HAWAI`I COMMUNITY COLLEGE
PROGRAM REVIEW REPORT

Culinary Arts in Hilo and Kona

November 26, 2008

Assessment Period: July 1, 2005 to June 30, 2008

Initiator: James Lightner
Program Coordinators: Allan Okuda, Paul Heerlein

Program Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAII COMMUNITY COLLEGE
PROGRAM NAME
2007-2008

A. Program Effectiveness

1. Write a brief narrative describing the program and how it supports the College's mission and imperatives.

   The Hawai'i Community College Food Service program in Hilo began in 1952 with one instructor and 15 students. In 1988 it was expanded to West Hawaii. Both programs offer a Certificate of Completion (C.C.), Certificate of Achievement (C.A.), and an Associate of Applied Science (A.A.S.) degree. The program is designed to provide entry-level employment in hotels, full-service restaurants, fast food restaurants, institutions (schools, hospitals, corrections, etc.) and private clubs. New Culinary Arts students are accepted each fall semester on a first come basis. Both Hilo and West Hawai'i programs are accredited by The American Culinary Federation.

   The Culinary Arts Program supports the mission and imperatives of the College with a mission to provide students with skills specified by the American Culinary Federation as appropriate for someone in the culinary arts profession seeking employment in entry-level jobs at hotels, restaurants, institutions, and private clubs.

   Attach a current Program Map as **Appendix A**.

2. Attach the program's current Assessment Plan as **Appendix B**.

3. As a result of a review of program courses and curricula, (summarize) what changes have been made and why?

   The Cafeteria managers position was filled in August 2008.

   American Culinary Federation Accreditation renewal visit was in April 2008, the Kona Campus was accredited for 5 years, and the additional information for Hilo Campus was submitted in October 2008. Accreditation is expected in December 2008.

   To align with culinary programs across the UHCC system, the alpha of the courses have been changed from FSER to CULN and numbering to 100 level.

To facilitate matriculation of students and the transfer of courses across the University of Hawai‘i system, HawCC is a part of an articulation agreement, with three courses articulated with Kapiolani, Kauai, Leeward, and Maui Community Colleges.

Betty Saiki attended a three week workshop on incorporating English into technical programs. Sandy Barr attended the Great Teachers Workshop at Kilauea Military Camp

4. Program Strengths and Weaknesses
Briefly describe the program's strengths and weaknesses to include: 1) an analysis of data elements (see **Table 5)**--demand, efficiency, and effectiveness; 2) perceptions of the program's progress on assessment of Program Learning Outcomes (PLO's); 3) and any other pertinent information.

The Program is healthy. Demand is Healthy. Number of majors (80) to new and replacement positions in the County (40) is 2:1. Efficiency is Healthy. SSH in all program classes have increased every year. Average class size has shown a steady increase while the fill rate averaging abou 69% decreased slightly and is at a Cautionary level. Majors/FTE BOR appointed faculty increased from 15 to 20, a Healthy number. Data is for both campuses (Hilo and WestHI) combined so it doesn't reflect a true picture. The Accreditation team members were critical of Hilo's student-teacher ratio based on number of training stations available citing non-compliance. Effectiveness is Cautionary. Persistence (fall to spring) decreased 11.2% to 71.25% which is Cautionary. This decrease was due to the very high demand for culinary workers in 2007 until April 2008. With the slowing of the economy, the program should see students entering or returning to earn their certificates or degrees. The ratio of degrees and certificates earned compared to new and replacement positions in the County is .65, a Cautionary level. The ratio of degrees and certificates earned compared to majors is 32.5 which is Healthy. Perkins Indicators 1P1 Academic Achievement and 1P2 Vocational Achievement fell below the State Standards. This needs to be addressed.

Program Strengths (S1, etc.) and Weaknesses (W1, etc.)
Enumerate, do not rank, the top strengths and the worst weaknesses (3 each is recommended).

