MAUI COMMUNITY COLLEGE
SELF-STUDY GUIDE FOR
ANNUAL ASSESSMENTS AND
COMPREHENSIVE PROGRAM REVIEWS

Note: Annual Assessments cover only sections I, II, and V of the Self-Study Guide.
Comprehensive Program Reviews cover sections I, II, III, IV, and V of the Self-Study Guide.

I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

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.

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission and Vision of the Program

1. Program vision for the next five years

The Food Services Program of Maui Community College envisions itself as a world class culinary arts training center for the state of Hawaii. The "Maui Culinary Academy" as we would like to be called has the potential to draw and train students from Maui, across the state, and the rest of the country. The new 14 million dollar facility will be able to provide instruction for its primary goal which is to provide instruction leading toward the present three degree options including an AAS in culinary arts, AAS in Baking and an AAS in Restaurant Supervision. Non-credit instruction will also provide for the community of Maui and other residents either permanent or temporary. The Maui Culinary Academy will also be a research and training center for innovative ideas and food development

for farmers and other entrepreneurs interested in food sales and marketing of food items.

2. Contribution of the program to the Mission of MCC

The FSER Program contributes greatly to the mission of the college. The credit program relies of a hands-on approach to student learning through the direct operation of the many food outlets and restaurants in the present training facility called Pa'ina. The program is posed to offer its own non-credit instruction and will tailor courses to match the diverse population and their needs for culinary training.

3. Goals of the program (See Appendix A)

4. Student Learning Outcomes (SLOs) of the program (See Appendix B)

C. Relation to MCC Strategic Plan
Not available at this time

D. Program Faculty (full and part-time)

1. Faculty by rank

Robert Santos	Program Coordinator	26 years
Chris Speere	instructor	12 years
Don Sprinkle	instructor	28 years
Darryl Dela Cruz	instructor	9 years
Teresa Shurilla	instructor	4 years
Ben Marquez	instructor	7 years
Tom Lelli	lecturer	2 years
Dean Louie	lecturer	1 year
Juli Umetsu	lecturer	3 years

2. Faculty by length of service
See above

3. Faculty qualifications or credentials

Robert Santos	AOS Culinary Arts, B.A
Chris Speere	AS Culinary Arts
Don Sprinkle	BA Ttravel Industry Mangaement
Darryl Dela Cruz	BA
Teresa Shurills	Europen apprenticeship
Ben Marquez	AOS Culinary Arts

Tom Lelli	BA Culinary Arts
Dean Louie	AS culinary Arts
Juli Umetsu	BA

4. Faculty areas of expertise

Robert Santos	Purchasing/Program coordinator
Chris Speere	Research and development
Don Sprinkle	Management/Computer classes
Darryl Dela Cruz	Short Order cookery
Teresa Shurilla	Baking, Patisserie
Ben Marquez	Hot food/Banquet Production
Tom Lelli	Garde manger/ala carte cookery
Dean Louie	Skill Development
Juli Umetsu	Math/dining room service

5. Faculty turnover during the past seven years

There was no turnover of full time, non-probationary faculty in the last seven years other than retirement of the long standing program coordinator, Karen Tanaka. One full time lecturer left to pursue his own business interest. Four lecturer positions had turned due to reasons ranging from starting their own business to better paying positions in the hotel industry. A key instructor has currently decided to leave due to higher paying positions in the industry.

6. Faculty appointments and attrition

There are currently five full time tenure positions in the program. There is one non tenure leading/temporary full time instructor position and the remaining positions are lecturer, meaning temporary.

7. Faculty's currency in the field of study

The faculty is directly tied with the food industry on Maui and this allows for a trendy currency in the field of culinary arts. Instructors recently returned from eating and food research in California, attended food industry related trade shows, have taken classes at culinary institutions on the mainland, volunteered at countless food events in the state, are members of professional industry organization in leadership roles, and practice their craft in the running of our own production driven training facility

E. Ways in which program interacts with:

1. Community groups

Culinary arts have an easy way to partner with community groups in multiple formats. Tours and demonstrations/luncheons are provided

to seniors, family organizations, rotary clubs, youth agencies, job corps, etc.. Catering is provided to community groups such as Heart Association, United Way, hospital foundations. This serves to expose our program to the community and show students our respect for these organizations while allowing for real time practice for students.

