



**UNIVERSITY OF HAWAI'I COMMUNITY
COLLEGES**

**COMPREHENSIVE PROGRAM REVIEW
MAUI COMMUNITY COLLEGE**

**CULINARY ARTS PROGRAM
OCTOBER 2008**

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 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.

PART I. EXECUTIVE SUMMARY OF PROGRAM STATUS

Program Summary:

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 two years. An increasingly progressive and positive relationship with MCC Administration has been established that allows for constructive strategizing and open articulation of program challenges and potentials. Through dynamic dialogue with faculty and staff, achievable goals are being driven with the expectation for consistency, teamwork and accountability on all levels of instructional and operational responsibilities. The faculty, including lecturers, continues to support specific educational needs to Maui County students. Notable accomplishments include:

1. The Research and Development division of the MCA has applied student innovation and furnished student employment opportunities to create sustainable, high quality "Made-in-Hawaii" retail consumables.
2. Outreach Programs have been delivered to rural high schools with model "Culinary Boot Camp" classes on distant islands of Lanai and Molokai.
3. Exploration in Culinary Arts Summer Cooking programs, developed in collaboration with Kamehameha Schools, have allowed under-represented students "Culinary Skill Enhancement" training to ease the transition from high school foodservice programs into MCA advanced educational and training model. Additionally, students seeking work place readiness skills prepare for and fulfill a much-needed response from the Hospitality & Restaurant Industry for trained entry-level culinary professionals.
4. Enrollment numbers at the MCA have increased progressively as evidenced by administrative data. As program numbers swell, the need for administrative flexibility, program services, student counseling and budgetary line items may increase proportionally. These optimistic factors in sustaining student enrollment can possibly impact SLO quality measurements and facility returns that may validate the investment of additional assets.

Comment [P1]: What does this sentence mean? I would leave it out.

Realizing the Goals of our MCC Strategic Plan 2003-2010:

The program continues to pay close attention to the priorities of MCC Strategic Plan by targeting program initiatives to meet specific action strategies for 2003-2010.

Priority I:

Provide full student support services, including advising, tutoring, counseling, and library services that increase student retention and success in a learning centered environment.

Culinary Program Initiatives:

- ❖ Utilized Carl Perkins funding to implement and hire Culinary Retention and Recruitment Specialist. Funding for this position was cut by 50% in 2007 potentially reducing efficiency and effectiveness of program retention and recruitment strategies. Program numbers and major counts continue to grow despite funding shortfalls based on program resilience and commitment to meeting challenges “head on” with best workable solutions that serve to minimize possible negative effects to student learning retention and persistence.
- ❖ Provided academic and early registration advising service to students within program in conjunction with Culinary Program Academic Counselor.
- ❖ Implemented pilot project, “Culinary Career Shadowing Experience” linking to local high school counselors, students and DOE supported Parent Community Networking Center(PCNC). “Career Shadowing Experience” model expanded to all CTE programs on campus in fall of 2008.
- ❖ Developed the “Paina Experience Tours” and “Open House” to inform parents about MCC’s Early Admit process and to introduce the culinary program to community groups and DOE students at all grade levels. Similar activities are now being delivered campus wide.
- ❖ Implemented Culinary Art Program Student Orientation sessions for new students to front-load information concerning program expectations, uniforms, tools, facility use and faculty introductions. Culinary New Student Orientation served as the model for campus wide new student orientations and DOE counselor informational workshop
- ❖ Developed on-line ordering system to streamline uniform, textbook, knife and tool purchase for students.
- ❖ Instituted new uniform standard that incorporates sustainable responsible reusable and washable black chef hats along with black aprons and MCA logo chef jackets
- ❖ Implemented the 5th week “Talk Story” session for Chef Instructors teaching our First Six Basic Culinary classes to discuss and identify students with special needs and also students who are leaders in their cohort.
- ❖ Continued First Six Graduation Ceremony to highlight student achievement.
- ❖ Initiating “Culinary Arts Club” in fall 2008 to develop leadership attributes and fund raising activities that support and create learning experiences for students outside the traditional classroom setting.

Priority II:

Expand training and workforce development programs in coordination with county, state, and industry economic initiatives.

Culinary Program Initiative:

- ❖ Developed and delivered “Culinary Arts Boot Camp” training and education programs for rural high school students on the islands of Lanai and Molokai. Developed and delivered a three week specialized training program for the restaurant industry in Skills Enhancement, Menu Development and Food Cost/Purchasing Controls
- ❖ Developed and delivered Summer Internship Program with Hotel Hana Maui, Four Season Lanai, Ethel M Chocolates in Las Vegas, Nevada and Gelatoria Café in Denver, Colorado
- ❖ Developed and delivered Specialized Training program for Hale Kau Kau kitchen volunteers.
- ❖ Expanded education and training opportunities for students via the Hale Aina Ohana Master Chef Program
- ❖ Developed and Delivered Specialized Training program for Maui Economic Opportunity, Inc. BEST re-integration program.

Priority III:

Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiian students

Culinary Program Initiative:

- ❖ Developed and delivered Culinary Art Summer Academy in conjunction with Kamehameha Schools
- ❖ Strengthened partnership with Ulu A’e through implementation of Chef Advisor/Mentorship for Hawaiian students in culinary program.
- ❖ Providing course offering in FSER 180 Food, Cooking and Health in Hawaii Spring 2009

Priority IV:

Provide students with access to a seamless UH system with full articulation between all campuses.

Culinary Program Initiative:

- ❖ Completed Program Name change to **Culinary Arts**
- ❖ Formal Articulation Agreements have been signed between MCC and the other seven UHCC culinary arts programs to fully match program name, course numbers and course competencies.
- ❖ In the last year, there has been a major emphasis put into aligning of the courses taught in the University of Hawaii system’s Community College’s culinary programs because of an articulation agreement to facilitate the matriculation of DOE students and the transfer of culinary students across the university system.

Three first semester courses were selected to be the first to be articulated. These courses needed some changes before articulation could be achieved and changes were made to align these course to match similar courses at the other culinary programs in the UH community colleges.. Through this agreement, students will have the opportunity to receive credit for equivalent courses taken elsewhere in the UH system, reducing the potential problems of having to retake a similar course or not being credited with work that has been completed.

Priority V:

Improve physical infrastructure, including a new science building; additional nursing, dental and health classrooms and labs; additional faculty offices

Culinary Program Initiative:

- ❖ Completed the purchase of furniture, equipment and supplies to relocate eight culinary faculty and staff to the newly renovated Pilina Student Center.
- ❖ Purchase vacuum pack food storage system to extend food product shelf life, introduce students to new packing technology and food delivery systems.

Priority VII

Develop graduates who can learn new things, think critically, behave ethically and adapt to change.

Culinary Program Initiative:

- ❖ Implemented the state of Hawaii's first culinary art based educational and training program in Food Research and Development.
- ❖ "Industry Validation" realized through program SLO's and "Capstones Experiences" in each semester of our students' progression through the program, as well as American Culinary Federation accreditation.
- ❖ Developed "Captains of Industry Mentorship Program". Program requires 2nd semester students to interview and "Shadow" with a selected industry mentor to gain insights into various career pathways that ultimately lead to success. Allows industry leaders to re-invest in workforce development and employee marketability by sharing "Best Practices" (personal and business) that served to strengthen student's understanding of needed career advancement traits and sustainable business models.

Priority VIII:

Develop appropriate sustainable baccalaureate degrees.

Culinary Program Initiative:

- ❖ Implemented the state of Hawaii's first culinary art based educational and training program in Food Research and Development.
- ❖ The program developed sustainable practices and environmentally friendly dining options in the delivery of its culinary arts education and training curriculum. Program received national Bellwether Award recognition as a leader in

sustainable and environmental practices. Initiatives correlate with the college's advancement of degree options in sustainable technologies.

Priority IX.

Encourage risk taking, reward innovation, and invest in change to reduce costs and paperwork and generate resources

Culinary Program Initiative:

- ❖ Maui Culinary Academy Research & Development program manufactures and markets a high-end value-added gourmet food product line. Program and products receive local and national attention. Program serves to assist local farmers and food producers with recipe development consultation services that support diversification of Hawaii's agricultural sector. R&D activities promote the program and draws potential students to Maui for specialized training in R&D. Opportunities for baccalaureate offerings in Food Science and Culinology are possible in the future.
- ❖ Environmental and Ecological Sustainability: Maui Culinary Academy "Going Green"

Maui Culinary Academy was recognized for exemplary efforts in ecology and environmental awareness in its food service operations. The Academy created an innovative environmental approach to its instructional and operational responsibilities that have improved the environmental standards and conditions of the college campus and serves as a model of sustainability to the community as a whole. "Going Green" is a commitment to building a 'sustainable culture' in every facet of our program—from farm to table. The program weaves a respect for sustainability across the entire spectrum of our approach to food purchasing and preparation with the intent that graduates will lead similar initiatives in their prospective places of employment. The program's goal is to serve as a catalyst for change, to help motivate and encourage even greater efforts toward environmentally conscious sustainability on our campus and our island. Program Environmental and Ecological Sustainability initiatives include:

- Shifted from environmentally unfriendly items to sustainable, recyclable products.
- Utilizing local farmers produce and products in our menu offerings
- Eliminating the use of trans-fats throughout our recipe development and food preparation
- Providing Food Research & Development services to local Agri-Business to create new and value added food products
- Initiating the use of recyclable and reusable bags on campus
- Entirely eliminating poly propylene containers and plastic bags in our Pa'ina culinary arts facility
- Supporting and utilizing small and large-scale hydroponics farming and garden grown fresh produce.
- Offering "water by request" in our Class Act Restaurant

- Utilizing reusable melamine plates and stainless steel flatware in the Pa'ina Food Court
- Providing kitchen green waste to local farmers
- Recycling of all glass, plastic and cardboard food and beverage containers
- Conversion to and utilization of biodegradable containers and beverage cups
- Capturing cooking oils and fats for collection by local Bio-diesel producers
- Implementation of a composting program where students learn and practice separating compostable matter in our kitchens labs.
- Utilizing biodegradable corn bags in all garbage and compost bins.
- Discontinue use of plastic tasting spoons and cups in all kitchen labs
- Introduction of a sustainability curriculum in the food purchasing and controls class.
- The culinary program maintains a highly visible herb garden on campus and hydroponics gardens in kitchen labs that are designed for educational purposes and recipe development.

