

**HAWAII COMMUNITY COLLEGE
PROGRAM REVIEW REPORT
[Culinary Arts—East Hawaii]**

Date

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Program/Unit Review at Hawaii 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.

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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its accomplishments)

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.

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

The East Hawaii program is accredited by the American Culinary Federation.

The Hawaii Community College Culinary Program serves the general public, and provides training and education for culinary students about to enter into the culinary field. This program began in 1952.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

Change in program requirements: Math 100 and English 100 required for AAS degree. Revised CLOs and Course Objectives for most Culinary courses. These changes went through Fast Track.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

N/A—no CERC comments available

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

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

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

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
Healthy	Healthy	Healthy

Overall Health
Healthy

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITS0 on strategies)

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

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

1P1, Not Met. Unsure of how data was collected. Program will need to analyze data further and create a plan of action.

2P1, Not Met. Faculty encourage students to use the college's free math and English tutoring programs offered at the Learning Center (upper campus), and Hale Kea learning center.

3P1, Not Met. The program will look into the possibility of implementing a program prerequisite with a minimum Compass scores/ placement in Eng 21 or higher and Math 22 or higher.

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

Although the number of Native Hawaiian majors dropped from 67 to 47 in fall 2013 to spring 2014, the number of degrees and certificates for Native Hawaiians went up from 16 to 33 during that same period.

The number of degrees also went up during this period from 48 to 62 students.

Transfers to a UH 4 year college went from 1 in 2013 to 4 in 2014.

C. Trends & 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 dishes, vegetarian products, and smaller protein portions. There is a higher demand for gluten-free products, as well as the creation of healthier foods to combat the obesity and diabetes epidemic.

There are further trends with Local First products and minimizing the carbon footprint. "Food Security" is also becoming a big topic of discussion amongst the culinary industry.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) 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.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program's faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai'i Island Community.

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.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO1"

Example: The SUBS program's curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

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.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"

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 lab work. These skills will eventually need to be used in the culinary community.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

From the cultural diversity of our local cuisines, our students are naturally exposed to many different flavors and cooking concepts. This gives our students a wide range of flavor profiles and a very complex palate. Students leave the program with a thorough understanding and respect for cultural diversity, Hawaii Regional Cuisine, and the Hawaiian culture and its contributions.

B. Program Mission – Write Official Program Mission

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.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example: Program Curriculum</i>	<i>Example: 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</i>
Strong Enrollment	Enrollment dropped slightly from 86.1% to 79.5% within the past year, but for the past 6 years, Indicators have shown a healthy fill rate.
Nontraditional Participation and Completion.	Perkins IV Core Indicators state that the program has a very high nontraditional participation and completion rate 17.25% : 49.61% and 15.55% : 54.17% respectively.
Industry employment	This is supported by site visitations, job fairs, food shows, special events, and maintaining strong ties with former colleagues in industry. Student Placement in Perkins IV Core Indicators were met.

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example: Lacks 2-year Degree Program</i>	<i>Example: Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).</i>	<i>Example: Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.</i>
New AAS program requirements for 100 level GE courses.	The transition to Math 100 and Eng. 100 requirements for the AAS degree has left a cohort of students having to take at least an extra semester of these classes in order to graduate. Many industry leaders and Advisory board members feel these courses and its content is unnecessary in order for the students to become successful in their profession.	The program is in the process of creating a CULN 197 course that fulfils the quantitative reasoning requirement and at the same time, have relevant and applicable content.
Better Assessment	Multiple projects are run simultaneously	Implementation of Live Text for real

tools for labs.	within the lab in order to replicate real scenarios and situations in a professional kitchen. Program needed a better way to assess student performance.	time assessment in the lab.
Replacement of broken equipment and modern/relevant equipment.	Because of the age of the facility, program accrediting body (ACF) made recommendations on replacement of broken equipment and implementation of new and modern equipment.	Program is in the process of replacing warmers in the main kitchen. Perkins grant was written requesting two new pieces of modern equipment (Combination Cooker and Immersion Circulator).

