

HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Culinary Arts (W.H.)

Date: 4/6/17

Review Period
July 1, 2015 to June 30, 2016

Initiator: Robert Yamane

Writer(s): Paul Heerlein

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional 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 accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	<p>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.</p> <p>Program offers a Certificate of Competence (CO), Certificate of Achievement (CA), and an Associate of Applied Science (AAS) degree.</p> <p>The Kona program is accredited by the American Culinary Federation since 2005.</p>
Provide and discuss the program’s mission (or goals and objectives if no program mission statement is available).	

Comprehensive Review information: Required for ARPD Web Submission

Provide the year URL to the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	
URL	Culinary Arts http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_culn-eh_comprehensive_program_review.pdf
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any	

<p>significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.</p>	
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Contributions to the College: Discuss how the program aligns with and supports the College’s institutional effectiveness and helps the Kauhale achieve our shared goals.

<p><u>College Mission:</u> <i>“Hawai‘i Community College (Hawai‘i CC) 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.”</i></p>	<p>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.</p> <p>We have about 18 world class resorts and approximately 32 fine dining restaurants in close proximity to our college. These hotels, resorts and restaurant actively recruit our students.</p>
<p><u>Institutional Learning Outcomes (ILOs):</u></p>	<p>ILO 1: Our graduates will be able to communicate effectively in a variety of situations.</p> <p>Through shared work in our kitchens, peer teaching by students and interaction with campus and community diners, our students learn to communicate effectively.</p>

	<p>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.</p> <p>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. Students compete in a variety of culinary competitions. These competition projects allow our students to solve problems, evaluate and analyze ideas and overcome challenges.</p>
	<p>ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.</p> <p>Students help with many culinary fundraising activities that serve the community annually. This assistance helps the community grow and evolve and enables the student the opportunity to be part of this dynamic synergistic lifestyle.</p> <p>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.</p>

QUANTITATIVE INDICATORS

ARPD Data

Please attach a copy of the program’s ARPD data table and submit with the Program Review document.

- a) If you will be submitting the Program Review document in hard copy, print and staple a copy of the data table to the submission; the icon to print the data table is on the upper right side, just above the data table.

OR

- b) If you will be submitting the Program Review document in digital form, attach a PDF copy along with the digital submission; the icon to download the data table as a PDF is in the upper right side, just above the data table.

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE PROGRAM'S DATA

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:

Demand-Healthy

Our demand indicator is Healthy for program year 15-16. For New & Replacement Positions (County Prorated) we saw an increase to 66 positions compared to 57 positions in the previous year. Number of Majors dropped down from 103 the previous year to 82 this past year. The data collected merges the two programs into one ARPD.

Maximum enrollment for West Hawaii is 15 students and 18 students were enrolled in 2016. Our campus data shows that we had a low enrollment in 2015 as a result of the move from Kealakekua to Palamanui. The low enrollment for 2015 may have been the result of unfinished kitchens and construction at the new Palamnui campus. When we moved in 2015 the phones and e-mail system were minimally working. The campus enrollment was low during this first transition year

Demand Indicators	Program Year	Demand Health Call	
	13-14	14-15	15-16
1	New & Replacement Positions (State)		737
2	*New & Replacement Positions (County Prorated)		66
3	*Number of Majors	82	
3a	Number of Majors Native Hawaiian		26
3b	Fall Full-Time	82%	
3c	Fall Part-Time	18%	
3d	Fall Part-Time who are Full-Time in System		0%
3e	Spring Full-Time	82%	
3f	Spring Part-Time	18%	
3g	Spring Part-Time who are Full-Time in System		1%
4	SSH Program Majors in Program Classes		1,776
5	SSH Non-Majors in Program Classes		14
6	SSH in All Program Classes	1,790	