PART II. PROGRAM DESCRIPTION

A. HISTORY

The Culinary Program was first offered in 1977, as a program separate from the Hotel Operations program, for the granting of the Certificate of Achievement and the Associate of Science degree. The Board of Regents granted approval of its continuance in 1981 with establishment as a permanent program in 1982.

The Culinary Program contributes greatly to the mission of the college. The Culinary Arts curriculum is organized to prepare students with the skills necessary for successful entry into and accelerated advancement in all aspects of the culinary profession. The fundamental purpose and design of the Program are to provide students with the education and training needed to meet these goals. Industry requirements are continually analyzed to determine the latest skills and knowledge essential to performing effectively. The specific methods used to update the curriculum include: analyses by faculty based on their experiences; interactions, partnerships with industry; consultant assistance by curricular and industry resources; review of Culinary Arts curricular developments across the nation; surveys; and student input and advisory committee suggestions.

A career ladder curricular strategy applies basic building blocks of knowledge and skills that form the foundation for more complex learning. This approach organizes courses into three levels. The course groupings begin with Certificates of Competence, followed with Certificates of Completion, a Certificate of Achievement, and the Associate in Applied Science Degree. The curriculum has been carefully constructed to not only meet and exceed standards of the American Culinary Federation and the University of Hawai'i Community College System, but to also address the special needs and concerns of our students and hospitality industry, which provides the economic base for Maui and the multicultural State of Hawai'i. The curriculum and the design of our Pa'ina facility was carefully planned to

nurture and encourage communication, problem solving and leadership skills. Faculty is encouraged to use teaching methods which provide practice in communication and which integrate general education into leadership and problem solving skills. Class assignments will almost always involve critical thinking skills development. Case studies and small group discussions are extensively used in the management oriented courses. There is a definite organized pattern of learning for the program, which allows students to gain course competencies and acquire student learning objective outcomes. In so doing, the College simultaneously seeks to improve prospective student employees preparing for the industry, to strengthen services to clients in the food service industry, and to provide a strong base for professional Culinary and Pastry Arts careers. The competency-based instruction focuses on the skills, knowledge, and attitudes needed for success in the hospitality industry. The “credit program” relies on a hands-on approach to student learning through the direct operation of the many food outlets and restaurants in the Pa’ina training facility.

The programs “outreach-training” activities have been revitalized, through creative partnership and funding under the Rural Development Program, delivering successful high school outreach training programs on Lanai and Molokai in the form of “Culinary Art Boot Camps”.

Students in these rural locations gained the opportunity to enhance skills related to culinary arts, explore post secondary educational opportunities at Maui Community College and investigated career choices in the culinary profession. Discussions for a similar training program in Hana are in progress.

In addition, the Culinary Arts Program provides industry personnel the opportunity to upgrade their skills and techniques and provides instruction to interested community members in food production skills and techniques for personal self-advancement. The program, in an effort to make culinary art education and training accessible to all, must invest in additional personnel to deliver evening classes to take full advantage of our state-of-the-art training facility. The program seeks to extend short-term training opportunities to cooks and bakers currently in the industry, with the added incentive to increase interest and enrollment in the program. The program continues to provide, refine, and expand professional development classes to restaurant industry employees through its “Visiting Distinguished Chef Program” and its working partnership with the non-profit “Hale Aina Ohana”. Additionally, the Maui Culinary Academy is a national leader in research and training for the development, sales and marketing of innovative ideas and food products of and for farmers and other entrepreneurs. Finally, the program will explore and determine the feasibility of establishing “Summer Academies” that focus on training in Sushi preparation, Culinary Skills Enhancement for DOE foodservice teachers, Culinary Sanitation & Safety Certification, and Pre-Culinary Internship Experiences.

B. PROGRAM GOALS

The mission and goals of the Culinary Program are reviewed periodically and designed to interface with, support and promote the mission and efforts of the College. The mission of Maui Community College is as a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

Program goals and objectives are aligned with the college mission and updated yearly at the beginning of the academic year. Any and all concerns and problems related to the Program are discussed and resolved weekly via skillfully facilitated small, personal and sometimes, larger meetings. Program Coordinator, Chris Speere with each faculty member assigned an "Action Item" for discussion, facilitates these weekly meetings. The Program Coordinator conducts separate meetings for program Assistant Operational Managers weekly.

Formal and informal Program Advisory Committee meetings (1-2 per year) help to maintain Program relevancy and currency. The Program Advisory Committee provides insight regarding relevance of our curriculum to industry need and student's ability to transfer program Student Learning Outcomes (SLO'S) successfully into the work environment. Advisory Committee insights and suggestions concerning effectiveness of Program SLO's and our students' ability to meet required industry competence is gathered firsthand from working with our students and graduates in industry, validating SLO's while serving as industry judges at program designed "Capstone Experiences" and observations gleaned working side by side with our students at numerous community based food events. The Program has increased industry validation of program SLO's and class competencies via four major "Capstone Experiences" allowing industry leaders opportunities to view student learning achievement in relation to stated Program goals and objectives.

Industry Chef's are encouraged and often visit or dine in our Paina Food Court and our Leis Family Class Act Restaurant. These visiting chef's serve as informal evaluators of our food preparation standards, kitchen sanitation and safety practices, student knife and cookery skill set abilities, professional grooming standards and industry related behavioral expectations.

All incoming food service majors attend a "New Student Orientation" session offered at the beginning of every semester where Program outcomes and professional goals and personal responsibilities are explained by faculty, advanced students and graduates, and other student support staff. Another reception, the "First Six Ceremony" attended by students successfully completing their first semester and their families is held midway through the students' second semester, additionally helps to develop and strengthen this understanding of personal, professional, and Program responsibilities and learning expectations. This understanding of Program expectations and outcomes is especially helpful for family members because they provide critical support for our students. Students are also offered service-learning opportunities throughout their two-years,

creating networking opportunities and additional mechanisms to work with industry professionals to further increase their understanding of the industry, its expectations and rewards and to provide community service.

Our faculty also communicates “Student Learning Outcome” expectations to students as they provide support and assessments to them in class on a regular basis and at group registration/academic advising sessions held each semester.

C. PREPARATION FOR OCCUPATIONS

The Program’s students continue to enter into the Program with a goal of becoming a chef or pastry chef. Many change their goal as they learn first hand the rigors and demands needed for industry success or begin to understand numerous other opportunities that wait in the ever-expanding culinary arts field. Emerging new opportunities include positions as Food Product Research and Development Chef, Personal Chef, Food Stylist, Food Writer, Health and Wellness Chef, Chocolate, Confections and Candy Specialist and Retail Market Chef. Each new generation of program graduates continues to raise the bar and set high expectations for those that follow. New potentials emerge as graduates from our program find employment, not only here on Maui, but across the nation. Program graduates working in leading restaurants in Napa Valley, Las Vegas, Colorado, Oregon and Washington set new standards of excellence for current students to emulate. Many graduates are now successful entrepreneurs and highly acclaimed chefs. The Program’s Research and Development Program offers unlimited opportunity in the world of recipe development for new and value-added food products. Students in this area of study receive useful employment skills in food manufacturing, processing control, marketing, sales and business management. Recent academic performance by newly enrolled students suggest an increased awareness that academic achievement, education, and training are key components for career advancement in an ever-increasing competitive workplace.

The slowing economy on Maui is making it difficult to secure full time employment. As a result an increased percentage of students realize the importance of a program degree and the need for industry based certification to secure job placement.

This percentage should continue to increase allowing the program to expand course offerings into the evening hours and further develop industry validation and certification experiences that increase employment opportunities for its students. 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.

The percentages from the last three (3) Perkins IP1 standards show that 69% of the Program’s students achieve their degree. What is not measured in an organized fashion is the percentage of students who actually achieve employment in the culinary field due to time spent in training in our culinary program. 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. Many of these students could be eligible for career advancement but, in many cases, are not promoted due to limited post-secondary education. The Program will investigate “**stay in college**” systems to inspire, track and assist these students with the attainment of program certificates and degrees, industry validation awards and external certifications through nationally recognized professional organizations.

D. PROGRAM STUDENT LEARNING OUTCOMES (SLO’S)

Re-mapping and Assessment

Recent program assessment work has shown the need to develop new program SLO’s and re-map our culinary program to enhance the learning of basic fundamental skills for our students. These skills are the foundation of a culinary degree and essential to student success and retention over the two-year program and graduate success once they enter the foodservice industry. The re-mapping goals are to:

1. Put courses in an order that increases students’ learning and retention of fundamental skills and cooking techniques.
2. Shift the bulk of the food production and the selling of food from less experienced first semester students to second, third and fourth semester students who have better developed fundamental cooking, cutting and sanitation skills.
3. Help instructors operating food outlets to become more efficient with food production, giving them more time to properly teach and assess student-learning outcomes.

An example of this would be switching FSER 72 (buffet presentation) from the fourth semester to the second semester and FSER 70 (advanced cooking) from the second semester to the forth semester. We feel that FSER 70 would better serve as our capstone course since it requires the use of all the skills learned throughout the various culinary courses in a culminating 8 weeks where students operate our fine dining restaurant, The Leis Family Class Act Restaurant. The foodservice operation in the “Class Act” models industry operations and professional standards in the industry and is meant as a final stepping-stone for the students into a successful culinary career.

Currently the Maui Culinary Academy lists the following as Program Student Learning Outcomes:

1. Apply the fundamentals of baking science to the preparation of a variety of products.
2. Demonstrate the use and care of equipment normally found in the bakeshop or baking area.
3. Explain the differences in the various alcoholic and non-alcoholic beverages.
4. Evaluate the influence of wine upon food.
5. Explain the laws and procedures related to responsible alcohol service.
6. Solve mathematical functions related to foodservice operations.

