

# **HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

## **Culinary Arts (W.H.)**

**Date: 3/2/15**

**July 1, 2013 to June 30, 2014**

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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)*

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 Competence(CO), Certificate of Achievement (CA), and an Associate of Applied Science (AAS) degree.

The Kona 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.

**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.*

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## CERC Comments and Feedback --

*CERC Comments as listed in most recent Comprehensive Review.*

None 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.*

<b>Demand Health</b>	<b>Efficiency Health</b>	<b>Effectiveness Health</b>
Healthy	Healthy	Healthy

<b>Overall Health</b>
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 ITSO 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. The west side program will need to analyze the Perkins IV core indicators data and create a plan of action. There is one 2014 Instructional Annual Report of Program Data for east and west Hawaii culinary. The report combines both east and west Hawaii indicators.

3P1, Not Met.

4P1, Not Met.

**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?

N/A

**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 and vegetarian products, smaller protein portions, more gluten-free products, more sustainability actions and purchasing Local First products. We need to focus on altering and creating menus for people with health issues such as diabetics and hypertension. Tomorrows chefs will work directly with doctors and nurses to create healthy meals that meet needed requirements for fat, sodium, sugar and calories.

## 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.*

Program effectiveness is evidenced by the placement and success of the graduates; the support from industry in the form of equipment, scholarships, mentoring and guest speakers; and the guidance of the Advisory Council. In addition, as part of the UH System and College program assessment process, the program completes an Annual Review measuring success indicators that include demand, efficiency, and effectiveness.

We have 13 world class resorts and approximately 32 fine dining restaurants in close proximity to our college. These hotels, resorts and restaurant actively recruit our students.

#### 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 use these skills 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"**

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".

**B. Program Mission – Write Official Program Mission**

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.

**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	We doubled the number of students entering the program in the last 5 years, fulfilling work place needs for the culinary profession.
Strong industry partnerships & collaboration	Industry support, visitations, job fairs & offering jobs give our students current culinary knowledge, skills development and job networking. Our Local ACF chapter provides strong mentorship and job placement
Industry employment	Graduates are highly sought out for employment

**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>
<p>Our curriculum mirrors the Hilo program and it is difficult to deliver the same program with different facilities and community needs.</p>	<p>On the Kona side we do not operate a cafeteria. We provide table service for our guests every semester. On the Hilo side they provide cafeteria service and quick service for three semesters. Hilo produces table service only one semester.</p> <p>The CULN 170 purchasing class was designed around a central store room that is scheduled for 1 hour lecture and 6 hours lab. In Kona there is no store room for issuing product, and we have a difficult time delivering the lab hours without the storeroom. In Kona all food products are delivered, charged and accounted directly to each outlet.</p> <p>Kona's culinary facility is 1500 square feet while Hilo's facility is 28,000. The operating schedule in Kona is very different than Hilo do to the limited lab and class space in Kona. Our students serve 13 world class hotels and resort, and many high end restaurants.</p>	<p>Allow the west side culinary program to have a very slightly different program based on the facility differences.</p> <p>*Change the 160V dinning class on the west side to mirror the facility and operation. Require 2 credits in both third and fourth semesters.</p> <p>*Change the CULN 170 purchasing class on the west side to mirror the facility and operation. Perhaps 3 lecture or 2 lecture 3 lab. Instead of the current (1lec hr., 6 lab hrs.)</p>

### Part III: Course/Program Assessment

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

*Example:*  
 Courses: SUBS 140, 245, 268  
 PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:  
 Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

CULN 131,140,160v,220 and 240 are scheduled to be assessed this spring.

