excel and where we should make improvements. The faculty and staff of MCA hold the key to the programs financial survival and growth. It is imperative that MCA faculty and staff commit to business philosophies and management styles that promote fiscal accountability and profit planning.

The following comprehensive report provides a diagnosis of the operational and instructional plan designed by MCA/SODEXO for Pa'ina to increase management effectiveness, operational and instructional consistency and improved profitability within three major areas: Management Systems Operations, Management Systems Instruction, and Management Systems Guest Service:

#### Management Systems "Operations"

- The Operational Component of the Maui Culinary Academy is currently incapable of generating necessary revenues through food sales during the entire year to provide profit margins that cover operational payroll. A reduction in payroll and salaried positions is necessary.
- Establishment of a clearly defined management system/chain of command for Pa'ina. The "Chain of Command" will be developed and utilized to increase work effectiveness, assists in identifying areas of direct responsibility; establish accountability standards, and strengthen the evaluation process of employee performance.
- Establish consistent and high quality food from the operational component of Pa'ina. Especially in catering events were the menu items, table set up, décor, and overall attention to detail is most important. Expansion of menu items and healthier options in breakfast and Grab & Go selections is envisioned. Healthy snack and beverage options continue to be stalled and are in need of far more choices. The candidate for the "Operational Chef" position would require an extensive background in food preparation, catering, menu development and food costing.

#### Management Systems "Instruction"

- Establish MCA Instructional Operating Budget for Fall 2009 semester. Operating Budget will be based on a review of MCA P&L statements for last eight (8) months. PC to analyze expenditures and revenues at each profit center and establish budgets for each profit center based on past performance. Faculty will be asked to operate within set budget guidelines, meet program food cost objectives and operate kitchen labs as “profit centers”.
- Establish a **\$75.00** “Meal Fee” for consumption of student meals in all lab settings.
- Bring forward New Grab & Go concept items with lower food cost and selling price in mind. Increased speed of service with Pre-prepped menu items and impulse buying through the offering of half portions at 65% of regular full portion price. Additional attention will be placed on ” Bundling” purchase incentives, i.e. soup, sandwich and salad promotions.
- Simplify FT, WP and PG menu offerings. Cost out menu during Summer 2009. All menus to be pre-approved for cost effectiveness, portion control and presentation before semester begins. MCA to work w/ Pastry instructor in resizing bread portions for sandwiches, panini and pizza’s.
- Incorporate the operation of Campus Café into the Culinary 191v class competencies to further student learning and reduce labor cost now charged to Operational staffing for this outlet.
- Support the infusion of Sous Vide technology in program curriculum to strengthen the programs “competitive set” as a leader in culinary arts education. . This new precision cooking method is becoming very prevalent in the food industry, especially in finer restaurants. Cooks and chefs are coaxing new textures and flavors from familiar ingredients and raising new questions for food science. The original industrial purpose of vacuum packing was to make foods easier to handle, limit their exposure to oxygen and give them a longer shelf life. Chefs still derive these same benefits but have also discovered that vacuum packing can make food look and taste better. Food cooked traditionally can be stored this way for extended shelf life and quality, especially in the freezer. Sous vide technology supports food cost controls and food quality driven effort to maximize and utilize all products used in kitchen classes. Students will learn how to handle costly food products that can make or break a successful food operation in today’s challenging economic climate.
- Seek external funding through Monsanto to continue R&D services to the Maui Cattle Company and Haleakala Ranch for new and value added grass feed beef products that will return “evergreen” funds to MCA
- Negotiate with Whole Foods Maui for work force development opportunities for culinary students and high value “shelf presence” for MCA gourmet food product line.
- Establish non-credit instruction in a variety of areas in the culinary arts. Many requests are coming in daily for courses in cake decorating, ice carving, basic cookery, butchery, operational management, etc. Tap into the programs non-credit account as a financial resource to move this project forward. Hire an additional instructor position that can respond to the needs of the community requesting classes and training. Many other opportunities abound for commercial food



research and development, incubator kitchen activities, specialized classes and corporate training.

- Expand capitalization of potential revenues from the operation of the Pa'ina Food Court during the weekly Saturday Maui Swap Meet on the MCC campus. An estimated 5,000 guest frequent the Swap Meet each Saturday with many guest seeking the high-level food and beverages options, spacious, comfortable, and family friendly air-conditioned environment Pa'ina can offer. Hours of operation would center on fast casual early breakfast items starting at 6:30am with service extending to plate lunch and sushi offerings from 10:00 am to 1:00pm. An estimated 300 guest would be served during the breakfast hours with an additional 600 guest accommodated during lunch.
- Initiate "FURLOUGH FRIDAY" training programs for prospective students who wish to enter into the program. A \$50.00 fee will cover the impact of additional instructional cost associated with oversight, meals, certificates, and evaluations.

#### Management Systems Guest Service

- Initiate "guest survey" to create an open forum concerning hours of operation, menu selections, pricing, service and food quality. Guest comments will be used to strengthen the Pa'ina experience, enhance ease of service and evaluate areas of strength and weakness
- Measure standards in service times, ticket times, greetings, order taking, food and beverage delivery, suggestive selling, menu knowledge and register check out in an effort to maximize sales opportunities.
- Create daily checklist from the entrance, reception area, dining room and restrooms to rate the appearance and maintenance of Pa'ina. Cleanliness of walls, floors, and windows along with visibility and correctness of signage, and music volume will be assessed.

#### **APPENDICES**

- A. Culinary Crosswalk
- B. Program Student Learning Outcomes
- C. Program & College Curricular Grids
- D. Assessment Reports
- E. Assessment Rubrics & Tools

## **APPENDIX A**

## Culnary Crosswalk

Previous Alpha	Previous Number	Previous Credits	New Alpha	New Number	Course Title
FSER	20	2	CULN	111	Intro
FSER	21	1	CULN	112	Sanitation
FSER	50 & 60	2 & 2	CULN	120	Fundamentals of Cookery
FSER	46 & 48	2 & 2	CULN	121	Skill Building
FSER	52	2	CULN	131	Short Order
FSER	54	2	CULN	140	Cold Food Pantry
FSER	70	5	CULN	220	Advanced Cookery
FSER	72	4	CULN	240	Buffet Prep
FSER	191V	1	CULN	294V	Practicum
FSER	293V	1	CULN	293V	Culinary Field Exp
FSER	23	2	CULN	115	Menu
FSER	42	1	CULN	114	Intro to Beverage
FSER	62	4	CULN	150	Fundamentals of Baking
FSER	64	4	CULN	250	Advanced Baking I
FSER	65	4	CULN	251	Advanced Baking II
FSER	41	3	CULN	160	Dining Room
FSER	34	4	CULN	271	Purchasing
FSER	44	3	CULN	265	Beverage Operations

## **APPENDIX B**

### Culinary Program SLO's

1. Apply principles and concepts of quality food purchasing, food and baking preparation, service, and proper use of tools and equipment to produce and serve a variety of professional food items.
2. Apply the basic principles of culinary service, organization, sanitation and safety in a foodservice operation to maintain the optimum health of the consumer.
3. Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
4. Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.
5. Practice standards in behavior, grooming and dress appropriate to culinary industry professionals.