	7	FTE Enrollment in Program Classes	60
	8	Total Number of Classes Taught	33
Efficiency- Cautionary	<p>We saw a significant change in Fill Rate this past year vs. the previous year. We enrolled 6 students in 2015 and 18 students in 2016. The low enrollment for 2015 may have been the result of unfinished kitchens and construction at the new Palamnui campus. When we moved in 2015 the phones and e-mail system were minimally working. The campus enrollment was low during this first transition year.</p> <p>Efficiency indicators are Cautionary.</p>		
	9	Average Class Size	15.7
	10	*Fill Rate	54.2%
	11	FTE BOR Appointed Faculty	4
	12	*Majors to FTE BOR Appointed Faculty	20.5
	13	Majors to Analytic FTE Faculty	18.8
	13a	Analytic FTE Faculty	4.4
	14	Overall Program Budget Allocation	Not Yet Reported
	14a	General Funded Budget Allocation	Not Yet Reported
	14b	Special/Federal Budget Allocation	Not Yet Reported
	14c	Tuition and Fees	Not Yet Reported
	15	Cost per SSH	Not Yet Reported
	16	Number of Low-Enrolled (<10) Classes	16
Effectiveness-Healthy	<p>There was a 1.5% drop in Persistence from Fall to Spring semester. There were many unforeseen outside factors that may have attributed to this slight drop. Factors ranged from mental health issues, students having to work full time, to financial difficulties with tuition.</p> <p>We also saw an increase of 35.7% in Degrees Awarded from the previous year. Other certificates increased by 51.6%.</p> <p>Effectiveness Indicators are Healthy.</p>		

	17 Successful Completion (Equivalent C or Higher) 89% Healthy 18 Withdrawals (Grade = W) 26 19 *Persistence Fall to Spring 75.9% 19a Persistence Fall to Fall 46.3% 20 *Unduplicated Degrees/Certificates Awarded 55 20a Degrees Awarded 19 20b Certificates of Achievement Awarded 6 20c Advanced Professional Certificates Awarded 0 20d Other Certificates Awarded 47 21 External Licensing Exams Passed N/A 22 Transfers to UH 4-yr 3 22a Transfers with credential from program 0 22b Transfers without credential from program 3
Overall Health Healthy	<p>The Culinary Program has seen a slight drop in total enrollment (East and West Hawaii) over the past two years. . We enrolled 6 students in 2015 and 18 students in 2016. Our current maximum enrollment is 15 students. The low enrollment for 2015 may have been the result of unfinished kitchens and construction at the new Palamnuui campus. When we moved in 2015, the phones and e-mail system were minimally working. The campus enrollment was low during this first transition year.</p> <p>Separation of campus data would provide a better picture of the two programs and we would also be able to analyze the data more thoughtfully and accurately.</p> <p>Another factor could potentially be the increase in demand for entry level culinary positions with the major upturn in our economy. Program still maintains a Healthy rating.</p>
Distance Education	N/A
Perkins Core Indicators (if applicable)	1P1 Technical Skills Attainment (Not Met). There was a large percentage of males who did not complete the program versus the female population (64.5% vs. 93.3% respectively). We will need to research this phenomenon and identify possible areas for concern. Historically, the Culinary Program has experienced a relatively high non-completion rate. This could be due to students not having a realistic ideal of the culinary trade. Many of them are not prepared for the rigor and discipline to be successful in this very demanding profession. The Food Network, combined