Alpha	Number	Course Title	Fall 2013	Spring 2014	Fall 2014	Spring 2015
CULN	111	Intro to the Culinary Industry-Betty				
CULN	112	Sanitation and Safety -Paul		X		
CULN	115	Menu Merchandising-Paul				
CULN	120	Fundamentals of Cookery-Betty				
CULN	130	Intermediate Cookery-Paul				
CULN	131	Short Order Cookery-Betty				X
CULN	140	Cold Food Pantry-Betty				X
CULN	150	Fundamentals of Baking-Betty				
CULN	160V	Dining Room Service/Stewarding-Patti				X
CULN	170	Food/Beverage Purchasing-Betty				
CULN	185	Culinary Nutrition L-Tamy				
CULN	220	Advanced Cookery-Paul				X
CULN	240	Garde Manger-Paul				X
CULN	252	Patisserie-L-Fernand				
CULN	270	Food/Beverage Cost Control-L David				
HOST	290	Supervisory Management L- David				

#### 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."

#### C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

*Example:*  
 SAMPLING: College records for seven (all) 2009 program graduates

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Strategy/Instrument 2:

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Strategy/Instrument 3:

Strategy/Instrument 4:

**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.*

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.

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**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.*

We received our initial 5 year accreditation from the American Chef Federation in 2008, and in 2014 received renewal for 5 additional years. Industry chefs assess students' performance at our capstone project using a detailed rubric.

We received a 5 year accreditation from the ACF in 2008, and are in the process of renewal. Industry chefs assess students performance using a rubric.

1. Evaluators suggest more practice and apply the comments made into this practical.
2. We chose to have all the students cook the same recipe, Poulet Bercy. This will align directly with the ACF team practical.
3. Have the students perform this practical three times in this semester (beginning, middle and end). Many students' plates came out late. Work on urgency and timing.

Positive results related to this Practicum

1. Exceptional students receive job offers.

Action needed for next year.

1. Start the semester with a demo, written example and have students complete two times prior to practical.
2. Adjust the rubric as noted above.
3. Plan your work and work your plan. Have students perform timing exercises throughout the program.
4. Judges should sit at a table and communicate with one another to ensure a consistent score for each competitor. The judges will also be able to all share things they viewed.
5. Analyze all culinary practical exams and ask instructors to create a practical plan for each culinary class by incorporating the skills from this capstone project.

## 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 111	Introduction to the Culinary Industry
CULN 112	Sanitation and Safety
CULN 115	Menu Merchandising
CULN 120	Fundamentals of Cookery
CULN 130	Intermediate Cookery
CULN 131	Short Order Cookery
CULN 140	Cold Food Pantry
CULN 150	Fundamentals of Baking
CULN 160v	Dining Room/Stewarding
CULN 170	Food and Beverage Purchasing
CULN 185	Culinary Nutrition
CULN 220	Advanced Cookery
CULN 240	Garde Manger
CULN 252	Patisserie
CULN 270	Food and Beverage Cost Control

### 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
100% of the courses will be reviewed.	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
<p><i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty</p>	<p><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.</p>
<p>Sustainability in facility usage and equipment</p>	<p>Energy conservation, maintenance contracts, Energy Star equipment purchases. Recycling of waste oil - converting to biodiesel or use for insect control. We are in the process of moving to Palamanui. These issues will need to be addressed upon the move.</p>
<p>Culinary garden design.</p>	<p>Design is complete in concert with department of agriculture.</p>
<p>Culinary garden using our food waste as fertilizer.</p>	<p>All green waste is composted into garden.</p>

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

**Define Goal (Action Strategy) 1**

<p><i>Example: Establish AA Degree in SUBS</i></p>
<p>Moving current facility to new Palamanui facility and making necessary scheduling adjustments and possible course modifications based on the new facilities.</p>

## Alignment of Goal 1 to ILO(s)

<b>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</b>
Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...

## Alignment of Goal 1 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

<b>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.</b>
Examples: 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 ... 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 ...