## **APPENDIX C**

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

	ALPHA	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
NUMBER	111	112	114	115	120	121	131	140	150	160	220	240	250	251	265	271	280	

### Standard 1 - Written Communication

Write effectively to convey ideas that meet the needs of specific audiences and purposes.

<b>Outcome 1.1</b> - Use writing to discover and articulate ideas.	2	2	1	3	2	2	2	2	3	2	2	2	2	2	2	2	2	2
<b>Outcome 1.2</b> - Identify and analyze the audience and purpose for any intended communication.	2	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	2	2
<b>Outcome 1.3</b> - Choose language, style, and organization appropriate to particular purposes and audiences.	2	2	3	2	2	2	2	2	2	3	2	3	3	3	3	3	3	2
<b>Outcome 1.4</b> - Gather information and document sources appropriately.	2	2	2	1	2	2	2	2	2	2	2	2	2	3	3	2	3	2
<b>Outcome 1.5</b> - Express a main idea as a thesis, hypothesis, or other appropriate statement.	1	1	1	1	1	2	2	2	3	2	2	2	2	2	2	2	1	2
<b>Outcome 1.6</b> - Develop a main idea clearly and concisely with appropriate content.	1	1	2	1	1	1	2	2	3	2	2	2	3	3	2	1	2	2
<b>Outcome 1.7</b> - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	1	1	1	2	1	1	2	2	2	2	2	2	2	2	2	2	1	1
<b>Outcome 1.8</b> - Demonstrate proficiency in revision and editing.	1	1	1	2	1	1	1	2	2	2	1	1	2	2	1	1	1	1

				1										2				
<b>Outcome 1.9</b> - Develop a personal voice in written communication.		2	2	1	1	2	1	2	2	2	2	1	1	2	2	1	1	1
	<b>ALPHA</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>
<b>Standard 2 - Quantitative Reasoning</b>	<b>NUMBER</b>	<b>111</b>	<b>112</b>	<b>114</b>	<b>115</b>	<b>120</b>	<b>121</b>	<b>131</b>	<b>140</b>	<b>150</b>	<b>160</b>	<b>220</b>	<b>240</b>	<b>250</b>	<b>251</b>	<b>265</b>	<b>271</b>	<b>280</b>
Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.																		
<b>Outcome 2.1</b> - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		1	1	2	1	1	1	2	2	3	2	2	2	3	3	2	3	2
<b>Outcome 2.2</b> - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		0	0	2	1	0	1	3	3	3	1	2	3	3	3	2	3	2
<b>Outcome 2.3</b> - Communicate clearly and concisely the methods and results of quantitative problem solving.		0	0	1	2	1	2	3	3	3	2	2	3	2	2	2	2	2
<b>Outcome 2.4</b> - Formulate and test hypotheses using numerical experimentation.		0	0	2	1	0	1	2	2	2	1	1	2	3	3	1	2	2
<b>Outcome 2.5</b> - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		1	1	1	2	1	2	2	2	3	2	2	2	2	2	1	2	2
<b>Outcome 2.6</b> - Assess the validity of statistical conclusions.		0	0	1	1	0	1	1	1	2	1	2	2	2	2	2	2	2
<b>Standard 3 - Information Retrieval and Technology</b>	<b>ALPHA</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>
Access, evaluate, and utilize information effectively, ethically, and responsibly.	<b>NUMBER</b>	<b>111</b>	<b>112</b>	<b>114</b>	<b>115</b>	<b>120</b>	<b>121</b>	<b>131</b>	<b>140</b>	<b>150</b>	<b>160</b>	<b>220</b>	<b>240</b>	<b>250</b>	<b>251</b>	<b>265</b>	<b>271</b>	<b>280</b>



<b>Outcome 3.1</b> - Use print and electronic information technology ethically and responsibly.		1	1	2	2	1	1	1	1	2	2	2	2	3	3	3	2	2
<b>Outcome 3.2</b> - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		1	1	2	2	1	2	2	2	2	2	2	2	2	2	3	2	2
<b>Outcome 3.3</b> - Recognize, identify, and define an information need.		1	1	2	1	1	1	2	2	2	3	1	2	2	2	2	2	1
<b>Outcome 3.4</b> - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		1	1	1	2	1	2	2	2	2	2	1	1	2	2	2	3	1
<b>Outcome 3.5</b> - Create, manage, organize, and communicate information through electronic media.		1	1	1	1	1	2	1	1	2	2	2	2	2	2	2	2	2
<b>Outcome 3.6</b> - Recognize changing technologies and make informed choices about their appropriateness and use.		1	1	2	1	1	2	2	2	2	2	2	2	2	2	2	3	2
<b>Standard 4 - Oral Communication</b>	<b>ALPHA</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>
Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	<b>NUMBER</b>	<b>111</b>	<b>112</b>	<b>114</b>	<b>115</b>	<b>120</b>	<b>121</b>	<b>131</b>	<b>140</b>	<b>150</b>	<b>160</b>	<b>220</b>	<b>240</b>	<b>250</b>	<b>251</b>	<b>265</b>	<b>271</b>	<b>280</b>
<b>Outcome 4.1</b> - Identify and analyze the audience and purpose of any intended communication.		1	2	2	2	2	2	3	3	2	3	2	2	2	2	2	2	2
<b>Outcome 4.2</b> - Gather, evaluate, select, and organize information for the communication.		1	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2
<b>Outcome 4.3</b> - Use language, techniques, and strategies appropriate to the audience and occasion.		2	2	2	2	2	1	3	3	2	3	2	2	2	2	3	2	2