S1…Hands on experience in the culinary arts leads to a desire for life long learning.

S2…Necessity for teamwork in the culinary arts develops both leadership and personal responsibility.

S3…Critical thinking is developed by meeting time deadlines, dealing with a wide variety of foods, recipes, and cooking equipment.

S4….Culinary industry and American Culinary Federation Kona-Kohala Chefs association gives generous support in the form of scholarships, equipment, mentoring, and guest chefs.

W1…Initially students are poorly prepared in basic math, English and computer skills.

W2…UH Financial Management Information System (FMIS) does not give contemporary accounting of revenue, food cost, expenses, or work orders. Duplicate records have to be kept by faculty which reduces time for instruction of students.

W3…In Hilo, equipment is aging rapidly and continual replacements are necessary

B. Action Plan for Program Improvement

Complete Tables 1-4 and provide justification for program budget requests:

Table 1—Top 6 Non-Cost Items (add rows as needed; examples given)

Task:	**Academic yr.**	**Who is responsible**	**Best Fits which ADP Goal***	**Addresses which strength or weakness**
CULN 185 will be substituted for FSHN 185 in fall 2008.	Spring 2009	Program Coord.	B	S1, W1

Key to abbreviations:

***ADP Goal s are: A, B, C, D, E**

Strengths/Weaknesses are numbered (S1, S2… W1, W2…--from A.4.)

Table 2 —Top 6 Cost Items (add rows as needed; examples given)

Task:	Academic Yr.	Who is responsible	$ amount & budget category Except R/M	Best fits which ADPGoal*	Addresses which strength or weakness
hire lecturers to teach a total of 22 credit hours (Hilo)	2009-2010	Program Coord.	$30K, P	D,E	S1, W1
hire lecturers to teach a total of 20 credit hours (Kona)	2010-2011	Program Coord.	$30K, P	D,E	S1, W1
Cafeteria/ Main Kitchen Hilo					
electric griddle/oven unit	2008-2009	Program Coord.	$7,400 , E	A,C,E	S1, W3
food slicer	2008-2009	Program Coord.	$6,520 E	A,C,E	S1, W3
wok unit	2008-2009	Program Coord.	$7,400 E	A,C,E	S1, W3
broiler	2008-2009	Program Coord.	$3,175 E	A,C,E	S1, W3
double unit convection oven	2008-2009	Program Coord.	$19,700 E	A,C,E	S1, W3
broiler	2008-2009	Program Coord.	NA	A,C,E	S1, W3
3 door refer/freezer	2008-2009	Program Coord.	$3,675 E	A,C,E	S1, W3
food warming unit	2008-2009	Program Coord.	$10,000 E	A,C,E	S1, W3
ice machine	2008-2009	Program Coord.	$1,200 E	A,C,E	S1, W3
conveyor belt	2008-2009	Program Coord.	$18,000 E	A,C,E	S1, W3
30 qt mixer	2008-	Program	$8,500	A,C,E	S1, W3

	2009	Coord.	Eq		
2 3-deck push carts	2008-2009	Program Coord.	$600 Eq	A,C,E	S1, W3
5 speed racks	2008-2009	Program Coord.	$1,500 Eq	A,C,E	S1, W3
refrigerated glass food display unit	2008-2009	Program Coord.	$2,800 Eq	A,C,E	S1, W3
Bakery Hilo					
double door convection oven	2008-2009	Program Coord.	$9,500 Eq	A,C,E	S1, W3
proof box	2008-2009	Program Coord.	$1,100 Eq	A,C,E	S1, W3
20 qt mixer	2008-2009	Program Coord.	$7,900 Eq	A,C,E	S1, W3
doughnut frying unit	2008-2009	Program Coord.	$1,500 Eq	A,C,E	S1, W3
Gourmet Hilo					
meat slicer	2008-2009	Program Coord.	$3,500 Eq	A,C,E	S1, W3
Café					
griddle/range unit	2008-2009	Program Coord.	$3,500 Eq	A,C,E	S1, W3
ice cream freezer	2008-2009	Program Coord.	$1,000 Eq	A,C,E	S1, W3
broiler	2008-2009	Program Coord.	$3,100 Eq	A,C,E	S1, W3
Increase Instruction budget	2008-2009	Program Coord.	$15,000 SE	A, C,E	S1, S3, W1
Decorate cafe	2008-2009	Program Coord.	$2,000 S1x	A, C, E,	S1, S2, S3

