



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program Description

Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).

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

CULINARY ARTS PROGRAM (CULN) PROGRAM LEARNING OUTCOMES

Intended Learning Outcomes (What students need to be able to do “out there.”)

Student Learning Outcomes:

1. Apply appropriate ethics for purchasing and receiving in the culinary industry.
2. Demonstrate proper work attitudes and work habits.
3. Demonstrate general knowledge of culinary departmental functions and their relationship
4. Demonstrate an understanding of the culinary industry business operations.
5. Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.
6. Choose an appropriate career path based on industry knowledge or requirements.
7. Apply appropriate etiquette, appearance, and hygiene as required by industry standards.
8. Demonstrate skills necessary for acquiring a job in the culinary field.
9. Integrate their knowledge of Hawai'i's culture and food into cuisine.
10. Apply nutritional concerns to the creation of menus.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

The data in the demand indicator rubric demonstrates many jobs for every graduate. Line 7 in this report list 47 graduates and a rolling average for three years of 720 jobs. Hotels and restaurants contact us weekly searching for students and confirms the data reported.

As part of our annual ACF accreditation review, we are required to prove placement statistics for our graduates. Approximately 90% of our 2018 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.

A healthy indicator exists when the ratio of student/faculty is 15-35 and the CULN program is rated as HEALTHY for demand.

Efficiency Indicators:

The health of our fill rate is assessed as cautionary and this assessment is accurate based on enrollment. Over the last 3 years our fill rate has fluctuated (66% 2016-17, 71% 2017-18, 54% 2018-19). We are performing demonstrations at the high schools, advertising at events and hosting career days on campus to increase our enrollment. We will continue to recruit to generate our full 15 student enrollment. We need to increase our fill rate percentage to become more efficient.

Effectiveness Indicators:

Our persistence from fall to spring is very high. Many students come into the culinary program unprepared for the rigor of the profession. Once the student starts the third semester, the persistence is approximately 100%.

We received a cautionary score on line 20 (Unduplicated Degrees/Certificates Awarded). There are so many good paying jobs on the Kohala Coast. The students receive many offers of employment prior to completing the program. Many students start their careers before finishing their studies. We will keep a positive relationship with employers and determine a path to a win-win situation.

We are very close to meeting expectations on line 29, and we missed this goal by about 6 points (this represents 1-2 students). We will continue to tutor students to help meet a C or better average.

Below are the goals for last year and the outcomes are in bold.

#1. The original plans at Palamanui 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. Three years ago, 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. **Funding has been appropriated via Nicole Lowen and the architectural plans are almost complete. Work is slated to start this summer 2020!**

#2 Hire a full-time culinary faculty at Palamanui.

A full-time culinary faculty instructor has been hired!

#2a Establish a fruit and vegetable gardens on campus. This is an ongoing goal.

The Blue Zone Group with community volunteers created three raised bed planters that we now use for herbs and vegetables.

Once we develop plans, establish water lines and have help digging holes we can plant a fruit orchid. Recycled water may not be permitted for this use. We need to work with the administration as time and money may be needed to accomplish this goal. This goal aligns with one of our ILO's, by Contributing to sustainable environmental practices for personal and community well-being.

#3 Modify existing curriculum and delete the CO certificate as very few students enroll.

Modification to curriculum:

We decided to delete the CO certificate as very few students enroll in this certificate.

#4 Modify existing curriculum to replace CULN 130 with CULN 222 Asian Cookery. We believe this Asian cookery course is more suitable for us as most of the objectives in CULN 130 are currently taught in other courses.

The CULN 130 course has been changed to CULN 133.

#5 Increase the enrollment in culinary

In fall 2019 we enrolled 11 students. One student has dropped and three other students in in danger of not passing.

We attribute lower enrollment to the extremely low unemployment rate, and industry targeting high school graduates for employment.

Palamanui culinary group has developed a plan to increase enrollment for fall 2020 and our goal is to enroll 15- 18 students. Below is our action plan.

