



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

UH MAUI COLLEGE

**CULINARY ARTS PROGRAM
OCTOBER 2010**

ANNUAL PROGRAM REVIEW CULINARY ARTS PROGRAM 2009-2010

I. Assessment of Student Learning

The program learning outcomes for the Culinary Arts Program are the following:

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.

The programs map is included in the appendices.

All of the programs learning outcomes were assessed during the 2009-2010 academic year. Evidence was collected in Capstones CULN 240 and 251, also in CULN 220,120,121,131,140, 150 and CULN 160 during Fall 2009 and Spring 2010. To assess all (5) PLO/SLO's evidence was collected from CULN 240 & 220 in the Spring of 2010.

II. Course Student Learning Outcomes

100_% Program courses have Student Learning Outcomes and are aligned with the Program Learning Outcomes.

1. **Program Learning Outcome or Course Student Learning Outcome being assessed:**
2. **Description of assessment tool (written assignment, common exam, embedded assessment within regular test or assignment, survey, observation, demonstrations, performances, or other samples of students work). Attach assessment rubric to this document.**

3. **Class changes made based on assessment of student SLO,s.**
4. **Analysis of assessment results.**

Program instructors meet on a weekly basis to discuss issues regarding student assessments. Strengths and weaknesses are identified, and weak areas are rectified.
4. **What changes were or will be implemented as a result of this assessment?**
How will you implement the changes?

As a result of assessment teaching methods are reformatted to bring about a stronger learning experience. It has become clear that re-emphasizing specific skill sets in cooking and baking require an increase in hands-on experience.
5. **What were the results of these changes? Given the results, what changes will be implemented? How will the changes be implemented?**

The results of these changes have emphasized the need for more individual practice, and repetition of that practice.

The evidence and methods used to assess the program learning outcomes will be described separately for each course that was assessed during this review period.

Course: CULN 240 Buffet Preparation

- I. Assessment of all (5) PLO's was done with the following class assignments.

GARDE MANGER COMPETITION FOR CULN 240

Students will be required to compete in a garde manger culinary challenge as a part of the CULN 240 course curriculum over the course of 2 days.

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.

- II. Culinary challenges and competitions are an effective and efficient way to assess the Student Learner Outcomes and or Program Learning Outcomes. The judging criterion covers the courses entire curriculum, as well as lab time and lectures. There are two areas of assessment: a verbal critique and a written score. The assessment 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. Floor judges evaluate: Mise en place and Organization, Sanitation / Food Handling, Cooking Techniques and Skills, Proper Utilization of Ingredients, Timing, Workflow and Teamwork. Tasting judges evaluate: Serving Methods and Presentation, Portion Size, Menu and Ingredient Compatibility, Creativity and Practicality, Flavor, Taste, Texture and Doneness. PLO's 1,2, 3, 4 & 5 are covered in these evaluation areas.

Below is a detailed report for this course as well as this instructor's grading rubric.

Program Assessment Rubric for Culinary Arts				
	Exceeds	Meets	Minimally Meets	Does not Meet
Program/Student Learning Outcome				
PLO 1: Apply principles and concepts of quality food purchasing, service, and proper use of tools and equipment to produce and serve a variety of professional items.	30 %	50 %	20%	10%
PLO 2. Apply basic principles of culinary service, organization, sanitation and safety in a foodservice operation to maintain the optimum health of the consumer.	30%	50%	20 %	10 %
PLO 3. Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, and ethical decision-making.	30 %	50 %	20%	10%
Program graduates are able to apply critical reasoning skills to identify and implement solutions to better address the challenges of work and life.	20 %	60 %	20 %	
Program graduates engage in effective, responsible and professional oral communications appropriate to specific audiences and purposes.	10 %	50 %	40 %	
Program graduates are able to write effectively to convey ideas that meet the needs of specific audiences and purposes.	10 %	50 %	40 %	
Program graduates are able to access, evaluate, use, and communicate information ethically and responsibly for personal, professional, and community benefit.	20 %	40 %	40 %	
Program graduates are able to synthesize and articulate information using appropriate mathematical methods to logically address real-life situations.	10 %	30 %	60 %	
Program graduates are able to express originality through a variety of forms.	40 %	40 %	20 %	
Average PLO/SLO Score for the Program/Course	22.2 %	46.6 %	31.1 %	3.33%

CULN 240
Tom Lelli
CAPSTONE

GARDE MANGER COMPETITION HANDOUT FOR CULN 240

Students will be required to compete in a garde manger culinary challenge as a part of CULN 240 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.

SERVED 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 2010 for:
CULN 240/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>	3	2	1	0	n/a			
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
No. SLOs								8
Sum of Program Ranks	23	14	5	0	42	42		
Sum of General Ed Ranks	21	33	14	2	70	70		
Sum of Overall Ranks	44	47	19	2	112	112		
Rank Distribution: Program SLOs	54.8%	33.3%	11.9%	0.0%		100.0%		
Rank Distribution: General Ed	30.0%	47.1%	20.0%	2.9%		100.0%		
Rank Distribution: Overall	39.3%	42.0%	17.0%	1.8%		100.0%		
Average SLO Score for the Course								2.2

CULN 240 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	
Mis en place / organization	20	

CULN 240 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.	

III. Class changes made based on assessment of student SLO,s.**Tom Lelli CULN 240**

Spring 2010 class changes based on assessment of student SLO,s Fall 2009

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.

IV. Fall 2009

I revised syllabus to reflect the specific goals, objectives and student learning outcomes. Introduced newly created rubrics to assess lab projects. Created new lab projects shifting the thought process from what can I teach to what will the students learn?

I changed assessment of students from daily lab to specified lab days using focused practical with specific goals. Students now receive a copy of assessment/scoring rubric before practical so they know what expectations are.

Spring 2010

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

- V.** 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.