<b>Outcome 4.4</b> - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		2	2	1	1	2	2	3	3	2	3	1	2	2	2	2	2	1
<b>Outcome 4.5</b> - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		1	1	1	1	2	1	2	2	2	3	1	2	3	3	1	2	2
<b>Outcome 4.6</b> - Use competent oral expression to initiate and sustain discussions.		1	1	2	1	1	1	2	2	3	2	2	1	3	3	1	1	1
<b>Standard 5 - Critical Thinking</b>	<b>ALPHA</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>	<b>CULN</b>
Apply critical thinking skills to effectively address the challenges and solve problems.	<b>NUMBER</b>	<b>111</b>	<b>112</b>	<b>264</b>	<b>115</b>	<b>120</b>	<b>121</b>	<b>131</b>	<b>140</b>	<b>150</b>	<b>160</b>	<b>220</b>	<b>240</b>	<b>250</b>	<b>251</b>	<b>265</b>	<b>271</b>	<b>280</b>
<b>Outcome 5.1</b> - Identify and state problems, issues, arguments, and questions contained in a body of information.		2	2	2	2	3	1	3	3	3	2	2	2	3	3	2	2	2
<b>Outcome 5.2</b> - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		2	2	2	2	2	1	3	3	2	3	3	2	3	3	2	2	2
<b>Outcome 5.3</b> - Formulate research questions that require descriptive and explanatory analyses.		1	1	1	2	1	1	2	2	3	2	2	2	2	2	2	3	2
<b>Outcome 5.4</b> - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		1	1	1	2	1	1	2	2	2	2	2	2	2	2	1	2	2
<b>Outcome 5.5</b> - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		2	2	1	2	2	2	2	2	2	3	3	2	3	3	2	3	2
<b>Outcome 5.6</b> - Apply problem-solving techniques and skills, including the rules of logic and logical		1	1	2	1	2	2	2	2	2	2	2	3	2	2	2	2	3

sequence.																		
<b>Outcome 5.7</b> - Synthesize information from various sources, drawing appropriate conclusions.		2	1	2	2	2		3	3	2	2	2	3	3	3	2	2	2
<b>Outcome 5.8</b> - Communicate clearly and concisely the methods and results of logical reasoning.		2	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>Outcome 5.9</b> - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		1	1	1	1	1	2	2	2	2	2	1	1	2	2	2	3	3
<b>Standard 6 - Creativity</b>	<b>ALPHA NUMBER</b>	<b>CULN 111</b>	<b>CULN 112</b>	<b>CULN 114</b>	<b>CULN 115</b>	<b>CULN 120</b>	<b>CULN 121</b>	<b>CULN 131</b>	<b>CULN 140</b>	<b>CULN 150</b>	<b>CULN 160</b>	<b>CULN 220</b>	<b>CULN 240</b>	<b>CULN 250</b>	<b>CULN 251</b>	<b>CULN 265</b>	<b>CULN 271</b>	<b>CULN 280</b>
Able to express originality through a variety of forms																		
<b>Outcome 6.1:</b> Generate responses to problems and challenges through intuition and non-linear thinking		1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	1	2
<b>Outcome 6.2:</b> Explore diverse approaches to solving a problem or addressing a challenge		1	1	1	1	2	2	2	2	2	3	2	2	2	2	2	1	2
<b>Outcome 6.3:</b> Sustain engagement in activities without a preconceived purpose		2	1	2	2	2	2	2	2	2	1	2	2	3	3	2	2	2
<b>Outcome 6.4:</b> Apply creative principles to discover and express new idea		2	1	1	2	2	2	2	2	2	1	2	2	3	3	1	1	2
<b>Outcome 6.5:</b> Demonstrate the ability to trust and follow one's instincts in the absence of external direction		1	1	1	1	2	2	2	2	2	2	2	2	3	3	1	2	2
<b>Outcome 6.6:</b> Build upon or adapt ideas of others to create novel expressions or new solutions		1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2

## **APPENDIX D**

## ASSESSMENT RESULTS CHART FOR PROGRAMS SLO'S

### Mapping and assessment

The culinary arts program continues to engage in program-assessment activities in order to satisfy requirements of both programmatic and institutional accrediting agencies. While some view these requirements as a burden, current faculty members on the front line of teaching view them as opportunities to examine and document evidence that what the program is supposed to be teaching is actually being delivered to students. Often times, our program has relied too heavily on anecdotal information taken from surveys to provide evidence of student learning. While surveys provide good feedback from those outside the program, other internal assessment activities provide more reliable proof of student success, or the lack thereof. The design and development of what is called a curriculum map takes the guesswork out of program assessment while providing tangible evidence that the culinary-arts program is adequately teaching students what the program has promised to provide. While promotional activities may be successful at luring students into the program, activities like curriculum mapping shine a light on the curriculum itself by highlighting competency strengths and weaknesses. Our program is undergoing a normal process of change that allows us to re-examine our current curriculum. We are developing a curriculum map to identify where competencies are being taught, or more specifically, to what extent the competency is covered and appropriately mastered. The table below is an example of our program efforts to strengthen current assessment practices.

As part of the curriculum-mapping process, we are identifying gaps or redundancies in our curriculum, and possibly even areas, which we need to revise our course outlines and syllabi. Other more dramatic gaps indicate a need to add or create a new course. Conversely, we are finding that further curriculum scrutiny points to an excess of coverage in areas no longer required, or perhaps just requiring a cursory mention.

In our current curriculum-mapping process we found evidence of a need, for example, to expand coverage of food purchasing cost and controls as well and the inclusion of a final capstone practical exam in our 1<sup>st</sup> semester 1v cookery classes. The curriculum-mapping exercise is a dynamic process. As our program and our industry evolve, so, too, should the curriculum. We foresee the curriculum mapping to be carried out on an ongoing basis, perhaps at least every two years. This is all part of an effective approach to reviewing and updating our program that ensures we deliver maximum value to our students while providing graduates to the industry of which our program can be proud.

## **ASSESSMENT RUBRICS & TOOLS**

LELLI: CULN 240 & 220

UMETSU: CULN 160 & CULN 111

SANTOS/KAWAKAMI/MARQUEZ: CULN 120, 121, 131,140

SCHULTE: CULN 111

LOUIE: CULN 293V

**CULN 240**  
**Tom Lelli**  
**CAPSTONE**

**GARDE MANGER COMPETITION HANDOUT FOR FS 72**

Students will be required to compete in a garde manger culinary challenge as a part of FS 72 course curriculum over the course of 2 days. Students will be paired in teams of 3 or 4 and will work and be scored as a team. The scores will be combined into a medal score (gold, silver, bronze or certificate of completion). The Culinary Competition Challenge will be worth 300 points to your final grade; 100 points for team portfolio and recipe folder, 100 points for judges scoring and 100 points for kitchen practical when preparing forcemeat for signature item used for the competition.