	<p>with other food shows and media over glamorize the industry, and does not give a real picture on what is required in order to excel in this industry.</p> <p>3P1 Student Retention or Transfer (Not Met). Program missed the goal by 3.14%. Data shows a large number of Native Hawaiian or Pacific Islander populations not completing the program (52.6%). Census data has shown that our East Hawaii campus draws upon the lowest social economic status students in the entire state. A large portion of this population is Native Hawaiian or Pacific Islander. A lack of financial resources for this group forces them to prematurely enter the workforce before attaining a secondary education. All other ethnic populations exceeded Perkins goal.</p> <p>The Culinary Program is viewed by most students as a terminal degree which might also contribute to the low transfer rate.</p> <p>4P1 Student Placement (Not Met). I believe this number to be inaccurate. I collected data and research from 2015-16 cohort and found that all of our West Hawaii graduates are working within the industry.</p>
<p>Performance Funding Indicators (if applicable)</p>	<p>There were 25 degrees or certificates awarded for the program year 2015-2016. Two native Hawaiian students achieved a degree and certificate with 36 Pell recipients. Three students transferred to UH for a 4-year degree for this period.</p>
<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.</p>	<p>College enrollment has dropped over the last few years. Upturn in the economy is influencing enrollment rates by the increase in entry jobs available. The Culinary Program still maintains a Healthy rating with no significant drop in Fill Rate. Merging of West Hawaii data with East Hawaii data makes it difficult to accurately assess program data. Despite a slight drop in enrollment, we increased our degrees and certificates from the previous year.</p> <p>We might need to consider creating an entrance course such as the new QM120 (Quantitative Methods and Reasoning) for entry into the culinary program. This potentially will increase the persistence from Fall to Spring semester by preparing the students for the rigor of the program and also give them the necessary skills to be successful.</p> <p>Also it seems that the data collected for this report is combined from EH and WH campuses. It may be beneficial to have the data separated, so a more concise picture from each campus is examined.</p>
<p>Discuss other strengths and challenges of the program that are relevant to understanding the</p>	<p>As part of our annual ACF accreditation review, we are required to prove placement statistics for our graduates. One hundred percent of our 2015 and 2016 alumnus with an AAS in Culinary Arts are employed.</p>

<p>program's data.</p>	<p><i>Our college has an open enrollment policy. Our student body consists of a broad range of student skill levels and college preparedness. One of the major challenges is to tailor a curriculum that suits and works for a wide range of skill levels and also the differences of student readiness for the rigor of college.</i></p> <p>As a state run facility, our financial challenge is that we don't have access to the type of facilities and resources that our private culinary program counter parts have. Our program must rely on state allocations which vary year to year. A comparison of our college's tuition vs. the CIA (Culinary Institute of America) which has a yearly tuition cost of \$28,240 vs. our tuition which will range from \$3,024-\$4,536 per year depending on credit load and semester. This large gap in tuition translates to only a fraction of monies required to run a program of this size. We try to compensate for this financial shortcoming by generating revenue for the program. An increase in funds allocated will translate to a better quality of education and professional readiness for our students.</p>
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<p>Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:</p>	
<p>Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing</p>	<p>Some modifications were made to the program .QM 120H became our new math course.</p> <p>Removed pre-requisite and co-requisite from CULN. 150 through Fast Track. This freed up the schedule for East Hawaii and West Hawaii to offer this course in different semesters.</p> <p>Removed CULN. 170 co-requisites to give freedom in both East Hawaii and West Hawaii schedules.</p> <p>Replaced QM120H for Math 50H or 100 or above, delete Math 120 as a prerequisite.</p> <p>Creation of new QM 97 supplemental course to help facilitate learning in new QM120H course.</p> <p>Changed CULN120 by adding QM120 and taking out CULN 170 for co-requisite.</p>

New certificates/degrees	
Personnel and position additions and/or losses.	Betty Saiki will be retiring and we will need to replace her with a full time faculty position. We would like to hire a part time APT to perform the necessary daily ordering and accounting duties.
Other major/meaningful activities, including responses to previous CERC feedback.	<p>The two new kitchens at Palamanui are a working out quite nicely. We had a few issues with freezer outage malfunctions. This can be remedied with the changing of outlet receptacles. I will use foundation monies to obtain quotes and fix this. Palamanui offers the students the new opportunity to serve quick al la minute café style cuisine in addition to our prix fixe luncheon menus. The dining room area was converted to classroom space to help solve the deficiency.</p> <p>We would like to retrofit the outside area to a nice dining area for students, faculty and guests.</p> <p>Summary of CERC comments: Overall, generally well done. The review provided good detailed discussions of its successes and of most of its core activities, although it's difficult to distinguish the Hilo program from the West Hawai'i program in this report. However, the review needed to provide better consideration of the program's challenges and a much stronger and detailed action plan to address those challenges. Also, the review lacked any discussion of the program's overall assessment data for the 3-year period, which seriously weakens the report.</p>