Course: CULN 220 Advanced Cookery

CLASS ACT PRACTICAL MENU EXAM GUIDELINES (200 points)

- I.** The final practical cooking exam requires each student to create and execute one dish (2 portions) that demonstrates the student's ability to execute proper cooking, cutting and plating techniques. The student will also show the ability to season food properly, combine ingredients, balance flavors, and utilize textures and colors to present a dish that is pleasing to the eye and tastes good. This practical exam meets all (5) PLO's.
- II. Each student shall present a folder for the tasting judges to include:**
- An original recipe created by the student or transformed from other recipe ideas. (Credit given to recipe and source). All original recipes should list ingredients, amounts and method of preparation. Direct copying and use of a recipe from another source will result in a failing grade. The purpose of the practical is for you to develop your own dish and recipe based on what you have learned in class.
 - A detailed flavor profile and background of the cuisine/cuisines the dish evolved from (see flavor profile handout).
 - A detailed deconstruction of your dish describing each component of your dish and its purpose. Include Flavor affinities, classic ingredient combinations, flavor components, textures, colors and shapes. (see elements of flavor handout and flavor bible chapter 2).
 - When you do your research do not copy information directly without identifying the source.
- III.** I've added another textbook, *The Food Lovers Companion* to help students with culinary terminology and spelling. Refine lab rubrics and give them to students so they can specifically see what they are being assessed and scored on. 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.
- Introducing HACCP standards for sous vide cooking. 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.
- IV.** Purchased equipment and introduced new cooking method: Sous Vide cooking and vacuum sealing based on current industry trends and emerging new technologies. 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.

- V. 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.

In the appendices you will find a detailed report for this course as well as this instructor's rubric. Tom Lelli.

Course: CULN 220

CLASS ACT PRACTICAL MENU EXAM COOKERY DETAILS

Each dish must:

Use a protein cooked to proper doneness (Beef, lamb, poultry, fish or seafood)

Include at least one sauce that compliments the dish in flavor, has proper consistency in texture and has nice visual presentation and does not come from a jar or can. Students showing the utilization of scraps or carcass from the protein used will score higher.

Incorporate vegetables and/or starch to demonstrate cutting skill and proper cooking technique.

Show proper portion control and balance. For example do not serve 4 ounces of fish with 12 ounces of potato. Try to keep portion sizes the same as Class Act menu items (4 ounce protein).

Plate up:

You will be given 2 hours to prep you dish and 15 minutes to cook and plate up.

When you feel you are ready to cook and plate up let the chef know and you will be put on a list in order of readiness.

The instructor will tell you when he is ready for your dish and at that point you have 5 minutes to plate and serve it

Grading:

The final practical (100 points) is combined with your recipe/flavor profile folder (100 points) for a total of 200 points. The practical exam will be evaluated with the rubric included.

You will be given 2 hours to prep your dish and 10 minutes to cook and plate up.

When you feel you are ready to cook and plate up let the chef know and you will be put on a list in order of readiness.

The instructor will tell you when he is ready for your dish and at that point you have 10 minutes to plate and serve it.

Course: CULN 220**FOOD TASTING SCORING GUIDELINES FOR CLASS ACT PRACTICAL****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.

MENU DESCRIPTION

The menu has description of the menu item that is consistent with the actual presentation and taste of the food and is consistent with ingredients used.

RECIPE

The recipe lists the ingredients and amounts and a description of the method used to prepare the recipe along with any helpful notes.

COOKING TECHNIQUE

The menu item incorporates a number of different cooking skills. The cook executes cooking and cutting technique properly. The dish portrays a high level of skill and exactness. The meat and fish are seared properly. Grill marks are uniform. Sauces are of proper consistency and sheen. Meat and fish are cooked to correct doneness. The vegetables are cooked to the correct doneness. The correct degrees of caramelization have been shown. The stated vegetable cuts are correct and uniform.

SEASONING, FLAVOR and INGREDIENT COMPATABILITY

The stated flavors in the menu and recipe are profound. For example, the duck broth tastes like duck. The food is seasoned with the right amount of salt. There should be no erratic or over-dominant flavors that disrupt the balance of the dish. The ingredients are compatible and put together well. The textures correspond to what was implied in the recipe. The flavor of the sauce or sauces reflects what the recipe stated. It tastes great.

PORTION SIZES

Portion sizes are correct and in proportion to each other.

IN THE KITCHEN

You must wear proper uniform and work in a clean, organized professional manner. Observe food safety and follow proper sanitation procedures. Keep mis en place and workstation organized. Show proper utilization of scraps. Wash all pots, pans and dishes as you go

GENERAL RULES, GUIDELINES and TIPS FOR SUCCESS

1. Each student must be responsible for one course and all recipes. The student must make all of his/her own food.
2. You will be responsible for getting your own ingredients for this project but may use any items that are available in the kitchen. It is your responsibility to secure and mark these items for yourself the day before the practical. Do not wait until the day of the practical to secure your food items.
3. All food preparation must be done in class during practical schedule. No vegetables shall be pre-cut.
4. Stocks may be prepared ahead of time in class.
5. Do not use canned vegetables, fruit or stocks. Try not to use pre-prepared food items. Points will be deducted.
6. Try show as much skill and technique as possible. For example make pasta dough instead of buying pasta prepared.
7. Keep portion sizes in line and balanced.
8. You must demonstrate ingredient compatibility by combining ingredients that harmonize in flavor, texture and color. Use proven flavor combinations
9. Try to set up mise en place and cook your dish to order at the required time. For example do not cook your fish 1 hour ahead of time.

