

# HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

## CULINARY ARTS - PĀLAMANUI

Date: November 15, 2017

Review Period  
July 1, 2016 to June 30, 2017

Initiator: [insert Initiator’s Name here]

Writer(s): Paul Heerlein

*Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART 1: PROGRAM DATA AND ACTIVITIES

### Program Description (required by UH System)

Provide the short description as listed in the current catalog.	This program is designed to provide for entry level employment in hotels, full service restaurants, fast food restaurants, institutions (schools, hospitals, corrections, etc.) and private clubs. Accredited by the American Culinary Federation since July 2005.
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### Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	
URL	Culinary Arts <a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_culn_wh_program_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_culn_wh_program_review.pdf</a>
<p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>Below is a summary of the CERC's evaluation and recommendations from the programs 2015 comprehensive review. <b>Following the recommendations (in bold) are a brief summary of changes that are not discussed in this report.</b></p> <p>Part I. Analysis of the Program Description:</p> <ul style="list-style-type: none"> <li>● Good description of the program, although it would have been strengthened by focusing on those aspects that are particular to the Pāalamanui campus.</li> </ul> <p>Alignment with Institutional Mission and ILOs:</p> <ul style="list-style-type: none"> <li>● Good discussion of the program's alignment with the College's mission and ILOs.</li> </ul> <p>Three Year Review--Report Summary:</p> <ul style="list-style-type: none"> <li>● The Comprehensive Report should cover and compare data from the past 3 years. The information did not provide enough detail about the activities of the program over the past 3 years for readers to get a good sense of how the program has been progressing, and there was little to no distinguishing information provided about the West Hawai'i program in comparison to the Hilo program. The discussion of specific curriculum changes was an exercise in cut-and-paste and would have benefitted from</li> </ul>

an explanation of why these specific curricular changes (pre-reqs, co-reqs, the QM course, etc.) were needed.

**The course modifications and changes in this annual review (p.8) explains why needed changes were made. The writer will cover and compare data on all future annual and comprehensive reviews. The following changes and modifications were made to articulate our courses of study with sister community colleges in the state. These changes will help our students transfer from college to college and a seamless transition to the four year culinary program on Oahu.**

Other Successes, Challenges/Barriers, Concerns and/or Issues:

- Program has many successes! Congratulations!
- Other challenges or barriers should have been addressed in the review. For example, more detailed discussion of the impact on the program of changes in student enrollment, student engagement, faculty/personnel challenges, and other issues would have strengthened the report.

Assessment Results:

- Very thorough rubrics for CULN 220!
  - But where are the assessment results and analysis/discussion?
- Was there only one course assessed during the years of 2012-15? Using a single course's assessment to stand for the whole program for a 3-year period is unacceptable. The template specifically asks the program to discuss its overall assessments for the 3-year period under review and to evaluate how its course assessments show that the program's students are meeting its program learning outcomes. This information is critical to understanding how well the program is maintaining and promoting continuous improvements in student learning and achievement. More data and analysis, as well as a good discussion of the impact of that assessment data on the development of the program's goals and plans, would have been helpful.

**The writer will include all assessment results and discussion in future annual and comprehensive reviews. In this review, I analyzed and discussed assessment data from 95 pages of course materials.**

Action Plan:

- The addition of specific goals for the Pālamanui program overall, not just for the equipment needs of the new kitchen site, would have strengthened the Action Plan section of the review.
- Focusing the primary goal for the entire upcoming 3-year on the program's late 2015-16 move to the new kitchen and campus at Pālamanui does not provide a good sense of where the program is headed in the near future. The move to the new campus, and all the equipment issues, likely will be accomplished by the end of AY16-17. What are the program's goals for the rest of the upcoming 3-year period?
- The second goal articulated seems like it should be part of the regular business of the program. Keeping up with food trends should be the expected standard of professionalism for the program. What goals for real improvements have the program developed, for example, in curriculum, teaching methods, students' achievement of competencies, etc? What positive impacts might articulating these types of plans and goals have on the program?
- The Action Plan and goals presented need to have been more clearly aligned with at least one of the Hawai'i Community College 2015-2021 Strategic Plan's main Initiatives.

**Additional goals will be added to future annual and comprehensive reports. I should have articulated the amount of work required to plan and move all the equipment and office furniture from Kealakekua to Pālamanui during the summer months. We did not know if the new facility would come with ovens, stoves and other needed tools. We are very thankful for a Perkins Grant to purchase the equipment for the new culinary facility at Pālamanui.**

Budget Items

- No Budget Items for the entire 3-year period until the program's next comprehensive review? It's difficult to tell if the program has considered all aspects of potential development for improvement at the new site, including items like personnel, student support services (tutoring), and post-graduation job placement and transfer services.