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, <i>more students were retained/graduated OR the program successfully integrated new strategies/technologies.</i>)	
Discuss what the program has been doing well that needs to be maintained and	We received our initial 5 year accreditation from the American Chef Federation in 2005, and in 2014 received renewal for 5

strengthened.	<p>additional years. Industry chefs assess students' performance at our capstone project using a detailed rubric.</p> <p>The Culinary Program has seen a slight drop in total enrollment (East and West Hawaii) over the past two years. . We enrolled 6 students in 2015 and 18 students in 2016. Our current maximum enrollment is 15 students. The low enrollment for 2015 may have been the result of unfinished kitchens and construction at the new Palamnuui campus. When we moved in 2015 the phones and e-mail system were minimally working. The campus enrollment was low during this first transition year.</p> <p>In 2016 we offered a free knife kit for all students registering by July 15th. This advertising marketing promotional funded by our foundation account helped increase enrollment. We will work with industry and our ACF chapter to help increase future enrollment. It may help to create a campus recruitment action plan to address the low enrollment, during high employment years.</p>
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Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	<p>The dining room area was converted to classroom space to help solve the deficiency in class space. Currently, Palamanui lacks a student, faculty and guest dining space.</p> <p>The student and guest dining area was relocated outside and that area is extremely hot.</p>
Discuss changes and actions taken to address those	We spent a Saturday installing shade cloth with a 70 percent sun block. This effort created a little reduction in heat.

<p>challenges.</p>	<p>We are requesting to meet with administration officials and create an action plan. Some of thoughts and ideas are noted below.</p> <ul style="list-style-type: none"> • Collaborate with construction program • Cover or coat plastic roof to help cool • Install photo voltaic panels on roof • Awnings or retractable shade on south facing section • Umbrellas in areas not covered • Plant trees and vines • Install solar fans • Stain concrete floor to help cool and beautify the area <p>Once we have a plan we could help fundraise this improvement with the help of foundation.</p>
<p>Describe and explain the results of these actions.</p>	<p>We spent a Saturday installing shade cloth with a 70 percent sun block. This effort created a little reduction in heat.</p>
<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<p>We are requesting to meet with administration officials and create an action plan. Some of thoughts and ideas are noted below.</p> <ul style="list-style-type: none"> • Collaborate with construction program • Cover or coat plastic roof to help cool • Install photo voltaic panels on roof • Awnings or retractable shade on south facing section • Umbrellas in areas not covered • Plant trees and vines • Install solar fans • Stain concrete floor to help cool and beautify the area <p>Once we have a plan we could help fundraise this improvement with the help of foundation.</p>

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PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.	
Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	Culinary garden design. Composting program is needed. We completed a design for the garden and have started green waste recycling. We are hoping to collaborate with other programs or nonprofit groups in West Hawaii, to install and maintain a garden.
Discuss the results of the action plan and the program's success in achieving its goals.	Calley O'Neil the ecological design coordinator for Palamanui was hired to help us with the garden and composting efforts.
Discuss any challenges the program had in implementing that action plan or achieving its goals.	Calley is no longer with the college.

- Did the program review its website during AY15-16? Please check the box below that applies.

* **Reviewed website, no changes needed.**

Reviewed website and submitted change request to webmaster on _____ (date)_____.

Reviewed website and will submit change request to webmaster.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

<p>Discuss the program’s overall action plan for AY16-17, based on analysis of the Program’s data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.</p>	<p>Benchmarks and Timelines for implementation and achievement of goals.</p>
<p>Action Goal 1:</p> <p>Ad 2 credits to CULN 160 (from 2 to 4) Ad 1credit to CULN 115 (from 1to 2) Remove 1 credit from CULN 130 (from 7 to 6) change lec. 2 Lab 4 Remove 1 credit from CULN 270 (from 5 to 4) change lec. 3 Lab. 1 Remove 1 credit from CULN 120 (from 6 to 5) change lec. 2 Lab. 3</p>	<p>Benchmarks/Timelines:</p> <p>2018</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program’s learning outcomes (PLOs)?</p> <p>This goal will articulate these courses with other community colleges in the state and enable our students a seamless transition to the UH 4 year degree.</p>	
<p>Action Goal 2:</p>	<p>Benchmarks/Timelines:</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program’s learning outcomes (PLOs)?</p>	

Action Goal 3:	Benchmarks/Timelines:
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?	