2. Professional associations

The nationally recognized professional organization for our industry is the same body that accredits the program. The American Culinary Federation also is the parent for a local club called the Maui Chefs and Cooks Association, The current president and vice president are chef instructors and two other instructors are past presidents. Student competition is sponsored by this organization and provides the venue for our students to compete at the state, regional and national level. Another association in which two of our faculty are members is the Les dame Des Escoffier Society. This women's association of chefs and industry related professionals brings our program to the attention of many in this industry.

3. PCCs

There is a very active PCC that meets on various islands to discuss each college's program. The PCC chair convenes meetings several times a year to discuss topics such as fund-raising, student learning assessment, articulation of classes between each program's curriculum and structure. There is a growing concern within the PCC that there is not enough adequate funding to run the programs other than focusing on production and sales to bring in the required finances. The concern lies in the ability of the instructors to adequately test students for the student learning objectives. There is too much emphasis on production and financial income to cover the cost of instruction.

4. National accreditation bodies

As mentioned, the ACF is the accrediting body for culinary arts in the nation. Our program has been accredited for culinary arts and baking for over 10 years and led the state in this area. Annual reviews are submitted and site visitations occur every five years.

5. Other key organizations

The program has an impressive list of employers, chefs, bakers, hotel managers, graduates, educators, and industry personnel as members of the Program's advisory committee. Meetings are held annually to update information to members and to solicite participation and advice. Discussions are held and minutes are kept.

(see attachment C)

II. CURRICULUM AND STUDENTS

A. General Education Standards (COWIQs), program goals, and student learning outcomes (See Appendices C, A, B)

The five standards are as follows:

The following academic skill standards for critical thinking, information retrieval and technology, oral communication, quantitative reasoning, and written communication represent the minimum outcomes expected of students who have completed their general education experiences. Each course included in the general education curriculum should address at least one these academic skill standards.

Critical Thinking

Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication.

Students should be able to:

1. Identify and state problems, issues, arguments, and questions contained in a body of information.
2. Identify and analyze assumptions and underlying points of view relating to an issue or problem.
3. Formulate research questions that require descriptive and explanatory analyses.
4. Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
5. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
6. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
7. Synthesize information from various sources, drawing appropriate conclusions.
8. Communicate clearly and concisely the methods and results of logical reasoning.

9. Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.

Information Retrieval and Technology

Information retrieval and technology are integral parts of every content area and discipline.

Students should be able to:

1. Use print and electronic information technology ethically and responsibly.
2. Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
3. Recognize, identify, and define an information need.
4. Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
5. Create, manage, organize, and communicate information through electronic media.
6. Recognize changing technologies and make informed choices about their appropriateness and use.

Oral Communication

Oral communication is an integral part of every content area and discipline.

Students should be able to:

1. Identify and analyze the audience and purpose of any intended communication.
2. Gather, evaluate, select, and organize information for the communication.
3. Use language, techniques, and strategies appropriate to the audience and occasion.
4. Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
5. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
6. Use competent oral expression to initiate and sustain discussions.

Quantitative Reasoning

Quantitative reasoning can have applications in all content areas and disciplines.

Students should be able to:

1. Apply numeric, graphic, and symbolic skills and other forms of quantitative

reasoning accurately and appropriately.

2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
3. Communicate clearly and concisely the methods and results of quantitative problem solving.
4. Formulate and test hypotheses using numerical experimentation.
5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
6. Assess the validity of statistical conclusions.

Written Communication

Written communication is an integral part of every content area and discipline.

