

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

CULN Program

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Robert Yamane

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Program/Unit 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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

Program Mission: The mission of the Culinary Arts Program is 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.

Program offers a Certificate of Completion (CC), Certificate of Achievement (CA), and an Associate of Applied Science (AAS) degree.

The Hilo program is accredited by the American Culinary Federation.

The Hawai'i Community College Food Service program in Hilo began in 1952 with one instructor and 15 students. In 2006, the name was changed to Culinary Arts throughout the UH system.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

To provide an entry-level vocational program to a diverse student population: adults in retraining mode, high school and GED students with a broad spectrum of academic skills, service men and women, and students working concurrently in industry.

We strive to provide a "real world" learning atmosphere. As a program, we serve the community at many cultural events, as does the culinary industry.

As in industry, we seek to develop personal responsibility, broader cultural awareness via international menus and studies, and an understanding of quality in food service and high professional standards.

We underscore the responsibility culinary professionals bear for the health and nurture of their guests, and for the sustainability and food security of our island.

Describe how this program supports the College's mission.

The goals of the program are aligned with the goals of Hawaii Community College: E 'Imi Pono: learning within our rich indigenous culture, emphasizing the specific knowledge necessary for vocational success, critical thinking and problem solving and community enrichment.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

Through shared work in our kitchens, peer teaching by students and interaction about our food with campus and community diners, our students learn to communicate effectively.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

Because of the many types of international and ethnic cuisines that are produced and served to the public and our general audience, the students are required to do extensive research and critical thinking to complete their assignments and use these skills in the culinary community.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

Because of the cultural diversity of our cuisines, our students are naturally exposed to many different flavors and cooking concepts, which celebrates the contribution of our Hawaiian and other ethnic cultures. This gives our students the fifth sense, "umami".

Annual Report of Program Data (ARPD)

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Healthy

Demand -- Healthy

see attached file

Demand is healthy across the County and the State. We have lived this for the last three years as employing kitchens rebuild after cutting to the bone in 2009. Our program graduates are sought after by the large Resort employers due to the strong entry level skills that are developed by actual production for the public 4 days a week in our outlets. Every "Festive Season" representatives from Resort HR departments and often the Executive Chefs or Ex. Sous Chefs come and present their job openings to our students. These Holiday hired students and more are offered jobs as they Graduate. The employing kitchens recognize their skill and positive attitude.

Efficiency -- Healthy

see attached file

The Quantitative indicators list data from both East and West side programs. we will try to tease out what pertains to the Hilo Campus. Our program this year had 98 declared majors for the Fall 2013 semester on the East side, per our advising lists. Our program starts with a cap of 45 students for the first year classes and we usually turn students away. this year, due to the number of students requiring remedial Math, we began the semester with 43. Last year's cohort of 45 dwindled to 24 second year students continuing on this Fall-a bit over 50%. So, students active in program classes totaled 67 this Fall. We apply no filter, even though the loss of students is steep between the first and second years. After that, we may lose about 7 % on average.

We apply no filter. We have discussed this, and discarded it as a practice. Cooking requires a student who is comfortable with the physicality of the kitchen, and the detail and academic strengths needed for success. TV glamorizes cooking. Many discover cooking as a career is not what they expected. Even if they leave the program after a year, what they learn in the way of cooking skills, nutritional understanding, teamwork, and academics are valuable life skills.

Our students often don't finish their AAS degree in two years since many work. They all elect to "walk together" as they have become a tight team. Of last year's Graduates, there were 16 with AAS, and 4 with CA's. three of these are finishing classes this semester to earn their AAS. This is common.

We have two instructors for First year classes plus our Kitchen Manager and 2 for Second year classes. This makes the ration for 1st year of instructor 22.5:1 (or 14.3:1 with our Manager). Second year ratio is 12:1. Since all our students are enrolled in all program classes in a block approach, we have, on the Hilo side, no low enrolled classes.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Effectiveness -- Healthy

see attached file

Our students often don't finish their AAS degree in two years since many work. They all elect to "walk together" as they have become a tight team. Of last year's Graduates, there were 16 with AAS, and 4 with CA's. Three of these are finishing classes this semester to earn their AAS. This is common. There are many who achieve their AAS in the Fall semester-their fifth semester.

We have in the last two years had one student only who has transferred to a 4 year institution. She is continuing her pursuit of an Engineering degree. She was a good culinary student, but culinary was, in the end, not her vocational choice.

We worry about the fate of our current cohort of students who have started with AAS requirements of Math 100 and English 100. This is going to be a big hurdle for many, and we feel we will have far fewer AAS candidates from this group.

Our overall, East and West Successful completion rate is healthy at 86.1%.