Key to abbreviations:

***ADP Goals are: A, B, C, D, E**

Budget Categories: P=Personnel; S1x=Program Review Special Fund; SE=Supplies Enhanced; Eq=Equipment

Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.4)

Table 3.--Repair and Maintenance

Nature of Problem	Describe Location: e.g. Building(s) & Room(s)
peeled paint	main cafeteria, café, classroom 110, classroom 124, gourmet kitchen, delivery entrance, public hallway to bathrooms, bakery, pot and pan wash area, dishwashing machine wash area
repair café booths and counter stool backs	Café
repair all door gaskets on old refrigeration units	Café
repair Traulsen single door refer	Café

Table 4—Equipment Depreciation, if applicable (add rows as needed; examples given)

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected years of service before replacement	Estimated Replacement Cost
Cafeteria/Main Kitchen			
94 chairs	CP	25	$100 ea
24 tables	CP	15	$250 ea
1 food warmer 8 component		Not in Inventory (NI)	0
1 hot food line 12 compartment	E	NI	$12,000
1 Casio cash register	CP	3	$400
1 dishwasher unit	E	NI	$18,000
1 Bunn coffeemaker	CP	NI	$1,000
2 speed racks	CP	NI	$300 ea
1 silverware rack	CP	NI	$200

1 Bloomfield coffeemaker	CP	NI	$250
1 Traulsen 12-door pass through refer	E	NI	$5,000
1 GE electric griddle	CP	immediately	$3,800
1 GE electric hot top/oven unit	CP	NI	$3,400
1 Frymaster deep fryer	CP	8	$1,000
5 DCS oven/range combo units	E	10	$2,500 ea
1 Hobart food chopper	E	NI	$4,000
1 Hobart food slicer	E	immediately	$3,500
1 Berkley 20 qt mixer	E	NI	$7,900
7 stainless work tables	CP	NI	$3,000 ea
1 large food chopper	CP	NI	$4,500
1 sharpening stone	CP	2	$150
2 stainless steel equipment racks	CP	NI	$1,500 ea
2 equipment cages	CP	10	$1,000 ea
1 Cleveland steamer	E	5	$12,000
1 tilt kettle	E	NI	$6,000
1 Montague wok unit	CP	immediately	$1,070
1 double unit convection oven	E	immediately	$9,500
1 Wolf broiler	CP	immediately	$3,145
1 pantry counter	CP	NI	$4,500
1 Traulsen 3-door refer/freezer	CP	immediately	$4,500
1 Traulsen 3-door refer unit	CP	not working	$3,675
1 speed rack	CP	NI	$200 ea
1 Manitoc ice machine	CP	2	$1,500

1 Montague 4-burner range	CP	6	$900
Bakery			
1 Southbend single door convection oven	CP	NI	$4,600
1 Montague single door convection oven	CP	NI	$4,600
1 Wolf double door convection oven	E	immediately	$9,500
1 griddle/range/oven combo	CP	10	$4,200
1 Wells doughnut fryer	CP	NI	$1,500
1 Berles proof box	CP	immediately	$1,200
1 Hobart 20 qt mixer	E	immediately	$7,900
1 Hobart 30 qt mixer	E	4	$8,600
1 Traulsen 2-door refer	CP	5	$3,400
1 Traulsen 3-door refer	CP	5	$3,600
1 equipment cage	CP	10	$1,500
3 wooden bakery tables	CP	10	$2,500 ea
2 stainless bakery tables	CP	20	$3,500 ea
3 speed racks	CP	5	$300 ea
Gourmet			
1 dishwasher unit	E	5	$9,000
1 equipment cage	CP	10	$1,500
1 Manitoc ice machine	CP	3	$1,200
1 US range deep fryer	CP	10	$1,000
1 spice rack	CP	10	$200
1 Globe meat slicer	CP	immediately	$3,500
1 True refer/freezer combo	E	20	$6,000