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

Our instructional budget last year was \$5,735. This budget is used to purchase needed supplies such as dish soap, floor soap, paper towels, gloves, chemicals and general supplies. This budget is also used for repairs and maintenance.

We have about 25 students over 30 week, 2 semester period. $\$5,735/25 \text{ students} = \229.40 . We have $\$229.40 \text{ per student (year)}/30 = \7.64 per week . The students are in lab 3 days per week $\$7.64/3 = \$2.55 \text{ per student per day}$. We help offset the operational costs by the sales of food and

beverage.

Unforeseen repairs and maintenance are major challenges with the operating budget.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	<ol style="list-style-type: none">1. Outdoor study, dining/lounge area requires shade to meet strategic initiative 21CF 1,2,3.2. Palamanui buildings completely turned over to Hawaii Community College3. Photovoltaic and other outstanding items completed4. Approval to make changes to the outside lounge/dining area5. Architect drawing /plans6. Project bid7. CIP money
Include estimated cost(s) and timeline(s) for procurement.	A cost can be provided once concept is approved by the administration.
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	This project aligns with 21CF action strategies 1 ,2,3 on page nine in the link below. 21 st Century facilities modern teaching and learning environments.

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on course learning outcomes (CLO) assessments in AY 2015-16, and on the aligned program learning outcomes (PLOs) assessed through those course assessments.

A) Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

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, you may submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

B. Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLOs assessed.
 - example 1: “85% of students will Meet Standard or Exceed Standard for CLO#1”;
 - example 2: “80% of students will attain Competency or Mastery of CLO#4.”

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
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

C) Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up “Closing the Loop” assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
CULN 115 Menu Merchandising		Apply the principles of menu planning and layout to the development of menus for a variety of facilities and service.	9
CULN 130 Intermediate Cookery		<p>1 Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.</p> <p>2 Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals. Describe the roles of the supervisors and management.</p> <p>3 Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.</p> <p>4 Identify and employ the use of standardized recipes, measurements, portion control procedures, and basic food costing.</p>	<p>2,5,8,9</p> <p>2,7</p> <p>2,5,8,9</p> <p>2,5,8,</p>

CULN 185 Culinary Nutrition		Student will demonstrate basic nutrition knowledge. Student will learn how to apply basic nutrition knowledge and skills at personal and professional levels.	5,8,10
CULN 270 Food and Beverage Cost Control		Define and practice effective and sanitary operations of best practices in stewarding of the store room. Understand the legal and ethical considerations of bid specifications. Apply, analyze, and identify quality grades of products based on yield and quality test.	4
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)

D. Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>student work or</u>	CULN 115 Menu Creation Project (assessed with rubric)

<p>activity assessed (e.g., research paper, lab report, hula performance, etc.);</p>	<p>CULN 130 CLO #1: Using the project rubric the students creates a Kona Coffee recipe. As they practice mastering their recipe, equipment use and knife skills are developed. The students produce an assortment of sweet and savory Kona Coffee Recipe items. Knife skills and equipment use are also mastered in their practical final and daily evaluation. CLO #2: The students are assessed on behavioral and grooming standards daily. CLO #3: The award-winning Kona Coffee Cultural Festival, recognized as the oldest and one of the most successful food festivals in Hawaii, honors Kona’s cultural heritage and recognizes the accomplishments of Kona coffee pioneers, farmers and artisans. CLO #4 The students must present a standardized recipe to compete in the Kona Coffee recipe contest project. The students also apply standardizes recipes, measurements, portion control, and excel food costing analysis as part of their luncheon project. CULN 185 Group Nutrition Project – Research, presentation and written report. This project offers the students an opportunity to work as a team (as they would in a kitchen). They choose a topic, design, plan, research (interview), implement, and present their project, in a class presentation, engaging and sharing their knowledge with other students.</p> <p>CULN 270 Menu Costing Project (assessed with rubric) a description of who conducted the assessment (e.g., the faculty member who taught the course, or a group of program faculty, or the program’s advisory council members, etc.);</p>
<p>a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program’s advisory council members, etc.);</p>	<p>CULN 115- David Ghio CULN 130- Industry Chefs, Paul Heerlein, CCE,CCC CULN 185- Tami MacAller, MPH, MCHES, Lecturer CULN 270- David Ghio</p>

