HAWAI‘I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW (APR)

[Culinary-East Hawai'i]

Date ___Nov 17, 2017_____

Review Period
July 1, 2016 to June 30, 2017

Initiator: [Robert Yamane]
Writer(s): [Brian Hirata]

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.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

Provide the short description as listed in the current catalog.	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.

Comprehensive Review information (required by UH System)

Provide the year and URL for 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	2015
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_culn-eh_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	• Overall, generally well done. • Provided good detailed discussions of its successes and of most of its core activities. • Difficult to distinguish the Hilo program from the West Hawai'i program in this report. • The review needed to provide better consideration of the program's challenges and a much stronger and detailed action plan to address those challenges. • The review lacked any discussion of the program's overall assessment data for the 3-year period, which seriously weakens the report. Response: • Need to find a solution to separate East Hawaii and Palamanui's data. This separation will allow an accurate analysis of program data. • A more aggressive approach to assessment has been employed in order to comply with 5-year assessment schedule.

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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

College: Hawaii Community College

Printer Friendly PDF

Program: Culinary Arts

Part I: Program Quantitative Indicators

Overall Program Health: Healthy

Majors Included: CULN Program CIP: 12.0500

	Demand Indicators	Program Year 14-15	15-16	16-17	Demand Health Call
1	New & Replacement Positions (State)	632	737	689	
2	*New & Replacement Positions (County Prorated)	57	66	85	
3	Number of Majors	103	82	82	
3a	Number of Majors Native Hawaiian	33	26	33	
3b	Fall Full-Time	79%	82%	91%	
3c	Fall Part-Time	21%	18%	9%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	83%	82%	83%	Healthy
3f	Spring Part-Time	17%	18%	17%	
3g	Spring Part-Time who are Full-Time in System	0%	1%	0%	
4	SSH Program Majors in Program Classes	2,154	1,776	2,057	
5	SSH Non-Majors in Program Classes	9	14	3	
6	SSH in All Program Classes	2,163	1,790	2,060	
7	FTE Enrollment in Program Classes	72	60	69	
8	Total Number of Classes Taught	31	33	43	

	Efficiency Indicators	Program Year 14-15	15-16	16-17	Efficiency Health Call
9	Average Class Size	19.6	15.7	13.9	
10	*Fill Rate	68.5%	54.2%	67.4%	
11	FTE BOR Appointed Faculty	4	4	4	
12	*Majors to FTE BOR Appointed Faculty	25.6	20.5	20.5	
13	Majors to Analytic FTE Faculty	24.7	18.8	15.0	
13a	Analytic FTE Faculty	4.1	4.4	5.5	Healthy
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	$786,503	
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	$530,071	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	$28,298	

14c	Tuition and Fees	Not Reported	Not Yet Reported	$43,683
15	Cost per SSH	Not Reported	Not Yet Reported	$382
16	Number of Low-Enrolled (<10) Classes	5	16	16

***Data element used in health call calculation**

Last Updated: October 29, 2017

	Effectiveness Indicators	Program Year 14-15	15-16	16-17	Effectiveness Health Call
17	Successful Completion (Equivalent C or Higher)	83%	89%	82%	
18	Withdrawals (Grade = W)	13	26	22	
19	*Persistence Fall to Spring	77.4%	75.9%	80%	
19a	Persistence Fall to Fall	40.8%	46.3%	44.4%	
20	*Unduplicated Degrees/Certificates Awarded	41	55	44	
20a	Degrees Awarded	14	19	26	
20b	Certificates of Achievement Awarded	6	6	25	
20c	Advanced Professional Certificates Awarded	0	0	0	Healthy
20d	Other Certificates Awarded	31	47	20	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	0	3	3	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	3	3	

	Distance Education: Completely On-line Classes	Program Year 14-15	15-16	16-17
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

	Perkins IV Core Indicators 2015-2016	Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	97.44	Met
30	2P1 Completion	51.00	69.23	Met
31	3P1 Student Retention or Transfer	81.00	57.53	Not Met

32	4P1 Student Placement	63.87 67.39	Met
33	5P1 Nontraditional Participation	22.00 45.12	Met
34	5P2 Nontraditional Completion	22.00 47.17	Met