Rubrics CULN 220 Final Lab Practical**Date** _____**Student** _____**Standard****Levels of Quality
Score**

<i>Technique</i>	Highly Competent 10 9	Competent 8 7 6 5	Needs Improvement 4 3 2 1 0	
Product appearance and presentation	10 9 Presentation is attractively displayed and shows creativity	8 7 6 5 Presentation is acceptable but lacks professional qualities	4 3 2 1 0 Presentation needs improvement	
Product flavor and taste	10 9 Pleasing appropriate taste for food/recipe	8 7 6 5 Adequate, but not outstanding taste	4 3 2 1 0 Questionable taste; needs improvement	
Overall mastery of cooking techniques and competencies	10 9 Techniques executed accurately reflecting excellent culinary standards	8 7 6 5 Most techniques are well executed with several needing improvement	4 3 2 1 0 Many techniques not executed properly	
	Highly Competent 5 4	Competent 3 2	Needs Improvement 1 0	
Cutting and Portion size	5 4 The stated vegetable cuts are correct. Portion sizes are correct and in proportion to each other.	3 2 The stated vegetable cuts are adequate, but not outstanding. Portion sizes are ok but not perfectly balanced	1 0 The stated cuts need improvement. The portion sizes are not correct	
<i>Kitchen</i>	Highly Competent 5 4	Competent 3 2	Needs Improvement 1 0	
Creativity / originality	5 4 Dish showed a lot of creativity and originality	3 2 Dish show some creativity and originality	1 0 Dish lacking in creativity and originality	

Comments on flavor and seasoning:

Comments on cooking technique:

Standard**Levels of Quality
Score**

<i>Kitchen</i>	Highly Competent 5 4	Competent 3 2	Needs Improvement 1 0	
Mise en place, organization timeliness. Food safety and sanitation	5 4 Student is highly organized and efficient. Mise en place excellent. Timing and speed is excellent. Food safety is excellent	3 2 Student is organized. Mis en place is acceptable but needs improvement in some areas. Timing and speed is adequate. Food safety is good, minor errors	1 0 Student is not organized, mis en place is not ready. Timing and speed are slow and needs improvement. Food safety is poor. Major errors	
Professional dress and conduct	5 4 Excellent professional dress and demeanor observed.	3 2 Overall good dress and professional demeanor observed with some habits needing improvement.	1 0 Significant lapses in dress and professional demeanor were observed	

Uniform: _____

Raw kitchen score

 Mise en place: x 2 _____
 points) _____

Menu folder (100

Cleanliness of station:

Total score (200 points) _____

Food safety:

Grading Scale – Total possible kitchen points: 50

A = 45 to 50 points

B = 40 to 44 points

C = 35 to 39 points

D = 30 to 34 points

F = 33 points or below

CULN 220 Final Project Rubric

Recipe, flavor profile and dish de-construction folder

Dimensions	Exemplary 25-23	Competent 22-19	Developing 18-0
Recipe (25 points)	Recipe has all three elements: ingredients, measurements and method. Is easy to follow and amounts are in line with recipe yield. Spelling is correct	Recipe has all three elements, but needs slight improvements Method is not quite clear, some amounts are off.	Recipe needs improvement; one or more elements are missing and not clear. Amounts do not make sense for recipe yield.
Flavor profile of cuisine dish comes from or is inspired by (25 points)	Flavor profile is detailed, full of interesting information, well written and relevant to the topic	Flavor profile lacks some minor detail and information. Some aspects are not relevant to the topic	Flavor profile is lacking a lot of detail and information. It does not read well and contains information that is not relevant to the topic
Dish de-construction. Elements of dish, flavors, colors, textures and ingredient combinations (25 points)	Dish deconstruction is detailed and addresses all elements of the dish.	Dish deconstruction is good but lacks some details and some elements of the dish.	Dish deconstruction is lacking many details and elements of the dish.
Spelling and grammar (25 points)	Spelling and grammar are correct	Spelling and grammar have a few mistakes	Poor spelling and grammar

Comments:

CULN 220 Daily Lab Practical Scoring Rubric

Date_____ Student_____

Standard Levels of Quality

Technique	Highly Competent 5	Competent 4 3	Needs Improvement 2 1 0	score
Mise en place, organization timeliness	Student is highly organized and efficient. Mise en place excellent. Timing and speed is excellent	Student is organized and mise en place is acceptable but need improvement in some areas. Timing and speed is adequate.	Student is not organized, mise en place is not ready. Timing and speed are slow and needs improvement.	
Product Taste	Pleasing appropriate taste for food/recipe	Adequate, but not outstanding taste	Questionable taste; needs improvement	
Overall mastery of cooking techniques and competencies	Techniques executed accurately reflecting excellent culinary standards	Most techniques are well executed with several needing improvement	Many techniques not executed properly	
<i>Safety / Sanitation</i>	Highly Competent 3	Competent 2	Needs Improvement 1 0	
Sanitation, safety, familiarity with tools, equipment and kitchen lab space	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.	

ADDITIONAL ASSESSMENT RUBRICS & TOOLS
PROGRAM ASSESSMENT ANALYSIS
PROGRAM REVIEW
2009-2010

- CULNARY ARTS CROSSWALK
- ASSESSMENT OF ATTENDED S.L.O. STANDARDS
- CULN 160 & CULN 111
- CULN 120, 121, 131,140
- CULN 111
- CULN 293V

Culinary 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

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

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Outcome 1.8 - Demonstrate proficiency in revision and editing.	1	1	1	2	1	1	1	2	2	2	2	1	1	2	2	1	1	1	1	1	1	1	1
			1												2								
Outcome 1.9 - Develop a personal voice in written communication.	2	2	1	1	2	1	2	2	2	2	2	1	1	2	2	1	1	1	1	1	2	1	1
	ALPHA	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
Standard 2 - Quantitative Reasoning	NUMBER	111	112	114	115	120	121	131	140	150	160	220	240	250	251	265	271	280	281	292V	293V	294V	
Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.																							
Outcome 2.1 - 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	2	2	2	2	1	1
Outcome 2.2 - 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	2	2	2	2	1	1
Outcome 2.3 - 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	2	2	2	2	1	1
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	0	0	2	1	0	1	2	2	2	1	1	2	3	3	1	2	2	2	2	1	1	1	1
Outcome 2.5 - 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	2	2	1	1	1	1
Outcome 2.6 - Assess the validity of statistical conclusions.	0	0	1	1	0	1	1	1	2	1	2	2	2	2	2	2	2	2	2	1	1	1	1
	ALPHA	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
Standard 3 - Information Retrieval and Technology																							