<p>a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);</p>	<p>CULN 115- David Ghio Individual student submissions were assessed</p> <p>CULN 130- Industry Chefs, Paul Heerlein The assessments included a summative student work from all students.</p> <p>CULN 185- Artefacts were selected for assessment based on how the project encompassed the CLO's and provided a venue for the student to demonstrate their these objectives. Students were able to demonstrate their knowledge of nutrition, apply it as a professional, and discussed it for their own personal behavior. Each student provided the class with examples and demonstration of the topic during their presentation. Each student stood in front of the class and demonstrated worthy public speaking techniques while engaging the audience.</p> <p>CULN 270- David Ghio Individual student submissions were assessed</p>
<p>a discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.</p>	<p>CULN 115- David Ghio Rubric categorized to provide for assignment compliance, accuracy of financial data and professionalism of submissions.</p> <p>CULN 130- Industry Chefs, Paul Heerlein The rubric assessment scoring guides are based on ACF standards.</p> <p>CULN 185 - All students are assessed on this project using a rubric during a scheduled class presentation and discussion. The assessment method for of the student Group Nutrition Project rates students on a variety of skills including: Discussion on applying basic nutrition knowledge, skills at personal and professional level, critical thinking and creativity within their project planning, implementation and presentation. Utilize various communication skills to develop and present the project (i.e., interviews and power point lecture..) , as well as applying practical application of the basic nutrition skills learned in the class into a personal and professional context.</p> <p>CULN 270- David Ghio Rubric categorized to provide for assignment compliance, accuracy of financial data and professionalism of submissions.</p>

E) Results of Program Assessments

For each course assessed in AY 2015-16:

<p>provide a <u>description of the summative assessment results</u> in terms of students' attainment of the CLOs and aligned PLOs.</p>	<p>CULN 115 Student submissions showed their comprehension of the basic requirements for menu creation; theme, layout, design and placement of menu selections to maximize sales and profit.</p> <p>CULN 130 Quantitative Analysis Practical of the final: The students received an average score of 83% on the cookery portion of this final and 82% on the knife cutting skills.</p> <p>Narrative thoughts on results and my conclusion of students' success achieving the CLO's: The students need more time practicing knife skills. Specifically, I needed to teach some students how to hold a knife correctly and how to position their guide hand. Some students entered my class with minimal knife skills. With proper techniques and more practice the students should meet industry standards. I demonstrated the practical final and we practiced preparing Chicken Bercy two times prior to the students final. The students will be assessed by industry chefs next semester. The chefs will assess the students using the same rubric and practical final we just completed. The practice should properly prepare the students for this chef assessed final, and help ease their anxiety.</p> <p>Quantitative Analysis of daily grooming and behavior guidelines: The students received an average score of 86% on the behavior guidelines.</p> <p>Narrative thoughts on results and my conclusion of students' success achieving the CLO's: I had a few students arriving late to class. This problem was remedied by using gradebook and describing the unacceptable behavior weekly in the comment portion. The poor grade in attendance motivated most students to arrive on time. One student challenged the uniform policy. As a result, we now require all students to sign off on our operating standards after review. I will suggest instituting this policy in the introduction</p>
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to food service course as it seems the most logical place for delivery, and it is a first semester course.

Quantitative Analysis Kona Coffee Recipe rubric and guidelines:

The students' creations received an average score of 84.33% for this practical midterm. The students Kona Coffee entries are assessed by industry chefs. The chefs this year are, Georges Gomes, Executive Chef Sheraton Keauhou, Patti Kimball, retired high school culinary Instructor and Francis "junior" Ulep, Chef De Cuisine Sheraton Keauhou. The rubric evaluation is based on presentation and general impression, plate or plater design, composition and harmony of ingredients and correct preparation and craftsmanship.