	Performance Measures	Program Year 14-15	15-16	16-17
35	Number of Degrees and Certificates	20	25	51
36	Number of Degrees and Certificates Native Hawaiian	5	2	18
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients[1]	62	36	24
39	Number of Transfers to UH 4-yr	0	3	3

***Data element used in health call calculation**

Last Updated: October 29, 2017

[1]PY 16-17; Pell recipients graduates not majors

Please attach a copy of the program's data tables and submit with this Annual Program Review (APR).

a) **If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**

OR

b) **If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

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	Demand Health Call: Healthy New & Replacement Positions (County Prorated) increased from 66 positions to 85 positions (128%). Number of Majors stayed the same from previous record period (82 to 82). Note: ARPD data does not address the private sector such as hotels, resorts, and small establishments.
Efficiency	Efficiency Health Call: Healthy Fill Rate: 67.4%, this is an increase of 13.2% from previous year.

	FTE BOR Appointed Faculty: 4. Data is merged with Palamanui campus. East Hawaii currently has 2 FTE Faculty.
Effectiveness	Effectiveness: Healthy ARPD (Persistence Fall to Spring) 80% Actual (Persistence Fall to Spring) 90.6% ARPD data on degrees and certificates inaccurate. Actual data on degrees and certificates: AAS 28 CA 27 CO 28 Total: 83 degrees and certificates earned
Overall Health	Overall Program Health: Healthy Program maintains a healthy rating due to the upturn in our Nation's economy, and the continued popularity of the culinary profession globally. National trends with our population increasing the amount of dining out also contributes to the steady increase in demand for culinary professionals.
Distance Education	N/A
Perkins Core Indicators (if applicable)	3P1 Not Met. A very large percentage of our students view the culinary degree as terminal. Upon completion, most students enter the workforce. Our retention is not a teaching performance issue, rather a realistic approach on students choosing an appropriate career path.

Performance Funding Indicators (if applicable)	ARPD Degrees and Certificates 51 Actual Degrees and Certificates 83 ARPD Degrees and Certificates for Native Hawaiians increased from 2 in AY 15-16 to 18 students in AY 16-17 Pell Recipients went down from 36 to 24 in the same time period. Transfers to a 4 year institution remained the same at 3.
What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.	Our strong industry demand has helped to maintain our healthy enrolment, combined with a steady increase in wage and benefits (especially within luxury resort corporations). As mentioned above in overall health, national trends have also contributed to the increase in demand for culinary professionals.

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

- CULN 270 (Food and Beverage Cost Control) was modified to change the co-requisite and pre-requisite to reflect the permanent QM 120H (Quantitative Methods) course. Two Program Modifications were also made during this time in order to better serve our student needs. The first program modification was the addition of the new QM 120H course or Math 100 for program requirements in quantitative reasoning. The second modification was the addition of ENG 106 as a possible course to take in order to fulfill general education requirements.

- New faculty hired for the program (existing FTE position).

- Program solidified our collaboration with the Agriculture Program. Our students left with a better understanding of what it takes to produce wholesome, quality products made from scratch. Students also learned about sustainable agriculture, modern growing techniques such as hydroponics, and proper harvesting techniques. When surveying the culinary students on the agriculture collaboration, they all felt that it was very meaningful for their education, and that they learned many valuable lessons for their careers. Students from both respective programs had a chance to experience the other's program directly. This "cross education" proved to be very meaningful for the students in both programs. Culinary students got to see how the produce was being grown using sustainable methods, and got a chance to harvest and package their own produce which ended up in their kitchen labs. In return, our students did a menu tasting for the agriculture students in order for them to experience the complete food cycle of their hard work.

- New ACF sustainable topics successfully integrated into appropriate courses within the program.

- The creation of a project based learning assignment which was delivered in the form of two, nine course wine dinners. Three advanced courses CULN 160v (Dining Room Service and Stewarding), CULN 220 (Advanced Cookery), CULN 240 (Garde Manger) were involved with this assignment. A myriad of competencies was performed by the students in order to successfully accomplish the goals of this project based learning assignment. This large project was able to deliver course material in CULN 160v in a practical application format that was historically presented only in theory. For the CULN 220 (Advanced Cookery) and CULN 240 (Garde Manger) courses, this project served as a reinforcement of skills attained over the span of two years in the culinary program. A broad range of cooking techniques were used in order to showcase the student's skills. For a large majority of our students, this practical application achieves a far greater amount of student learning vs. a theory based approach. When surveying the students after the two dinners, they all replied that they enjoyed the events and also learned a great deal from the experience.