7. Apply skills related to dining room service in a variety of service styles.
8. Demonstrate quality customer service.
9. Demonstrate skill in knife, tool and equipment handling.
10. Apply principles of food preparation to produce a variety of food products.
11. Operate kitchen equipment safely and correctly.
12. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
13. Apply skills in producing a variety of cold food products.
14. Prepare items appropriate for buffet presentation including decorative pieces.
15. Prepare for the transition from employee to supervisor.
16. Evaluate styles of leadership.
17. Demonstrate skills in human relations and personnel management.
18. Contrast the various organizational structures and basic functions within hospitality and foodservice establishments.
19. Contrast the career opportunities and professional organizations within the field.
20. Assess the relevance of trade publications and electronic methods for continuing education.
21. Apply the principles of menu planning and layout to the development of menus for a variety of types of facilities and service.
22. Explain the characteristics, functions, and food source of the major nutrients.
23. Evaluate how to maximize nutrient retention in food preparation and storage.
24. Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
25. Demonstrate the overall concepts of quality purchasing and receiving in a food service operation.
26. Apply knowledge of quality standards and regulations governing food products to the purchasing function.
27. Apply the basic principles of sanitation and safety in a foodservice operation.
28. Practice personal hygiene habits and food handling practices that protect the health of the consumer.
29. Value cross-cultural perspectives that will allow them to effectively function in the global community.
- 30. Value ethical practices in both personal and professional situations. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.**

It is evident to the program that the current extensive listing of program SLO's needs refinement before it can be viewed as a practical or useful tool for student assessment. Considerable discussion into program re-mapping and the development of program SLO's has been on going with minimal yet incremental change occurring. Program focus in this area is now under the leadership of junior faculty/lecturers who have demonstrated leadership by investing needed time, energy and discipline of mind to develop class and program SLO's, and the rubrics to assess SLO's.

E. PROGRAM ADMISSION REQUIREMENTS

Entrance to the beginning courses in the Culinary Arts Program is open to anyone who meets College general admission requirements on a first come, first served basis until maximum class enrollment numbers are reached. Any applicant who is eighteen years or older or who has a high school diploma will be admitted. It is recommended, however, that students delay entry into the Program until they have reached minimum placement test levels of English 22/55 or higher and mathematics 50 or higher, or meet with Program faculty or counselors.

A student transferring from another institution of higher education may be allowed credit for previous academic work. It is the responsibility of the student to have transcripts of previous work sent directly to the MCC Office of Admissions and Records by the institutions previously attended, to apply for evaluation of transcripts for advanced standing, and to provide course description information by submitting catalog(s) from all previous colleges attended. Applications are available at Student Services. Advanced placement credit may be awarded to students successfully completing previously articulated work at designated high schools on Maui (2+2 and Tech Prep students.) Culinary Arts students may receive up to 2 credits of articulated work from high schools or other culinary training centers such as the Hawaii Job Corps.

F. PROGRAM CREDENTIALS AND LICENSES OFFERED

The Culinary Arts career ladder Program is based on four levels of competencies offered in three specialty areas: Culinary Arts, Baking and Restaurant Supervision. A career ladder curricular strategy applies basic building blocks of knowledge and skills that form the foundation for more complex learning. This approach organizes courses into three levels. The course groupings begin with Certificates of Competence, followed with Certificates of Completion, a Certificate of Achievement, and the Associate in Applied Science Degree.

Program short-term certificates (CO) and longer-term certificates (CA) 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. Overall, the competency-based instruction focuses on the skills, knowledge, and attitudes needed for success in the hospitality industry.

The Restaurant Supervision emphasis will be articulated with various four-year baccalaureate schools to insure students' maximum transferable credits when moving on to the baccalaureate level.

Requirements for Certificates of Competence (CO)

Culinary Arts:

Sanitation & Safety	2 cr	CULN 112
Pantry Cook:	2 cr	FSER 54
Waiter/Waitress:	3 cr	FSER 41
Preparation Cook:	4 cr	CULN 120
Short Order Cook:	2 cr	FSER 52
Storeroom Clerk:	4 cr	FSER 34
Supervision I	3 cr	MGT 118

Baking:

Baker's Helper: 4 cr FSER 62

Requirements for Certificate of Completion (CC)

Pastry Cook 12 cr FSER 62,64,65

Requirements for Certificate of Achievement (CA)

Culinary Arts: 31 credits

CULN 111, CULN 112, FSR 41, FSER 46, FSER 48, CULN 120, FSER 54, FSER 52, FSER 60, FSER 70, FSER 191V, ENG 22, 55, 100 or 106; MATH 50H, 100 or 135

Requirements for Associate in Applied Science (A.A.S.) Degrees: 63-64 credits

Culinary Arts: 63 credits:

All C.A. courses plus: FSER 23, 34, 42, 62, 72, 293V COMUN 130, 145, ENG 100 or LSK 110, MGT 118 and FSHN 185, Social Science elective, Humanities elective

Baking: 65 credits

All C.A. courses plus: FSER 34, 62, 64, 65, 293V, COMUN 130, 145, ENG 100 or LSK 110
MGT 118 and FSHN 185, Social Science elective, Humanities elective

Restaurant Supervision: 73 credits

All Culinary Arts C.A. courses (30) plus:

FSER 23, 34, 44, 293v, Accounting 124,125,or 201, 202, Business/Communications 130, Communication 145, Speech 151, or Learning Skills 110, Business Technology 150, Management 118, 122, 124, Food Science & Human Nutrition 185, Social Science elective, Humanities elective

EXTERNAL CERTIFICATION:

AMERICAN CULINARY FEDERATION

The ACF is the accrediting body for culinary arts in the nation. Our program has been accredited for culinary arts and baking for over 20 years and led the state in this area. Annual reviews are submitted and site visitations occur every five years. An ACF site visitation was performed in the Spring of 2007. Program re-accreditation was granted by the ACF for five (5) years during the Summer of 2007. The Maui Culinary Academy benefits its students through Accreditation by the prestigious American Culinary Federation. ACF accreditation insures proven quality in our program's curriculum, faculty, instructional resources, support staff and organizational structure. The program has recently (Fall 2008) committed to actively encouraging and assisting program graduates to apply for Certified Culinarian status through the American Culinary Federation. The ACF certification process ensures that graduates are capable of differentiating themselves from thousands of culinary students competing in the job market, by providing proof of their culinary competency through Certification by the American Culinary Federation. ACF certification allows graduates the ability to demonstrate the necessary skill, knowledge and professionalism to succeed in the food service industry. ACF certification validates to an employer that our graduates have reached the highest standards and benchmark of industry for required skills and culinary expertise. ACF certification supports the attainment of program Student Learning Outcomes in the areas of culinary nutrition and food safety and sanitation, culinary supervisory management, food preparation and professional development and career advancement activities. Program graduates are entitled to free certification from the ACF for one year after graduation and a complementary subscription to [*Sizzle*](#), the ACF's quarterly magazine designed specifically for students pursuing a profession in culinary arts.

SERV SAFE TRAINING AND CERTIFICATION

The program has recently (Fall 2008) committed to actively encouraging and assisting program graduates to apply for national sanitation and safety certification through the National Restaurant Association's ServSafe® Training and Certification program. Successful completion of the ServSafe exam will provide our culinary students with nationally recognized industry validation of their ability to practice the highest standards of food sanitation and safety.

G. 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. There is one non-tenure leading/temporary full time instructor position and the remaining positions are lecturer, meaning temporary.

Faculty by Rank and Length of Service

Chris Speere	Program Coordinator	19 years
Robert Santos	Instructor	28 years
Don Sprinkle	Instructor	32 years
Teresa Shurilla	Instructor	6 years
Ben Marquez	Instructor	9 years
Dean Louie	Instructor	3 year
Tom Lelli	lecturer	4 years
Juli Umetsu	lecturer	6 years
Kyle Kawakami	lecturer	4 years

Faculty Qualifications or Credentials

Robert Santos	AOS Culinary Arts, B.A
Chris Speere	AS Culinary Arts
Don Sprinkle	BA Travel Industry Management
Teresa Shurilla	European apprenticeship
Ben Marquez	AOS Culinary Arts
Tom Lelli	AS Culinary Arts
Dean Louie	BA Fine Arts/AS Culinary Arts
Juli Umetsu	BS, Business Administration, Post-

Klye Kawakami Baccalaurate Secondary Education.
BA Business, AAS Culinary Arts

Faculty Areas of Expertise

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

H. RESOURCES

The Program and campus Administration are developing strategies and systems that will allow the instructional program a greater ability to focus its on its educational mission. A Request for Proposals (RFP) is being issued to qualified food service/ managed services providers to administer food service operations for the program. The intent is to solicit interested vendors to submit information regarding their expertise and business model for improving operational delivery services in the Pa'ina facility. The winning bidder would be one that proposes a management fee that takes into consideration the most efficient and cost effective manner possible in administering: accounting of operational expenses, cash handling, inventory purchase and control, human resource management, retail and catering operations, facilities and equipment asset management, advertising and marketing, and support for educational programming based on the objectives and parameters set forth by the Maui Culinary Academy. Campus administrators and the Maui Culinary Academy seek to accomplish the following objectives for its food service operations and facility through the Managed Services concept:

- 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.

The Conceptual planning and Requests for Proposal to provide expertise and assistance to the program in administering food service operations are on going. It is hopeful, then, that 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 Comprehensive Program 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 food service operation and a competency-based instructional program is very delicate and complex. As a program, we are now working 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. We are working to and have decreased the revolving account deficit by over 50% in the last two years. We are making modifications to our curriculum that increases student-learning outcomes in the area of cost controls. We have developed 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 that waits.

The program continues to request resources for the hiring of a 1.0 APT position to assist in the area of Program Management. We are hopeful that the Program Review findings will validate and support the Program's need for secretarial and clerical assistance in program coordination, operations and maintenance, and faculty support services.

Proposed Budget for 2008/2009 and the monetary requirements include:

1. Program clerical/secretarial support position @ \$32,000.
2. The program continues to request the conversion of three (3) full time lecturer (adjunct) positions to three (3) non-tenure track full-time (permanent) faculty positions to lend greater stability to the

culinary and front-of-the-house sections of our Program @ \$30,000. . Justifications follow:

- ❖ The conversion of adjunct to tenured faculty will strengthen the Program and lessen responsibilities shouldered by the present small cadre of tenured faculty.
- ❖ In light of VP Morton's discussion with the campus last Friday 10/17/08 The Culinary Program is requesting that our temporary, full time lecturers be converted to non permanent full time positions
This includes Kyle Kawakami, Tom Lelli, and Juli Umetsu
- ❖ Lecturers in the culinary program are expected to participate in a full time capacity for fund raising, counseling of students, various Program events, catering, student orientations, student recruitment, and various teaching workshops. These activities offset program deficit, assist in program recruitment strategies, and support student persistence and retention objectives of the University.
- ❖ The culinary program requires continued positive commitment in its faculty to fully support and participate in long term activities to strengthen our educational mission and address our fiscal responsibilities. Currently these activities require program lecturers to volunteer time beyond assigned duties. Numerous opportunities for program growth remain undeveloped based on a lack of full-time program faculty positions. Examples include the reestablishment of our MCA student competition teams, the development of a series of ongoing non credit classes for the community, the development of partnerships for culinary training with the local hotel and restaurant industry, MEO/Best programs, and the DOE, Swap Meet potentials for revenues through food sales, R&D products, cookbooks, bread and pastry items.
- ❖ Continued Lecturer support to the program may continue regardless of conversion of positions. It is evident, however; that without commitment by the administration for long-term job security, lecturers' moral and willingness to actively participate in events that benefit the Program have the potential to decline.
- ❖ Retention of the current cadre of program lecturers is ultimately a cost savings to the campus. Attrition in these positions will require immense training and loss of program

efficiency. A large base of program “intellectual knowledge” is vested in the current lecturer pool.