1 under counter refer unit (front)	E	5	$9,000
1 under counter refer unit (back)	E	5	$9,000
1 bread warmer	CP	5	$300
1 cash register	CP	3	$350
1 cash register	CP	broken	$350
16 tables	CP	20	$250
36 chairs	CP	20	$100
Cafe			
1 Traulsen single door refer	E	needs repair 2	$9,000
1 Frymaster deep fryer	CP	15	$1,500
1 griddle	CP	immediately	$3,500
1 broiler	CP	immediately	$3,145
1 food steamtable unit	E	5	$5,000
1 under counter refer unit	CP	3	$3,500
1 Toastmaster toaster	CP	10	$300
1 Bloomfield coffee maker	CP	5	$150
1 Hobart small mixer	CP	5	$600
1 Robo Coupe food processor	CP	2	$800
1 Vita Mix blender	CP	immediately	$2,500
1 US range griddle/range unit	CP	immediately	$3,500

Key to abbreviations:

CP=Controlled Property w/item value $1K-$5K

E=equipment w/item value >$5K;

C. Table 5—Data Elements

Annual Report of Program Data for Food Service/Culinary Arts
HAW CC Program Major(s): FSER/CULN

	Demand Indicators	Fall of Year 2005	2006	2007
1	New & Replacement Positions (State)	346	346	288
2	New & Replacement Positions (County)	40	40	40
3	Number of Majors	77	76	80
4	SSH Program Majors in Program Classes	641	708	754
5	SSH Non-Majors in Program Classes	11	12	77
6	SSH in All Program Classes	652	720	831
7	FTE Enrollment in Program Classes	43.47	48.00	55.40
8	Number of Sections Taught	13	13	13

Demand Health
Healthy

	Efficiency Indicators	Fall of Year 2005	2006	2007
10	Average Class Size	13.62	15.46	18.00
11	Fill Rate	61.03	69.31	69.23
12	FTE BOR Appointed Faculty	5.00	5.00	4.00
13	Majors / FTE BOR Appointed Faculty	15.40	15.20	20.00
14	Majors / Analytic FTE Faculty	23.55	23.24	24.46
14a	Majors / Analytic FTE Faculty @ 12 cr.	18.84	18.59	19.57
15	Program Budget Allocation ('07 @ 12cr.)	$165,795.10	$167,584.10	$212,288.50
16	Cost per SSH ('07 @ 12cr.)	$254.29	$232.76	$255.46
17	Number of Low-Enrolled (<10) Sections	2	3	2

Efficiency Health
Healthy

	Effectiveness Indicators	2005	2006	2007
19	Persistence (Fall to Spring)	77.92	80.26	71.25
20a	Number of Degrees Earned (Annual)*	8	12	13
20b	Number of Certificates of Achievement Earned (Ann	6	12	13
21	Number Transferring (to UHM, UHH, UHWO)	0	2	0
	Perkins - Campus Actual **			
22	1P1 Academic Achievement	47.06	71.43	78.13
23	1P2 Vocational Achievement	58.33	91.67	85.71
24	2P1 Completion	25	58.33	57.14
25	3P1 Placement Employment/Education	84.62	70	85.71
26	3P2 Retention Employment	100	100	91.67
27	4P1 Non Traditional Participation	0	0	N/A
28	4P2 Non Traditional Completion	0	0	N/A
	Perkins - State Standards **			
22	1P1 Academic Achievement	81.81	81.92	81.87
23	1P2 Vocational Achievement	90.00	90.00	90.42
24	2P1 Completion	36.00	37.33	38.17
25	3P1 Placement Employment/Education	71.00	71.72	71.07
26	3P2 Retention Employment	90.00	92.00	92.00