Access, evaluate, and utilize information effectively, ethically, and responsibly.	NUMBER	111	112	114	115	120	121	131	140	150	160	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 3.1 - 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	2	1	2	2
Outcome 3.2 - 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	2	2	2	1
Outcome 3.3 - Recognize, identify, and define an information need.		1	1	2	1	1	1	2	2	2	3	1	2	2	2	2	2	1	1	2	2	1
Outcome 3.4 - 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	1	1	2	1
Outcome 3.5 - 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	2	1	2	1
Outcome 3.6 - 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	2	1	2	1
Standard 4 - Oral Communication	ALPHA	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	NUMBER	111	112	114	115	120	121	131	140	150	160	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.		1	2	2	2	2	2	3	3	2	3	2	2	2	2	2	2	2	2	2	2	1

Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		1	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	1
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		2	2	2	2	2	1	3	3	2	3	2	2	2	2	3	2	2	2	2	2	1
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		2	2	1	1	2	2	3	3	2	3	1	2	2	2	2	2	1	1	2	2	1
Outcome 4.5 - 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	2	1	2	1
Outcome 4.6 - 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	1	1	2	1
Standard 5 - Critical Thinking	ALPHA	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN	CULN
Apply critical thinking skills to effectively address the challenges and solve problems.	NUMBER	111	112	264	115	120	121	131	140	150	160	220	240	250	251	265	271	280	281	292V	293V	294V
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.		2	2	2	2	3	1	3	3	3	2	2	2	3	3	2	2	2	2	1	2	1
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		2	2	2	2	2	1	3	3	2	3	3	2	3	3	2	2	2	2	1	2	1
Outcome 5.3 - 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	2	1	2	1
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods		1	1	1	2	1	1	2	2	2	2	2	2	2	2	1	2	2	2	2	2	1

based on observation and analysis.																						
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		2	2	1	2	2	2	2	2	2	3	3	2	3	3	2	3	2	2	2	3	1
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		1	1	2	1	2	2	2	2	2	2	2	3	2	2	2	2	3	3	2	3	1
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		2	1	2	2	2		3	3	2	2	2	3	3	3	2	2	2	2	1	2	1
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.		2	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		1	1	1	1	1	2	2	2	2	2	1	1	2	2	2	3	3	3	1	2	1
Standard 6 - Creativity	ALPHA NUMBER	CULN 111	CULN 112	CULN 114	CULN 115	CULN 120	CULN 121	CULN 131	CULN 140	CULN 150	CULN 160	CULN 220	CULN 240	CULN 250	CULN 251	CULN 265	CULN 271	CULN 280	CULN 281	CULN 292V	CULN 293V	CULN 294V
Able to express originality through a variety of forms																						
Outcome 6.1: 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	1	2	2	2	1	2	1
Outcome 6.2: 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	1	2	2	2	2	2	2
Outcome 6.3: 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	2	2	2	2

Outcome 6.4: Apply creative principles to discover and express new idea	2	1	1	2	2	2	2	2	2	2	1	2	2	3	3	1	1	2	2	1	2	1
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absense of external direction	1	1	1	1	2	2	2	2	2	2	2	2	2	3	3	1	2	2	2	2	2	1
Outcome 6.6: Build upon or adapt ideas of others to create novel expressions or new solutions	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	1

CULN 160
DINING ROOM PRACTICAL FINAL

Dining Room PRACTICAL EXAM	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				

Entrée #3 LAMB flavor			
Entree presentation			
Entrée #4 PORK flavor			
Entrée presentation			
Entrée Service			
Entrée Bussing			
Dessert (no points ~ Cheech)			
Dessert presentation			
Service:			
Bussing			
Coffee Service			
~ menu presentation & order taking			
~ flavor			
~correct service			
Mise en place -			
pantry			
hot line			
soup station			
Cleanliness of stations			
Bread Service			
Pre-shift Meeting -			
Kitchen Clean at end of shift - 10			

front kitchen				
back kitchen				
Bar clean at end of shift - 5				
Dining Room clean at end of Shift - 5				
TOTAL =			0	

3 = Highest Quality

2 = Good, minor errors or omissions

1 = serious errors

0 = unacceptable

CULN 111
CAPSTONE MENU PROJECT

INTRODUCTION TO THE CULINARY INDUSTRY (CULN 111)
Final Team Project (100 points) Due:
FALL 2010

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)

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

Report Attributes (15 points)

Organization &
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

CULN 111
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)

Culinary 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 **CAPSTONE PRACTICAL EXAM**

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

Name: _____

The 1V Skills Competency Evaluation was designed to test 1st 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 egg cookery				Basic concept of egg cookery				Perfect	

Comments: _____

Station #2 **Cutting Station – Batonnet (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 #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			$\frac{1}{2}$ 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.) _____	6.) _____
2.) _____	7.) _____
3.) _____	8.) _____
4.) _____	9.) _____
5.) _____	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 produced	Basic dressing produced with mistakes	Perfect dressing
---	---------------------------------------	------------------

Comments: _____

B) Station #11

Recipe Conversion – 10 points (see Appendix #2)

1	2	3	4	5	6	7	8	9	10
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No problems completed	½ problems completed	All problems completed
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Comments: _____

C) Station #12

Knife Sharpening – Chef's Knife

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Unable to sharpen knife sharpening	Basic sharpening completed	Mastery of
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Comments: _____

Total Score (best and worst removed):

_____/100 = _____ %

100-90% = A
89-80% = B
79-70% = C
69-60% = D
<60% = F

CULN 293v
DEAN LOUIE

FSER 293v Field Experience Portfolio							
Student Name _____ Semester _____							
Grading %	0-50	50-60	60-70	70-80	80-90	90-100	Total pts
Cover letter (25 pts)	Missing	Numerous Flaws	Major Revisions needed	Mistakes Apparent	Slight Imperfections	Virtually Flawless	
Resume (25 pts)	Missing	Numerous Flaws	Major Revisions needed	Mistakes Apparent	Slight Imperfections	Virtually Flawless	
Supplemental Contents (50 pts)	None	None or Poor	Average	Fair Content	Good Content and Support	Excellent Embellishment	
Overall Quality of Portfolio (50 Pts)	Unserviceable	Poor Presentation	Passing/Average	Fair	Good	Excellent	
Writing Summary (150 pts)	Fail	None or Poor/Below Average	Passing/Average	Fair Content/Minimal	Good Content/Relevant/Few errors	Great Content/Weaves Variety through paper/No Errors	
/300 point Total							