3. Re-instatement of Carl Perkins fully funded program Retention and Recruitment Specialist. APT’ Retention and Recruitment Coordinator to strengthen program enrollment, student completion rates, to meet college retention and persistence goals and to develop continued partnerships with DOE and PCNC’s @ \$39,000.
4. Casual Hire position for the development and implementation of non-credit and short-term industry based training classes, credit based evening offerings and operational food production needs @ \$38,500.

Possible sources of funding could include revenues derived from non-credit training programs, cookbook sales, swap meet activities and increased allocations to the program from campus administration. Further revenues could be accumulated to fund these positions through the reduction of current program 11-month faculty positions, faculty retirement wage savings, and un-allocated surplus funds in various discretionary campus accounts.

J. ARTICULATION AGREEMENTS

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 and provide training to many of the high school instructors to provided the required background and skills to adequately teach these classes.

Formal Articulation Agreements have been signed between MCC and the other seven UHCC culinary arts programs to fully match program name, numbers and course competencies.

In the last year, there has been a major emphasis put into aligning of the courses taught in the University of Hawaii system’s Community College’s culinary programs because of an articulation agreement to facilitate the matriculation of students and the transfer of culinary across the university system. Three first semester courses were selected to be the first to be articulated. These courses needed some changes before articulation could be achieved and changes were made to align these course to match similar courses at the other culinary programs in the UH community colleges.

A name change was also initiated and currently we have CULN 111, Introduction to the Culinary Industry; CULN 112, Sanitation and safety; and CULN 120, Fundamentals of Cookery. These initial courses were selected to be articulated because of a pending

agreement with the DOE and the desire to give the ability to have high schools teach these courses and have their students receive college articulated credit when they successfully pass the courses within the agreements of the DOE/UH Community College.

Further changes will occur to have all current culinary courses changed 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 PCC for culinary arts. Additional curricular changes are in discussion for a total program re-mapping. This monumental task requires much discussion, leadership and time.

K. COMMUNITY CONNECTIONS

The Culinary Program has unlimited opportunities to partner with community groups in multiple formats. Tours, demonstrations/luncheons are provided to seniors, family organizations, rotary clubs, youth agencies, job corps, etc. Catering, on a limited basis, is provided to community groups, which serves to expose our program to the greater community. Support of community activities creates and develops a sense of respect for these organizations in our students while allowing for practical training in food preparation and catering skills.

Students volunteer at numerous restaurant and hospitably industry organized Food and Wine events on Maui. Community associations coordinate many of these events. Support of these activities by our students, faculty and program create a sense of good will and endear our program to the industry we serve.

The Program's long term established partnerships within the community and the food service and hospitality industry partners have garnered much needed financial support to our program in scholarship awards and Foundation donations. Program faculty are very heavily involved with the community and regularly participate in activities related to the following: the Maui County Fair Association; Maui Cancer Society; Maui Farm Bureau; Maui Arts and Cultural Center; Maui Heart Association; the Salvation Army; Maui University Extension Homemakers Council; Maui Filipino Group; the Maui University of Hawai'i Alumni Association; ACF-Maui Chefs and Cooks Association; the County of Maui, the Maui Agriculture Foundation, the Chaine des Rotisseurs, Maui Hotel and Lodging Association and others.

In all activities, faculty work along with their students and other professionals, to improve our community. These associations have provided us much visibility and have helped to earn for our Program, from our community, much pride and respect, another major strength. Because of the hard work and many successes of our faculty and students, we have become one of the most popular and visible MCC programs in Maui County. All faculty have focused their efforts on providing relevant, quality instruction to each of their students and have worked to help every student identify, reach educational goals and enter the hospitality field successfully. These have been accomplished by instituting new student orientation sessions and certification ceremonies, providing academic counseling

to each enrollee, maintaining files for students and by getting to know every student individually. These efforts have resulted in gains in retention and graduation.

Advisory Committees:

There is a Culinary Arts Advisory Committee that includes a cross-section of industry and Program-related representatives. The Baking Advisory Committee functions as a sub-committee of the Culinary Arts Advisory Committee. The Culinary Arts Advisory Committee meets formally 1-2 times every year and informally on many occasions in which our program faculty is engaged in industry related activities. Advisory Committee members are regular guests in our Pa'ina Food Court and Leis Family Class Act Restaurant providing "in time" constructive critique of our program and its students' ability to perform at the professional level and expectations of industry.

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 solicit participation and advice. Discussions are held and minutes are kept.. Many members are private sector employers with expert knowledge and related food service and baking occupational and instructional needs. Several have taught or have taken classes in our Program.

All advisory committee members are invited to Program functions that actively showcase students in the kitchen environment. The advisory committee functions in an advisory capacity in all matters related to our educational program and is officially authorized by the College, as such. It is through participation and membership in the advisory committee that employers communicate with Culinary and Baking faculty on a regular basis, gain in-depth knowledge of the Program, make recommendations or undertake activities to improve its effectiveness, and learn about program accreditation and its importance. They hire our student graduates and are able to provide very effective and accurate insight into any area that may require revision to meet ever-changing industry demands and requirements.

Examples of suggestions from the committee include the current investigation into the possibility of adding another AAS degree specialty area in Culinology; support of our recently published 'Taste of Maui' cookbook and help in securing funds to purchase and update supplies for our Pa'ina Culinary Building.

Professional Organization Partnership:

The nationally recognized professional organization for our industry is the same body that accredits the program, The American Culinary Federation. Faculty and student are encouraged to gain membership and certification through the ACF. Another association in which two of our faculty is associated is the Les Dame des Escoffier Society. Another faculty member belongs to the Les Amis des Escoffier society of Hawaii. Both associations of chefs and industry related professionals bring our program to the attention of many in this industry. Faculty members are active in the local chapter of the Chaine des Rotisseurs that is long considered as the nations leading food and wine society.

Internships:

The Culinary Program has made great strides in the last two years to expand summer internship opportunities for its students. Formal internships have been established with the following industry partners:

- Hotel Hana Maui
- The Four Seasons Manele Bay and the Lodge at Koele
- Ethel M Chocolates in Las Vegas, Nevada
- The Gelateria in Boulder, Colorado
-

Additionally, the program has received \$35,000 in grant funding from the Hawaii State Farm Bureau for its Agricultural Internship project that enhances the experiential learning and entrepreneurship components of the University of Hawai'i Maui Community College's (MCC) existing Maui Culinary Academy Research and Development (MCARD) program. MCARD is an entrepreneurial-based culinary education experience engaging advanced students in hands-on practical experience in recipe creation, food manufacturing, and developing products for local Maui agribusinesses

The primary objective of the Agricultural Internship project is to enhance the quality of experiential learning in the MCARD program by (1) integrating the needs of private sector agribusinesses into the current Culinary Arts curriculum in a manner that provides project-based training in culinary product development and (2) providing students the opportunity to gain critical R&D experience via internships that hone their career skills while stimulating their drive to pursue advanced education in related agriculture or entrepreneurship programs. Students are currently in Agricultural based Internships at the following companies:

- Hula Cookies
- Who Cut the Cheese
- Surfing Goat Dairy
- Maui Winery
- Maui Culinary Academy R&D Program
- The Sustainable Living Institute of Maui
- Maui Food Technology Center

Culinary Arts Field Experiences:

A major benchmark for students navigating through our program is the successful completion of their FSER 293V, 3-credit, 225 hours, Field Experience requirement. This course provides on-site, industry-based, and much needed practical experiences for students. It also provides students with direct exposure to other professionals and expands their ideas about career options in the industry. It allows students, employers and the Program the ability to assess relevancy of the curriculum and degree requirements. The instructor assigned to this course monitors all activities of students, which include teaching job seeking and upgrading skills. The instructor and students work very closely with the industry job supervisor to complete the career experience triangle: student, faculty, industry supervisor working together, to assure that all learning

outcomes agreed upon at the beginning of the internship are completed. The Culinary Field Experiences instructor meets with job supervisors/chefs 2-3 times every semester, providing regular and ongoing feedback about student performance to the Program from employers in business and industry. One of the benefits to the Program is that it allows the Program to monitor relevancy and effectiveness of its curriculum towards meeting the needs of the student, industry and the community at large. The experience reminds industry of the advantages they reap when hiring qualified, educated personnel and the importance of partnering in education. The experience also helps the student by providing him/her with real-life supervised work experience that many would be unable to secure themselves. The Program's FSER 293V Field Experience instructor serves as a resource to students looking for employment, job placement, and referrals and as a help to employers looking for students to fill work opportunities within their businesses. All industry requests for employee assistance are directed to the FSER 293V instructor who in turn posts job listings on the Program's Work Opportunity bulletin board located within the Pa'ina facility.

In general, The Culinary Arts team has worked diligently and very steadfastly to offer its students teaching that is creative, motivating, challenging and supportive. Laboratory work is carefully designed to, not only meet campus/production needs, but to provide practice in skill building and demonstrate relevance to technical information taught in the classroom. Extra-curricular and co-curricular opportunities are continually developed and broadened to encourage student involvement in professional development.

Department of Education Connections:

The culinary program has developed a campus wide model for High School Career Shadowing Experiences. Culinary career shadowing opportunities exposed high school students to pathways leading into an exciting career in the field of culinary arts. The shadowing experience allows high school students the wonderful opportunity to explore how a professional kitchen works in our world class Pa'ina culinary arts facility. Students are exposed to new equipment, tools, and food products beyond their imagination.