Students should be able to:

1. Use writing to discover and articulate ideas.
2. Identify and analyze the audience and purpose for any intended communication.
3. Choose language, style, and organization appropriate to particular purposes and audiences.
4. Gather information and document sources appropriately.
5. Express a main idea as a thesis, hypothesis, or other appropriate statement.
6. Develop a main idea clearly and concisely with appropriate content.
7. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
8. Demonstrate proficiency in revision and editing.
9. Develop a personal voice in written communication.

The program does a good job in assessing students in all of areas of the five standards. The hands-on approach to instruction maintained by the program engages the students to operate the facility like a business operation. The instructional facility was designed to promote student interaction with the customers. Class assignments include practical testing that ties together all standards. Student assignments are scrutinized constantly as the food prepared by students must meet quality control standards prior to offering it for sale.

Critical Thinking

Critical thinking occurs in all areas as the students are instructed to execute their daily kitchen activities, students are challenged to working individually and as teammates. Individual decisions are made constantly as students prepare food, cook, measure, clean up and sanitize equipment.

Oral Communication

A restaurant operation is best run as a team oriented group and students are required to work in groups and to communicate as they perform the

learning activities in the class. In one class, students run the purchasing and storeroom operation, here they interact with delivery agents, sales agents, telephone operators and all of the instructors in the program. IN another class, students run a dining room operation in a live restaurant. They talk with customers, take orders and interact actively with their fellow students.

Written Communication

Again, in running the food service outlets and restaurants of the training facility, students must write in various formats. Filling out forms, inputting orders via point of sale system, and taking inventory are examples. IN addition most classes will require written reports or daily journals.

Information Technology

The facility contains its own computer lab with internet connections. All students have e mail and are encouraged to communicate via the internet. The fourth semester classes of the program are taught via a web based format and all students are required to learn to use computers before they can graduate.

Quantitative Reasoning

Following recipes, using various forms of measurement, ratios and equal division are all forms of quantitative reasoning performed by students every day. Often times, recipes are not written and instead is executed with logic, practice, ratios, and sensory judgment.

http://www.hawaii.edu/ovppp/gened/gedwww.htm

B. COWIQ and program goals curricular grids (See Appendix D)

Mostly the Program coordinator developed the grid. Having taught many of the classes himself he is knowledgeable about each class and the activities developed to meet competencies. What I learned and came to the coclusion on while working on the grid is how difficult it is to accurately assess each student because of the time and financial resources it would take to do so.

C. Student Achievement (See Appendices E and F)
   1. PHIs
   2. Perkins
   3. Other student achievement measures

Data from various indicators point to student achievement in the classroom as the area that needs attention. It appears that the practical training is satisfactory and that job performance is satisfactory as a result. The Program continues to survey the employers and direct supervisory personnel for their feedback on student graduates. It is generally the consensus among the faculty in the Program that student achievement needs improvement.

D. Changes made in accord with the recommendations of the previous

program review for Program Health Indicators (PHIs)

Through funding of Carl Perkins and a Native Hawaiian related grant secured for the Program. Two areas of recognized need were addressed. Better assessment of student learning objectives needed to be in place. An APT was secured to work with the instructor and the students to develop a individualized work based learning environment within the lab using an assessment tool developed by the APT. The second area involved an attempt to improve math competencies. Tutors were made available to help students with difficulties in their math work.

1. Recommendations followed
2. Recommendations not followed
3. Reasons for not following recommendations
4. Implementation timeline for changes
5.

E. Changes made in accord with the recommendations of the previous program review for Perkins measures
   1. Recommendations followed
   2. Recommendations not followed
   3. Reasons for not following recommendations
   4. Implementation timeline for changes

As described above, The Perkins Core Indicators were the basis for some of the changes put in place to attempt to raise the percentages indicating the results. The outcomes will take some time to fully assess and the final outcomes will be known when students graduate and we receive feedback from the employers of these student graduates.