Programs Challenges and Obstacles:

Our culinary accrediting body is the ACF (American Culinary Federation). Being accredited by the ACF; we are bound to complete 360 competencies within our 2 year program. This level of competencies is designed more for a 3 or 4 year culinary program. The break down by week means that we need to cover at least 5.6 competencies per week or 1.12 competencies per day. This speed of skills attainment is proving to be a challenge for the students and the outcome we have found through assessment is that students have a hard time retaining the information

because it is being delivered at an immense rate. There is practically no time to revisit complex topics or have enough repetition on difficult practical skills.

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. So far we have been successful in taking this approach, but I can foresee with new cooking technologies being developed and the constant increase in the price of raw goods, we might not be able to compensate for this lack of funds in the near future. An increase in funds allocated will translate to a better quality of education and professional readiness for our students.

Old-outdated equipment, non-existing equipment, and non-fixable equipment proves to be a huge hurdle to overcome when delivering instruction within the kitchen labs. Replacement and/or acquisition of new equipment will equate to a higher degree of skills attainment by the students and also increase their readiness for the culinary profession. Grant writing to acquire modern equipment will occur this following spring semester. Fundraising endeavors will also be researched as a potential option.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

☐ Program faculty/staff have reviewed the website in the past six months, no changes needed.

☐ Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

☒ Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

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

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period.
This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving <u>each</u> goal.

1) New Advisory Council created. New council will be asked to review and make recommendations on the Program's current CLO'S during the spring 2018 semester. Through our programs assessments, it was determined that many of our CLO's need to be revised for clarity and for more accurate measurements of skills attainment.

2) Continued strengthening and progression between the Agriculture department and Culinary program. Plans to expand upon cross discipline education and integration of the Agriculture's animal husbandry products into the Culinary program are currently in discussion. Timeline of this goal is contingent upon grant approval by the University of Hawaii at Manoa's Office of Research Services (ORS MyGrant).

3) Historically, culinary programs across the state have seen a relatively high percentage of non-persistence from semester to semester. This phenomenon can be attributed to many different factors ranging from not being college prepared, financially unable to attend college full time and support a family, and the most common factor for student retention in our program is the student's realization of program choice. Once major external factor for the inaccuracy in perception of the culinary profession is how it is depicted through various television (ie Food Network), movie, and social media outlets. These resources do not accurately reflect the real nature of the profession and is often only discovered by the students once they enroll into the program. Moving forward, the program and its instructors are in the process of developing strategies to identify students who may have chosen the wrong program of study. Lower retention of students

may not indicate a lack of performance but rather a realistic approach to helping students identify the appropriate career choice for themselves.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For <u>each</u> Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.
For <u>each</u> Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1: Revision of program's CLO's.
Program will present CLO'S to new Advisory Council. Reasoning and rational for revisions will be offered, and council will give its recommendations. Once CLO'S are revised for better student assessments, Fast Tract will be used for course modifications. Accurate assessment data will allow the program to make improvements in areas of student's skills attainment which are aligned with Program Learning Outcomes.

Action Item 2: Strengthening Agriculture and Culinary Programs collaboration.
Further cross educational opportunities will be developed from both programs. Through this collaboration, we are able to enrich both programs while cross educating our programs' students who will later work in "sister" industries. Topics such as supporting local farmers and promoting responsible agricultural practices encourages student involvement in our community, respect for our island's limited resources, and better stewardship to our lands. This collaboration is an important alignment to our ILO's 2, 3, 5, and 6. Culinary enrichment within our student-run restaurants and "Farm to Table" concept gives students a head start on what will be part of their food culture within the modern professional industry.