They learn the how's and why's of cooking through practical hands on experiences under the watchful eyes of our outstanding Chef Instructors. Most importantly, shadowing experiences have the potential to ignite an interest and passion in learning the art of cookery that will one day lead students back to our program and our college as a full time life long learners. The Program will also concentrate on systems for recruitment and increasing the number of high school students, who enter, complete our program, and successfully transition to positions in industry. We envision increased partnerships with local and outer island DOE Parent Community Networking facilitators to revitalize efforts in communication of program educational goals, careers opportunities in the restaurant and hospitality industry, recruitment strategies, retention activities, job placement initiatives, all in an effort to increase DOE students' understanding of our program course offerings and available pathways to career success.

Program Outreach:

The Program continues to develop and successfully offer certificate based non-credit instruction. Successful specialized short term training courses tailored to match industry, community, and diverse population needs for culinary training and education are in demand. Professional Development training options via the Program's "Visiting Distinguished Chef "initiatives are well received and highly suggested as a program priority.

Community feedback 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. These request are left unfulfilled as skills sets and financial resources needed to move this project forward are not currently available to our program. There is a great need for additional financial resources to address these areas. The Program would benefit greatly if we acquired one additional instructor position that can respond to the needs of the community requesting classes and training. Many other opportunities abound for commercial research and development, incubator kitchens, specialized classes and corporate training. In response, the program piloted a three-week training program with management and employees of Old Lahaina Luau. The pilot was well received and financially viable for our program. Funds for instruction to continue these training programs will continue to be of high priority

Outreach in the form of "Culinary Boot Camp" classes on Lanai and Molokai have been successfully piloted over the last two years. Conversations with Hana are on going for a similar program. Similarly, the "Exploration in Culinary Arts" was designed and delivered in the summer of 2008 in partnership with Maui Economic Opportunity, Inc. and the BEST Reintegration Program. Development, design, implementation, and participation in this innovative training program was based upon a recommendation by Maui Economic Opportunity's "Being Empowered and Safe Together" program which received legislative support and state funding of \$1.2 million to expand its reintegration services. Additional external funding will be requested to serve these rural locations with educational opportunities in the culinary arts for the future.

PART III. QUANTITATIVE INDICATORS FOR PROGRAM REVIEW

A) Demand and Efficiency

1. Current positions in the occupation (for CTE programs)
 - Current Positions State (2007): 6,047
 - Current Positions Maui (2007): 925
2. Annual new and replacement positions in the State (2007):
Culinary Arts:
 - 2005 – 2011 additional State Jobs:
New: 831
Replacement: $\frac{1247}{2078}$

Annual new and replacement positions in the Maui (2007):
Culinary Arts:

- 2005 –2011 additional Maui Job:
New: 288
Replacement: $\frac{52}{340}$

3. Number of applicants

2002	2003	2004	2005	2006	2007
62	74	93	80	77	58

4. Number of majors

2002	2003	2004	2005	2006	2007	2008
106	111	131	132	130	148	152

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

Fall 2005	Fall 2006	Fall 2007
1,107	1,125	1,154

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

Fall 2005	Fall 2006	Fall 2007
91	36	26

6. Student Semester Hours for all **program** classes.

Fall 2005	Fall 2006	Fall 2007
1,198	1,161	1,180

7. FTE program enrollment

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
62 %	74 %	90.13 %	93.0 %	80.0 %	78.67 %

8. Number of classes taught

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
21	30	36	34	36	36

9. Average class size

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
17	16	17	17.3	15	15.5

10. Class fill ratio

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
N/A	N/A	83.96	83	91.9	83.60

11. FTE of BOR appointed program faculty:

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
5	4	4	4	5	5

12. Semester credits taught by lecturers

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
N/A	N/A	N/A	34	27	33

13. Percent of classes taught by lecturers

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
N/A	N/A	N/A	36 %	29.4%	22.2%

14. FTE (workload) Faculty

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
N/A	N/A	N/A	7.00	7.00	5.5

15. Major per FTE faculty

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
N/A	N/A	N/A	14	33	26.70

16. Number of classes that enroll less than ten students

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
N/A	N/A	3	2	6	5

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

Degrees:

- ❖ A.A.S Culinary -14
- ❖ A.A.S Baking -11
- ❖ Combined Culinary and Baking A.A.S. - 6
- ❖ A.A.S Restaurant Supervision - 2
- ❖ **Total Degrees 2007= 27**

Certificates:

- ❖ **226 Certificate of Competence (Cert. Co.) total Spring & Fall 2007**

18. Cost of program per student major

- ❖ \$4,680.00

19. Cost per Student Semester Hour

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
N/A	N/A	N/A	\$ 234	\$ 234	C/P

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

2002	2003	2004	2005	2006	2007
N/A	N/A	N/A	Healthy	Healthy	Healthy

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

2002	2003	2004	2005	2006	2007
N/A	N/A	N/A	Cautionary	Cautionary	Healthy

Outcomes

1. Attainment of student educational goals

2002	2003	2004	2005	2006	2007
			100 %	88.9%	86.54

2. Persistence of majors fall to spring

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
N/A	N/A	69.23	65.15	74.62	75.0

3. Graduation Rate

2002	2003	2004	2005	2006	2007
N/A	N/A	N/A	45%	39.2%	31.1%

Number of **degrees** earned (annual)

2002	2003	2004	2005	2006	2007
45	34	24	57	51	44

Number of **certificates** earned (annual)

2004	2005	2006	2007
72	25	48	316

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

2004	2005	2006	2007
48	-	22	284

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

2002	2003	2004	2005	2006	2007
N/A	N/A	N/A	1	1	12

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

2002	2003	2004	2005	2006	2007
N/A	N/A	24	24	25	20

4. Transfer Rate

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

2005	2006	2007
0	0	3

5. Success at another UH campus based on GPA
Data not available

6. Licensure information where applicable
Data not available

7. Perkins core indicators for CTE programs

Academic Attainment (1P1)

2000	2001	2002	2003	2004	2005	2006	2007
84.09%	86.79%	80.00%	81.40%	81.08%	70.73%	71.11%	67.44%

Program Meets or exceeds standards for 1P1. This is reflected in the number of graduates who received their AAS degrees in spring 08: 14 students received AAS degrees in culinary arts, 11 students received AAS degrees in baking, 6 students received double major AAS degrees in baking and culinary arts. 2 students received AAS degree in Restaurant Supervision.

Carl Perkins Achieving Standards/Title 1 project AY 2007-08 Completion Results

Table 3A – Reflects New student 1v compass scores. Compass placement math scores for spring 08 increased by 21% compared to compass placement math scores for spring 07. Math scores for fall 07 decreased by 27% compared to compass placement math scores for fall 06. Compass placement English scores for spring 08 increased by 6% compared to compass English scores for spring 07. English scores for fall 07 increased by 2% compared to compass English scores for fall 06. Continuous early intervention by instructors will contribute to higher persistence rates.

3A – New student 1v compass scores

Compass placement scores By semester	Met requirements English: %	Met requirements Math: %
Spring 2006	58	75
Spring 2007	50	13
Spring 2008	56	34
Fall 2006	62	66
Fall 2007	64	39

Technical Skill Attainment (1P2)

2000	2001	2002	2003	2004	2005	2006	2007
84.75%	82.76%	91.30%	88.00%	85.11%	85.71%	81.36%	86.54%

Program Meets or exceeds standards for 1P2. Due to culinary arts program being instructional lab-based, the student success rate is dependent on recruitment and retention of students. Through tours, open houses and workshops, the data reflects that these recruitment efforts were

paramount in the retention of students. Increased follow up of students with low GPAS or low attendance rates and early intervention has proven successful to student retention.

Table 1A: Reflects Program evidence and indicates that higher enrollment numbers supports retention of students that leads to persistence. Recruitment efforts and strategies for spring 08 have reflected a 26% increase from spring 07. Fall 07 retention was approximately the same as the previous fall 06, but due to intervention by instructors, student persistence was increased to 94%. This was possibly attributed to the coordinated efforts of TLC (tutoring and workshops) and closer tracking of students with low attendance, or low GPA.

TABLE 1A - Freshman 1v labs defining enrollment

Freshman/1v Lab	Students	Retention%	Students	Persistence%
Spring 2006	21	72%	13	65%
Spring 2007	19	47%	7	37%
Spring 2008	36	73%	26	92%
Fall 2006	42	79%	25	60%
Fall 2007	39	75%	29	94%

Completion Rate (2P1)

2000	2001	2002	2003	2004	2005	2006	2007
28.81%	46.55%	39.13%	40.00%	29.79%	35.71%	32.20%	63.46%

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

Table 2A: Reflects student certificates earned for Spring and Fall

Certificates earned for spring 08 increased by approximately 6% compared to spring 07. Certificates earned for fall 07 decreased by only 1.5% compared to fall 06, due to work related, illness and personal reasons.

Early intervention by the APT and program instructors has resulted in higher persistence that is ultimately reflected in the higher number of certificates earned

2A – Student certificates earned for Spring and Fall

Spring Semester-Total certificates earned	Fall Semester-Total certificates earned
AY 2004-16	AY 2004-41
AY 2005-140	AY 2005-214
AY 2006-179	AY 2006-200
AY 2007-130	AY2007-197
AY 2008-138	

Placement in Employment, Education, and Military (3P1)

2000	2001	2002	2003	2004	2005	2006	2007
73.08%	78.57%	81.48%	94.74%	75.00%	85.71%	75.00%	68.42%

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

Retention in Employment (3P2)

2000	2001	2002	2003	2004	2005	2006	2007
94.74%	90.91%	90.91%	94.44%	100.00%	100.00%	86.67%	84.62%

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

Non Traditional Participation (4P1)

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

Non Traditional Completion (4P2)

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

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

2005	2006	2007
Healthy	Healthy	Healthy

Analysis of Health

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

Strengths in terms of Demand

Based on the number of new and replacement jobs in the County (340) and State (2078) and the total current and projected jobs in the County (925) and State (6,047) for Culinary Arts, there is a demand for culinary arts degrees.

As a generation of “baby boomers” reach retirement we have witnessed a new and 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 (November 2008 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.