F. Measurable Benchmarks
   1. Value added
   2. Achievement
      a. Internal criteria
      b. External criteria
   3. Peer college benchmarks

Benchmarks have been used in the Program for a few years. The Program is structured in a career ladder approach and benchmarks are logical to celebrate the student's success as the move "up the ladder". The first benchmark in place is a mini graduation ceremony dubbed the Pinning Ceremony. This ceremony recognizes students having achieved passing marks in all of the basic six beginning cooking classes that are a part of the first semester for the students in the Program. A reception where each student is recognized and brought up stage precedes a food buffet prepared by an advanced class of students.

Final dinners are executed in a more elaborate setting and serves as a benchmark for completion of the second semester classes, FSER 41 and FSER 70, Dining Room Service and Advanced Cookery, respectively.

A final benchmark comes in the form of a practical test for a capstone course for two classes. These are both exits course and the practical test is used to validate the total learning of the student in the Program, both involve students putting together a presentation of food prepared by themselves as individuals or as a team. Both tests have professionals from industry serve as judges and evaluators. Students are measured for their learning in areas of written skills, oral skills and practical skills.

Another form of benchmarks for our students are the certificates that can be attained in sequential order as the students successfully completes classes from the beginning semester of the Program.

G. Program/Certificate/Degree Standards and their SLOs (See Appendices D)

As seen in Appendix D, there are short term certificates and longer term certificates to give students smaller steps in achieving success before finally getting their two year degree. Learning outcome is directly tied to each certificate and also easily translates to entry level job positions. These certificates also work well for students not able to academically or financially seek the higher degrees.

H. Program trends, including student goals, enrollment trends, retention, and time of completion

The Program's students continue to enter into the Program with a goal of becoming a chef. Many change their goal as they learn of other opportunities in the culinary arts field. The realistic goal for students is securing and holding a job in the cooking arena. There are a small percentage of students who also enter the program to upgrade their cooking skills or to achieve the degree. Because of the of rigorous number of hours required in the lab classes, many students find it difficult to work full time and also come to school. The economy on Maui makes it difficult for anyone not to work full time.

The percentage from the last PHI shows that about 35% of the students achieve their degree. What is not measured in an organized fashion is the percentage of students who actually achieve their goal of getting and holding a job in the culinary field. At this point in time there is no formal method to collect this data, however, through personal contacts and the Program's networking within the industry, it is obvious to the faculty that a great percentage of students who have even completed one semester of the program will be found working in the industry.

These students should have been eligible for some certificates but, in many cases, students do not apply for these and leave the program without them.

I. Changes in field; resources; shifts to respond to changes
   1. No additional resources
   2. Moderate additional resources
   3. Major additional resources

The culinary industry is an ever-changing one. The basics of cooking will always remain important but other areas arise that will demand attention by the program. The Program follows the required competencies of the American Culinary Federation as our outside accrediting body and the Program will have to respond to the ACF's required changes when they require the same.

The Program has also stated that there is a demand for non-credit instruction in a variety of areas in the culinary arts. Many requests are coming in daily for courses in cake decorating, ice carving, basic cookery, butchery, operational management, etc…

There is a great need for additional financial resources to address these areas. The Program would benefit greatly if we hade several instructor positions that can respond to the needs of the community who requests classes and training. Many other opportunities abound for commercial research and development, incubator kitchens, specialized classes and corporate training.

Goals of the program would also be attained more fully if there were additional APT positions in the program. In fact, at this time, it is in a critical state of potential disaster when health and safety issues are ignored by the college, there is a major shortage of manpower to maintain the facility, and production needs imposed by the college is dangerously jeopardizing proper instruction and assurance that proper competency testing and assessment can be done of all students.

It should not be the job of the Program to secure the funding for general maintenance of an instructional program. It should not be the job of the program to produce its own revenue to have toilets cleaned and maintained that is used by students. The burden put on the Program to cover its own costs for an instructional facility is ludicrous. The facilities deficiencies from the college's negligence and inability to correctly supervise building construction has been and continues to be a major burden to the staff and faculty of the Program. Proper instruction of culinary arts and all of its required competencies are severely hampered by this lack of attention by the administrators on this campus.