- **Advertising at the Taste of Hawaiian Range, Kona Coffee Recipe Contest and The Dining with the Chefs event.**
- **Hosting a hands-on demonstration at the career fair on campus 10/25/19**
- **Collaborating with Carrie Phips by participating at her outreach events.**
- **Hands on cooking demonstrations at WHEA, Konawaena and Kealakehe high schools.**
- **Advertising a chef in the making with Thatcher.**

- **Offering a free knife kit for the first 11 students that enroll.**
- **Dialog with our ACF chapter and a plan of action.**

Our public marketing efforts support what we do to increase enrollment, including the video linked below that features the Culinary Arts program at Palamanui and the article linked below, which documents our students progress and the range of job and educational opportunities open to them after they complete our program:

<https://vimeo.com/347577684>

<https://www.westhawaii.com/2019/03/12/features/the-palamanui-palate-culinary-arts-alumna-earning-her-masters-degree-plans-to-become-registered-dietitian/>

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

CULINARY ARTS PROGRAM (CULN) PROGRAM LEARNING OUTCOMES

Intended Learning Outcomes (What students need to be able to do “out there”)

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2. **Demonstrate proper work attitudes and work habits.**
3. Demonstrate general knowledge of culinary departmental functions and their relationship
4. Demonstrate an understanding of the culinary industry business operations.
5. Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.
6. Choose an appropriate career path based on industry knowledge or requirements.
7. **Apply appropriate etiquette, appearance, and hygiene as required by industry standards.**
8. **Demonstrate skills necessary for acquiring a job in the culinary field.**
9. Integrate their knowledge of Hawai‘i’s culture and food into cuisine.
10. Apply nutritional concerns to the creation of menus.

We are current with our 5-year course assessment schedule. Last year (Fall 2018 & Spring 2019) we assessed CULN 112, 252, 131, and 150. PLOs 2, 7, and 8 are linked to CULN 112 and CULN 252. Below are the results and suggestions as a result of assessment.

PLOs 2 & 7 were assessed in **CULN 112**. 100 percent of the students met the learning outcomes. Based on assessment results, we will examine the tasks and rubrics to determine if the projects require more rigor.

This course has been articulated with all the Community College Culinary Arts Programs in the state. The average students' written exam score is 86.5 percent, and the e-café student evaluations exceed the average mean. The students all passed their practical sanitation component assessed by industry chefs. There is no need for a plan of action at this time.

The instructor is continually innovating this course with various methods, such as technology, video, phone, relevant case studies etc. The students' end of semester fun educational presentation is a driver for relevant new delivery methods.

PLO 2, 7, 8 were assessed in CULN 252. 93 percent of the students met the learning outcomes. Based on assessment results, we will examine the tasks and rubrics to determine if the projects require more rigor.

The questions below will be included in our semiannual meetings, to determine if future plans of assessment action are needed.

- Did our assessments work to our expectations? **YES**
- Did we get the results we expected? **YES**
- How can we improve what we are doing? **There is always room for improvement! We will continue dialog with industry employers, our advisory group and students to constantly correct and adjust and improve as needed.**

Please see the screenshots below representing our assessment results in graphic format from HawCC's online assessment reporting system, Campus Labs Outcomes:

CULN-Pāalamanui AY18-19 Assessment Results

Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet

CULN 112- W
 Academic Year 2018-19

Outcomes Taxonomy Curriculum Map

Term: Overview Add Outcome -

Outcome ID	Description	Assessment Status
CULN112_CLO1	CULN112_CLO1 CLO1: Develop an understanding of the basic principles of sanitation and safety and to be able to apply them to the food service operations.	Meets (Light Green)
CULN112_CLO2	CULN112_CLO2 CLO2: Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.	Meets (Light Green)
CULN112_CLO3	CULN112_CLO3 CLO3: Value ethical practices in both personal and professional situations.	Not Selected
CULN112_CLO4	CULN112_CLO4 CLO4: Practice standards in behavior, grooming, and dress that reflect the mature work attitude expected of industry professionals.	Meets (Light Green)
CULN_PLO2	CULN_PLO2 *CULN PLO2: Demonstrate proper work attitudes and work habits.* Requested By: Culinary	Meets (Light Green)
CULN_PLO7	CULN_PLO7 *CULN PLO7: Apply appropriate etiquette, appearance, and hygiene as required by industry standards.* Requested By: Culinary	Meets (Light Green)