Industry continues to seek program graduates with culinary arts degrees for its staffing needs. The rising unemployment situation on Maui will prioritize educational qualifications as a pre-requisite for entry-level positions. With limited employment opportunities, cooks, bakers, and chefs will seek skills enhancement to secure retention in current positions. This trend will lead to increased enrollment in culinary short-term credit and non-credit training programs that are flexible in hours and days of delivery. The program forecasts an increase in program majors locally along with enrollment growth from new markets on the mainland and in China. Culinary Arts program majors continued to grow from 148 in fall of 2007 to 155 in fall of 2008. Several factors impact the Program’s steady growth in majors:

1. Partnerships with the DOE
2. Career Shadowing Experiences
3. Outreach Training
4. R&D products promotion and marketability
5. Pa’ina Tours
6. Participation at Community events
7. Academy’s “Taste of Maui” cookbook
8. Program Fundraisers

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 classified as Culinary Arts majors.
3. Increase utilization of "Change of Information" forms.
4. Increase Scholarships/Financial Aids Programs.
5. Secure grant funding to advance R&D activities for students.
6. Reduce student travel to campus and costs related to fuel consumption by securing Carl Perkins funding to improve access to program lecture courses through the development of online/hybrid versions of Sanitation and Safety, Math 50H, Introduction to Restaurant Industry, and Menu and Beverage class offerings.
7. Work with industry to further develop summer internship opportunities.
8. Expand non-credit course offerings to community and visiting tourists.
9. Fully develop "Captains of Industry" mentorship program.
10. Expand industry validation of program SLO's through increased "capstone experiences"
11. Expand partnership with Workforce Development agencies and the Department of Corrections to connect Program educational opportunities to potential students interests and educational needs.

Strengths in terms of Efficiency

Class sizes in Fall 2007 are healthy with student semester hours for program majors in all program classes increasing from 1,125 in 2006 to 1,154 hours in 2007.

Challenges in Efficiency

The number of classes that enroll less than ten students dropped in 2007 with a 100% class fill ratio in fall of 2008. Class fill rates in Culinary Arts programs have increased from 81.41% in 2006 to 83.60% in 2007. 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 limits Fall enrollment into its beginning 1V culinary fall classes to insure a carry over of students into the typically under enrolled Spring semesters. On average the class size for Culinary Arts classes in 2007 was 14.

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.

Strengths in terms of Effectiveness

Student Retention rate in employment at 84.62% is a continued strength of the program. Number of degrees earned hit a high of 51 in 2006. The data given shows in 2007 the number of graduates was 44. The numbers of awarded certificates in 2007 grew immensely to 316 certificates, from only 48 certificates in 2006. This significant number of increased certificates is based on a new tracking procedure developed by assigned culinary counselor and APT Perkins funded Retention and Recruitment Specialist. According to the data provided graduation and certificate rates for the program have been improving consistently over the last five (5) years. On the whole, the Perkins numbers for the program are above the standards set.

Challenges in Effectiveness

Academic achievement was recorded at an acceptable 67.44% rate in 2007. Program completion rate, related to degrees and certificates earned, increased from 32.2% to 63.46%. Placement in employment, education, and military showed a decline from 75% to 68.42.

Strategies to improve Effectiveness

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

Fall 2007

Count of Grade		Grade					
Crse ID	CRN	A	B	C	D	F	Grand Total
FSER20	46316	2	5	6	2	8	23
	46319	8	4	5	2	5	24
FSER20 Total		10	9	11	4	13	47
Grand Total		10	9	11	4	13	47
FSER 20	pass	fail	total	% pass	%fail		
46316	13	10	23	56.52%	43.48%		
46319	17	7	24	70.83%	29.17%		

Spring 2008

Count of Grade		Grade						
Crse ID	CRN	A	B	C	D	F	IF	Grand Total
FSER20	47778	1	4	4		3	1	13
	47823	1	2	3	3	6		15
FSER20 Total		2	6	7	3	9	1	28
Grand Total		2	6	7	3	9	1	28
FSER 20	pass	fail	total	% pass	%fail			
47778	9	4	13	69.23%	30.77%			
47823	6	9	15	40.00%	60.00%			

We believe our curriculum, faculty, and their ability to teach, especially as they relate to our students' successes, to be our greatest strengths. The 2007 ACF Accrediting Commission Re-Accreditation renewal of five (5) years supports program efforts in efficiency. The Program will continue to make assessments and comparisons to national standards to assure that our students and faculty continue to excel in all areas. Additionally, completion of the Program Comprehensive Review provides faculty the opportunity to reassess their teaching methods and measure student success in mastering required knowledge and course competencies.

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, in evening hour offerings, through specialized and industry focused training options, in emerging fields such as Food Research and Development. 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.

PART IV: ASSESSMENT RESULTS CHART FOR PROGRAMS SLO'S

Mapping and assessment

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

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

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

**Program Assessment Rubrix 2008 for:
Food Service 72/Tom Lelli**

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

	<i>Ex- ceeds</i>	<i>Meets</i>	<i>Mini- mally Meets</i>	<i>Does Not Meet</i>	<i>Not Applicable</i>	<i>No. Ss</i>	<i>SLO Total Score</i>	<i>SLO Avg. Score</i>
<i>Student Learning Outcome</i>	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

PART V. CURRICULUM REVISION & REVIEW

The Program curriculum has been carefully constructed to not only meet and exceed standards of the American Culinary Federation and the University of Hawai'i Community College System, but to also address the special needs and concerns of our students and hospitality industry, which provides the economic base for Maui and the multicultural State of Hawai'i. The Culinary Arts curriculum provides opportunities for its students to become familiar with their profession and its relationship to other professions by requiring Culinary Arts students to take courses from professionals in other occupational and academic areas. Flexibility is planned for in the curriculum to allow instructors opportunity to bring in guest speakers, demonstrators and to undertake field trips and make visits to culinary arts-related sites and operations. The very flexible course, FSER 191V, Practicum in Culinary Arts, allows for students to be assigned to any area of the culinary arts to strengthen identified weaknesses, provide incentive and motivation, or to hone outstanding skills. This course allows students to build working relationships with faculty through individually designed project based learning. FSER 191v is required of all students who have completed the first semester of culinary coursework. The program also incorporates four (4) "Capstone Experiences" into the program curriculum allowing professionals from industry the opportunity to evaluate and validate student performance and attainment of program SLO's. These unique benchmark opportunities come in the form of a practical test in one selected class in each of our program's four semesters. The "practical tests" are used to validate the sequential attainment of skill and learning outcomes for students in the Program. The "Capstones" involve students presenting foods and/or pastries prepared by themselves as individuals or as a team. All 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. Requiring students to participate in these practical exams allows their skill offerings to be evaluated against the highest standards of industry.

Curriculum changes and articulation:

In the last year, there has been a major emphasis in alignment of courses taught in the University of Hawaii system's Community College's culinary programs because of an articulation agreement to facilitate the matriculation of students and the transfer of culinary students across the university system. Three first semester courses were selected to be the first to be articulated. These courses needed some changes before articulation could be achieved and changes were made to align these course to match similar courses at the other culinary programs in the UH community colleges. A name change was also initiated and currently we have newly-assigned CULN 111, Introduction to the Culinary Industry; CULN 112, Sanitation and safety; and CULN 120, Fundamentals of Cookery.

These initial courses were selected to be articulated because of a pending agreement with the DOE and the desire to give the ability to have high schools teach these courses and have their students receive college articulated credit when they successfully pass the courses within the agreements of the DOE/UH Community College. Further changes will occur to have all current culinary courses changed 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 PCC for culinary arts. Additional curricular changes are in discussion for a total program re-mapping. This monumental task requires much discussion, senior faculty leadership, and possible re-assigned time for an individual to be able to manage the process. Program Re-Mapping will be prioritized to efficiently reorganize class schedules for Fall 2009. The PC will utilize Senior Faculty and the Culinary Program Advisory Committee to assist with structure, timelines and overview. The process includes identifying the re-mapping Team that is assigned to continue, structure and finalize re-mapping activities. The Team must prepare documentation to shift existent classes into the new model, and communicate changes with students, faculty and campus to insure a smooth transition from previous course sequencing.

PART VI. SURVEY RESULTS

Graduate surveys indicate that, for the most part, graduates are using the skills they developed in our Program and are working full-time, mainly in culinary related positions, and are satisfied with their education. We will review the content and sequencing of courses, to be sure that students capture student-learning outcomes in both lecture and laboratory courses in every semester of the Program. Program Assessment Rubrics to define Program SLO's in each specific class are in development. Program re-mapping to restructure some of our courses to improve the flow of students through the Program will continue to assure that all students will be taught all required knowledge and competencies.

The Program continues to work very closely with its industry and each side receives and exchanges information that helps each to improve student/graduate performance on the job. Additionally, data is received from employer surveys taken from instruments used in the work based Culinary Field Experiences course. Surveys are taken and employer

information is received at least once every semester. Employer surveys indicate “90% highly satisfied” with the work of our students. In 95% of the surveys, employers indicate a desire to hire MCC culinary graduates.

The MCC Office of Student Services conducts a Leaver's Survey yearly, which provides information relating to student satisfaction and reasons for leaving. The Culinary Arts Program conducts its own Graduate Survey yearly. From these surveys, information is gleaned which allows the Program to gauge effectiveness and relevancy of, and student satisfaction with the Program. Results are shared among faculty and with their advisory committee and changes instituted, as necessary. Student evaluations of courses and faculty are distributed each semester and summarized for assessment by PC and faculty. Faculty is required to respond to areas of needed improvement no later than the following semester. A mentor, program coordinator and/or committee of peers aid all instructors through the student evaluation, examination and assessment process.

PART VIII: ANALYSIS OF PROGRAM

The strength of the MCA is the dedication and professional capacity of every program employee. External professional development will be encouraged, reviewed and anticipated for program advancement. A multi-faceted strategic Action Plan will be created to support MCA staff and will be an outline that measures attainable goals. Program goals, general education standards, and student achievement measures were met.

Analysis of Program

The Culinary Program has extended dynamic pathways within the past year while strategically preparing both educational and operational facilities for campus, business and public use. In its mission statement, the program has developed a quality product with education with student and faculty expectations aligned to rigorous industry standards. Program leadership has encouraged faculty and staff to direct energy to more effectively manage perishable assets in addition to professional responsibilities of instructional accountability with daily food production.

Concurrently, the ability to provide consistent quality service at a value to the MCC community by managing the demands of an active educational student facility paired with a “self-supported” multi-outlet public dining establishment is one that has become difficult to absorb under enormous global cost fluctuation and increases.

Commitment in articulation with state educational agencies, outreach opportunities, professional development and the community participation has continually offered faculty, staff and students greater program recognition, professional potential and larger workloads. The program has addressed developing operating systems, consolidation of fiscal resources and development of re-mapping. Continuing challenges include streamlined fiscal organization, standardization of facility operational procedures, faculty/student retention and program administrative/accounting support.