Lastly, it is imperative that lecturers be converted to full time positions. In this environment where a team approach is necessary to maintain kitchen labs, use perishable food products in the most judicial fashion, participate in fund-raising and other college related food required events, lecturers are a liability to the Program. We desperately need to have full time tenure-able positions to attract professionals to serve as chef instructors who can dedicate the time needed to work with the Program to make it successful.

J. Major curricular changes since last review

There have been no major changes to curriculum since the last review. There were two classes that were developed for the Program as elective classes. As financial resources

for elective classes are non existent, these two classes have not even been offered for enrollment.

There is a strong desire to re position some of the courses in the sequencing of classes that lead to certificates and the culinary arts degree. The faculty have agreed that we would like to pursue this change. The process is so long and cumbersome, and the present Program Coordinator is so burdened by daily operational activities, class room assignments, personnel management, public relations, etc… that there is not enough time available to do what is not absolutely critical.
A Program this size should have a full time coordinator for instructional and curricular actions. Re-assigned time is desperately needed by the program to dedicate the required time to pursue these actions.

K. Student advising and the degree to which faculty participate in the mentoring of students

The faculty, for the most part, is totally involved in mentoring, advising and guiding students on a continuing basis. The faculty is often involved in the placing of students in jobs, giving advice on life, other classes, current jobs, etc…In many instances, the faculty accompanies students to various community and professional events to give students the opportunity to work alongside chefs and cooks in the industry. For many students, you are practically holding their hand (mentoring) to help build their confidence to show up and participate at these events.

L. Opportunities for student involvement in program-related organizations, clubs, and governance

There are three major opportunities for students to get involved with activities related to the culinary industry. The first is the American Culinary Federation, as mentioned previously, students are encouraged to join as Junior members and meetings are often held in the culinary training facility to encourage the students to come. As a Junior member, these students are eligible to get involved in cooking competitions and apply for scholarships. The second opportunity is an official Maui Community College club called the MCC Gourmet Club. In this club students in the college are eligible to join and learn about food products, food trends, and anything else related to the culinary industry. (This club is currently on hold but there are efforts to revive this club.) The third opportunity is in an optional elective class for students to take where students and learn and participate in catering activities on and off campus.

M. Use of lecturers to teach courses; related concerns

As stated previously, this is an area of great concern to the Program. It is well known that the campus looks to save money by hiring lecturers to teach classes instead of attempting to secure full time instructor positions for the college. It is a hindrance for the Program to have lecturers instead of full time instructors. In a Program where labs

need to be maintained, equipment needed to be attended to, food products must be used and held for the best learning, and where is there is major interaction between students and their instructor, lecturers are not as effective nor as desired as full time instructors. This one of the biggest challenges that we face. The severity of this situation is not fully recognized and appreciated by the administrators of this college.

N. Admission policy

There are no real admission requirements for the students entering into the Program. Students though, must have their English and Math scores assessed through the traditional testing dome by the Learning Lab on campus, however, this is done to correctly place students into the right class. Proof of negative TB test is also a requirement.
Of course, culinary students must also purchase lab requirements for the classes. These include items like uniforms, knives, aprons, shoes and the appropriate textbooks.

O. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates

There is no real method for formal placement of students into industry jobs once students have graduated. However, many students continue on in their jobs that they had when they were doing their required job experience as a course requirement. At present, the students must complete 225 hours of on-the-job experience for FSER 293, Field Experience. In many cases, as I stated earlier, faculty assists students in job placement and referrals.

The future is very bright for continued growth in the culinary industry on Maui. Cooks are desperately needed by the hotels and restaurants here and the faculty is constantly approached by chefs, restaurant owners and personnel departments to secure students and graduates to work for them.

P. Articulation with high schools, community colleges, and four-year Institutions

The Program has been a leader in articulation with high schools on Maui. We have had in place, for many years, articulation agreements with several high schools to grant advanced credit for FSER 20, Introduction to the Food Service Industry worth 2 credits if the student, in high school, has taken and passed their 2 years of food service classes. There is a great need to reevaluate this agreement as many of the high school instructors have changed and I am not confident that they possess the required background and training to adequately teach these classes.