[illegible]

2009-2010

Program Review Narrative

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 five 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	21 years
Don Sprinkle	Instructor	35 years
Teresa Shurilla	Instructor	8 years
Ben Marquez	Instructor	11 years
Dean Louie	Instructor	5 year
Tom Lelli	lecturer	6 years
Juli Umetsu	lecturer	8 years
Kyle Kawakami	lecturer	6 years
Dan Schulte	lecturer	2nd year
Jake Belmonte	lecturer	2nd year
Craig Omori	lecturer	1 st year

Faculty Qualifications or Credentials

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-Baccalaureate Secondary Education.
Kyle Kawakami	BA Business, AAS Culinary Arts
Dan Schulte	Masters Degree in Education, Bachelors Degree in Biology
Jake Belmonte	AS Culinary Arts
Craig Omori	AS Culinary Arts

Faculty Areas of Expertise

Chris Speere	Program Coordinator/R&D
Don Sprinkle	Management/Computer classes
Kyle Kawakami	Short Order/Pantry
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
Craig Omori	Cookery & Garde Manger

PART I. QUANTITATIVE INDICATORS FOR PROGRAM REVIEW

A) Demand and Efficiency

College: University of Hawaii Maui College

Program: Culinary Arts

Overall Program Health: **Healthy**

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

Efficiency Indicators		Academic Year		Efficiency Health Call
		08-09	09-10	
9	Average Class Size	13.7	14.8	Healthy
10	Fill Rate	82%	81%	
11	FTE BOR Appointed Faculty	6	6	
12	Majors to FTE BOR Appointed Faculty	25	30.1	
13	Majors to Analytic FTE Faculty	23.1	24.4	
13a	Analytic FTE Faculty	6.5	7.4	
14	Overall Program Budget Allocation	Not Yet Reported	Not Yet Reported	
14a	General Funded Budget Allocation	Not Yet Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	Not Yet Reported	Not Yet Reported	Healthy
15	Cost per SSH	Not Yet Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	9	10	

Effectiveness Indicators		Academic Year		Effectiveness Health Call
		08-09	09-10	
17	Successful Completion (Equivalent C or Higher)	77%	77%	Healthy
18	Withdrawals (Grade = W)	19	16	
19	Persistence (Fall to Spring)	75%	77%	
20	Unduplicated Degrees/Certificates Awarded	130	97	
20a	Degrees Awarded	24	24	
20b	Certificates of Achievement Awarded	9	10	
20c	Academic Subject Certificates Awarded	0	0	
20d	Other Certificates Awarded	372	276	
21	Transfers to UH 4-yr	1	0	
21a	Transfers with credential from program	1	0	
21b	Transfers without credential from program	0	0	

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

Perkins IV Core Indicators 2008-2009		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.00	76.27	Not Met
29	2P1 Completion	44.00	57.63	Met
30	3P1 Student Retention or Transfer	55.00	77.88	Met
31	4P1 Student Placement	50.00	75.68	Met
32	5P1 Nontraditional Participation	N/A	N/A	N/A
33	5P2 Nontraditional Completion	N/A	N/A	N/A

Culinary Arts Persistence Rate Fall 2009 – Spring 2010

Major	F09 regs*	Persist F10**	Persistence Rate
ABIT	22	15	68.18%
ABRP	28	20	71.43%
ACC	81	38	46.91%
AG	49	28	57.14%
AJ	47	29	61.70%
AMT	68	32	47.06%
BTEC	64	38	59.38%
BUSC	157	81	51.59%
CULN/FSER	156	93	59.62%
DENT	22	14	63.64%
DH	10	9	90.00%
ECET	78	46	58.97%
FT	37	20	54.05%
HOST/HOPE	41	22	53.66%
HSER	187	100	53.48%
LBRT	1933	1107	57.27%
NURS	9	5	55.56%
PRCN	48	45	93.75%
SUSC***	90	44	48.89%
Total	3127	1786	57.12%

* Students who registered for Fall 2009; home institution = MAU; CENSUS date; Enroll Ind is not CWD (Completely Withdrawn); who have not graduated in F09 and SP10 (Associates, Certificate of Achievement, Bachelors). SP10 graduates have been taken off from the 2010 Commencement Program.

** Students who persisted in Fall 2010 as of 10/20/10, whose home institution is MAU.

*** Grouped together BLMP, CARP, DRAF, ENGY, WELD majors.

Culinary Arts

Culinary Arts Persistence Rate Spring 2010 – Fall 2010

Major	Reg Sp10*	Persist F10**	Not Registered for F10 (Reg Sp10-PersistF10)	Persistence Rate	Projected
ABIT	25	18	7	72.00%	85.00%
ABRP	22	19	3	86.36%	80.00%
ACC	83	46	37	55.42%	80.00%
AG	49	32	17	65.31%	75.00%
AJ	52	37	15	71.15%	75.00%
AMT	62	36	26	58.06%	80.00%
BTEC	63	48	15	76.19%	75.00%
BUSC	154	105	49	68.18%	80.00%
CULN/FSER	167	118	49	70.66%	80.00%
DENT	19	14	5	73.68%	100.00%
DH	11	10	1	90.91%	100.00%
ECET	77	53	24	68.83%	75.00%
FT	38	24	14	63.16%	80.00%
HOST/HOPE	42	26	16	61.90%	80.00%
HSER	193	127	66	65.80%	80.00%
LBRT	1910	1287	623	67.38%	75.00%
NURS	8	5	3	62.50%	90.00%
PRCN	86	83	3	96.51%	90.00%
SUSC***	109	62	47	56.88%	80.00%
UNCL	225	100	125	44.44%	50.00%
OTHER (SPEA)	131	46	85	35.11%	50.00%
Total	3526	2296	1230	65.12%	

* Students who registered for Spring 2010; home institution = MAU; as of CENSUS date; students who have not completely withdrawn; who have not graduated in SP10 (Associates, Certificate of Achievement, Bachelors). SP10 graduates have been taken off from the 2010 Commencement Program.