Narrative thoughts on results and my conclusion of students' success achieving the CLO's:

Overall the students exceeded the 80% benchmark result for this activity. The students' evaluation of this competition was very favorable. The students critiqued the experience and made many suggestions to better the event next year (see student evaluations).

Quantitative Analysis of the luncheon rubric project:

The students received an average score of 87% on the behavior guidelines.

Narrative thoughts on results and my conclusion of students' success achieving the CLO's

The kitchen manager's job rotates weekly, giving all students the opportunity to take responsibility for food preparation, menu planning, ordering food supplies, and leading a team of classmates to produce fine-dining luncheons. Student menus are created from the available food on our island and aim to incorporate at least 80 percent of fruits, vegetables, proteins and starches from Hawai'i Island. This supports currency in sustainable cooking practices and global cuisines. The students develop competence in communication by performing oral presentations for instructors and peers. Students analyze and evaluate their colleagues' luncheon creation using a rubric that

incorporates portion size, presentation, doneness, flavor, taste and texture. These oral and written critiques are used to improve the menus future delivery.

In lecture, students frequently work in teams and present solutions to the class. These repeated opportunities for public speaking help our students become successful in life. In addition, the program's academic resources address cultural inclusiveness and problem solving. Internet-based resources and books are used for research on countries, menus and recipes.

CULN 185

The Group Nutrition Project is 15% of the student's total grade for the class. All students are expected to demonstrate at an 80% satisfactory level or better.

Using the rubric, students are expected to meet or exceed 3.5 on the rubric scale of 0-5, as well as provide a brief narrative discussion that explains how the students achieved the CLOs.

Student		Rubric results (25)	Final Score %	Grade
T	20.7	83%		B
M	20.7	83%		B
J	23.5	94%		A
J	20.8	84%		B
A	21.2	85%		B

Each student was critiqued using the Rubric during their presentation. Project reports were also due at the time of presentation.

All students clearly demonstrated the CLO's during this project. Each also making a personal connection to improving their awareness of healthful nutrition. And professionally in their culinary knowledge. Each student provided the class with examples and demonstration of the topic during their presentation. Each student stood in front of the class and demonstrated good public speaking techniques and engaged the audience. Presenters also provided applicable examples and perspectives of the topic for the audience to apply themselves.

This project is a culminating project for the course, which

	<p>provides the opportunity for each student to share what they have learned. I am very happy that these students were enthusiastic sharing their topic and that all achieved over 80% score.</p> <p>CULN 270</p> <p>Successful student submissions indicated understanding of recipe costing, labor cost management through scheduling, identifying sales and profit projections through the income statement.</p>
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F) Other Comments

<p>Include any additional information that will help clarify the program’s course assessment results.</p>	
<p>Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.</p>	<p>CULN 130- The practical final is modeled and scored after the ACF team practicum.</p>
<p>Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.</p>	<p>CULN 130- ACF accreditation, student, industry and alumni feedback are drivers for improvement.</p>

G) Next Steps – Assessment Action Plan

<p>Describe the program’s intended next steps to improve student learning, based on the program’s overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.</p>	
<p>Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.</p>	<p>CULN 130- Based on industry feedback, students need additional repetitive skills training to be fully prepared to enter the workforce. Devote more time to skills training and practice. Deliver student evaluations after each project and use this information to improve this course.</p>
<p>Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.</p>	<p>CULN 115- We will increase the credits from this class from 1 credit to 2. This change will articulate this course with the other community college’s in the state.</p> <p>CULN 130- No program modifications at this time.</p> <p>CULN 185- No program modifications at this time</p> <p>CULN 270- David Ghio</p>
<p>Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.</p>	<p>CULN 130 More formative training throughout the semester will help students achieve greater success.</p>
<p>Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring, etc.</p>	

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Part VI. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
Federal Funds = \$ _____
Other Funds = \$ _____
Tuition and Fees = \$ _____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____