

HAWAI'I COMMUNITY COLLEGE PROGRAM COMPREHENSIVE 3-YEAR REVIEW

CULINARY ARTS PROGRAM

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July 1, 2012 to June 30, 2015
AY 2012-13, AY 2013-14 and AY 2014-15

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual an 3 year Comprehensive Reviews are important tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/

Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/unit Reviews are available to the College and community at large to enhance communication and public. Please

See <http://hawaii.edu/program-unit-review/>

Part I: ANALYSIS OF PROGRAM

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

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. The program changes the menu daily utilizing locally grown produce as much as possible. Collaboration with Hawaii Community College's Agricultural program and our Culinary program allows us to use their sustainably grown produce within our program. This collaborative effort creates a "Farm to Fork" environment and symbiotic educational environment for the college and student learning. The program also utilizes locally caught fish using federal guidelines and sustainable practices.

The Culinary program has steadily grown for quite a few numbers of years, presenting many challenges for the 2 full-time faculty members. All though we have a slight drop in majors, we feel the ARPD Demand Health call of "Cautionary" is in error related to our student numbers, because the calculations do not take into account a college-wide enrollment drop, coincident with and due to a strong economic surge in the hospitality industry. Another note to include is that even with the slight drop in enrollment, this percentage is smaller than some other programs within the college. Even in these circumstances, faculty still manages to fully engage in student recruitment. The Demand

Indicators went from Healthy to Cautionary due to an increase in County Prorated Positions (599 to 632) and a slight decrease in Number of Majors (115 to 103).

Also, according to HawCC's Institutional Researcher Mr. Shawn Flood, the System IRPD office changed their calculation method by reversing the nominator and denominator for these Health Call categories. This new formula does not make sense. This has shifted us unreasonably from Healthy to Cautionary although our actual numbers do not seem to warrant that low identifier. Efficiency and Effectiveness Indicators both remained Healthy.

- **Change in program requirements:**

The experimental Culinary Math course (QM 197H) was approved by the Academic Senate and plans are to make this course into a permanent Culinary Math course (QM 120). This change will be reflected in the requirements for the CA and AAS degrees. A Course Modification will be made to CULN 270. The prerequisite will be changed from: CULN 115,131,140,150, and Math 50H or Math 22 or higher to CULN 115,131,140,150, and QM 120 or Math 100 or higher (or prior completion). The co-requisite was also changed from: CULN 130 to CULN 130 (or prior completion). A Course Modification will be made to CULN 120. Co-requisites will be changed from: CULN 111,112,170, and Math 50H (or prior completion) or Math 22 or higher (or prior completion) to CULN 111,112, and QM 120 (or prior completion) or Math 100 or higher (or prior completion). ENG 106 will be added as an option for program requirements for the AAS degree.

- 1P1, Not Met. Our data shows that ACF Competencies were met. This is verified by our successful completion and renewal of our accreditation.
- 3P1, Not Met. Most culinary students view the culinary degree as terminal. Program modifications have been made this past year in order to comply with ACCJC program requirements for "100 level" courses. Further program modifications will be made in the future in order to better service our student's needs and increase retention.

- 4P1, Not Met. Although the program does not have a formal internship program, we have many colleagues in industry that contact the program looking to hire our students. Unfortunately, a big hurdle for most students is that most of the higher wage jobs are on the west side of the island and commuting is a large challenge for them. Continuous efforts are made by faculty to come up with logistical solutions on an individual basis.

The program is also in the process of tracking our students after graduation because we feel that the Perkins indicators are not accurately tracking all of the students. Our data shows a higher percentage of students getting placed in high skill, high wage, high demand occupations, so we are starting to track these numbers more officially.

- **College Mission**

The mission of Hawai'i Community College is to serve all segments of our Hawai'i community and embrace our unique Hawai'i Island culture. The Culinary program, instituted in 1952, is a technical hands-on program that serves students from all segments of our island community who strive to achieve a rewarding career in the culinary arts field. Hawai'i Community College's vision is to promote learning by emphasizing life-long learning and providing knowledge and experience necessary for academic achievement. The Culinary Program challenges students to learn critical-thinking skills and concepts that are hallmarks of the culinary field. Because the Culinary field changes so rapidly, the program provides students with the basic information needed to understand the discipline, and also how to keep up with the changes that rapidly occur so they can constantly increase their understanding of new cutting-edge concepts and food discovery.