Action Item 3: Program retention
It was determined by the program that the majority of non-persistence is usually due to the student choosing the wrong program. For the future, instructors will work with the counselors more closely while simultaneously using services such as "Early Alert" and Laulima on-line gradebook to monitor student performance.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program's current operating resources.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	1) Addition of a new boiler for facilities hot water capabilities. Currently, the program is running on its last boiler. Other broken boilers in facility were deemed "unrepairable" due to age of boilers and the unavailability of parts. Loss of the last working boiler will result in the "shut down" of the facility by Board of Health standards. 2) Broken bar stools and booths in the Café restaurant. This possesses a safety issue for all who dine in this restaurant. One of the students even fell backwards when a barstool broke. Dinners that support our students have a difficult time with the cafe seating and there are many cases when they have almost fallen off the chairs as many of them are broken and not fastened properly.
Include estimated cost(s) and timeline(s) for procurement.	The program will probably need to hire a contractor for an estimate. Other potential options will be to work with the Carpentry Program, VCAA, and POM to come up with more frugal solutions.
Explain how the item(s) aligns with one or more of the strategic	These budget ask aligns with:

initiatives of 2015-2021 Strategic Directions: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	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. Tactics • Support and work with UH System to advocate for Hawai'i CC and Hawai'i CC-Pālamanui facility needs. • Seek external opportunities and grants that will provide new construction and renovation funding, i.e., Title III Renovation Grants 21CF Action Strategy 3: Provide safe, healthy, and discrimination-free environments for teaching, learning, and scholarship for students, employees, and visitors. Tactics • Update system-wide and campus policies and guidelines to ensure compliance and promote safety and security. • Participate in the Modern Facilities Task Force.

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

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 (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in the program's assessment(s).
Please attach copy of industry validation for the year under review.

American Culinary Federation
Education Foundation
Programmatic Accreditation by ACFEF Accrediting Commission

January 13, 2015

Hawaii Community College Hilo Campus
200 W Kawili St
Hilo, HI 96720-4075

Attn: Culinary Arts Department

Dear Sir or Madam,

Congratulations! The American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission recently met and approved your request for Renewal accreditation. The Commission has given a **Grant of Accreditation** beginning 06/30/2014 not to exceed beyond **6/30/2019,** for the following program:

Culinary Arts Associate of Applied Science

Your certificate is enclosed. We hope you display it with pride.

As part of the continual monitoring of your program by the Accrediting Commission, you will have an **Annual Report due to the ACF national office by 11/14/2015**. An electronic template will be sent to you with additional information at least three months prior to your Annual Report due date.

For your announcements and/or publications, it is important that whoever reads your publications understands that the accreditation is programmatic and that your program is accredited by the Accrediting Commission. Please ensure that the wording specifies that your program is "accredited by the Accrediting Commission of the American Culinary Federation Education Foundation" or "accredited by the American Culinary Federation Education Foundation's Accrediting Commission".

Should you have any questions, please do not hesitate to contact the accreditation department, at 800-624-9458.

Best wishes for continued success during your upcoming academic year.

Congratulations,

Christopher A. Koetke, CEC, CCE, MBA, HAAC
Chair, ACFEF Accrediting Commission

cc: file

180 Center Place Way • St. Augustine, Florida 32095
(800) 624.9458 • Fax: (904) 825.4758 • acf@acfchefs.net • www.acfchefs.org

Courses Assessed

List all program courses assessed during AY16-17, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO#s)**	**PLO alignment (PLO#s)**
CULN 130 Intermediate Cookery	Fall 2016	1 Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products. 2 Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals. 3 Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities. 4 Identify and employ the use of standardized recipes, measurements, portion control procedures, and basic food costing.	2, 5, 7, 8, 9 2, 5, 7, 8, 9 2, 7, 8, 9 2, 5, 7, 8, 9

"Closing the Loop" Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO#s)**	**PLO alignment (PLO#s)**
CULN 220	Spring 2017	1 Organize a workstation in a timely manner while following proper sanitation and safety procedures 3 Demonstrate the ability to expedite service of multiple courses of food in our restaurant. 4 Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace.	2, 5, 7, 8 2, 5, 8 2, 5,7, 8, 9

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

Course Alpha/#: CULN 130

CLOs 1,2, and 4 will be assessed using the student's Daily Lab Performance rubric. This will be a practicum based assessment.

Students are assessed on a daily basis within the kitchen labs. A standardized menu will be used to facilitate the course topics and used as a tool for measuring performance.