Overall Recommendations:

The review is generally strong in its discussion and description of the culinary program at Pāalamanui, although it's difficult to distinguish the West Hawai'i program from the Hilo program in this report. The lack of comprehensive assessment data and analysis of overall assessment results badly weakens the report. The program needs to provide a much more thorough discussion of both the curricular changes already accomplished and its plans for improving student learning and success in the future at the West Hawai'i campus.

Although the College has a tight budget, it is recommended that all resource needs, not just physical resources, be considered and thoroughly discussed in the program's next comprehensive review, with a reminder that all budget items and resources used must align with College's Strategic Plan.

All Programs and Units are required to be at the sustainable continuous quality improvement level for Program/Unit Review and Planning, and at the proficiency level for student learning and service unit outcomes. To be effective, student learning/unit outcomes assessment must contribute directly or indirectly to students. Moreover, assessment for improvement is most effective when it is embedded within the program and the services it provides. It is through the process of ongoing assessment of program outcomes that you can improve the quality of your program and demonstrate that level of quality to others. CERC recommends that this feedback is shared with all members of the program.

**We have been using foundation resources to equip and fund our program for the last 15 years.**

**Foundation funds are also used for continuing education, technology, repairs and maintenance. This should have been elaborated within the data for this report. In the future we will request funds for all resource needs.**

**I feel very confident that the quality of these annual and comprehensive reports will greatly increase with more training and coaching. I will do my best in the future to create documents that are exceptional.**

**ARPD Data: Analysis of Quantitative Indicators** (required by UH System)

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the program's data tables  
and submit with this Annual Program Review (APR).**

a) If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

**OR**

b) If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

<b>Analyze the program's ARPD data for the review period.</b>	
Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	Healthy  Our demand indicator is Healthy for program year 2016- 2017. For New & Replacement Positions (County Prorated) we saw an increase to 85 positions compared to 66 positions in the previous year. Number of Majors remained the same at 82. FTE enrollment in program classes increased from 60 to 69.
Efficiency	Healthy  Our average class size decreased from 15.7 to 13.9, while the fill rate increased from 54.5 to 67.4%. The overall program budget allocation is not yet reported.
Effectiveness	Healthy  Successful completion (equivalent C or higher) decreased slightly from 89% to 82%. We had 22 withdrawals compared to 26 the previous year. We awarded 26 degrees compared to 19 the previous year, and 25 certificates compared to 6 the previous year.

Overall Health	At Pāalamanui, we enrolled 14 students in 2017, and our current maximum enrollment is 15 students. Separation of campus data would provide a better picture of the two programs and we would also be able to analyze the data more thoughtfully and accurately. Another factor could potentially be the increase in demand for entry level culinary positions with the major upturn in our economy. Program still maintains a Healthy rating.
Distance Education	N/A
Perkins Core Indicators (if applicable)	1P1, 2P1,4P1 ,5P1,5P2 all met Perkins Core Indicators.  3P1 Student retention or transfer was recorded at 57.53 from a goal of 81. East Hawaii and West Hawaii data are lumped together, so it is difficult to find the reason for 3P1.
Performance Funding Indicators (if applicable)	
What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.	<p>As part of our annual ACF accreditation review, we are required to prove placement statistics for our graduates. Approximately 90% of our 2016 and alumnus with an AAS in Culinary Arts are employed. Currently the state of Hawaii's unemployment rate is extremely low. Hotels and resorts are actively recruiting high school students to fill the shortfall of workers. Industry and the community college may be in direct competition for high school graduates.</p> <p>Our college has an open enrollment policy. Our student body consists of a broad range of student skill levels and college preparedness. One of the major challenges is to tailor a curriculum that suits and works for a wide range of skill levels and also the differences of student readiness for the rigor of college.</p> <p>As a state run facility, our financial challenge is that we don't have access to the type of facilities and resources that private culinary programs have. Our program</p>

	<p>must rely on state allocations which vary year to year. A comparison of our college’s tuition vs. the CIA (Culinary Institute of America) which has a yearly tuition cost of \$28,240 vs. our tuition which will range from \$3,024-\$4,536 per year depending on credit load and semester. This large gap in tuition translates to only a fraction of monies required to run a program of this size. We try to compensate for this financial shortcoming by generating revenue for the program. An increase in funds allocated will translate to a better quality of education and professional readiness for our students.</p> <p>This past year we had to repair an oven at the cost of \$4500. We also had to repair a two door freezer unit. We have two foundation accounts established from prior years, and we used these funds for the repairs. Our annual budget is approximately \$5000 and does not cover the basic materials and supplies needed to run the program. We generate revenue above the cost of food. These funds are used to cover the deficiency in allocated annual budgeted funds. It is really difficult to properly teach when the main focus is generating revenue. The balance between production and instruction is a constant battle. Unforeseen repairs and maintenance are major challenges with the operating budget.</p>
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**PROGRAM ACTIVITIES**