Part III: Course/Program Assessment

A. Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

<p><i>Example:</i> <i>Courses: SUBS 140, 245, 268</i> <i>PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:</i> <i>Embedded in PLO#1 are PLO 's 2, 3, 4, & 5</i></p>
<p>Culn. 120 Sanitation and Safety Aligns with PLO's 2, 3, 4, 5, 7, & 8</p>

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That 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."*

<p>For fall 2013, 85% of students were expected for completion. There was an initial 86% student completion rate, with an eventual 100% completion rate due to retaking of the State Board of Health Food Safety and Sanitation exam. Note: 75% or better is considered passing on exam.</p>
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C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

<p><i>Example:</i> <i>SAMPLING: College records for seven (all) 2009 program graduates</i></p>
<p><i>State Board of Health (Food Safety and Sanitation) exam was collected.</i> <i>Daily Lab Performance rubric used to assess student performance. One of the criteria is Safety and Sanitation.</i></p>
<p><i>Strategy/Instrument 3:</i></p>
<p><i>Strategy/Instrument 4:</i></p>

D. Results of Course Assessment - *Provide a summary of assessment results.*

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a “C” grade or better. 1/7 students received an incomplete grade.

100% completion on Board of Health class.
Average grade of “C” or better on Daily Lab Performance rubric.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

Implementation of Live Text in labs to detail further assessment of proper sanitation and safe food handling procedures.

F. 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.

Program received 5 year accreditation starting June 2014 from the American Culinary Federation.

Hawaii Community College Culinary program graduates are highly sought after by large hotels, resorts, and institutions. Documentation includes: letters, emails, and phone conversations with faculty validating the quality of graduates going into culinary field. A large percentage of graduates go on to work at World Class resorts and hotels.

Minutes from Advisory Council Members validate high quality graduates leaving the program. 2/19/15 Chef James Babian (former executive chef of 4 Seasons Resort Hualalai) made a statement to the ACF that the East Hawaii culinary program made their hotel successful.

Part IV Action Plan

A. 20% Course Review

a) Courses Reviewed -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title
Culn. 120	Fundamentals of Cookery
Culn. 220	Advanced Cookery

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Culn. 111		X			
Culn. 112	X				
Culn. 115				X	
Culn. 120			X		

Culn. 130			X		
Culn. 131				X	
Culn. 140				X	
Culn. 150					X
Culn. 160V				X	
Culn. 170					X
Culn. 185				X	
Culn. 220	X				
Culn. 240			X		
Culn. 252			X		
Culn. 270		X			

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty	<i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.
9.1 Purchase new equipment	No monies allocated in 2012-2013. Perkins proposal up for review in Spring 2015.
9.2 More distinguished Chef visits	Through collaboration with HCEF (Hawaii Culinary Educational Foundation) & strong instructor collaboration with industry, program increased its visits from distinguished chefs such as Roy Yamaguchi, Alan Wong, Ed Kenney, Mavro, and Sam Choy.
9.3 Change menu to more healthy foods	Use of more organic products. An increase in vegetables and lowering of protein portions were implemented on various menus.
9.4 Sustainability in facility usage and equipment. Purchase supplies and equipment that will	All AC units within facility are programed for minimal "run time". Replacement faucets housed with water

incorporate all tenants of sustainable issues.	saving attachments. Implementation of recyclable take out containers and vessels.
9.5 Investigate on the purchase of more “Green” cleaning supplies.	Use of environmentally friendly dish soap was incorporated within all kitchen facilities. Use of corrosives for cleaning were minimized.
9.6 Move to increase our use of local produce and products to support farmers and improve menus.	Further collaboration with the Agriculture Program and Hawaii Lifestyles Program to include sustainable farming products into our menus. Within the past two years, the culinary program has increased its use of local and sustainable products on our menus.

C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<i>Example: Establish AA Degree in SUBS</i>
Implementation of Live Text into program labs.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...
Goal 1 aligns with ILO2 (Critical Thinking) students will have access to “Real Time” assessment data based on their lab performance. Students will be able to gather this data and use critical thinking on ways to improve performance.

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
<i>Examples:</i> <i>Goal 1 <u>aligns</u> with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</i> <i>Goal 1 <u>does not align</u> to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</i>
Goal 1 aligns with SP Performance Measure A2.4 (Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.) by implementing Live Text

into our programs labs, students will have a better opportunity to make positive changes in their outcomes by having access to real time assessment grading.

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Implement technology to better facilitate student learning.