** Students who persisted in Fall 2010 as of 10/20/10, whose home institution is MAU.

*** Grouped together BLMP, CARP, DRAF, ENGY, WELD majors.

Number of Liberal Arts students persisting to Fall 2010	1287
Number of CTE students persisting to Fall 2010	863
Number of Unclassified students persisting to Fall 2010	100
Number of Other UH Maui College students persisting to Fall 2010	46
Total Number of students persisting to Fall 2010	2296

Culinary Arts Enrollment Data Fall 2010

Major	Student Enrollment Fall 2010	8/2/2010	8/9/2010	8/12/2010	8/16/2010	8/23/2010	8/30/2010	9/7/2010	9/14/2010	9/21/2010	9/28/2010	10/5/2010	10/11/2010	10/20/2010
ABIT	Applied Business & Infor Tech	26	24	27	36	40	41	41	40	40	39	40	39	39
ABRP	Auto Body Repair & Painting	24	24	27	29	30	33	32	32	32	32	32	32	33
ACC	Accounting	90	90	94	94	96	95	95	95	95	95	95	95	95
AG	Agriculture	52	48	50	51	54	59	62	61	60	61	60	60	60
AJ	Administration of Justice	58	57	61	62	65	68	69	69	69	74	74	74	74
AMT	Automotive Mechanics Tech	73	73	74	75	77	81	82	81	81	81	81	81	81
BTEC	Business Technology	87	91	93	94	96	96	97	97	93	85	86	86	91
BUSC	Business Careers	173	174	184	178	186	194	192	193	194	195	195	195	195
CULN/FSER	Culinary Arts	189	190	199	204	214	220	219	219	218	218	218	218	220
DENT	Dental Assisting	13	13	14	13	13	13	13	12	12	13	13	13	13
DH	Dental Hygiene	8	7	8	9	9	9	9	9	9	9	9	9	9
ECED*	Early Childhood Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	37
ECET	Electronics Comp Engin Tech	81	85	87	87	90	98	98	97	97	97	96	96	96
ENGT*	Engineering Tech	2	3	3	3	6	8	8	8	8	8	8	8	8
FT	Fashion Technology	34	32	33	37	38	42	42	42	42	42	42	43	43
HOST/HOPE	Hospitality & Tourism	47	49	51	51	54	55	56	56	57	58	58	58	57
HSER	Human Services	190	186	201	206	216	225	227	225	238	239	237	234	196
HWST	Hawaiian Studies	1	1	1	1	1	3	3	3	3	2	2	2	2
LBRT	Liberal Arts	1999	1982	2087	2109	2170	2231	2254	2250	2242	2242	2242	2239	2235
NAT	Nurse Aide	1	1	1	1	1	1	1	1	1	1	1	1	1
NURS	Nursing	34	33	36	36	39	41	78	77	77	77	77	77	77
PRCN	Practical Nursing	77	78	81	83	86	120	84	84	84	83	83	83	83
SPEA	Special Early Admit	97	104	122	123	125	127	128	128	138	136	136	136	136
SUSC	Sustainable Construction Tech	93	91	95	95	96	106	109	107	108	109	109	109	108
UNCL	Unclassified	133	128	136	141	146	158	158	150	150	150	149	152	154

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 (37) and State (302) 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.

On a positive note, the increased percentage of new program majors continues to allow 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 with new emerging partnerships with hospitality and culinary programs in China, New Zealand and Canada. Culinary Arts program majors continued to grow from 151 in fall of 2008 to 181 in fall of 2009 and 221 in fall of 2010. . Several factors impact the Program's steady growth in majors:

1. Renewed 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
 10. Reduction of student travel to campus and costs related to fuel consumption by improving access to program lecture courses through the development of online/hybrid versions of Sanitation and Safety and Introduction to Restaurant Industry culinary classes.

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 and systemized distribution of Scholarships & Financial Aid Programs.
5. Secure grant funding to advance R&D activities for students.
6. Developed on-line classes for Math 50H, and Menu and Beverage class offerings.
7. Work with industry to further develop summer internship opportunities such as the newly established Westin Summer Internship program
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 09/10 was healthy as student semester hours for program majors in all program classes increased from 2,287 in 2008 to 2,746 hours in 2009.

Challenges in Efficiency

The number of classes that enroll less than ten students increased slightly from 9 classes in 08/09 to 10 classes in 09/10. Class fill rates in the Culinary Arts program remain consistent at 81% 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 total program enrollment by offering an evening component of our 1V culinary classes over the last two years. On average the class size ratio for culinary classes for Fall 2010 is: 15/1 for Lab Delivery and 30/1 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. Complete program re-mapping activities to improve efficiency by officially converting program to year round status offerings by offering culinary curriculum and student internships 12 months throughout the year.

Strengths in terms of Effectiveness

Student Retention rate in employment at 83% is a continued strength of the program. Number of degrees earned remained consistent at 24 students from 2008 - 2010. The numbers of awarded certificates dropped from 372 certificates in 08/09 to 276 in 09/10. The significant decrease in the number of program certificates can be attributed to the culinary programs loss of an APT Perkins funded Retention and Recruitment Specialist who previously tracked student certificate attainment and assisted students with the certificate application process.

Challenges in Effectiveness

Academic achievement advanced from an acceptable 67.44% rate in 2007 to 87.55% in 08/09 and 78% in 09/10. Program completion rate, related to degrees and certificates earned, remained consistent at 58%. Placement in employment, education, and military remained consistent at 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 such as culinary’s recent participation in the Netbooks pilot program and the Perkins funded Expansion of Technology in the Culinary Arts Project. Additionally, culinary has received a recent Perkins award for the development of E-Portfolio systems to track student attainment of SLO and course competencies. Tracking student success in program “gatekeeper courses” that have traditionally indicated low success rates will also address issues surrounding student non-completion rates allowing faculty to identify students who may encounter challenges in program retention and persistence.