The team portfolio will include: (1) a recipe for your forcemeat item and (2) a short paragraph from each team member that introduces you to the judges and briefly outlines your culinary passions, experiences and goals.

**GARDE MANGER SKILLS CHALLENGE**

Each team will compete in a garde manger competition, creating dishes from predetermined and mystery basket food items in a timed cooking challenge. Teams will develop a signature forcemeat item as part of the challenge. The following items may be used for fabrication and preparing forcemeat for signature item (whole chicken, duck, fowl, rabbit, bone in pork loin, and whole fish). On Tuesday (day 1) students will be allowed to prepare the signature item and aspic (during regularly scheduled class time). On Thursday (day 2) they will finish and present signature item with 3 other courses produced from a mystery basket on the day of the competition. Teams will prepare 4 courses of 3 portions each and industry chef judges will score each team.

**PROCEDURE:**

On the day of the competition, teams will receive their mystery baskets at the beginning of the competition from the kitchen judge along with their station assignments. Within 30 minutes of receiving the mystery basket each team must submit a menu to the competition proctor. The teams then have 2 hours to prepare their menus. Each team is then allotted a 30-minute window in which to serve all courses in 7-minute intervals. Any team missing the 30-minute time window will be deducted 1 point per minute from their overall kitchen score. Teams will make 3 plates of each course. Two go to the judges and one is for display. Each team is allotted ½ hour to clean their assigned station. All items in the mystery basket must be used somewhere in the menu.

**COURSES:**

Courses for the competition must include:

1. Hors d' Oeuvres (3 kinds / 3 portions each / 2 plates total)
2. Composed salad (3 portions plated)
3. Hot Appetizer (3 portions plated)
4. Signature forcemeat item (3 portions plated)

**COMPETITION SCORING/CRITIQUES:**

In culinary competitions, there is the preparation of the display and the scoring. But it is the assessment of the work that lies at the heart of the purpose of competitions. There are two areas of assessment: the critique and the score.

In ACF-sanctioned culinary competitions, the critique is delivered by an experienced, trained, approved culinary judge. In the learning process, there is no substitute for a professional,

constructive critique, delivered in a manner of teacher to student and with the respect afforded a professional colleague.

The best critiques are to the point, note both the strong and weak points, and are specific about each. In addition, the judge should offer guidance on what skills and techniques could be built on or further developed. If the competitor is a student, his or her instructor should be present during the critique.

The second area of assessment is the scoring. As the judge's panel reviews a display, points are awarded in several areas and averaged to yield a single score for the display. Based on a possible 40 points, displays are awarded gold, silver, or bronze medals.

The ACF scoring point scale is:

Gold medal 36-40 points

Silver medal 32-35.99 points

Bronze medal 28-31.99 points

Unlike most competitions that may have only one gold medal winner, in ACF-sanctioned competitions, the competitors compete against a standard and not each other. Since a competitor is judged on how his or her display measured up against the standard, there may be many competitors who win the same medal. Medals are awarded to all competitors who score sufficient point levels.

The assessment for is divided into two areas: kitchen/floor evaluation and service/tasting evaluation. Each of these areas is further divided into five specific areas, which are scored individually. The total possible points (100) is divided by 2.5 to yield a medal score on a 40-point scale

**\* Kitchen/Floor Evaluation - (40 possible points)**

5 points -- Sanitation/Food Handling

5 points -- Mise en place/Organization

20 points -- Culinary and Cooking Technique and Proper Execution

5 points -- Proper Utilization of Ingredients

5 points -- Timing/Work Flow

**\* Service/Tasting Evaluation - (60 possible points)**

5 points -- Serving Methods and Presentation

5 points -- Portion Size

10 points -- Menu and Ingredient Compatibility

5 points -- Creativity and Practicality

35 points -- Flavor, Taste, Texture and Doneness

**FLOOR JUDGES EVALUATE...**

**Mis en place and Organization:** Table is kept clear of nonessentials, for example, a mixer that may not be needed for the next 30 minutes. Working systematically on one job at a time. Storing of products – an organized refrigerator, rack cart, knife, and equipment storage. Waste storage - is it useable or not? How the useable waste is stored for future uses. The table is free from debris. Floor spills are attended to quickly. The dish area is not being used as a storage dump. An organized withdrawal from the kitchen, leaving it as clean as it was found.

**Sanitation / food handling:** Cutting boards are scrupulously clean. Knives are sharp. The toolbox/ knife bag is clean and sanitary inside. Sanitizing solution is at the right strength, not over or underpowered, and whether it's being used as a washing solution instead of sanitizing a pre-washed area. Are the competitors using towels correctly, for example, not wiping debris off a table and then wiping a knife or a plate with the same towel. Whether competitors are using their aprons as hand wipes. Products are stored at the correct temperature. Gloves are being used when the last contact with food is occurring, for example, plating up. Areas are kept sanitized, particularly during fish to meat to vegetable or dairy transitions. Frequent hand sanitizing.

**Cooking techniques and skills.** Following classical cooking techniques. The competitor should be using the technique as stated in the recipe, for example, pan frying instead of sautéing or



braising with a lid on. Proper technique used to deglaze a pan rather than simply adding wine or a liquid. Mirepoix browned properly, not just heated. Product roasted correctly and basted as needed, not just placed in the oven. Poached items are not being simmered. Correct method followed in preparing forcemeat. How many different techniques have been displayed? Using correct cutting motions and knife for the job.

**Proper utilization of ingredients:** Are ingredients used in a sensible and cost effective way? Is there a lot of unnecessary waste? Are bones and scraps being used for stock and sauce or being discarded?

**Timing, Work flow and Teamwork.** Menu items should not be held too long. Do meats have the time to rest? Serving within the half hour window in 5 to 6 minute intervals. A logical progression of jobs, for example avoid chopping herbs or mincing garlic on several occasions.

#### **TASTING JUDGES EVALUATE...**

**Serving methods and presentation.** Hot food is hot and cold food is cold (including plates). Food is fresh and colorful, visibly seasoned, presented with some height, easy to eat, and pleasing to the eye. Meat/fish slices are even, straight, and evenly shingled. Items are closely placed together to help maintain temperature and keep the plate from resembling a smiling face. Canapés are uniform.