CULN 252- W
 Academic Year 2018-19

Outcomes Taxonomy Curriculum Map

Term: Overview Add Outcome -

Outcome ID	Description	Assessment Status
CULN252_CLO1	CULN252_CLO1 CLO1: Perform proper sanitation, safety, and personal hygiene.	Partly Meets (Orange)
CULN252_CLO2	CULN252_CLO2 CLO2: Identify and safely use equipment and supplies found in a baking kitchen, while demonstrating proper receiving and storing of ingredients.	Meets (Light Green)
CULN252_CLO3	CULN252_CLO3 CLO3: Prepares bakery products by following standard and advanced recipes or ratios, so is consistent with the American Culinary Federation standards...	Meets (Light Green)
CULN252_CLO4	CULN252_CLO4 CLO4: Prepare a variety of patisserie items that will compliment culinary capstone of international cuisine.	Meets (Light Green)
CULN_PLO8	CULN_PLO8 *CULN PLO8: Demonstrate skills necessary for acquiring a job in the culinary field.* Requested By: Culinary	Meets (Light Green)

2019 Hawai'i Community College ARPD
 Program: Culinary Arts W.H.

Outcomes

Academic Year 2018-19

Hawai'i Community College

Academic Affairs - Instructional

Hospitality & Culinary Education

Culinary

CULN 131- W
Course

CULN 131- W

Academic Year 2018-19

Outcomes Taxonomy Curriculum Map

Term: Overview Add Outcome -

CULN131_CLO1
CULN131_CLO1
 CLO1: Apply Professional standards in industry according to appearance, behavior, and work habits.

CULN131_CLO2
CULN131_CLO2
 CLO2: Awareness of culinary industry regulations of accident prevention and sanitation procedures.

CULN131_CLO3
CULN131_CLO3
 CLO3: Identify and use equipment and supplies safely found in a short order kitchen.

CULN131_CLO4
CULN131_CLO4
 CLO4: Identify and prepare a variety of foods common in the short order kitchen.

CULN_PLO8
CULN_PLO8
 "CULN PLO8: Demonstrate skills necessary for acquiring a job in the culinary field."
 Requested By: Culinary

Outcomes

Academic Year 2018-19

Hawai'i Community College

Academic Affairs - Instructional

Hospitality & Culinary Education

Culinary

CULN 150- W
Course

CULN 150- W

Academic Year 2018-19

Outcomes Taxonomy Curriculum Map

Term: Overview Add Outcome -

CULN150_CLO1
CULN150_CLO1
 CLO1: Perform proper sanitation, safety, and personal hygiene.

CULN150_CLO2
CULN150_CLO2
 CLO2: Identify and safely use equipment and supplies found in a baking kitchen, while demonstrating proper receiving and storing of ingredients.

CULN150_CLO3
CULN150_CLO3
 CLO3: Prepares bakery products by following standard recipes or rations, so is consistent with the American Culinary Federation standards of flavor, c...

CULN_PLO8
CULN_PLO8
 "CULN PLO8: Demonstrate skills necessary for acquiring a job in the culinary field."
 Requested By: Culinary

4. Action Plan

Include how the actions within the plan support the college’s mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Mission

To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.

We are considering revamping the CO to create a more stackable culinary program that may be taught/delivered at a pilot high school in our area. The new CO may also be used to train industry professionals, such as stewards. The new CO may also help increase initial culinary enrollment with a stackable degree. Below is the plan.