<p><b>Report and discuss all major actions and activities that occurred in the program during the review period, including the program’s meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.</b></p> <p>For example, discuss:</p> <ul style="list-style-type: none"> <li>• Changes to the program’s curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;</li> <li>• New certificates/degrees;</li> <li>• Personnel and/or position additions and/or losses;</li> <li>• Other changes to the program’s operations or services to students.</li> </ul>
<p>The following changes and modifications were made to articulate our courses of study with sister community colleges in the state. These changes will help our students transfer from college to college and a seamless transition to the four year culinary program on Oahu.</p> <p>Course credit changes:</p> <ol style="list-style-type: none"> <li>1. Culn 115—1 credit to 2 credits (2 lec. hrs.)</li> <li>2. Culn 120—6 credits to 5 credits (2 lec. hrs., 9 lab hrs.)</li> <li>3. Culn 130—7 credits to 6 credits (2 lec. Hrs, 12 lab hours)</li> <li>4. Culn 160V—variable--2 <b>or</b> 4 credits, Schedule Type changed from Cooperative Education/work experience to lecture and lab (1 lec, 3 lab hours equal to 2 credits) , and changed to Course Repeatable for Credit <u>up to 4 credits.</u></li> </ol>

5. Culn 270—5 credits to 4 credits (3 lec. hrs., 3 lab hours)

Program Modification:

1. AAS--changes in course offerings (reflect course credit changes above—total credits remain the same for the AAS).
2. CA—changes in course offerings (reflect course credit changes above--total credits changed from 50 to 51 credits).
3. CO—changes in course offerings (reflect course credit changes above—total credits remain the same for the CO).
4. Culn 160V—2 credits in 1<sup>st</sup> and 2<sup>nd</sup> semesters for WH; 4 credits in 4<sup>th</sup> semester for EH.

We lost a full time faculty member in May 2017, and have not yet filled that position.

### **PROGRAM WEBSITE**

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on \_\_\_\_\_ (date).



**Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.**

*Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at*

<http://hawaii.hawaii.edu/web-developer>

**Website revision change request sent 11/13/17.**

## **PART 2: PROGRAM ACTION PLAN**

### **AY17-18 ACTION PLAN**

**Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period.**

**This Action Plan should identify the program’s specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.**

The original plans at Pāalamanui included an indoor dining, meeting facility. The campus was built with a deficiency in class space and the dining facility was converted to needed class space. This dining area is extremely hot and not covered on the south facing side. Last year we covered the lid with shade cloth to help cool this area and created some relief.

**We would like to cool and beautify this area, so students, faculty and guests can have a place to meet, eat and exchange ideas on campus.** Another goal is to establish fruit and vegetable gardens on campus. The final goal is to hire a replacement culinary faculty.

### **ACTION ITEMS TO ACCOMPLISH ACTION PLAN**

**For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.**

**For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs).**

**Action Item 1: Cooling and beautifying the outdoor dining and meeting area, to meet strategic initiative 21CF 1,2,3.**

We are requesting to meet with administration officials to create an action plan, and receive approval. Some thoughts and ideas are noted below.

- Develop an architectural plan for this area
- Possibly collaborate with construction program and other community organizations
- Cover or coat plastic roof to help cool
- Install photo voltaic panels on roof (this will help save money on utilities and provide a barrier that can help cool the space below)
- Awnings or retractable shade on south facing section (this will enable us to use more of this area)
- Umbrellas in areas not covered by plastic lid
- Install solar fans
- Stain concrete floor to help cool and beautify the area

Once we have a plan we could help fundraise this improvement with the help of foundation and the community we serve.

**Action Item 2: Create vegetable and fruit gardens on campus.**

On October 28,2017 the Blue Zone Group with community volunteers created two raised bed planters that we now use for herbs and vegetables. Once we establish water lines and have help digging holes we can plant a fruit orchard. We need to work with the administration as time and money may be needed to accomplish this goal.

**Action Item 3: Replace full time culinary faculty position.**

- Repost position
- Interview
- Hire

**RESOURCE IMPLICATIONS**

*NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.*

**Provide a brief statement about any implications of or challenges due to the program's current operating resources.**

**BUDGET ASKS**

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.	Once a plan is approved, we will cost out how much funding is needed. At this time we are seeking a minimalistic approach to cooling the outdoor meeting and dining area. I believe some temporary remedy can be
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	accomplished through community help and foundation funding.
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> :  <a href="http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf">http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</a>	

### **PART 3: LEARNING OUTCOMES ASSESSMENTS**

**For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.**

#### **Evidence of Industry Validation and Participation in Assessment (for CTE programs only)**

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in the program's assessment(s).