Our Lecturer, Shawn Sumiki was chosen as the Lecturer of the year last Spring.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

Nutrition 185 offers a partial online interaction. We have no courses required that are offered completely online.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

N/A

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

N/A

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
New equipment	non allocated for 2013
More distinguished Chef visits	Roy Yamaguchi, Alan Wong, Ed Kenney, Chef Mavro, Russell Siu
Change menu to more healthy foods	More organic products, gluten free and local purchase produced this last year.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. UHCC change: requiring English 100 for AAS
2. UHCC change: requiring Math 100 for AAS
3. Math 50H or higher - corequisite of CULN 120 & prerequisite to CULN 270

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Strong enrollment	We doubled the number of students entering the program in the last 5 yrs, fulfilling work place needs for the culinary profession.
S2. Strong industry partnerships & collaboration	Industry support, visitations, job fairs & offering jobs give our students current culinary knowledge, skills development and job networking.
S3. Industry employment	Graduates are highly sought out for employment

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Lack of secretarial support	The distance to main office and support split between Hilo & Kona does make operation of the program and 3 separate

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

	"businesses" challenging. Extra time could be used in program planning and enhancement.
W2. Very poor copy machine	Distance to copy machine & discouraged use of APT machine for the last semester and a half. The lack of adequate copying services has wasted time and been demeaning to staff.
W3. Few tenured instructors	2 senior instructors will be leaving soon. The program must look to a smooth transition as lecturers, our junior staff, are prevented from committee work which broadens networking and understanding of the college governance.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

National health trends today require more vegan and vegetarian products, smaller protein portions, more gluten-free products, more sustainability actions and purchasing Local First products.

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Sustainability in facility usage and equipment	Graduation	ILO 2	A1.1	New Strategy	Incorporate Local First
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Purchase more products that will incorporate all tenets of sustainable issues.
2. Energy conservation, maintenance contracts, Energy Star equipment purchases
3. Recycling of waste oil - converting to biodiesel or use for insect control

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

In line with the college mission, we are offering and producing community based training and education to be less wasteful, recycle and to use all resources with awareness.
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Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
During 1st day student orientation, students are given proper use of equipment and energy conservation information, which is followed up in labs.	Spring 2014
Research maintenance contracts.	Spring14 to Fall, 14
Filter & containerize waste cooking oil for recylce.	Spring 2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Investigation and purchase of more "Green" cleaning supplies	Graduation	ILO 2	A1.1	New Strategy	Would like to have system wide purchase of products
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1. Research all cleaning products used by Culinary Arts Programs with an eye toward sustainable products.
2. Incorporate the purchasing of all biodegradable and environment safe products
3. Incorporate the usage of all biodegradable and environment safe products and student education on these choices.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Keeping in line with the environmental and local community concerns and Colleges' mission of protecting the land or 'aina.

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
"Green" products are inherently more costly now so higher budetary incumberances must be incorporated	Spring 2014

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Move to increase our use of local produce and products to support farmers and improve menus.	Graduation	ILO 3	A1.1	New Strategy	UH system
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1. We are increasing "Farm to Table" food production and usage through our outlet menus.
2. Policies & procedures must be found to make these purchases sustainable for our staff.
3. Field trips scheduled to our Ag Dept, CTHAR farms, and sustainable farmers & producers increased.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

In the combination of both programs, training and instruction completes the colleges mission in offering valuable resources and training for employment.

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place
Work with local food processors.	Spring 2014
The UHH College of Tropical Agriculture. Collaborate in food demonstration and seminars for students and community.	Spring/Fall 2014
Demonstration and seminars.	Spring 2014

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Visit local farms and industries.	
Use Local First products.	Spring 2014

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
1P1	N/A	N/A
1P1		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Repainting & Wallpaper replacement of Cafeteria	Facility	\$10,000	A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Cafeteria dining room is the one facility that is utilized campus wide and is in need of upgrading which has not been done since it's construction in 1970.

Cost Item 2	Type	Cost	Strategic Plan Alignment	Academic	Strength	Weakness
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HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

			(select best alignment; max 3)		Master Plan Alignment (select best alignment; max 3)		
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Refurbishment and "face-lift" of the Café dining facility	Facility	\$7,500	A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Facility has not been refurbished and not painted since its original construction in 1970.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Replacement of hot food service line in main cafeteria	Equipment	\$15,000	A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

It also has not been replaced since its original installation in 1970 and is unrepairable and an energy hog.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input checked="" type="checkbox"/>	2013 - Sanitation (1)
2	<input type="checkbox"/>	2013 - Nutrition (10)
3	<input type="checkbox"/>	
4	<input type="checkbox"/>	

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Evidence of Industry Validation for CTE Programs – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

100% completion rate of the mandatory Department of Health food certification course (Fall 2013).

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

For sanitation, Fall 2013, we expected 85% completion. Achieved 100% completion.

For Nutrition, the follow up to our initial assessment in Spring 2013 was to evaluate students mid semester Fall 2013, and again at the semester end. We expected 70% completion.

C) List Course(s) Assessed – List the courses assessed during the reporting period.

Department of Health Sanitation class and Nutrition 185.

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

On a daily basis, all students are able to evaluate the nutritional content of different food categories. Instructors are able to discuss dietary guideline recommendations with all students incorporate that in all food production decisions. Students had to report on assigned vegetables, covering culinary issues as well as nutritional and health concerns.

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

100% completion at an 80% grade on the Sanitation class.

80% of students demonstration of knowledge of nutritional values of 2 dozen vegetables, and the part these nutrients play in maintaining health and fighting disease. They met this target at a 75% competency. Our target was 70%.

Also supporting the increased understanding was an interest and understanding of the nutritional load of menu items on our Café and Cafeteria lines. This year, they ate their rainbow slaw!

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

F) **Other Comments** – Include any information that will clarify the assessment process report. After completion of the assessments, students were able to perform at a higher level of understanding and production.

G) **Next Steps** – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options. Continue to offer the Sanitation class at the same level of delivery due to the excellent results.