Effectiveness Health
Cautionary

Overall Program Health	Healthy

***All degrees and certificates are counted based on fiscal year.**
**** Perkins data are for CTE programs only. From report on 2006-2007 Perkins activity year**

Appendix A
Program Map

Culinary Arts Program Map and Outcomes

Prereq	1st Semester	2nd Semester	3rd Semester	4th Semester	Outcomes
Compass Placement Test	CULN 111 Intro to Culinary Industry (2) CULN 112 Sanitation and Safety (2) CULN 120 Fundamentals of Cookery (6) CULN 160v Dining Room Service/Stewarding (1) CULN 170 Food and Beverage Purchasing (3)	CULN 115 Menu Merchandising(1) CULN 131 Short Order Cookery (3) CULN 140 Cold Food Pantry (4) CULN 150 Fundamentals of Baking (4) CULN 160v Dining room Service/Stewarding (1)	CULN 270 Food and Beverage Cost Control (5) CULN 130 Intermediate Cookery (7)	CULN 252 Patisserie (4) CULN 220 Advanced Cookery (6) CULN 240 Garde Manager (4)	As shown below
	MATH 50 Technical Math or Higher (3)	ENG 21 or higher (3)	FSHN 185 Nutrition (3) MGT 20 Introduction to Management (3)	Hawaiian Studies course recommended (3)	
	Total credits 17	Total credits 16	Total credits 18	Total credits 17	Total credits 68

Student Learning Outcomes:

1. Understand the ethics and values 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 general knowledge of the structure, function and operation of culinary industry enterprises.
5. Demonstrate entry-level proficiency in technical skills required in the culinary industry and American Culinary Federation competencies.
6. Choose an appropriate career path based on industry knowledge or requirements.
7. Practice proper etiquette and appearance/hygiene techniques as required by industry standards.
8. Demonstrate judgment and skills necessary in the job selection process.
9. Integrate their knowledge of Hawai‘i’s history and culture into culinary industry operations.

Appendix B
Program Assessment Plan

Hawai'i Community College
Instructional Program Assessment Plan for Learning Outcomes
Associate in Applied Science – Culinary Arts
Submitted by: Allan Okuda, Paul Heerlein, James Lightner, August 24, 2008

Semester: Fall 2008

Student Learning Outcome (program level) for Assessment* (taken from Appendix):

5. Demonstrate entry-level proficiency in technical skills required in the culinary industry and American Culinary Federation competencies.

Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:

Name/Description of artifact:
Prepare entrée from market basket and serve to Assessment Team
Explain sanitation, plating, and nutritional concepts used in preparation

Step 2. Develop the assessment tool (e.g., rubric) to be used with 3 levels of assessment, if applicable—Level 1=does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations. Attach the assessment tool.

Step 3. Set the Performance Rate

80% of the artifacts assessed by Assessment Team will meet or exceed expectations

Step 4. Describe the method used to collect the artifacts:

Where or from whom artifacts will be collected: from presenting students with class as audience in Hilo and Kona.
When will artifacts be collected: Collected before Dec 11, 2008 and evaluated before Feb 1, 2009.

Step 5. Describe the sampling method used to collect the data:

Five students maintaining C or better for the semester will be selected at random from both Hilo and Kona.

Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):

Evaluator(s):
1 CULN instructor
2 Culinary worker at supervisory level
3 Culinary manager or chef

Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data.

Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement. Note: a summary will be included in the comprehensive program review.