- **Institutional learning Outcomes (ILO)**

The Culinary program supports students' achievement of all three of Hawai'i Community College's institutional learning outcomes.

ILO # 1 states that students will be able to communicate effectively in a variety of situations. All phases of the Culinary Program address this ILO. Students learn to use computer software as tools to communicate, but also learn how to use verbal and writing skills to communicate clearly. Writing recipes and calculating menus are examples that are stressed in correct product development. If a recipe is not correctly written it will not cook properly or not taste good. Moreover, the culinary professional must be able to correctly write recipes so whoever reads the recipe can produce a palatable dish. The menu-writing courses require students to accurately write recipes with correct food costs and to write a summative final project.

ILO #2 states that students will be able to gather, evaluate and analyze information and ideas to solve problems. This is the capstone of the Culinary Arts program. The students are presented a mystery basket of food and are tasked to use critical thinking and produce a menu, recipes, and prepare a meal within a given time period to be judged and evaluated by 3 instructors.

ILO #3 states that students will develop knowledge, skills and values to make contributions to the community in a manner that represents diversity. The goal of the culinary arts program is to train students to become Culinary Professionals, assisting businesses, DOE agencies, or charitable organizations with the culinary resources. Our culinary students have taken on projects that have benefitted the community while engaging in hands-on learning. We do annual events for up to 4,000 people. All students are required to obtain experience working for local agencies or businesses so that they can observe the requirements of the profession by assisting agencies, hotels, and world class chefs, e.g., Taste of Hawaiian Range (2,000 served), Food and Wine Festival (1,000 served), Taste of Kaua'i (2,500 served), Taste of Hilo (650 served), Hilo Culinary Classic (600 served), and Heart Walk (1,000 served).

- **2008-2015 Strategic Plan**

Beyond the Program's support of the College's Mission, during the past three years the Program supported the College's seven imperatives in the 2008-15 Strategic Plan. The

Culinary Program prepares students to serve their community as highly trained professionals (Community Development) with a concern to give back to the community by providing their expertise to projects involving good causes; the Program has involved students in such projects as part of their training.

A strength of the program is developing a technically trained workforce (Workforce Development) that allows companies that require highly trained personnel to succeed in the local community. Within the last 5 years, our culinary trained graduates continued to be hired in the culinary field, for example, by the Four Seasons Resort, Mauna Kea Resort, Fairmont Orchid, Hapuna Prince, Hilton Waikoloa, Hilo Bay Café, and Café Pesto, to name but a few. The Culinary Program continues to train students from diverse backgrounds (Cultural Competency), and through community service projects provides students with awareness and appreciation for their environment, whether social, natural, or economic. Our students also are placed and volunteer for actual stage (On-Job-Training) at large food festivals and events to gain work experience.

The Culinary Program does not directly address the study of Hawaiian cultural knowledge (Hawaiian Culture and Values) but strongly emphasizes professional ethics and values, as well as teaching Hawaiian cooking of foods and recipes that utilizes many modern skills to replicate the old school flavors and techniques. Each semester a good 40 percent or more of our students are of Hawaiian or part-Hawaiian descent. On a daily basis one or more of our daily teaching is food preparation or words spoken in Hawaiian. Our Program partners with the Mala'ai gardener in the cultivation and use of native Hawaiian herbs and food next to our facility. These foods and herbs are used daily in our kitchens in the preparation of foods for our students, faculty and customers. (Healthy Communities).

Finally the Culinary Arts Program is a leader at the college in providing highly technically trained students for the hospitality workforce on Hawai'i island. While we are not a leader in the technological field, many of our course offerings and research projects are computer-based. Culinary 115 is primarily based on computer research and

menu development. All weekly assignments and summative assessments culminate in a cumulative final grade. All grading and students' weekly progress are tracked and provided to students through Lulima posting, which has greatly impacted students' positive performance (Technology).