For CLO's 1, 2, and 4, a Daily Lab Performance rubric was used. Criteria included: Personal Hygiene and appearance (professional appearance), Sanitation and Station order, Correct skills and technique, Correct mise en place, Production and focus, and Team Player Leadership skills. A 0-4 point system was used for each criteria, 4 points denoting a "High Grade", 1 point for "Not Apparent", and 0 points for being absent.

Half of the cohort will be randomly chosen and assessed on the final two weeks of instruction. The assessment period will cover 10 lab days (4 hours each day) per student.
The two instructors for this course will gather data from the Daily Lab Performance rubric and compile the results.

For CLO 3, the students will be doing a community based learning project at the Taste of the Hawaiian Range. This event is held at the Hilton Waikoloa Resort and is supported by over 70 restaurants, resorts, farmers, food vendors, and non-profit organizations. The main focus of Taste of the Hawaiian Range is to provide a venue for sustainable agriculture education, plus encouragement and support of locally produced agriculture products.
Each student will be assigned to a specific chef and booth. The student's responsibilities are to assist and support the chef. Soft skills such as teamwork and communication should be practiced by the students, while at the same time; assigned chefs will provide technical education for them. A reflection paper was used to measure student learning outcomes. A rubric to measure student learning for this event was also used. All students in CULN 130 will be assessed for this CLO**.**

Rubric criteria for CLO 3 were: Clarity of Learning, Self-Analysis, Interconnections, and Connection to class discussions and course objectives. A 0-3 point system was used for each criteria**.**

Course Alpha/#: CULN 220 (CTL)

Assessments will be made during their practical lab time. A group of 6 students were pulled using a random sample. The assessment time span will be 3 weeks consisting of a total of 14 days with-in the lab (4.5 hours each day).
Students are expected to improve on and have a better understanding of the four components chosen for the assessment.
Artifacts chosen were pulled from Daily Production Grades rubric.

Course Alpha/#:
Course Alpha/#:

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
CULN 130	1, 2, 4	A total mean score of 3 or higher will denote proficient	90% of the students are expected to achieve proficiency
CULN 130	3	A total mean score of 2 points or higher will denote meets expectations	100% of the students are expected to achieve expectations
CULN 220	1, 3, 4	All students being assessed are expected to be at satisfactory or higher for all 4 learning outcomes by the end of the third week.	Indicators of success will be a cumulative average score of 3 points of higher with-in each category being assessed.

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- **a statement of the quantitative results;**
- **a brief narrative analysis of those results.**

Course Alpha/#: CULN 130 (CLO's 1, 2, 4)

Overall, the majority of the students met or exceeded expectations in all areas being assessed. Student 1, 8, and 10 had one or more days absent during the lab assessment which was reflected in their lower possible scores. Standards of grooming and dress were well performed. There was a relatively wide range of scores within "Skills and Technique", "Mise en Place", and "Production and Focus". This can be attributed to the broad level of skills each individual student possess when entering this program. Student's skill levels can range from already working in the industry (ie: Luxury Resorts and restaurants), all the way to never cooked in a professional kitchen before. Students (identified in red) who were already working in the industry concurrently with this course showed a higher degree of attainment vs. students who were not working in the profession. This can be attributed to more repetition of skills during their course and work experience. Despite this wide range of skill-sets, all students in this assessed group showed an increase in CLO'S 1, 2, and 4 over the course of the semester.

CLO 3

Assessment data showed that the entire cohort met all measured categories of the Community Based Learning Assessment. For future assessments in community based learning, I would like to encourage students to better emphasize their learning for "Interconnections" category. For all other categories, I would like to reinforce the importance of community service for the improvement of our community and also the personal gratification one gets from helping others.

Course Alpha/#: CULN 220 (CTL)

Follow-up assessment of the new data was very encouraging. Overall, the group had improvements in all areas being assessed vs. the previous group. Only student #3 had difficulty with attendance, which negatively affected their overall performance. The improvement in attendance with the rest of the group can be attributed to being more vigilant about communicating the importance of attendance and how it can affect their grades. Taking a more

proactive approach to advising the students throughout the semester also seemed to help with the students staying on tract with the curriculum.