**Please attach copy of industry validation for the year under review.**

#### **Courses Assessed**

<b>List all program courses assessed during AY16-17, including Initial and “Closing the Loop” assessments.</b>			
<b>Assessed Course Alpha, No., &amp; Title</b>	<b>Semester assessed</b>	<b>CLOs assessed (CLO#s)</b>	<b>PLO alignment (PLO#s)</b>
CULN 111	FALL	1	6
CULN 120	FALL	1,2,3	2
CULN 131	FALL	1,2,3	2,5,7,8
CULN 140	FALL	1,2	2,5,7,8
CULN 170	FALL	1,2,3	1
OM120H	FALL	1,2,3	4,8
<b>“Closing the Loop” Assessed Course Alpha, No., &amp; Title</b>	<b>Semester assessed</b>	<b>CLOs assessed (CLO#s)</b>	<b>PLO alignment (PLO#s)</b>
CULN 112	FALL	1,2,3,4	2,7
CULN 115	SPRING	1	9
CULN 185	FALL	1,2	5,8,10
CULN 270	SPRING	1,2,3,4	4

### Assessment Strategies

**For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:**

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students’ summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

**Course Alpha/#: CULN 140**

**For this assessment the student will demonstrate that they can create a cheese and fruit plate using the instructions they are given. This is specialty plate many commercial eatery**

establishments, from airline caterers, to coffee houses such as Starbucks, to resort and hotel restaurants including room service want their cooks and chefs to know how to put together from the cold kitchen. The student have prepared this plate before during the semester, this is a final that will also have a competition feature added to motivate them to do even better. Concurrently, they are taking th CULN 131 AND 140 final practical at the same time using the same rubric.

**CLO #1 aligns with PLOs #2,7,8 using the Rubrics CULN 131 AND 140 Fundamentals of Cookery Practical Midterm and Final Rubric in which they have an hour and a half to create a stir fry and a cheese and fruit platter.**

**CLO #1 CULN 131 & 140 FUNDAMENTALS OF COOKERY, knife cuts skills rubric, (dices only), Finals instruction describing what the students will be assessed on.**

**CLO #2 will be a photograph of the cheese and fruit platter for preservation, and will be evaluated by instructor and students after the short order plates have been sent out and the kitchen has returned to its properly cleaned and sanitized state.**

*85% of artifacts will demonstrate Satisfactory level or better.*

*75% of artifacts will achieve scores of Meets or Exceeds Expectations*

**Course Alpha/#: CULN 111**

**This CLO is aligned to PLO # 6: Choose an appropriate career path based on industry knowledge or requirements.**

**The assessment strategy will begin with the student completing his/her own 1) resume to fulfill "the student will simulate steps to seek employment.**

**2) A mock interview rubric will help the student in the application to work process,**

**3) and the daily grade rubric will evaluate a student daily in a work situation that will give them confidence to retain a position in the culinary industry.**

**Students will have the instructions to complete a resume on the first day of class, be given a copy of the mock Interview rubric, and given a copy of the daily grade rubric. This class is held one day a week (Wednesday) and the daily grade should help reinforce positive learning.**

**85% of artifacts will demonstrate satisfactory level or better.**

**75% of artifacts will demonstrate satisfactory level or better.**

**Course Alpha/#: CULN 120**

**Students will be assessed during a hands-on skill demonstration of their final practical examination. Together, at least a day before, we reviewed the rubrics before the examination to prepare the students for what is to happen, there will be no surprises.**

**A rubric plan is used that measures the demonstration of the students dress, cleanliness, appearance, proper sanitation, food handling, mise en place organization, technique and execution.**

**Attached:**

- 1. Assess CLO # 1- CULN 120 FUNDAMENTALS OF COOKERY PRACTICAL RUBRIC**
- 2. Assess CLO # 2 - Knife Skills rubrics**
- 3. Timed Practical Test to assess CLO # 2 - CULN 120 timed practical**
- 4. Assess CLO # 3 - Safety & Sanitation rubric**

**Course Alpha/#: CULN 170**

**The rubrics used to assess CLO #1 is the daily log of temperature/chemical usage in the Laboratory, that each student correctly log each refrigerator and chemical solution during the semester.**

**The rubrics for CLO #2 is producing a purchasing manual for a real world storeroom using the terms and definitions that the student will learn during the semester. In the manual they will talk about the legal and ethical considerations of specifications of their company.**

**The rubrics for CLO #3 is taken from CULN 120 Fundamentals of Cookery class, where students will learn to apply, analyze, and identify quality grades of products based on yield and quality tests to be Inserted Into their purchasing manual to teach their (hypothetical) future employees.**

**CLO # 1 Every student takes a turn at filling out the logs which they initial after each entry.**

**CLO # 2 All students will work on his/her own purchasing manual given the Instructions/grade guide on the first day of class.**

**CLO #3 Students will work with rubrics in analyzing and identifying quality grades of products based on yield and quality tests.**

**Course Alpha/#: CULN 185**

**All students are assessed on this project using a rubric during their class presentation and discussion. Assessment is conducted by the lecturer, Therese (Tami) MacAller.**

**This method rates students on a variety of skills including; demonstration of knowledge, effective communication, utilization of critical thinking and promotion of creativity, engaging the audience, and making the connection between various contexts.**

**Presentation. Each student stood in front of the class and demonstrated worthy public speaking techniques while engaging the audience.**