Articulation with the other community colleges remains on a case by case basis. Many attempts have been made to fully match course by course but because many of the similar programs have been developed to run with their existing facility

and campus requirements, it has been a challenge to get all the programs to be congruent.

There are no real agreements with any four year institutions at this time.

Q. Centers or Institutes

Our own facility serves as our center for learning. The Pa'ina facility serves as a total work based learning center, where students are learning and able to put to their work into a real-life setting of food service. This environment is where students can experience what the real industry is like. Students, in fact, come to conclusion very quickly in these classes where production is part of the learning, that they either love this area of culinary arts or not.

Another recent area of learning for our students is in the Research and development segment of the Program. Here, students are hired to work in the development, marketing, production and sales of several commercial products offered for sale in the Program's food outlets, and in various retail outlets on Maui and around the state.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

The Maui Culinary Academy is a solid program. The American Culinary Federation's nationally recognized set of competencies is the basis for the curriculum. The core goal of the program is being met. New goals bring challenges still to be met. General education standards are still to be evaluated.

Also as indicated earlier, the college needs to reallocate it's budget to relieve the Program from covering operational costs not associated with instruction. Morale is sometimes low by the faculty because we are led to believe that we are not successful in what we do. We should not be judging our success by faulty financial accounting. An established cost per student needs to be determined to measure into the financial equation for the Program.

B. Plans for next year

Next year will bring on plans for the continuation of non credit classes for the program. Non credit classes have traditionally been coordinated by a different department on campus, but we feel that we can offer these classes on our own.

Within classes, SLO's seemed to be met in various degrees, some objectives get more attention than others, There should be attempts to even out the emphasis.

New aasesment tools are still being developed in the workbased learning environments of the lab classes in Pa'ina. These tools should help to standardize all class's assessments. However, time and money need to be allocated for this endeavor as for each SLO to be checked, it will require a food cost in which the cost may not be able to be recovered. (For us, SLO's could involve the production of a stock, sauce, or a pate or even a whole platter of food items.)

C. Budget for next year

The monetary requirements for these goals include:
Instructor's positions for non credit classes, one for the first year. ($50,000)
Continued use of APT's is critical for safety and health issues as well as to ensure increased instruction for students. We should have one for every fifty students in the program. (3 x $30,000 = $90,000)
Permanent research and development coordinator for the Program. ($60,000)
Program secretary. ($45,000)

Possible sources of revenue could include grant money's. Tuition increases and increased allocations to the program is another possibility.

D. BOR questions

- Is the program organized to meet its objectives (student learning outcomes?)

Yes, there is a definite pattern of learning for the program. The program has combined instruction through production and operation within its own training facility
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- Is the program meeting the student learning outcomes?

Yes, there is validation for the employers that students are meeting their goals. There is some areas to improve on and efforts are being made to try to remedy the situation.

- Are program resources adequate?

The program's financial resources are extremely critical for the goals and mission of the program and college. Only skeletal remnants of certain areas of instruction can occur because of financial shortage for the instructional components of the program. The program's operation has been forced to cover the costs of a facility that was built for teaching. Financial records show that this is a struggle and has forced

the reduction of operational hours, and the reduction of critical support staff.

On the other hand, the facility is magnificent in appearance. It stands in grandeur and it hides its deficiencies well. The facility was not built to industry standard, there are serious problems tied to poor and substandard construction that the program now has handle. The problem is ongoing and getting more compounded each day

The frustration of the faculty is compounded by the lack of real concern by our top campus administrators. There even appears to be a cover-up of responsibility of the faulty construction and follow up of repairs.

- Is the program efficient?

The program is efficient.

- Does your review provide evidence of a quality program?

Yes, with reservations.

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- Are the program outcomes compatible with the student learning outcomes?

Yes.

- Are the program student learning outcomes still appropriate functions of the college and university?