<b>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.</b>

## Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](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>

<b>Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.</b>						
	<b>STEM</b>	<b>Graduation Remediation Workforce</b>	<b>Student Transfer</b>	<b>Underserved Populations</b>	<b>Green Curricula</b>	<b>Program Development</b>
<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>	<b>X</b>	<b>X</b>				<b>X</b>
Investigation and purchase of more "Green" cleaning supplies					<b>X</b>	

<b>UH System Collaboration (if applicable)</b> <ul style="list-style-type: none"> <li>• Include collaboration efforts w/other campuses.</li> </ul>
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- 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:</i> Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)	<i>Example:</i> Fall 2015
Collaborating with other CCs to understand the needs of the programs production of food service for the campus verses student instruction. How to balance the instruction and production issues.	I will put a brief study together by 4/30/15.

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**Define Goal (Action Strategy) 2**

**Alignment of Goal 2 to ILO(s)**

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.

**Alignment of Goal 2 to Strategic Plan (SP)**

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

<b>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.</b>

<b>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</b>
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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.

**Alignment of Goal 2 to Academic Master Plan (AMP)**

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](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

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

Activity	When will the activity take place

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**Define Goal (Action Strategy) 3**

**Alignment of Goal 3 to ILO(s)**


### Alignment of Goal 3 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

**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.**

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**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.*

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### Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](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

**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).

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**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

## Part V: Resource Implications

### A. Cost Item 1

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

### Alignment of Cost Item 1 to Strategic Plan (SP)

<p><b>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b></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>

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

<p><b>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</b></p>
<p>Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.</p>

### Alignment of Cost Item 1 to Strength(s)

<p><b>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."</b></p>
<p>Example: No Alignment</p>

### Alignment of Cost Item 1 to Weaknesses(s)

<p><b>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."</b></p>

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### B. Cost Item 2

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

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**C. Cost Item 3**

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

The program's strengths are as follows:

- a. **Advisory committee and industry involvement:** The program's advisory board includes representation from key industry areas, and advisory board members provide regular input that supports the program's currency and helps ensure the qualifications of its graduates. In addition, students and chef instructors are members of the ACF Kona Kohala Chapter, regularly attending monthly meetings and networking with industry professionals. For the past three years, students and instructors have raised funds to attend the ACF national conference. The support of the ACF local chapter and local culinary leaders gives the program a strong link to the culinary industry. These organizations provide coaching, mentoring, work opportunities, equipment, and feedback on the outcomes of the program.
- b. **Strong relationships with community funding sources:** The program's ongoing funding from the local Chamber of Commerce and the local ACF chapter provides support for equipment and scholarships.
- c. **Healthy program-run culinary businesses:** The program's luncheon and breakfast services provide **self-sustaining** support for these practicum activities, as well as providing supplementary funding for program purchases.

In addition, program articulation across the system keeps our program aligned with our sister colleges and supports consistent assessment standards.

The program correlates theory and actual lab practice through pairing classroom presentations with demonstrations in the kitchen and lab practice, during which students demonstrate skills and receive feedback.

The program's curricular goal is to develop classroom situations whereby students improve their critical thinking skills and deepen their understanding of the many concepts involved in a successful food service venture. In the classroom, faculty encourage dialogue and peer review, and frequently assign more able students to help those who are less skilled. This is effective in helping a student to accomplish tasks that once seemed impossible, while at the same time developing teamwork.

Teamwork is stressed in each lab by organizing student teams of varying skills levels. Many of our students have never worked as part of a team, so the experience is very valuable in their careers.

Critical thinking, correct technique, sanitation, and teamwork are practiced daily. Instructors are always in place to aid, correct, demonstrate, and advise. Customer comments are examined as a tool for improving preparation and service.

Program effectiveness is evidenced by the placement and success of the graduates; the support from industry in the form of equipment, scholarships, mentoring and guest speakers; and the guidance of the Advisory Council. In addition, as part of the UH System and College program assessment process, the

program completes an Annual Review measuring success indicators that include demand, efficiency, and effectiveness.

We have 13 world class resorts and approximately 32 fine dining restaurants in close proximity to our college. These hotels, resorts and restaurant actively recruit our students.