**After the presentation - each student was asked 6 questions on how they thought the project went for them. Most were excited to learn about the resources and connections they found when researching the project. 3 of 4 found how helpful the topic was for them personally. And all found it helpful professionally.**

**This is an excellent group of students. They were happy to get through the project but also appreciated the opportunity to practice presentation, speaking, researching, and practical application skills**

**Course Alpha/#: CULN 112**

**John Nakashima, RS Food Safety Education program, delivers a five hour seminar during the first week of instruction. This seminar enables the students to enter our fundamental CULN 120 lab class and safely apply sanitation principles to food handling.**

**The students complete course work from the National Restaurant Associations Servsafe course book. The material is primarily delivered by the students in small groups, and every student must participate. Lecture, demonstration, video and games are additional instruction methods used. Studies on training effectiveness show that learners retain ninety percent of what they say and do. Knowledge is assessed with weekly quizzes and the Hawaii State Food Safety Final delivered by John Nakashima at the end of the course. Last year all students were assessed by industry chefs using a rubric that included a sanitation component. All students passed the kitchen floor evaluations with an average score of 91% in this category.**

**Course Alpha/#: CULN 131**

**1) CLO #1 aligned to PLO 2 & 7: The students will be assessed with the CULN 131 & 140 Fundamentals of Cookery Practical rubric which covers the proper uniform, sanitation, food handling, mise en place/organization and Culinary Cooking technique and proper execution. The direction they will follow is a stir-fry recipe, which they must adjust from 4 servings to 2, (a technical skill). One finished plate will provide for a blind taste, sent to a separate location away from our kitchen/dining room to be tasted by a panel of Pālanui personnel. The panel will fill out the tasting rubric accordingly. All nine students will cook in groups of 3, which instructor will personally grade with rubric stated above. Each group has a time limit of 1 hour 30 minutes to prep, cook, plate, clean up,**

returning their stations and kitchen to exactly as they found it before they started. The plates were delivered by Cathy Harlan, our APT, no student had contact with taster.

2) CLO #2 aligned to PLO 8: All the students were separately time tested for knife cutting skills using a rubric on dicing, and weighing the waste off this activity.

3) CLO #3 aligned to PLO 5: Tasting rubric used by the Pāalamanui personnel who participated in giving the student's stir-fry a resulting number to the skills learned. The result of adjusting the recipe and plate presentation.

1) CULN 131 & 140 Fundamentals of Cookery Practical rubric.

2) Knife Skill rubric

3) Food Tasting rubric

**Expected Levels of Achievement**

**For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.**

*Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."*

*Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."*

<b>Assessed Course Alpha, No., &amp; Title</b>	<b>Assessed CLO#</b>	<b>Standard for Success</b>	<b>% of Students Expected to Meet Standard</b>
CULN 111	1	85%	85% of the mock interviews passed
CULN 120	1,2	85% of students are expected to meet a score of 80% or greater on the practicum.	85% of students are expected to meet a score of 80% or greater on the practicum.

CULN 131	1,2,3	75% of artifacts will achieve scores of Meets or Exceeds Expectations	85%																				
CULN 140	1,2	75% of artifacts will achieve scores of Meets or Exceeds Expectations	85%																				
CULN 170	1,2,3	85% of artifacts will demonstrate satisfactory level or better. 75% of artifacts will achieve. scores of Meets or Exceeds Expectations	85% of artifacts will demonstrate satisfactory level or better. 75% of artifacts will achieve. scores of Meets or Exceeds Expectations																				
CULN 185	1,2		<p>The Group Nutrition Project is 15% of the student's total grade for the class. All students are expected to demonstrate at an 80% satisfactory level or better. Using the rubric, students are expected to meet or exceed 3.5 on the rubric scale of 0-5, as well as provide</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Rubric results 0-25</th> <th>Score %</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td>s</td> <td>22</td> <td>88%</td> <td>B</td> </tr> <tr> <td>c</td> <td>22</td> <td>88%</td> <td>B</td> </tr> <tr> <td>s</td> <td>22</td> <td>88%</td> <td>B</td> </tr> <tr> <td>Sv</td> <td>22</td> <td>88%</td> <td>B</td> </tr> </tbody> </table>	Student	Rubric results 0-25	Score %	Final Grade	s	22	88%	B	c	22	88%	B	s	22	88%	B	Sv	22	88%	B
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CULN 112	1,2,3	The students must receive a 75% or better to receive	85%																				

## Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

**Course Alpha/#: CULN 140**

**Quantitative Analysis of Purchasing Manuals created for real world activities (to a hypothetical employee) by each student as a result of readings, quizzes, lab applications: The average score of the Purchasing Manuals for the class was 81%.**