Yes.

REQUIRED APPENDICES

A. Goals of the Program
B. SLOs of the Program
C. General Education Standards
D. COWIQ Curricular Grid
E. PHIs
F. Perkins Performance Indicators
G. Program Map

Appendix A

Program Goals

1. The primary goal of the program is to provide relevant and challenging culinary education that meets or exceeds national standards at all professional levels.

2. Short term goals include evaluation of overall program competencies and the development of a measurement tool to help instructors and students better realize specific learning objectives and outcomes.
3. Research and development activities also remain as a goal for the program. Assisting farmers to take their products to another avenue of sales, development of value-added products, assisting in the development of new marketable products will all contribute towards the overall learning for all students in the program
4. The program plans to develop a range of short term, credit and non-credit classes to meets the needs and desires of secondary students , industry personnel and the general community.

Appendix B

Program Student Learning Outcomes: The student will be able to;

1. apply the fundamentals of baking science to prepare a variety of baked products
2. care for and use baking equipment
3. explain the basic process and varieties of alcoholic and non-alcoholic beverages
4. appreciate wine and food affinity
5. explain laws and procedures related to responsible alcohol service
6. perform mathematical functions related to foodservice operations
7. perform dining room service functions using a variety of types of service
8. demonstrate an understanding of quality customer service
9. demonstrate skills in knife, tool and equipment handling
10. apply principles of food preparation
11. operate equipment safely and correctly
12. apply knowledge of laws and regulations relating to safety and sanitation in the kitchen
13. demonstrate skills in the production of cold food products
14. prepare items appropriate for buffet presentation including decorative pieces
15. transition from employers to supervisor
16. evaluate styles of leadership and develop skills in human relations and personnel management
17. demonstrate an understanding of the hospitality industry and career opportunities in the field
18. investigate trade publications appropriate for continuing education
19. explain the organizational structure and functions of various departments in the fser field
20. apply principles of menu planning, development and layout of menus
21. describe the characteristics, functions and food sources of the major nutrients
22. describe how to maximize nutrient retention in food preparation and storage
23. apply principles of nutrient needs throughout the life cycle
24. demonstrate the function of purchasing and receiving of food related products
25. apply knowledge of quality standards and regulations governing food products
26. receive and store food and non-food items properly
27. demonstrate an understanding of the basic principles of sanitation and safety
28. demonstrate personal hygiene habits and food handling practices that protect the helath of the consumer

Attachment C

David Allaire	TS Restaurants
Bryan Ashlock	Sheraton Maui Hotel
Will Bailey	Ruth's Chris Steakhouse
Jake Belmonte	Fairmont Kealani Hotel
Jeff Cabiles	Simply Sweet Bakery

Patrick Callarec	Chez Paul Restaurant
Bob Cambra	Waterfront Restaurant
Tom Fairbanks	Kaanapali Beach Hotel
Eric Faivre	Grand Wailea Resort Hotel and Spa
Greg Gaspar	Makena Resort-Maui Prince Hotel
Harold Hardcastle	The Bakery
Steve Holton	Makena Resort-Maui Prince Hotel
David Ishii	Ishii Farms
Kevin Kimizuka	Workforce Development
DK Kodama	Sansei Restaurants
Jerry Kunitomo	BJ's Chicago Pizzaria
Joey Macadangdang	Pineapple Grill Restaurant
Judy Nakamura	Maui Land and Pine
Nelson Okumura	VIP Food Service, Inc
Tylun Pang	Fairmont Kealani Hotel
Ed Santos	Manana Garage
Reyn Tateyama	Kamehameha Schools

Appendix D

Certificates of Competence:

Pantry cook	2 credits
Waiter/waitress	3 credits
Preparation cook	4 credits
Sanitation	1 credit
Short order cook	2 credits
Storeroom clerk	4 credits
Baker's helper	4 credits

Certificate of Completion:

Pastry cook	12 credits

Certificate of Achievement

Culinary arts	30 credits