*note: one form will be submitted for each student learning outcome that is assessed

Assessment Plan to be sent electronically to the Vice Chancellor for Academic Affairs for posting on the internet

CULINARY ARTS PROGRAM (CULN)
STUDENT LEARNING OUTCOMES

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

Student Learning Outcomes:

1. Understand the ethics and values 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 general knowledge of the structure, function and operation of culinary industry enterprises.
5. Demonstrate entry-level proficiency in technical skills required in the culinary industry and American Culinary Federation competencies.
6. Choose an appropriate career path based on industry knowledge or requirements.
7. Practice proper etiquette and appearance/hygiene techniques as required by industry standards.
8. Demonstrate judgment and skills necessary in the job selection process.
9. Integrate their knowledge of Hawai'i's history and culture into culinary industry operations.

		1	2	3	4	5	6	7	8	9
CULN 111	Food Service Orientation	x		x	x		x		x	x
CULN 112	Food Service Sanitation		x	x		x				
CULN 115	Menu Planning and Merchandising			x	x	x				
CULN 170	Purchasing/Control	x	x	x		x			x	
CULN 270	Food and Beverage Cost Control	x	x	x	x	x	x		x	
CULN 160v	Dining Room Operations & Stewarding	x	x	x	x	x		x	x	x
CULN 120	Fundamentals of Cookery		x	x		x		x	x	x
CULN 131	Short Order Cookery		x	x		x		x	x	
CULN 140	Cold Food Pantry		x	x		x		x	x	
CULN 130	Intermediate Cookery		x	x		x		x	x	x
CULN 150	Fundamentals of Baking		x	x		x		x	x	x
CULN 252	Patisserie		x	x		x	x	x	x	x
CULN 220	Advanced Cookery		x	x		x	x	x	x	x
CULN 240	Buffet Preparation		x	x		x		x	x	x
CULN 185	Culinary Nutrition			x		x	x			x
	Supervisory Management N/A Required MGT 20									

Appendix

Student Learning Outcomes (program level) to be assessed for each year of the program review cycle. Identify the learning outcomes by number only taken from above

Fall semester			Spring semester	
Year 1 (2008/09)	5		3	
Year 2 (2009/2010)	8	2	4	6
Year 3 (2010/2011)	7	9	1	5
Year 4 (2011/2012)	3	8	2	4

CULINARY ARTS (CULN) – PROGRAM ASSESSMENT RUBRIC
FOR STUDENT LEARNING OUTCOME:

5. Demonstrate entry-level proficiency in technical skills required in the culinary industry and American Culinary Federation competencies.

EXCEEDS EXPECTIONS - Level 3	**MEETS EXPECTATIONS – Level 2**	**DOES NOT MEET EXPECTATIONS – Level 1**
Presentation *Fresh, practical, colorful*	Attractive presentation, impractical to prepare	Unattractive, impractical
Portion size and nutritional balance *Protein – carbohydrate ratio*	Incorrect portion size, some nutritional balance	Portion size unrealistic, no nutritional balance
Recipe & ingredient compatibility *Size, color, texture, flavor*	Texture, color and flavor balance satisfactory	Texture, color and flavor balance unsatisfactory
Creativity *Easily prepared and served*	Some creativity	No creativity
Flavor/taste, texture & doneness *Correct flavor, temperature*	Satisfactory taste and temperature	Poor taste, incorrect temperature
Mother sauce *Texture, flavor, consistency*	Satisfactory sauce	Not appropriate or poorly prepared sauce
Knife cuts *Uniform, proper shapes and sizes*	Most shapes and sizes satisfactory	Few sizes and shapes satisfactory
Sanitation *Cutting boards clean, proper sanitizing, use of gloves, order of fabrication*	Most sanitation procedure satisfactory	Few sanitation procedures observed
Safety *Use of knives, equipment, and demonstration of professional procedures*	Most safety procedures demonstrated	Few safety procedures demonstrated
Explanation *Brief, clear, use of appropriate culinary terms*	Clear, most terms correct	Rambling, many points not explained