**Narrative discussion about the results of my students success achieving the CLOs: The excitement of creating something that may be used in their future endeavors, that they will teach someone else what they learned and must be applied if they are hired into that future student's company spurs them on to complete this manual as best as they can and more; as they learn about CLO #1 - proper sanitary operations and practices, they want a record of it to pass along while still fresh in their learning of running a storeroom. CLO #2 is expressed in completing at least 8 items/ingredients they want the storeroom personnel to always have on hand, having a photo of it if necessary.**

**CLO #3 is a rubric based on yield and quality example: Of the three fresh cucumbers, a local cucumber has a shorter life span, contains more water than an English or Japanese cucumber, therefore will wilt faster than the other two mentioned. The English cucumber might be great for a sandwich, it's subtlety blends with other ingredients well, while the Japanese cucumber has a crispier texture great in sushi and salads needing a snap or crunch. Bananas and apples were other items we examined for taste and quality. The rubric is used to compare products that the chef wants to understand before purchasing.**

**Attached is a student's purchasing manual to share their expressions of making it their own.**

**Throughout the semester as we are learning we are writing notes to be entered in our manual. We spend time discussing how to apply what we want to address in each category, e.g. ordering, receiving, storage, including creating a company mission and vision statement.**

**Course Alpha/#: CULN 111**

**Quantitative Analysis of this CLO: 92% of the artifacts demonstrated satisfactorily. The mock interview rubric was used to assess this activity.**

**The assessment strategy was to have students applying for a job. The CLO is aligned to the PLO: Choose an appropriate career path based on industry knowledge or requirements.**

**Narrative thoughts on the results of the students' success achieving the CLO: Some students were new to this activity, having never before applied for work. The mock interview helped them build confidence in this area.**

**Students created their own resumes, filled out a job application to the Bento Box, a fictitious company created by a student in the class. Our job interview was held one day at our campus by a manager of operations at Hawaiian Air at the Kona International Airport. She interviews applicants for Hawaiian Air and gives training classes to people hired for her company.**

**Quantitative Analysis of the daily grade rubric: 86% of the artifacts demonstrated satisfactorily.**

**Narrative thoughts on the results of the students' success achieving the CLO. This rubric affirms the student's conduct to work in the industry, can be applied to any industry, meets the PLO.**

**The action plan for this course is to strengthen the student with public speaking. With each student finding three trends to share with the class a rubric could be made for the purpose of grading the students' presentations**

**Course Alpha/#: CULN 120**

**1) Assessment results using the CULN 120 FUNDAMENTALS OF COOKERY PRACTICAL MIDTERM AND FINAL RUBRIC. By the end of this semester students were much better at everything done in the lab, including dress, sanitation, food handling, station set up including mis en place and organization, and cooking techniques.**

**Midterm average using this rubric was 73.5% Final average using this rubric was 85%**

**2) KNIFE SKILLS RUBRIC and Timed Practical Test; Average was 73.4% by the end of the semester.**

**3) SAFETY AND SANITATION RUBRIC; Average was 86% at the end of the semester**

**Course Alpha/#: CULN 170**

**Throughout the semester, as we learn the content and instructions the student will put it into their manuals. 85% of artifacts will demonstrate satisfactory level or better. 75% of**

artifacts will achieve scores of Meets or Exceeds Expectations. This manual is based on the idea that Every student takes a turn at filling out the logs which they initial after each entry.

**CLO # 1 & CLO # 2** All students will work on his/her own purchasing manual given the instructions/grade guide on the first day of class.

**CLO #3** Students will work with rubrics in analyzing and identifying quality grades of products based on yield and quality tests. They will expand on it as the student continues the cohorts of the culinary program.

**Course Alpha/#: CULN 185**

**Results:**

Each student was critiqued using the Rubric during their presentation. Project reports were also due at the time of presentation. All students demonstrated their knowledge of nutrition, applied it as a professional, and discussed it for their own personal behavior. It is wonderful to learn how and discussed when the project was assigned. The students have each made a personal connection to improving their awareness of healthful nutrition. Each student provided the class with examples and demonstration of the topic during their presentations. The Group Nutrition Project is 15% of the student's total grade for the class. All students are expected to demonstrate at an 80% satisfactory level or better. Using the rubric, students are expected to meet or exceed

**3.5** on the rubric scale of 0-5, as well as provide Student Rubric results 0-25

**Final Score % Grade**

s22 88% B

c22 88% B

s22 88% B

Sv22 88% B

**Course Alpha/#: CULN 112**

The students must receive a 75% or better to receive a Hawaii State sanitation certificate. The students perform a practicum in CULN 220, using a rubric incorporation ideas and best practices from the ACF. The exam is evaluated by industry professionals and sanitation is scored as pass/fail. An unacceptable score in this area by two or more evaluators is considered an overall failure regardless of the total points achieved by the candidate.