The Culinary program has steadily grown for quite a few numbers of years, presenting many challenges for the 2 full-time faculty members, who still manage to fully engage in student recruitment. The Hawai'i Community College Culinary Arts Program has been an active member of the American Culinary Federation since 2006, receiving three 3-year accreditations and one 5-year accreditation since that time. National Accreditation means the program is a recognized entity of the prestigious American Culinary Federation. It means the program is in tune with all educational phases of culinary training as recognized by the governing body. From professional ethics to business operations, character building and sustainability, all are included in our teaching over 300 areas of competencies as required by the ACF. We have, over the past 15 years, taught our students these competencies as required by the American Culinary Federation. Graduating from an accredited college means a perspective employee is looked upon as having achieved a higher standard, and thus a graduate of Hawai'i Community College is afforded a higher pay step when hired. They also are eligible for managers' test with time in service.

Chef Allan Okuda currently is a Certified Executive Chef and Honorary American Academy Chef, while faculty member Chef Brian Hirata is an active member in the ACF. The Culinary Program benefits from strong community support, particularly from the Culinary Advisory Council, because our Culinary graduates have been successful. Once they graduate, the majority of our program students have obtained employment and most of them in the field of culinary arts. For most of them who are already employed, they most often begin to move up from entry jobs into higher positions within a few years. Our graduates continue to thrive in their culinary positions and provide invaluable service to their employers. Most graduates are staying with their companies, as reported during graduate surveys. These include Sous Chef at Four Seasons Resort,

1st cook Four seasons Resort, Sous Chef at Café Pesto, Kitchen manager Hilo Bay Café, five current instructors at Hawai'i Community College Culinary program, and more than half of the DOE cafeteria managers on Hawai'i Island, to name a few. Our graduates are involved in government, private industry, and in community groups including those dedicated to the education of Native Hawaiians. Two students have gone on to four-year programs, one in Nursing and another in Architecture. We have a number of shining stars in our program who have gone on to national prominence: Jon Hill, a past graduate, was the Chef at the White House, and Royden Ellamar was a TV celebrity "Chopped Champion" who recently opened his new restaurant at the Bellagio Hotel in Las Vegas. Our Culinary Program's Chef Allen Okuda was recently inducted into the American Academy of Chefs as Honorary Chef. By our last count, we have over 50 students working at one of the world-class resorts on the Kona Kohala Coast.

- Assessment results: discuss how the overall results of course-level assessments during the 3-year period under review demonstrate the Program's achievements or challenges in meeting its Program Learning Outcomes (PLOs).

PLO website: <http://hawaii.hawaii.edu/assessment/outcomes.php#plo>

The assessment presented below is an example of assessment in the Program that focuses on four components in the students' Daily Lab Performance in CULN 220: *Advanced Cookery*, which is the capstone course for the CULN program in East Hawai'i.

1. Sanitation and Station Order
2. Correct Mise en Place
3. Production and Focus
4. Team Player and Leadership skills

A 4-point scale was used to measure performance. Scores were calculated for each component for the assessment group's final week in CULN 220. Indicators of success and proficiency were 3 points or higher with an average score of 2 points or higher considered passing.

Student #1

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order	4				
Correct Mise en Place		3.75			
Production & Focus	4				
Team Player & Leadership Skills	4				

Student #1 grew into a leader in the kitchen, although some anger management issues still remain. Student is very acute in kitchen systems and procedures.

Student #2

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order	4				
Correct Mise en Place	4				
Production & Focus			2.25		
Team Player & Leadership Skills			2.25		

Student #2 was missing throughout the day in the kitchen and showed signs of losing focus during production. Student also spent minimal time helping team members cleaning up the kitchen. These two factors are reflected in the lower scores in components #3 and 4.

Student #3

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station			2.5		

Order					
Correct Mise en Place			2.5		
Production & Focus			2.5		
Team Player & Leadership Skills			2.5		

Student #3 made improvements in all components of the assessment. The lower scores are due to attendance issues more than performance factors.