**Portion size:** Components of the meal are balanced so that the main item is complemented in size/amount by the accompanying garnish (es) and/or sauce. The necessary nutritional standards are being adhered to. The protein weight is within the set limits. The limits are 2 to 3 ounces for appetizers and salads and 3 to 4 ounces for entrees. Canapés and Hors d'Oeuvres should be bite size.

**Menu and Ingredient Compatibility.** Ingredient colors harmonize. Ingredient amounts are correctly portioned to give a perfect harmonization. Have any of the ingredients been duplicated?

**Creativity and Practicality:** The dish shows a degree of difficulty and creative flair, rather than something copied and overused. If using an old or classical idea, new, creative ideas have been used to transform the dish.

**Flavor, taste, texture, and doneness:** The stated flavor in the menu and recipe are profound. For example, the duck broth tastes like duck. Doneness temperatures are correct. Stated vegetable cuts are correct. The stated cooking techniques have been applied correctly. The textures correspond to what was implied in the recipe. The flavor of the sauce or vinaigrette reflects what the recipe stated and is of the correct consistency. The correct degrees of caramelization have been shown. It tastes great.

Program Assessment Rubrix 2008 for:

Food Service 72/Tom Lelli

Instructions: (a) Install your program SLOs in Col. A, one SLO per row. If more rows are needed, contact Jean Pezzoli at pezzoli@hawaii.edu

	<i>Ex- ceeds</i>	<i>Meets</i>	<i>Mini- mally Meets</i>	<i>Does Not Meet</i>	<i>Not Applicable</i>	<i>No. Ss</i>	<i>SLO Total Score</i>	<i>SLO Avg. Score</i>
<i>Student Learning Outcome</i>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>n/a</b>			
Program graduates are able to identify, utilize and properly combine appropriate ingredients in a sanitary manner to produce quality food products using fundamental cutting skills and cooking techniques.	3	9	2	0		14	29	2.1
Program graduates are able to safely organize a workstation, utilize the proper tools and equipment and manage time constraints when performing specified tasks in food preparation.	10	3	1	0		14	37	2.6
Program graduates are able to work with others in a professional manner with an emphasis on teamwork.	10	2	2	0		14	36	2.6
Program SLO-4:						0	0	0.0
Program SLO-5:						0	0	0.0
Program SLO-6:						0	0	0.0
Program SLO-7:						0	0	0.0
Program SLO-8:						0	0	0.0
Program SLO-9:						0	0	0.0
Program SLO-10:						0	0	0.0
Program graduates are able to apply critical reasoning skills to effectively address challenges and solve problems.	5	7	2	0		14	31	2.2
Program graduates are able to practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	5	5	4	0		14	29	2.1
Program graduates are able to write effectively to convey ideas that meet the needs of specific audiences and purposes.						0	0	0.0

Program graduates are able to access, evaluate, and utilize information effectively, ethically and responsibly.	3	6	4	1		14	25	1.8
Program graduates are able to synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	3	7	3	1		14	26	1.9
Program graduates are able to express original ideas through a variety of forms.	5	8	1	0		14	32	2.3
<b>No. SLOs</b>								<b>8</b>
<b>Sum of Program Ranks</b>	<b>23</b>	<b>14</b>	<b>5</b>	<b>0</b>	<b>42</b>	<b>42</b>		
<b>Sum of General Ed Ranks</b>	<b>21</b>	<b>33</b>	<b>14</b>	<b>2</b>	<b>70</b>	<b>70</b>		
<b>Sum of Overall Ranks</b>	<b>44</b>	<b>47</b>	<b>19</b>	<b>2</b>	<b>112</b>	<b>112</b>		
<b>Rank Distribution: Program SLOs</b>	<b>54.8%</b>	<b>33.3%</b>	<b>11.9%</b>	<b>0.0%</b>		<b>100.0%</b>		
<b>Rank Distribution: General Ed</b>	<b>30.0%</b>	<b>47.1%</b>	<b>20.0%</b>	<b>2.9%</b>		<b>100.0%</b>		
<b>Rank Distribution: Overall</b>	<b>39.3%</b>	<b>42.0%</b>	<b>17.0%</b>	<b>1.8%</b>		<b>100.0%</b>		
<b>Average SLO Score for the Course</b>								<b>2.2</b>

FS72 COMPETITION GRADING SCALE 300 points TEAM\_\_\_\_\_

Team Members:

The following scale is used to assign 100 final exam points to the competition medal scoring from the judge's sheets.

40-39 = 100 points

38.99 – 38 = 98 points

37.99 – 37 = 96 points

36.99 – 36 = 94 points

35.99 – 35 = 92 points

34.99 – 34 = 90 points

33.99 – 33 = 88 points

32.99 – 32 = 86 points

31.99 – 31 = 84 points

30.99 – 30 = 82 points

29.99 – 29 = 80 points

28.99 – 28 = 78 points

27.99 – 27 = 76 points

26.99 – 26 = 74 points

25.99 – 25 = 72 points

24.99 – 24 = 70 points

23.99 – 23 = 68 points

22.99 – 22 = 66 points

21.99 – 21 = 64 points

20.99 – 20 = 62 points

20 and below 60 points

Judges score (100 possible points) \_\_\_\_\_

Kitchen practical (100 points) \_\_\_\_\_

Portfolio (50 points) \_\_\_\_\_

Recipe (50 points) \_\_\_\_\_

Competition total (300 points)

\_\_\_\_\_

Kitchen Practical (Tuesday) Signature item preparation

	Maximum points	Points received
Butchery	30	
Sanitation	10	
Forcemeat Technique	30	
Teamwork	10	

## FS72 Final Lab Practical # Final forcemeat item for competition SCORING RUBRICS

Date:

Team# \_\_\_\_\_

**Standard****Levels of Quality  
Score**

<i>Technique</i>	Highly Competent 30-25	Competent 24-15	Needs Improvement 14 -0	
Butchery	Removal of profitable muscle tissue from bone is very efficient. Sinew and/or fat removal is correct.	Removal of profitable muscle tissue from bone is adequate but not outstanding Sinew and/or fat removal is well executed but needs small improvements	Removal of profitable muscle tissue from bone is needs improvement Sinew and/or fat removal needs improvement	
Forcemeat preparation technique	Techniques executed accurately reflecting excellent culinary standards	Most techniques are well executed with several needing improvement	Many techniques not executed properly	
<i>Safety and Sanitation</i>	Highly Competent 10 to 9	Competent 8 to 5	Needs Improvement 4 -0	
Sanitation, safety and proper use of equipment and tools	Used all tools including knives and small wares in a safe and sanitary manner. Operated stationary equipment correctly, safely and with good sanitation techniques.	Most tools and small wares used safely with some improvement needed. Overall sanitation techniques good, with several areas needing improvement.	Overall sanitation and safety techniques were not carried out in a safe and sanitary manner. Significant improvement is needed in the use of all areas of small wares and equipment.	