Those that make the largest impact are those who go above and beyond by investing in professional development activities and resources. Recognition of our instructors provides evidence of quality teaching. Specifically, MCA Pastry Instructor Theresa Shurilla was recognized as an outstanding teaching representative from MCC and awarded the “2008 Frances Davis Award

for Excellence in Undergraduate Teaching” and demonstrates the type of commitment needed for success in the MCA culinary program. Additionally, Chef Instructor Kyle Kawakami was awarded staff development funding to attend a 1-week class in World Cuisine at the prestigious Culinary Institute of America Greystone campus in St. Helena, California.

Also, three graduating MCA students were presented a “Certificate of Academic Excellence” in the August 2008 issue of Restaurant Start Up and Growth that recognized their commitment to scholarship that demonstrates higher student learning, retention and objectives. Numerous program scholarships have been established through the UHF office to support student academic success.

Reflection of Previous Year

MCA Leadership has created dialogues in 2007-2008 developing long-range goals that fully address the benefits and deficits of a balanced, but ever-changing culinary program in the UH System. However, the burden of fundraising, catering, re-mapping, recruiting, outreach, accountability and campus participation are areas of continuing interest to faculty and have led to energetic discussions that address standards, effort and feasibility. The majority of faculty accepts these extra-curricular responsibilities to support community events that bolster revenue that, in turn, provide fiscal resources necessary for program livelihood.

Through the wide spectrum that reflects MCA capabilities in professional educational outreach, a successful formal presentation brought national acclaim to the State of Hawaii by being awarded the prestigious Bellwether Prize in Workforce Sustainability through a combined campus and culinary program led effort. On the other end, through the Maui Economic Organization’s (MEO) B.E.S.T. Program, the MCA created and delivered a one-week Culinary Boot Camp Workshop to Maui Community Correctional Center (MCCC) that resulted in summer campus revenue, positive MCC/MEO publicity & partnership, and marketable employment skills with a combined reduction rate of participant recidivism.

Faculty patience of two years was rewarded by the anticipated move into Pi’lina offices that provided additional lecture room by vacating offices in Pa’ina. Although the additional classroom offers expansion for increasing numbers, student levels remain stable and consistent. However, the requirements of the program continually point to assistance in active participation with publicity in national advertising of the program, secondary education recruitment and current student retention that will allow the program to grow in a sustainable and economically practical manner.

Maui Culinary Academy produces Taste of Maui cookbook!

Maui Culinary Academy released its first-ever cookbook/Fall 2008. “Taste of Maui” is a diverse collection of recipes from current chef instructors as well as Maui Culinary Academy graduates and friends of the academy. The 208-page cookbook contains 130 recipes that have delighted the palates of those who have dined at Maui Culinary Academy’s fast and casual Paina Food Court and the Leis Family Class Act Restaurant, as well as favorite Maui eateries whose chefs have graduated from the program. The recipes adorning the pages of this book will satisfy even the most sophisticated palate. Ranging from pantry food to delectable desserts, these recipes appeal to those looking to prepare an island dish with a tempting twist or preparations aimed for a special

occasion. "Taste of Maui" boasts over 30 beautiful photos as well as artwork contributed from renowned Maui artist, Ed Lane.

Program Goals:

Summary: Action plan of MCA Program Goals 2008-2009

1) *Develop tangible marketing strategies to capitalize MCA program branding.*

Attending trade fairs in Honolulu, Interisland-seminars and the ongoing presence and faculty participation in community events and involvement in Maui County schools helped boost student interest and MCA culinary program recognition. The Annual Maui No Ka Oi Magazine- Ai Pono Maui Restaurant Awards Gala provided a showcase for student and faculty to demonstrate excellence and quality to the Maui Food Service Industry through our campus. The Noble Grape Fundraiser at the Fairmont Kea Lani Resort brought celebrity chefs and industry partners together to sample MCA hospitality as well as produce funds for the culinary program that promotes student scholarship. The MCA Cookbook, released in October 2008 will create a long-lasting vehicle to market the culinary program and generate funds as a self-supporting publishing tool produced and developed by MCA faculty and participating Maui Chefs.

Direction of additional marketing will be based on wholesale suppliers for R & D products to move and market the MCA name and to establish niche markets. Also consideration of partnerships with national college bookstores may provide revenue and exposure. Investment with the assistance of WEB designers can develop a viable separate and distinct Maui Culinary Academy brand throughout the international market of quality culinary schools paired with the reputation of Maui as an educational consideration as well as a tropical resort destination.

Plans to encourage and develop the role of a Program Archivist to save and promote MCA promotional material to offer legitimate data and create a "living history" of the MCA program and its accomplishments in Pa'ina's lobby. Act on potential for initiating a Program Alumni Association is also in discussion as a means to increase relations with program graduates, who now hold leading positions in industry throughout the state and nation.

Students and faculty to address additional fundraising and inclusive campus participation via MCC Student Culinary Club.

2) *Create and implement MCA Standard Operation Procedures Manual (SOP's).*

Directives have been established to document standard procedures for operations and kitchen lab outlets. Continuing the need for temperature tracking, industry sanitation practices and professional development has assisted in this regard. Purchasing class has assisted the operations staff with industry standards by organizing chemical storage, relocation of donated equipment, banquet china and glass to redesignated holding areas.

Goals for the following year will be the planning and implementation of Hazard Analysis Critical Control Points (HACCP) system, ServSafe Sanitation Certification for students and faculty and ACF Culinarian Certification (CC) for each graduating MCA student.

3) *Prioritize MCA Program Re-Mapping.*

During the summer of 2008, formal examples and workshops were established with a standard format for program remapping into a streamlined flow chart with the guidance of Professor Bettykay Griesemer. Weekly meetings to determine faculty concerns and input have been regularly scheduled to accommodate the opinion of each participant to accelerate this process.

4) *Establish Fiscal Operating Standards (FOS's).*

Undue challenges with business office accounting procedures and overdue payment to vendors in the previous session delayed effectiveness to promote a cohesive and worthy set of fiscal standards with the culinary program. Voluntary elimination of the program's two purchase cards (P-card) crippled the power to easily obtain non-resale goods complicating the previous years transactions and exacerbated unnecessary labor. The current purchasing instructor has obtained a P-Card for the culinary program in regards to this dilemma and has since created strict standards of use, restriction and accountability.

Development of end-of-the-month (EOM) narrative statements will compliment decisions, compile data, labor and food cost reports during each successive month. Administration of program reports, outlet progress and overall performance will be better served. Consolidation of invoicing reports and tracking to the business office from a sole operational standard as opposed to student-generated data will offset inaccuracy.

5) *Implement Evening Curriculum and continue Outreach programs.*

Documentation and planning of evening culinary classes were cancelled in two consecutive semesters due to inexplicable under-enrollment. Outreach for the MEO BEST program was successfully delivered in Summer 2008. The program will offer FSER Food, Cooking and Health in Hawaii as a Saturday class in Spring 2009. It is envisioned that this class will attract numerous students interested in Hawaiian cultural and food traditions. The Saturday class offering will coincide with the opening of the Maui Swap Meet on the MCC campus each Saturday starting in January of 2009.

Current planning for the Lanai High School Culinary Boot Camp and continuation of the MEO/BEST are both in discussion for Summer 2009 delivery.

6) *Establish a self-generated MCA Annual Report.*

A 2008 annual report with the accumulated EOM statements are being developed for an annual summary highlighting fiscal performance in detail for outlets and labor. This report will address Food Cost, justification of decisions, and regular program/operational challenges and benefits.

7) *Cost Controls:*

Work to minimize, control and more closely monitor laboratory expenses while assuring that students are able to practice and master cooking and baking competencies using reasonable amounts of food and supplies. Working to decrease the revolving account deficit. Make modifications to the curriculum that increases student-learning outcomes in the area of cost controls.

Some progress has been made in cost control and organization with individual outlets and culinary instructors. Much more support needs to be placed on proper storage, full utilization and minimum-ordering. Program SOP's should be established in conjunction with these issues for complete standardization.

Oversight, accountability and responsibility by individual instructors are to be addressed for these standards to be aligned with real industry practices. Purchasing and Cost Control class offers a service for program instructors and staff for recipe and menu costing as well as pricing on storeroom items and outlet requisitions.

- 8) The Program will also concentrate on recruitment and increasing the number of students, who enter, complete our program, and successfully transition to positions in industry. Increase partnership with local PCNC facilitators. Revitalize efforts in recruitment, retention, placement, and student success.

Mentorship and Internship efforts have succeeded in students participating in the professional field. Average 100% success rate in regards to evaluations in FSER 293v Field Experience course with 25 students in past year.

- 9) Expand Culinary Art Program enrolment through class offerings into the evening. Extend operational hours for Pa'ina.

Evening course not developed into workable minimum numbers for last two semesters due to low-enrollment numbers. Extended hours of operation not feasible without undue labor expense.

- 10) Develop Short Term Certificate Training Programs tailored to Restaurant Industry needs.

Short-term certification is existent and currently in place. Development of ServSafe Sanitation certification in CULN 112 and ACF Culinarian Certification (CC) is being developed in FSER 293.

- 11) Expand non-credit course offerings through Distinguished Master Chef Program and other various non-credit course offerings.

Although development of a Distinguished Master Chef certificate has been provided to visiting chefs, course curriculum has not yet been developed.

12) Review SLO's and refine implementation grid.

Along with remapping efforts, the development of student learning objectives (SLO's) has been addressed by individuals investing an effort to accomplish academic tasks. Instructors that teach individual courses need to be incorporated in the decision making process for refinement of objectives.

13) Develop and pilot Summer Sushi Academy

Program Coordinator investigated the feasibility to incorporate this project. Not yet established or implemented.

14) Develop strategic summer plans for the Instructional and Operational component of our program and the Pa'ina facility.

The best-case scenario is to incorporate both instructional and operations employees by offering courses during the summer session and having those classes full. However, expectation of resources and leadership accountability addressed the lack of revenue and student/faculty population that led to minimum offering of food service during summer 2008.

As most faculty are retained with nine-month contracts, production eleven-month faculty not actively teaching can address and participate in re-structuring program with re-mapping, development and implementation of SOP's, re-develop program SLO's and manage fiscal accounts in an orderly and professional manner.

15) Re-evaluate assessment tools currently used in program to measure course competencies and SLO's.