Student #4

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order	4				
Correct Mise en Place		3.75			
Production & Focus	4				
Team Player & Leadership Skills	4				

Student #4 made great improvements over the semester in all aspects of his Daily Production and Lab Performance. This student does not possess great natural skill, but makes up for it with a good attitude and great effort put forth on a daily basis.

Student #5

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order				.75	
Correct Mise en Place				.5	
Production & Focus				.75	
Team Player & Leadership Skills				.75	

Student #5 was absent 3 out of the 4 days of lab. This is reflected in the very low scores on the assessment. This student has made improvements in most areas of lab production.

Student #6

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order		3			
Correct Mise en Place		3.25			
Production & Focus			2.25		
Team Player & Leadership Skills			2.75		

Student #6 had a decline in motivation over the course of the semester. This trend could be part of the cause for a drop in Production and Focus and Team Player and Leadership for this assessment.

- **CERC comments and feedback**

N/A - no previous Comprehensive Review or CERC comments are available for this Program.

Part II: ACTION PLAN, 2016-2018

The Culinary program plans an ambitious course of action to include many pieces of equipment donated to the Hilo Campus. The Hilo campus is currently using original equipment from 1970. The program will be able to remove and install the used/replacement donated equipment and increases our instruction and production by at least 75%. Our current equipment is constantly under repair and totally hampers our delivery of instruction to students. Our repair costs are much too high. With the used/replacement equipment, we will be able to up-grade our teaching methods to more current and innovative trends. Right now we have a broken freezer, broken dishwasher, and broken oven, just to name a few broken pieces of equipment. We are constantly under the gun to improvise new ways to keep operating. The replacement equipment

comes from Big island Candies, who have donated to us over the years. While we understand that money for new equipment is hard to come by, we will definitely make a great impact when the donated replacement equipment arrives in Spring 2016 and is put to use. To accomplish additional funding for further needs, we must be proactive in writing and receiving grant money.

Another of our Program's initiatives is to keep current with the ever-changing trends with the culinary industry today. We are in constant contact with world-class chefs offering our students' opportunities to work alongside them, e.g., Ming Tsai, Alan Wong, Roy Yamaguchi, Chef Mavro, Michael Meredith, and the HCEF, which brings in current powerhouse chefs for our students to work with. We are in contact through social media, visitations to hotels, resorts, demonstrations, site visits, and excursions. We also participate with a high number of large state-wide foodie events, which offers our students opportunities to work alongside restaurant owners, resorts, and private caterers, and to show their skills. Many of our students are offered job opportunities after these events. Chef Okuda's professional associations with the American Culinary Federation keeps the Program on top of current and national insight into culinary events and trends.

Part III: BUDGET ITEMS, 2016-2018

In order to accomplish the Culinary Program's action plan, the College needs to replace our aging equipment, which is necessary in order for the Program to have the ability to expand the culinary curriculum to meet the needs of the industry and to provide well trained employees.

While we are not asking for an increase in budget asks, we are requesting assistance in the installation of the used equipment from the old Kona campus which will help replace many of our aging equipment, many of which are over 40 years old and unrepairable. We will be able to utilize this "new-used" equipment to increase our course offering to more to more current and modernistic foodie trends. The replacement ovens, refers and freezer will greatly increase our cooking and storage capabilities. While our request is

not a huge monetary request the colleges support and approval will surely meet the College's goal as a part of its strategic plan.

We have received vendor estimates for repair and installation of the donated "new-used" equipment for our Hilo campus kitchen, as follows:

ITEM #1: Installation of replacement ovens, refers and freezer

COST: \$ 1,100.00

Strategic Directions 2015-2021: Supports HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs: Develop new programs that are responsive to Hawai'i Island's community needs.

Item #2: Repair of two donated ovens

COST: \$ 1800.00 plus \$ 700.00 total expenditure = \$2500.00

Strategic Directions 2015-2021: 21st Century Facilities (21CF) - Modern Teaching and Learning Environments Goal: Eliminate the university's deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable and supportive of modern practices in teaching, learning and research: 21CF Action Strategy 1: Adopt model policies and practices for development and management of UH buildings and campuses.