**Course Alpha/#: CULN 131**

**75% of artifacts will achieve scores of Meets or Exceeds Expectations. Culn 131 & 140 are concurrent courses using the same rubrics. The fruit and cheese platter is graded for presentation by me and students. There is a cash award for the first three places.**

**1) CULN 131 & 140 Fundamentals of Cookery Practical rubric results: CLO # 1- Apply professional standards in industry according to appearance, behavior, and work habits, aligned to PLO #2 Demonstrate proper work attitudes and work habits. This CLO also aligns to PLO #7 Apply appropriate etiquette, appearance, and hygiene as required by industry standards. Average class score 91%**

**2 students scored 25125: 100%**

**2 students scored 23125: 92%**

**5 students scored 22125 88%**

**2) Knife skills rubric results: The average scores for the class are 77% just over the predicted 75%. 2 students scored 12.75/15**

**2 students scored 11.75/15; 3 students scored 11.25/15; 2 students scored 10.27/15**

**3) Food Tasting rubric results:**

**1-165 1-160**

**highest possible score: 180 points**

**1-155 1-150 1-130 1-125 1-120 1-115 1-75**

**The average class score for this activity fell just under the 75% expectations for student achievement at 74%.**

**Other Comments**

**Include any additional information that will help clarify the program's course assessment results, successes and challenges.**

**Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.**

Select graduates are asked to fill out surveys. This feedback helps us learn about our courses of studies, and ways in which we can improve. These Alumni evaluations are discussed at our semiannual meetings, and instructors are asked to make course modifications to meet student needs. For example, students now are very involved with the budgeting, ordering and receiving of product as a result of Jolynn Len's recommendation. See question #1 below.

**Thanks for your willingness to help us assess the Culinary Arts Department at Hawai'i Community College- Pāalamanui! Your comments will help us to make improvements so that students graduating from our program will be ready for work in the profession. Thank you!**

**Alumni Evaluation**

**Position: Your Name: Organization: Culinary Student/Hawaii Community College  
Jolynn Len**

**How well has the Culinary Arts Department at Hawaii Community College helped you obtain your goals in the industry?**

**The ratings used in this performance evaluation are defined as follows:**

**5 - Exemplary, outstanding: Exceptional performance the rule. Contributions are significant.**

**4 - Above average: Consistently exceeds performance requirements. Frequent outstanding performance more than offsets any incidents of lesser performance.**

**3 - Satisfactory: Meets all requirements of the job. Exceptional strengths in some areas balance lesser strengths in others.**

**2 - Needs improvement: Barely meets minimum standard of performance.**

**1 - Unsatisfactory: Below minimum standard for adequate performance.**

**N – Not observed: Not rated.**

**1. Apply appropriate ethics for purchasing and receiving in the culinary industry.**

**5 4 3 2 1 N**

**Comments:**

**1. In this areas of purchasing and receiving, I think students would get a broader perspective of this task in the industry if they did the actual receiving of items that were delivered to the kitchen. Creating Market orders were great, but after handing it in to the instructors, the student does not get the real life experience of the actual ordering process.**

**2. Demonstrate proper work attitudes and work habits.**

**5 4 3 2 1 N**

**Comments:**

**Unfortunately, I come from old school upbringing and believe that work attitudes and habits should be developed at home. I think the instructors are left to the task of grooming students who don't already have these skills and few will have a hard time in the high stress culinary field. I have the advantage of observing student habits on two campuses and I honestly think Pāalamanui instructors have been very professional and realistic examples as role models.**

**3. Demonstrate general knowledge of culinary departmental functions and their relationship.**

**5 4 3 2 1 N**

**Comments: 4**

**4. Demonstrate an understanding of the culinary industry business operations.**

**5 4 3 2 1 N**

**Comment: 3**

**Having guest speakers or visiting different sectors within the culinary industry would be helpful to gaining a better understanding. I was lucky to attend the ACF conference in Florida and this was a great experience for me. An eye-opener.**

**5. Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.**

**5 4 3 2 1 N**

**Comments: 5**

**I think Pāalamanui did a great job with the “real life” stress and expected performances we experienced with our practical exams and public food events. The required food competitions were also good exposure to a higher caliber of food and plating.**

**6. Choose an appropriate career path based on industry knowledge.**

**5 4 3 2 1 N**

**Comments: 3**

**The culinary field is so diverse and honing skills in certain an area is usually by chance. We got a glimpse of different types of jobs that are available in the industry thru text books and some visits to other hotels and restaurant kitchens. Again, I think short internships would be good experience and would be beneficial to both student and businesses. I think this should be a requirement and as part of the culinary curriculum.**

**7. Apply appropriate etiquette, appearance, and hygiene as required by industry standards.**

**5 4 3 2 1 N**

**Comments: 4**

**8. Demonstrate skills necessary for acquiring a job in the culinary field.**

**5 4 3 2 1 N**

**Comments: 5**

**9. Integrate their knowledge of Hawai’i’s culture and food into cuisine.**

**5 4 3 2 1 N**

**Comments: 5**

**Our visit to NELHA is something I still think about and have written about in other classes recently, and that’s just a small part of what Hawai’i has to offer. The different food events and contests we participated in were such good exposure to what culinarians in Hawai’i are doing and the different evolving food trends.**

**10. What skills, knowledge and values have you learned from your careers that should be included in our curriculum?**

**Again, I’d like to say that the quality of education I received at Pāalamanui and from the culinary staff set a good foundation for myself. If I could make any recommendations, its to get the students out of the campus kitchen and work with local businesses with internship opportunities, even if its a short term job. Being in the “real world kitchen” is**

very similar to what we learned in school and I was prepared well by the Pāalamanui and KCC classes.