Comments:  
Techniques

**Standard****Levels of Quality  
Score**

	Highly Competent 20 to 16 points	Competent 15 to 11 points	Needs Improvement 10 or less points	
Mis En Place and organization	Workflow is very efficient. Table is kept clear of non-essentials and debris. Storage of products is very organized	Workflow is fairly good. Table is kept clear of most non-essentials and debris but needs small improvements Storage of products is very somewhat organized but need improvement	Workflow is unorganized. Table is not kept clear of non-essentials and debris. Storage of products is very unorganized and needs improvement	
Teamwork	Highly Competent 10 to 9	Competent 8 to 5	Needs Improvement 4 to 0	
Teamwork and collaborative skills	Worked very well in team environment and showed initiative and outstanding group skills.	Worked fairly well in a team environment with some group skills needing improvement.	Difficulty performing in team setting. Significant improvements needed in order to function well with others, and to successfully collaborate with working members of a group.	

CULN 220

*Class changes made based on assessment of student SLO,s.*

Tom Lelli

Spring 2009 class changes based on assessment of student SLO,s fall 2008

1. Added another textbook, the food lovers companion to help students with culinary terminology and spelling
2. Refine lab rubrics and give them to students so they can specifically see what they are being assessed and scored on
3. Created more research assignments for students to do outside of class. They will bring information to class to stimulate more class participation and discussion in place of instructor lecturing only.
4. Purchased equipment and introduce new cooking method: Sous Vide cooking and vacuum sealing based on current industry trends and emerging new technologies.
5. Introduced class computer and recipe software to kitchen to create opportunities for students to research recipes, cost controls, current trends in food service industry and ethnic cuisine flavor profiles etc.
6. Introducing HACCP standards for sous vide cooking.
7. Revised final cooking practical from team to individual (started this in fall 2008). While presenting their food in a team fashion the student will be responsible for preparing their own dish, individual recipes and cuisine flavor profile.
8. Began working on cooking competency list for individual students. I am also working on an effective method to do the assessment, maybe an ongoing assessment where the responsibility to show competency falls on the student. During the semester the student must get checked off on all competencies. This may work better than a traditional lab practical since the student's move around in so many different stations and the menus and techniques vary in each station from day to day.

Fall 2008

1. I revised syllabus to reflect the specific goals, objectives and student learning outcomes.
2. Created new rubrics to assess labs projects
3. Created new lab projects shifting the thought process from what can I teach to what will the students learn?
4. I changed assessment of students from daily lab to specified lab days using focused practical with specific goals. Students receive copy of assessment/scoring rubric before practical so they know what expectations are.

Spring 2009

1. Created a final written buffet project / proposal to replace final written exam. The exam covered too much material over 16 weeks to be effective
2. Placed more weight on quizzes throughout semester to balance lack of final exam. Students review the subject material closer to the time they actually introduced to it.
3. I am planning more hands on demonstrations for the students so they can better understand specific techniques before they are required to practice them.
4. I am adding some guidelines and goals to mystery basket practical so the students are not overwhelmed by too many choices.

**I am requiring students to do more research projects and reading outside of class. Students are now required to present thoughts on reading assignments in class to encourage more participation in discussions of subject matter as opposed to instructor lecture only.**

**CULN 160**  
**JULI UMETSU**  
**DINING ROOM PRACTICAL FINAL**

<b>Dining Room PRACTICAL EXAM</b>	4	Possible	0 - 3	Comments
Greeting and Seating ~host greeting				
Cleanliness of table/room ~table area ~general				
Order taking ~ knowledge of menu ~proper style				
AMOUSE BOUCHE ~flavor, presentation & service				
1st course flavor 1st course presentation Service: Bussing				
Second course flavor Second course presentation Service: Bussing				
Entrée #1 Risotto flavor Entree presentation				
Entrée #2 FISH flavor Entrée presentation				



<b>Entrée #3 LAMB flavor</b>			
<b>Entree presentation</b>			
<b>Entrée #4 PORK flavor</b>			
<b>Entrée presentation</b>			
<b>Entrée Service</b>			
<b>Entrée Bussing</b>			
<b>Dessert (no points ~ Cheech)</b>			
<b>Dessert presentation</b>			
<b>Service:</b>			
<b>Bussing</b>			
<b>Coffee Service</b>			
~ menu presentation & order taking			
~ flavor			
~correct service			
<b>Mise en place -</b>			
pantry			
hot line			
soup station			
<b>Cleanliness of stations</b>			
<b>Bread Service</b>			
<b>Pre-shift Meeting -</b>			

<b>Kitchen Clean at end of shift - 10</b>			
front kitchen			
back kitchen			
<b>Bar clean at end of shift - 5</b>			
<b>Dining Room clean at end of Shift - 5</b>			
<b>TOTAL =</b>		0	

3 = Highest Quality

2 = Good, minor errors or omissions

1 = serious errors

0 = unacceptable

**CULN 111**  
**JULI UMETSU**

**Introduction to Food Service**  
**Menu Project part A – 50 points**

You will be writing a **spectacular** dinner menu. This is to be your OWN WORK. Academic dishonesty will result in a failing grade and will be handled as outlined in the MCC Code of Conduct. Your menu should be easy to read and include prices. The menu that you write will be worth 50 points. Note – this is a MENU to be presented to a guest....not a menu board, or a table tent.