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 and CULN 111 Introduction to the Culinary Industry course offerings. The program desires formulation and delivery of specialized and industry focused training options, in emerging fields such as Food Research & Development, Sushi preparation, Barista certification, Artisan baking and pastry /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, New Zealand, Canada and Korea.

PART II. ANALYSIS OF PROGRAM STATUS

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

The Maui Culinary Academy (MCA) bases its core foundation of course curriculum and industry values on the accreditation requirements of the American Culinary Federation. Recent ACF Accrediting Commission re-accreditation of the program through 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 four years. An increasingly progressive and positive relationship with MCC Administration has been established that allows for constructive strategizing and open articulation of program challenges and potentials. Through dynamic dialogue with faculty and staff, achievable goals are being driven with the expectation for consistency, teamwork and accountability on all levels of instructional fiscal and operational responsibilities. A new generation of program leadership is poised to steer the Academy forward with respect to our successful history and a keen eye to the future.

PART III. ACTION PLAN

Facilities

The program continues to require capital for repair and maintenance of kitchen equipment, refrigeration units, furniture, floors, walls, light fixtures, point of sales systems, classroom computers and numerous other miscellaneous cost associated with the Pa'ina facility and the nature of its high use and high demand. Through active support and coordination w/ Sodexo management preventive maintenance of all Pa'ina refrigeration and freezer units has been initiated. An active "sustainability program" is embedded in program activities to encourage students understanding of social, environmental and fiscal responsibility in all culinary related activities. The program continues to provide a fair share of R&M costs through its University of Hawaii Foundation accounts. It is hoped that recent conversations with faculty asking for increased fiscal responsibility measures in kitchen lab environments will assist in deficit reduction and produce revenues to offset the cost of operating a culinary program with 220 student majors. Currently, the program supports yearly cost of approximately \$55,000 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 programs.

Resources & Budget

The program continues to request resources for the hiring of a 1.0 APT position to provide secretarial and clerical assistance in program coordination, operations & maintenance, documentation for UHF activities, and faculty support services the area of student orientations, group counseling and programmatic activities related to student retention and persistence. Additional support is required for Program Instructional Management, Program Strategic Development, Comprehensive Program Reviews, and ACCEF Accreditation Commission Annual Reviews and Site Visits.

Culinary Programs Proposed Budget for 2010/2011 and the monetary requirements include:

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

3. The program has secured Carl Perkins funding to support a Casual Hire Band B position @ \$30,917 to implement a student driven E-Portfolio system. This project serves to increase student retention in the culinary and pastry arts by focusing on a comprehensive package of support services to culinary students through a “High Tech-High Touch” learning environment. “High Tech-High Touch” outcomes include the verification of 1st semester student’s attainment of program SLO requirements in “real time” kitchen lab environments. Students will develop and maintain individual “E-Portfolios” that record completion of course competencies and program SLO requirements in a consistent manner to be utilized for student and program assessment. The E-Portfolios” will travel with students, and between their instructors, tracking achievement and completion of course competencies in culinary and pastry arts. The project will also incorporate in-depth Lualima training for program instructors to build assessment tools into daily lab activities to allow continual assessment of student progress. The “High Tech-High Touch” student interaction approach will additionally focus on strengthening student achievement through “High Touch” counseling activities in the following areas:
 - Note Taking Skills
 - Math 50H Refresher Course / Basic Math Formula Development
 - Time Management Skills Development
 - Basic Word Processing Skills Development
 - Basic Internet Navigation Skills Development/ Myuh Portal & Lualima
 - In-House Tutorial Support in Culinary Program SLO’ requirements
 - Library Research Skills Development
4. Casual Hire position for the development and implementation of non-credit and short-term industry based training classes and the development of culinary skills competitions focused on DOE food service teachers and students @ \$38,500.

Equipment & Professional Development

With advancements in food preparation techniques in Pastry Arts and the delivery of in-house and off-site caterings that incorporate Buffet Preparation/Garde Manger skills and their current application in modern cooking, there is a need to constantly re-tool and train our chef faculty to keep current with industry trends and emerging cuisines. Given these facts \$21,000 of program funds have been spent and allocated in 2010 to provide faculty with:

- Attendance at the World Pastry Forum in Phoenix, Arizona. Chef faculty learned the latest techniques in chocolate production, sugar work, gelato manufacturing and plate presentations. Additionally, networking opportunities with leaders of industry secured advanced training opportunities for MCA students via a guest chef visit and demonstration by Guittard Corporate Pastry Chef Donald Wressell. \$5,000
- Professional training in Modern Buffet Preparation. Chef faculty attended an intensive 5-day workshop at the Greystone Campus of the CIA to expanding program teaching methods and food delivery systems in Garde Manger and Buffet preparation. \$5,000
- The program has purchased over \$21,000 in catering, sous vide, and video equipment supplies such as FLIP IT video cameras, digital camera, IMAC PC's, vacuum sealers, blenders, and heat circulators as high priority purchases for program instructional development.

Additional equipment purchases and upgrades in 2010 includes:

- One Ice Machine
- \$8,000 in Kitchen small wares, food storage containers and pots & pans
- 2 S/S 20 gal. Stock Pots
- One Floor model potato ricer
- Up grades to POSI TOUCH point of sales system
- One ACME Juicer
- One Commercial Blender
- 2 IMAC PC's for instructional faculty
- 8 FLIP IT Cameras
- 6 Cannon Digital Cameras
- One Floor Model Bag Sealer
- 2 Heat Circulators
- 4 each immersion blenders
- 150 high quality Lacquer Bento Boxes for caterings
- 150 logo "Charger" plates for Class Act dining room
- Re-finishing of 30 Class Act dining room tables

Budget

Addressed in Response # 2

Course Titles and Competencies

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

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

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

First Semester (Fall) 16 Credits

CULN 111 Introduction to the Culinary Industry 2
CULN 112 Sanitation and Safety 2
CULN 121 Skillbuilding I, II 4
CULN 131 Short Order Cookery 2
CULN 140 Cold Food Pantry 2
CULN 120 Foundations of Cookery 4