**11. What are your future career goals and dreams and how can we help you obtain them?**

I am currently working as a casual cook at Hawai'i Kai Retirement Community and taking classes at KCC for the APC program. Next step after this semester is to get another certificate in Pastry Arts. I am thinking about going towards UH West O'ahu for the 4 year degree in Culinary Management as I would like to teach culinary classes one day.

If Pāalamanui and all the other campuses under the UH system were to communicate better, we, as students would have a much clearer path of education. I understand that every campus is different, which is confusing not only to the students but to the staff also. The classes and requirements should be consistent for certificates and degrees for all campuses, allowing students to transfer easily from campus to campus if someone like me wanted to continue on for a 4 year degree in Culinary.

Date: March 26, 2017

**Next Steps – ASSESSMENT ACTION PLAN for AY17-18**

**Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

**F17: CULN 252 – Initial; CULN 170 – CTL; QM 120H - CTL**

**S18: CULN 150 – Initial; CULN 131, 140, 160 - CTLs**

**PART 4: ADDITIONAL DATA**

**Cost Per SSH (to be provided by Admin)**

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ \_\_\_\_\_  
Federal Funds = \$ \_\_\_\_\_  
Other Funds = \$ \_\_\_\_\_  
Tuition and Fees = \$ \_\_\_\_\_

## External Data\*

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If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_

Number passed \_\_\_\_\_

**\*This section applies to NURS only.**



Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	83%	89%	82%	Healthy
18	Withdrawals (Grade = W)	13	26	22	
19	*Persistence Fall to Spring	77.4%	75.9%	80%	
19a	Persistence Fall to Fall	40.8%	46.3%	44.4%	
20	*Unduplicated Degrees/Certificates Awarded	41	55	44	
20a	Degrees Awarded	14	19	26	
20b	Certificates of Achievement Awarded	6	6	25	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	31	47	20	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	0	3	3	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	3	3	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	97.44	Met
30	2P1 Completion	51.00	69.23	Met
31	3P1 Student Retention or Transfer	81.00	57.53	Not Met
32	4P1 Student Placement	63.87	67.39	Met
33	5P1 Nontraditional Participation	22.00	45.12	Met
34	5P2 Nontraditional Completion	22.00	47.17	Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	20	25	51
36	Number of Degrees and Certificates Native Hawaiian	5	2	18
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients <sup>1</sup>	62	36	24
39	Number of Transfers to UH 4-yr	0	3	3

\*Data element used in health call calculation

Last Updated: October 29, 2017

<sup>1</sup>PY 16-17; Pell recipients graduates not majors



July 28, 2014

Hawaii Community College - Kona Campus  
81-964 Halekii St  
Kealahou, HI 96750-8193

Attn: Culinary Arts Department

Dear Sir or Madam,

Congratulations! The American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission recently met and approved your request for Renewal accreditation. The Commission has given a **Grant of Accreditation** beginning **7/1/14**, not to exceed beyond **6/30/2019**, for the following program:

#### **AAS Degree in Culinary Arts**

Your certificate is enclosed. We hope you display it with pride.

As part of the continual monitoring of your program by the Accrediting Commission, you will have an **Annual Report due to the ACF national office by 5/24/2015**. An electronic template will be sent to you with additional information at least three months prior to your Annual Report due date.

For your announcements and/or publications, it is important that whoever reads your publications understands that the accreditation is programmatic and that your program is accredited by the Accrediting Commission. Please ensure that the wording specifies that your program is "accredited by the Accrediting Commission of the American Culinary Federation Education Foundation" or "accredited by the American Culinary Federation Education Foundation's Accrediting Commission".

Should you have any questions, please do not hesitate to contact the accreditation department, at 800-624-9458.

Best wishes for continued success during your upcoming academic year.

Congratulations,

Christopher A. Koetke, CEC, CCE, MBA, HAAC  
Chair, ACFEF Accrediting Commission

cc: file

# Certificate of Accreditation

This certificate affirms that

*Hawaii Community College - Kona Campus*

*AAS Degree in Culinary Arts*

*Is accredited by*

*The Accrediting Commission of the  
American Culinary Federation Education Foundation*

*Expiration Date: 6/30/2019*



Chair, ACFFEF Accrediting Commission  
Christopher A. Koetke, CEC, CCE, MBA, HAAC



American Culinary Federation  
Education Foundation  
Programmatic Accreditation by ACFFEF Accrediting Commission