Deleted: ¶

At this time development of standardization for assessment tools are used individually, not cohesively, through program measurement standards.

16) Develop leadership skills and delegate responsibility in new faculty to assert greater leadership on campus, in industry, and in the community.

One tenure-track faculty has been selected to fill a vacant faculty position starting Fall 2008 and was given the responsibility to teach overload courses. This faculty member has been engaged with leadership on campus, in industry and in the community as follows;

Development of new course material, student certification and teaching methods in CULN 112, Leadership in the upcoming Smithsonian Key Ingredients Exhibit 2009, Involvement with MCC Staff Development committee, Screening Committee member for Retention Coordinator, Development of Presentation for New Student Orientation (campus and program), Delivery of Neighbor Island Culinary Outreach Classes, Development of Program Fiscal Management, Development of MCA Inventory, Recipe and Food Cost standards, UH

System CTE Seminars, Representative as a UH Faculty Ambassador at Molokai HS, participant with UH/DOE State Articulation Professional Learning Community (PLC), Campus and Community Outreach ServSafe Sanitation certification & ACF Culinarian Certification efforts, Professional Recipe Testing for program textbook "On Cooking", implementation of MEO/BEST/MCCC inmate Culinary Boot Camp, Professional Reviewer of comprehensive Purchasing Textbook for Prentice Hall publishing and consecutive chef demonstrator and MCA representative at the 6th annual Molokai Food Expo.

- 17) Embrace continued positive relations with administration to assure that support from the College for its instructional and operational responsibilities is reasonable, fair and equitable

Program Coordinator held regular program meetings and provided information in a timely basis with faculty, staff and administration. Accountability issue for financial account and assets are ongoing and complex.

Program Goals:

Summary: Action plan of MCA Program Goals 2008-2009

- 18) Develop tangible marketing strategies to capitalize MCA program branding.
- 19) Create and implement MCA Standard Operation Procedures Manual (SOP's).
- 20) Prioritize MCA Program Re-Mapping.
- 21) Establish Fiscal Operating Standards (FOS's).
- 22) Implement Evening Curriculum and continue Outreach programs.
- 23) Establish a self-generated MCA Annual Report.
- 24) Work to minimize, control and more closely monitor laboratory expenses while assuring that students are able to practice and master cooking and baking competencies using reasonable amounts of food and supplies. Working to decrease the revolving account deficit. Make modifications to the curriculum that increases student-learning outcomes in the area of cost controls.
- 25) The Program will also concentrate on recruitment and increasing the number of students, who enter, complete our program, and successfully transition to positions in industry. Increase partnership with local PCNC's. Revitalize efforts in recruitment, retention, placement, and student success.
- 26) Expand Culinary Art Program enrolment through class offerings into the evening. Extend operational hours for Paina.
- 27) Develop Short Term Certificate Training Programs tailored to Restaurant Industry needs.
- 28) Expand non-credit course offerings through Distinguished Master Chef Program and other various non-credit course offerings.
- 29) Review SLO's and refine implementation grid.
- 30) Develop and pilot Summer Sushi Academy
- 31) Develop strategic summer plans for the Instructional and Operational component of our program and the Pa'ina facility.
- 32) Re-evaluate assessment tools currently used in program to measure course competencies and SLO's.

- 33) Develop leadership skills and delegate responsibility in new faculty to assert greater leadership on campus, in industry, and in the community.
- 34) Embrace continued positive relations with administration to assure that support from the College for its instructional and operational responsibilities is reasonable, fair and equitable

Outline: Action Plan of MCA Program Goals 2008-2009

- 1) Fresh tangible marketing strategies to capitalize MCA program value to the community by 2008-09 will be expressed with MCC Administration.
 - a) Utilize Marketing Team of Public Relations (PR), Program Advisors (PA) and Campus Faculty.
 - b) Devise Market Campaign encompassing program merits and facility.
 - c) Continue to utilize R&D and outreach opportunities, to promote MCA branding. Consider takeaway slogan with logo on peripheral items.
 - d) Develop feasible budget and marketing tools with print and webpage.
 - e) Work with industry partners to promote visibility: State, Nat'l & International
- 2) MCA Standard Operation Procedures (SOP's) will be created, reviewed and implemented by Fall 2008 with assessment and division of responsibility integrated into each goal. The Program Coordinator (PC) will assign committees, measure feedback, set benchmarks and schedule audits from SOP's
 - a) Create SOP Team with Operations, Faculty & PA
 - b) Determine weaknesses, strengths, challenges, quality & goals.
 - c) Establish standardized menus that reflect SLO's attuned to Food Cost.
 - d) Organization of HACCP, equipment pars, requisitions, inventory and storage standards are to be addressed
 - e) Document/Publish SOP "Bible" in detail with assessment to reflect industry standards.
 - f) Determine Timelines and Training for staff and students.
 - g) Set Implementation Date, audits and accountability.
- 3) Fiscal Operating Standards (FOS's) will be established, improved and adjusted in 2008. A Joint Committee of the MCC Business Office, Pa'ina Purchasing Department and Pa'ina Operations Staff will access reports for accuracy and credibility.
 - a) Establish Joint Committee to access challenges and tools.
 - b) Determine standard Food Cost and Budget for each outlet.
 - c) Create tracking systems that reflect and monitor program needs.
 - d) Produce, review and adjust processes for accuracy and information

- 4) The Unit Department Chair and the PC will address additional instructional resources and program sustainability by offering an evening curriculum along with bolstered educational outreach programs.
 - a) Create new curriculum with advisors
 - b) Provide financial feedback on sustainability and budgetary concerns
 - c) Monitor student numbers and expectation factors.
- 5) Faculty and Student culinary certification in sanitation and culinary skills will be attainable goals that will exemplify professional standards, increase SLO's and augment partnerships with industry. A commitment of leadership in and out of the college will be the impetus for instilling relevant certification for each instructor and student in the program.
 - a) Discuss the merits, role and relevance of attaining professional certification.
 - b) Conduct roundtable with PA to determine feasibility and requirements.
 - c) Investigate American Culinary Federation, Certified Hospitality Educator and NRAEF ServSafe Certification requirements for staff and students.
 - d) Increase minimum standards of professional certification for MCA program.
 - e) Determine budget and funding for certification of instructors.
- 6) Direct and indirect feedback will be utilized to constructively monitor program expectations and reveal how SLO's are delivered independently of each class. Operations managers/Unit Secretary will assist with outlining standard Q & A form.
 - a) Standardize kitchen labs for consistency and consolidation of resources.
 - b) Create student and faculty evaluation within the program to suit challenges.
 - c) Document changes and provide data to continually improve annual program goals and objectives.
- 7) The overall objective to engage, encourage and enrich students and will be accessed by survey, retention and program graduates and documented by a self-generated MCA Annual Report in December 2008.
 - a) Tracking of student data will be accessed and included in the report.
 - b) Monthly Reports including budget, faculty and PA meetings, events and Performa will be tabulated and reviewed to demonstrate results, progress and accountability.
 - c) This transparent Annual Report will be available to MCC administration, Program Advisory Committee and Faculty relevant to the program mission statement.
 - d) Encumbrance of resources to produce all reports will be documented for budget consideration.

PART IX. RESOURCE IMPLICATIONS

Physical: \$40,000.00

The program will continue to require capital for repair and maintenance of kitchen equipment, refrigeration units, furniture, floors, walls, light fixtures, point of sales systems, classroom computers and numerous other miscellaneous cost associated with the Pa'ina facility and the nature of its high use and high demand. The program will continue

to provide a fair share of these costs through fiscal responsibility measures that produce revenues to offset the cost of doing business. Currently, the program carries yearly cost of approximately \$40,000 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.

Human: \$146,500.00

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

1. Program clerical/secretarial support position @ \$32,000.
2. The program continues to request the conversion of three (3) full time lecturer (adjunct) positions to three (3) non-tenure track full-time (permanent) faculty positions to lend greater stability to the culinary and front-of-the-house sections of our Program @ \$37,000. Justifications follow:
 - ❖ The conversion of adjunct to tenured faculty will strengthen the Program and lessen responsibilities shouldered by the present small cadre of tenured faculty.
 - ❖ In light of VP Morton's discussion with the campus on 10/17/08, The Culinary Program is requesting that our temporary, full time lecturers be converted to non permanent full time positions
This includes Kyle Kawakami, Tom Lelli, and Juli Umetsu
 - ❖ Lecturers in the culinary program are expected to participate in a full time capacity for fund raising, counseling of students, various Program events, catering, student orientations, student recruitment, and various teaching workshops. These activities offset program deficit, assist in program recruitment strategies, and support student persistence and retention objectives of the University.
 - ❖ The culinary program requires continued positive commitment in its faculty to fully support and participate in long term activities to strengthen our educational mission and address our fiscal responsibilities. Currently these activities require program lecturers to volunteer time beyond assigned duties.

- ❖ Continued Lecturer support to the program may continue regardless of conversion of positions. It is evident, however; that without commitment by the administration for long-term job security, lecturers' moral and willingness to actively participate in events that benefit the Program have the potential to decline.
 - ❖ Retention of the current cadre of program lecturers is ultimately a cost savings to the campus. Attrition in these positions will require immense training and loss of program efficiency. A large base of program "intellectual knowledge" is vested in the current lecturer pool.
5. Re-instatement of Carl Perkins fully funded program Retention and Recruitment Specialist. APT' Retention and Recruitment Coordinator to strengthen program enrollment, student completion rates, to meet college retention and persistence goals and to develop continued partnerships with DOE and PCNC's @ \$39,000.
 6. Casual Hire position for the development and implementation of non-credit and short-term industry based training classes, credit based evening offerings and operational food production needs @ \$38,500. Numerous opportunities for program growth remain undeveloped based on a lack of full-time program faculty positions. Examples include the reestablishment of our MCA student competition teams, the development of a series of on going non credit classes for the community, the development of partnerships for culinary training with the local hotel and restaurant industry, MEO/Best programs, and the DOE, Swap Meet potentials for revenues through food sales, R&D products, cookbooks, bread and pastry items.

Total Financial Support Request from Culinary Arts Program: \$186,500.00

Possible sources of funding could include revenues derived from non-credit training programs, cookbook sales, swap meet activities and increased allocations to the program from campus administration. Further revenues could be accumulated to fund these positions through the reduction of current program 11-month faculty positions, faculty retirement wage savings, and un-allocated surplus funds in various discretionary campus accounts.