Answer the following questions:

1. What is your overall restaurant concept? Why is this of interest to you? (10 points)
2. Who is your customer? (10 points) *hint: look at Chapter 2 for assistance*
  - a. Who is your market category?
  - b. What is your meal occasion?
3. What food trends did you consider while preparing your menu? (5 points)
4. Using your own words, explain the difference between a prix fixe, Table d'hôte and Ala carte menu. What TYPE of menu is this (ie prix fixe? Table d'hôte? Ala carte?) Why did you choose this type of menu? (5 points)
5. What style of service are you planning to offer? Why? (ie buffet? Fine dining? Quick serve?) – (5 points)
6. How did you establish your pricing? – (10 points). Discuss the pricing method you chose, and why.
7. What are the design characteristics that you considered when writing your menu? (10 points). The following must be considered to receive points.
  - a. Cover design (ie the look of the cover, logo, etc)
  - b. Size
  - c. Materials
  - d. Placement
  - e. Typeface

## Introduction to Food Service

### Menu Project part B – 45 points

How large is your restaurant (approx. square feet) in front of the house and back of the house? (5 points)

Describe the immediate package of your restaurant. (10 points)

What is the external environment of your restaurant? (10 points)

What equipment is designed into your kitchen to support the menu items that you have chosen? (10 points)

What accessibility issues did you consider when designing your restaurant? (hint: ADA) (5 points)

What workplace safety issues did you consider when designing your restaurant? (5 points)

**CULN 111 final project. This rubric will be used to grade your physical menu and your presentation to the class. This score will be combined with your Menu Project part A and Menu Project part B for your total score out of 150 possible points.**

Factor or Dimension	Poor (0 – 4)	Good (5 – 7)	Excellent (8 – 10)
Artistic/Attractiveness	Project is presented but little attention is paid to the attractiveness of design. Sloppy. Little or no attention to details.	Project is presented. Menu is neat, attractive, & artistically designed.	Neat, attractive, unique and artistically designed project is presented. Thoroughly impressive in every manner. AWESOME!
Well Written	Menu is confusing. Some typing/grammatical errors are evident. Very inconsistent style of writing.	Menu is organized coherently with only a few spelling or grammar errors. Writing style is sometimes consistent	Menu is very well organized with no spelling or grammar errors. Style is consistent throughout.

Verbal Pictures	Little use of verbal pictures	Verbal pictures are used consistently throughout menu	Verbal pictures are used extensively and thoughtfully throughout menu to give reader a very clear vision of the menu item.
Presentation delivery	Infrequent eye contact, low voice, reads from notes.	Satisfactory eye contact. Voice is audible, but lacks much enthusiasm. Refers to notes on occasion.	Great eye contact and loud clear voice with enthusiasm. Uses notes only as a guide.
Use of Visual Aids	Minor or no use of aids to assist with presentation	Aids support and relate to project	Aids help explain and enhance presentation. Unique and interesting.
Total score & comments:			

**CULN 120, 121,131, 140**  
**Santos, Kawakami, Marquez**  
**CAPSTONE PRACTICAL EXAM**

**1V Skill Competency Evaluation**  
**12/15/2008**

Name: \_\_\_\_\_

*The 1V Skills Competency Evaluation was designed to test 1<sup>st</sup> semester culinary student's grasps of basic skills covered over the past semester. You will rotate thru the following 12 stations, being given 10 minutes to complete each skill. Grading is based on a 10 point scale (1 = student has no concept of what is required to complete the skill and 10 = mastery of the required skill). Because of the large number of students in the module, 12 stations were created. Your best and worst scoring modules will be dropped from the scoring evaluation. This exam is worth a total of 100 points and will be applied to each of the 3 1V modules. Good Luck!!*

.....

**Station #1**  
**Egg Cookery – Easy Over (1 egg)**

1	2	3	4	5	6	7	8	9	10
Unable to cook egg			Basic concept of egg cookery				Perfect		
egg cookery									

Comments: \_\_\_\_\_

\_\_\_\_\_

**Station #2**  
**Cutting Station – Batonnet (1 potato)**

1	2	3	4	5	6	7	8	9	10
Unable to perform cuts			Basic cut technique performed				Mastery of cut		
technique									

Comments: \_\_\_\_\_

\_\_\_\_\_

**Station #3**  
**Herb and Spice Identification**

1.) _____	6.) _____
2.) _____	7.) _____
3.) _____	8.) _____
4.) _____	9.) _____
5.) _____	10.) _____

Comments: \_\_\_\_\_

\_\_\_\_\_

**Station #4**

**Chicken Butchery – 8 Piece Breakdown**

1      2      3      4      5      6      7      8      9      10

Unable to perform any butchery      Basic butchery performed satisfactorily      Mastery of butchery

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Station #5**

**Mayonnaise Production – (2 eggs)**

1      2      3      4      5      6      7      8      9      10

No mayonnaise produced of mayonnaise      Basic mayonnaise produced with mistakes      Mastery

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Station #6**

**Mathematics Problems – 5 Problems worth 2 points each (see Appendix #1)**

1      2      3      4      5      6      7      8      9      10

No problems completed      ½ problems completed      All problems completed

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Station #7**

**Cutting Station – Medium Dice (1 potato)**

1      2      3      4      5      6      7      8      9      10

Unable to perform cuts technique      Basic cut technique performed      Mastery of cut

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Station #8**

**Egg Cookery – American Omelet (2 eggs)**

1      2      3      4      5      6      7      8      9      10

Unable to cook egg egg cookery      Basic concept of egg cookery      Perfect

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Station #9**

**Oil / Vinegar / Salt / Seasoning Identification**

1.) \_\_\_\_\_  
2.) \_\_\_\_\_  
3.) \_\_\_\_\_  
4.) \_\_\_\_\_  
5.) \_\_\_\_\_

6.) \_\_\_\_\_  
7.) \_\_\_\_\_  
8.) \_\_\_\_\_  
9.) \_\_\_\_\_  
10.) \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

A) Station #10

**Vinaigrette Production – 1 cup of dressing**

1      2      3      4      5      6      7      8      9      10

Unable to produce any dressing      Basic dressing produced with mistakes      Perfect dressing produced

Comments: \_\_\_\_\_  
\_\_\_\_\_

B) Station #11

**Recipe Conversion – 10 points (see Appendix #2)**

1      2      3      4      5      6      7      8      9      10

No problems completed      ½ problems completed      All problems completed

Comments: \_\_\_\_\_  
\_\_\_\_\_

C) Station #12

**Knife Sharpening – Chef's Knife**

1      2      3      4      5      6      7      8      9      10

Unable to sharpen knife      Basic sharpening completed      Mastery of sharpening

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Total Score (best and worst removed):**

\_\_\_\_\_/100 = \_\_\_\_\_%

100-90% = A

89-80% = B

79-70% = C

69-60% = D

<60% = F



**CULN 111  
DAN SCHULTE  
CAPSTONE MENU PROJECT**

**INTRODUCTION TO THE CULINARY INDUSTRY (CULN 111)  
Final Team Project (100 points) Due: 12/7/09  
FALL 2009**

**Overview:**

In order to gain a comprehensive overview of food service operations and the culinary industry, you will be required to gather information on a Maui restaurant and discuss, analyze, and assess the scope of its operation.

This project is designed to allow you to work as a team (2-4 students) to apply and integrate lessons learned in both the classroom and business setting. You will be presenting your project to the class.