Second Semester (Spring) 16 Credits

CULN 160 Introduction to Dining Room Service 3
CULN 220 Advanced Cookery 5
CULN 294v Work Practicum & Seminar in Culinary Arts 1
ENG 22, 55, 100, or 106 3
MATH 50H, 100, or 135 3

Third Semester (Fall) 17 Credits

CULN 271 Purchasing and Controls 4
CULN 150 Fundamentals of Baking 4
MGT 118 Introduction to Supervision 3
BUS/COM 130, COM 145, SP 151, ENG 100, or LSK 110 3
Humanities elective 3

Fourth Semester (Spring) 16-17 Credits

CULN 293v Culinary Arts Field Experiences 3
FSHN 185 Food Science & Human Nutrition 3
CULN 115 Menu Merchandising (2)
CULN 114 Introduction Beverage Dept (1)
CULN 240 Buffet Preparation (4),
OR
CULN 250 Advanced Baking I (4)
CULN 251 Advanced Baking II (4)

Additionally, curricular changes are to be finalized by the Spring of 2011 for a total program re-mapping. This monumental task has requires much discussion and faculty leadership under the direction of tenured faculty member, Teresa Shurilla. The Program Re-Mapping was prioritized to efficiently reorganize class schedules for a Fall 2011 roll out. The process has included identifying re-mapping priorities, selection of Re-mapping Team and the establishment of a working timeline that clearly assigns a continuance of duties, re-mapping structure and a finalized outcome for all re-mapping activities. The Re-Mapping Team is currently preparing documentation for the campus Curriculum Committee to shift existing classes into the new model, while communicating these changes with students, faculty and campus administration to insure a smooth transition from previous course sequencing.

Support Staff

With the retirement (30 years of service) of senior chef instructor Robert Santos in May of 2010 the program has hired a new Chef Instructor, Craig Omori. Chef Omori, a former graduate of our culinary program, is leading the delivery of our evening food service offering in Pa'ina on Monday-Thursday evenings. Chef Omori brings considerable industry experience to our teaching faculty along with seven years of previous culinary instruction on the island of Oahu. With food continuing as our focus we are extremely please with Chef Omori's ability to engineer our current evening menu offerings with items geared toward profitability and local freshness, convenience and casual quality. Initial student response and evaluation of Chef Omori's instructional ability and effectiveness in the classroom have been overwhelmingly positive.

Don Sprinkle, the program most senior instructor, is retiring (35 years of service) at the end of the Fall 2010 semester. Mr. Sprinkle led the delivery of our programs restaurant supervision course offerings, including beverage management and menu merchandizing.

The program is currently in formal "selection" activities to fill the "tenure" leading positions vacated by Santos & Sprinkle. It is the programs intent to secure new hires for these positions no later than the end of the Spring 2011 semester.

Mission and Goals of the Program

The Program and campus Administration is currently reviewing the 1st year financial outcomes related to our innovative partnership with Sodexo, Inc. Detailed reporting of cash flow strategies, projected revenue outcomes and new food delivery system to reduce operational deficit are of top priority. Universally considered the nation's leading integrated food and facilities management service company, Sodexo's primary responsibility is to provide the Academy with comprehensive service solutions and a wealth of resource systems to strengthen the operational and facility management components of the program's Pa'ina educational facility. Sodexo has been charged to provide support to the program in terms of systems and processes that incorporate energy

management solutions into the facility in an effort to building upon the Maui Culinary Academy's strong foundation of sustainability.

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

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

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

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

- 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 hoped, 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.

Program Additions

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

In 2009 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. Over the course of two semesters, 145 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 Laulima (Sakai), the open source learning management system maintained by the University of Hawaii system, and use of this learning management system is increasing. MCA faculty is already using state-of-the-art learning software in their courses, and has expanded the use of these technology tools to improve student success in basic skills courses. 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.

Although this was one of the most exciting technology initiatives undertaken in our culinary programs education foot print the program ran into considerable difficulties in developing a monitoring system that allowed us to track student payments for the leasing of the Netbooks and also the timely return of the Netbooks at the end of each semester. Far too many students failed to pay for or return their Netbooks in a timely manner. Given this unforeseen outcome the program and college has moved away from the lease management of the Netbooks and now requires students to purchase Netbooks directly from the Netbook manufacturer.

On a positive note, based on the one year results of the Netbook pilot project the culinary program received \$12,620 in Perkins funding to purchase technology, centered around the use of Netbooks in the Culinary Arts, as a means to increased Technical Skill Attainment for our students. The project also received funding for stipends for a trainer and MCA faculty for professional development in the use and application of FLIP Share technology. FLIP Share technology allows the uploading of "in time" videos for classroom instruction and streaming opportunities into course management systems i.e., Laulima thus allowing students independent learning opportunities for review of key course core competencies. Instructors using FLIP Share technology find it easy to record a variety of instructional activities, which students can view to reinforce learning objectives. The spontaneity of use, due to the size, cost, and ease has inspired video production activities throughout the MCA faculty creating a thread of common instructional practices.

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

Summary

The UH Maui College Annual Program Review process permits the College's Culinary Arts Program to continue to move systematically in fulfilling its goal of excellence. It challenges the program to assess and address the diverse educational needs of students interested in the Culinary Arts while encouraging program development and expansion at the County, State, National and International level. The yearly review permits program faculty and the College a status report of program progress and within the broader context a vehicle to assess future needs and priorities for continual program improvement.

The Annual Program Review fosters, in our faculty and students a greater pride and self-confidence. It provides incentive for students and graduates to enter the culinary profession knowing that they are a vital part of a successful UH Maui College Program where faculty hold students' best interests and needs above all else. The Culinary Programs consistent "health" signifies to its graduates that they are able to compete, shoulder to shoulder, with any Culinary Arts graduate in the country and beyond.

Finally, successful Program Review signifies to the Culinary Arts industry in Maui County and the State of Hawai'i and to present and prospective students that the UH Maui College's Culinary Arts Program is committed to upholding nationally accepted industry standards. In so doing, the Culinary Program seeks to improve student/graduate success rates in industry and provide a strong base for continual professional development for all those seeking Culinary and Pastry Arts careers.