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i>	X	X				X
Implementation of Live Text into the labs will help increase student success.		x				x

UH System Collaboration (if applicable)

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.

Calendar of planned activities for Goal 1 -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>
Collaborate with Live Text coordinator on implementation and use of Financial Aid for set-up of Live Text accounts for students.	Fall 2015

Define Goal (Action Strategy) 2

Further refinement of Grade book in Laulima

Alignment of Goal 2 to ILO(s)

Goal 2 aligns with ILO2 (Critical Thinking) by having a web based Grade Book, students can manage their assignments, define what areas are in need of improvement, or areas where they excel in. Critical thinking is required because students need to make adjustments or improvements based upon the data given to them within the Grade Book.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Goal 2 aligns with SP Performance Measure A2.4 (Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.) enabling students to have access to their grades at any given time, gives them an opportunity to improve on their grades and to ultimately help increase in student success.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Implement technology to better facilitate student success.

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Grade Book within Laulima will support student success by giving them an overview of assignments and provide data on student performance.		x				x

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> • <i>Include collaboration efforts w/other campuses.</i> • <i>Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).</i>

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Further refinement within Laulima Grade Book ie) addition of new assignments, inclusion of more video references, and adjustments to points system.	Currently in progress

Define Goal (Action Strategy) 3

Inclusion of more Advisory Council Members with global ties to Culinary Industry.

Alignment of Goal 3 to ILO(s)

Goal 3 aligns with ILO3 (Contributors to Community) by having Advisory Council Members that have “Local Roots” but global ties increases awareness for culinary faculty about current trends not only domestically, but also on a global scale.

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

<p>Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</p>
<p>Goal 3 aligns with SP Performance Measure B.1 (Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=\$38,651) Hotel Services shows the highest projection of new jobs for the state of Hawaii. This creates a high demand for skilled employees within the culinary field. Having Advisory Council Members with a good</p>

understanding of our world economy and what is required of culinary professionals is crucial in preparing our students to be able to compete in a global market.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Use of Advisory Council Members to better prepare students to compete in a Global Community.

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
New Advisory Council Members will facilitate better student success in workforce.		x		x		x

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place
Addition of Brooks Takenaka (General Manager of United Fish Agency), Chef Mark Noguchi (Corporate chef Hawaiian Airlines), and Chef Mark Pomanski (restaurant owner and former Corporate Chef for Roy's) as Advisory Council members.	Fall 2014

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Further pursuit of replacement warmer for the Main Kitchen of the facility.	Equipment	\$5,000

Alignment of Cost Item 1 to Strategic Plan (SP)

<p>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</p>
<p>Cost Item 1 aligns with SP E.1 Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State, and identify repairs and maintenance requirements to properly maintain the facilities. Replacement of the warmers was a Recommendation from our Accrediting Body (ACF). This will enable the program to provide a better learning environment for student learning.</p>

Alignment of Cost Item 1 to Academic Master Plan (AMP)

<p>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p>Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.</p>
<p>Cost Item 1 aligns with Workforce and Program Development because this equipment is necessary in order to maintain industry standards of performance.</p>

Alignment of Cost Item 1 to Strength(s)

<p>Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p>Example: No Alignment</p>
<p>Cost Item 1 aligns with Industry Employment because successful student employment is directly related to students having experience in using equipment found in industry.</p>

Alignment of Cost Item 1 to Weaknesses(s)

<p>Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p>Cost Item 1 aligns with Weakness (Replacement of Broken Equipment) Equipment that works is a key component of a working facility. ACF recommendations coincide with the need to have working and relevant equipment available in order to maintain professional standards.</p>

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 2 to Strategic Plan (SP)

<p>Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>

Alignment of Cost Item 2 to Academic Master Plan (AMP)

<p>Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.</p>

Alignment of Cost Item 2 to Strength(s)

<p>Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>

Alignment of Cost Item 2 to Weaknesses(s)

<p>Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>

C. Cost Item 3

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

Conservatively, the Hawaii County projects over seven thousand new jobs within the Hotel Industry over the next 5 years. This increase will create a high demand for culinary professionals. Being the only community college with a culinary program on the island, we provide a key support system to facilitate the Hotel industry for the island. The workforce we provide will help create a more self-sufficient community and promote positive growth for the State of Hawaii.