**Learning Outcomes:**

- Explain the different responsibilities involved in managing a food & beverage operation
- Describe typical production, service, and management positions and the functions they play in a food service operation
- Discuss issues faced by restaurant managers
- Discuss safety, sanitation, and health issues that food service managers must handle
- Analyze menus and discuss design considerations
- Develop promotional material for a food service operation
- Demonstrate basic skills in the use of Word, Excel, and PowerPoint computer applications

**Part I. Research & Report (75 points)**

A. Contact a manager of a restaurant and schedule an interview to learn about the following:

- Organizational structure of restaurant operation
- Major tasks and responsibilities of a restaurant manager (5+)
- Major tasks and responsibilities of employees
- Issues faced by F&B managers
- Challenges of being in the restaurant business
- Demands and rewards of F&B management
- Marketing/promotional strategies
- Trends in F&B

B. Written Report

Based on the information you gathered from your interview and through research, write a report which includes the following information:

- **Background**  
Provide information about the restaurant your group selected (location, # years in operation, type of ownership, hours of operation, theme, cuisines, distinctions, average prices, clientele).
- **Competitors**  
Describe the competitors and their location, type of service, hours of operation, distinctions, average prices, and clientele.
- **Organizational Structure**  
Include a diagram of the different staff positions in the restaurant and summarize the responsibilities of the staff members.
- **Restaurant Management**  
Major tasks and responsibilities of restaurant manager (5+)  
Issues faced by F&B managers  
Safety, sanitation, and health issues  
Challenges of being in the restaurant business  
Trends in F&B  
Demands and rewards of F&B management  
Marketing/promotional strategies
- **Dining Room Layout**  
Diagram the layout of the dining room & discuss its functionality and décor
- **Menu**  
Analyze the layout, sequence, placement, format, type face, artwork, paper, etc...; discuss offerings, average prices, etc...
- **Marketing/Promotions**  
Identify current strategies

#### C. Evaluation and Synthesis

- Based on your knowledge of the restaurant's operation, design promotional material to increase sales (i.e. in house sign, tent cards, advertisement, etc...) Be creative!
- Based on your knowledge of menu planning, trends, and consumer preferences, discuss ways to enhance the current menu.
- If you were the owner of the restaurant, how would you continue to maintain an edge in this competitive industry? Discuss at least three strategies.

#### D. Conclusion

Summarize major points of document

#### E. Appendix

Include pictures, menus, and existing promotional materials (referred to in the narrative).

F. Sources Cited

- MLA format (i.e. manager that you interviewed, online sources, etc...)
- Attach business card of manager

For more info on MLA format, refer to the following website:

<http://www.wisc.edu/writing/Handbook/DocMLAWorksCited.html>

Additional Reminders

- Make sure all pages are numbered
- Cover page must include name of restaurant researched, first and last name of team members, course name, and date of submittal

**Part II: Team Presentation (25 points)**

Each team must perform an oral presentation 8-10 minutes long using at least 2 visual aids, one of which must be PowerPoint. A PowerPoint hard copy should be submitted at the time of the presentation. Points will be deducted for presentations that do not adhere to time requirements. Oral presentations are essentially an opportunity for class members to share their report findings in a formal class setting.

**Grading Criteria (100 points total)**

**Written Report Content (60 points)**

Clarity

Background  
Competitors  
Organizational Structure  
Restaurant Management  
Layout  
Menu  
Marketing/Promotions  
Evaluation/Synthesis  
Conclusion

**Report Attributes (15 points)**

Cover Page  
Pages Numbered  
Table of Contents  
Appendix  
Sources Cited (MLA Format)  
Writing Style

**Team Presentation (25 points)**

Organization, content, clarity, oral presentation skills

**Late projects will not be accepted, all reports to be submitted on or before the deadline. Team presentations will begin on the due date, any team member not present for the presentation will not receive credit for the presentation. Absentee content is expected to be covered by the team members present.**

**Name of Restaurant & Overview**

Include background information of restaurant

**Competitors**

Describe the competitors and their location, cuisine, type of service, hours of operation, distinctions, average prices, clientele

**Organizational Structure**

Include an organizational chart of the restaurant  
Summarize the major tasks and responsibilities of line employees

### **Restaurant Management**

Major tasks and responsibilities of a restaurant manager (5+)  
Issues faced by F&B managers  
Safety, sanitation, and health issues that food service managers face  
Challenges of being in the restaurant business  
Demands and rewards of F&B management  
Trends in F&B

### **Layout of Dining Room**

Include a diagram and discuss the functionality of the layout

### **Menu (include in appendix if available)**

Discuss and analyze layout, sequence, placement, format, type face, art work, paper, etc...  
Discuss offerings, average prices, etc...

### **Marketing/Promotion**

Discuss current marketing promotional strategies

### **Evaluation**

Based on your knowledge of the restaurant's operation, design promotional material to increase sales (i.e. in house signs, tent cards, etc...) Be creative! Discuss the target market for your promotional material.

Based on your knowledge of menu planning, trends, and consumer preferences, discuss two ways to enhance the current menu. Your recommendations should be feasible and specific.

If you were the owner of the restaurant, how would you continue to maintain an edge in this increasingly competitive industry? Discuss at least three strategies.

### **Conclusion**

Summarize major points

**FSER 293v Field Experience Portfolio**

Student Name \_\_\_\_\_ Semester \_\_\_\_\_

<i>Grading %</i>	<i>0-50</i>	<i>50-60</i>	<i>60-70</i>	<i>70-80</i>	<i>80-90</i>	<i>90-100</i>	<i>Total pts</i>
<b>Cover letter (25 pts)</b>	Missing	Numerous Flaws	Major Revisions needed	Mistakes Apparent	Slight Imperfections	Virtually Flawless	
<b>Resume (25 pts)</b>	Missing	Numerous Flaws	Major Revisions needed	Mistakes Apparent	Slight Imperfections	Virtually Flawless	
<b>Supplemental Contents (50 pts)</b>	None	None or Poor	Average	Fair Content	Good Content and Support	Excellent Embellishment	
<b>Overall Quality of Portfolio (50 Pts)</b>	Unserviceable	Poor Presentation	Passing/Average	Fair	Good	Excellent	
<b>Writing Summary (150 pts)</b>	Fail	None or Poor/Below Average	Passing/Average	Fair Content/Minimal	Good Content/ Relevant/Few errors	Great Content/Weaves Variety through paper/No Errors	
							<b>/300 point Total</b>

[illegible]