PROPOSED PROGRAM MODIFICATION

**HAWAI'I COMMUNITY COLLEGE, 2021-2022
 Culinary Arts (CULN)--West Hawaii
 (Revised 11/04/19)**

CREDITS

Course	Course Name	Semester, Year & Grade	CO	CA	AAS
First Semester:					
*CULN 111	Introduction to the Culinary Industry (fall only)		2	2	2
*CULN 112	Sanitation and Safety (fall only)		2	2	2
*CULN 120	Fundamentals of Cookery (fall only)		5	5	5
*CULN 170	Food and Beverage Purchasing (fall only)		3	3	3
*CULN 160V	Dining Room Service/Stewarding		2	2	2
QM 120H OR MATH 100 or higher	Quantitative Methods for Culinary Arts (fall only)		3 (3)	3 (3)	3 (3)

2019 Hawai'i Community College ARPD
 Program: Culinary Arts W.H.

	Survey of Mathematics or higher (not Math 120)				
	Semester Total		17	17	17
Second Semester:					
*CULN 115	Menu Merchandising (spring only)		---	2	2
*CULN 131	Short Order Cookery (spring only)		---	3	3
*CULN 140	Cold Food Pantry (spring only)		---	4	4
*CULN 150	Fundamentals of Baking (spring only)		---	4	4
*CULN 160V	Dining Room Service/Stewarding		---	2	2
ENG 21/ESL 21 or higher OR ENG 22 or (ESL 22G & ESL 22W) or higher	Developmental Reading Introduction to Expository Writing		---	3	---
ENG 100 OR ENG 102 OR ENG 106	Composition I (recommended—possibly spring only) College Reading Skills Technical English for the Workplace		---	---	3 (3) (3)
	Semester Total		13	18	18
Third Semester:					
*CULN 133	Bistro Cookery (fall only)		---	6	6
*CULN 252	Patisserie (fall only)		---	---	4
*CULN 185	Culinary Nutrition (fall only)		---	---	3
HOST 290	Hospitality Management (fall only)		---	---	3
	Semester Total		---	6	16
Fourth Semester:					

1. Cultural Environment Elective – HWST course recommended [1 COURSE REQUIRED – 3 cr.]		---	---	3
ART 101, 105B, 105C, 107D, 108, 111, 112, 113, 114, 115, 120, 123, 125, 126, 159, 202, 209, 211, 212, 214, 217, 223, 225, 227, 230, 243, 244, 246, 248, 249, 257, 269C, 294, 295, 296, ASAN 120, 121, 122, DNCE 153, 185, 190V, 256† (see ECED 256), 285, 290V, ECED 256† (see DNCE 256), ENG 103, 105, 204, 205† (see JOUR 205), 215, 255, 256, 257A, 257E, HAW 101, 102, 201, 202, HIST 120, 151, 152, 153, 154, 241, 242, 274, 281, 282, 284, 288, HUM 100, 160, 275† (see PSY 275), HWST 100, 101, 102, 103, 104, 105, 106, 107, 119, 130, 131, 140, 141, 150, 151, 160, 161, 201, 204, 206, 230, 231, 240, 241, 250, 251, 260, 261, JOUR 205† (see ENG 205), JPNS 101, 102, 121, 122, LING 102, 121, 235, MUS 102, PHIL 100, 101, 102, 120, 211, 213, 255, REL 150, 151, 152, 153, SPCO 231, 233, 251				
*CULN 220	Advanced Cookery (spring only)	---	6	6
*CULN 240	Garde Manger (spring only)	---	4	4
*CULN 270	Food & Beverage Cost Control (spring only)	---	---	4
*CULN 160V	Dining Room Service/Stewarding (EH only)	---	4	4
Semester Total		---	10/12	17/19
Total Credits		17	50	68

5. Resource Implications

(physical, human, financial)

We have two foundation accounts established from prior years, and we used these funds for repairs, maintenance and the purchase of equipment. 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, and these funds are used to cover the deficiency in allocated annual budgeted funds. It is 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.

We do not have any emergency, health/safety or legal compliance issues at this time.