An increase in visual material was also introduced to this assessment group; this contributed to the increase in performance for "Correct Mise en Place". Reinforcement of responsibilities during lectures also helped improve performance in "Production and Focus" within the rubric.

This new data encourages the instructors of this course to continue to make improvements and modifications pertaining to kitchen systems, visual material, and on-line resources.

Course Alpha/#:

Course Alpha/#:

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

Continued use of "project based learning" in the lab and classrooms were found to be very successful in encouraging critical thinking, analyzing data and teamwork.

The Culinary (CULN) program is structured with a high number of contact hours (27.5 hours/week). This allows the instructors to have better insight and understanding of the student's learning styles and needs. This comprehension of classroom dynamics allows

instructors to make adjustments in teaching methods and strategies based on the needs of that current year's students in order to achieve optimal learning.

Since Hawai'i Community College has an "open door policy," students enter our program with a wide range of skill levels and preparedness. This wide range of skill and preparedness by the students have proven to be a challenge for the instructors in terms of designing meaningful assessment material and also creating a learning environment which can service a broad range of skill levels.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.
Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

Based off a large proportion of student surveys and formative assessments, the program is making adjustments to course learning material. The majority of our student body tends to increase their learning through visual and practical exercises. Instructors are designing and refining their course material to align with this learning method. Project based learning is the primary tool used in the program's labs.
The program is currently working with the college's Assessment Coordinator to come into compliance to our 5 year assessment plan.
A new faculty member was hired and will assess the first half of the program courses.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

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 = $_____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____

*This section applies to NURS only.

Hawaii Community College
2017 Instructional Annual Report of Program Data
Culinary Arts

Part I: Program Quantitative Indicators

Overall Program Health: Healthy

Majors Included: CULN Program CIP: 12.0500

	Demand Indicators	Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	632	737	689	Healthy
2	*New & Replacement Positions (County Prorated)	57	66	85	
3	Number of Majors	103	82	82	
3a	Number of Majors Native Hawaiian	33	26	33	
3b	Fall Full-Time	79%	82%	91%	
3c	Fall Part-Time	21%	18%	9%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	83%	82%	83%	
3f	Spring Part-Time	17%	18%	17%	
3g	Spring Part-Time who are Full-Time in System	0%	1%	0%	
4	SSH Program Majors in Program Classes	2,154	1,776	2,057	
5	SSH Non-Majors in Program Classes	9	14	3	
6	SSH in All Program Classes	2,163	1,790	2,060	
7	FTE Enrollment in Program Classes	72	60	69	
8	Total Number of Classes Taught	31	33	43	

	Efficiency Indicators	Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	19.6	15.7	13.9	Healthy
10	*Fill Rate	68.5%	54.2%	67.4%	
11	FTE BOR Appointed Faculty	4	4	4	
12	*Majors to FTE BOR Appointed Faculty	25.6	20.5	20.5	
13	Majors to Analytic FTE Faculty	24.7	18.8	15.0	
13a	Analytic FTE Faculty	4.1	4.4	5.5	
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	Not Yet Reported	
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	Not Yet Reported	
14c	Tuition and Fees	Not Reported	Not Yet Reported	Not Yet Reported	
15	Cost per SSH	Not Reported	Not Yet Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	5	16	16	

*Data element used in health call calculation

Last Updated: October 29, 2017

	Effectiveness Indicators	Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	83%	89%	82%	Healthy
18	Withdrawals (Grade = W)	13	26	22	
19	*Persistence Fall to Spring	77.4%	75.9%	80%	
19a	Persistence Fall to Fall	40.8%	46.3%	44.4%	
20	*Unduplicated Degrees/Certificates Awarded	41	55	44	
20a	Degrees Awarded	14	19	26	
20b	Certificates of Achievement Awarded	6	6	25	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	31	47	20	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	0	3	3	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	3	3	

	Distance Education: Completely On-line Classes	Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

	Perkins IV Core Indicators 2015-2016	Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	97.44	Met
30	2P1 Completion	51.00	69.23	Met
31	3P1 Student Retention or Transfer	81.00	57.53	Not Met
32	4P1 Student Placement	63.87	67.39	Met
33	5P1 Nontraditional Participation	22.00	45.12	Met
34	5P2 Nontraditional Completion	22.00	47.17	Met

	Performance Measures	Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	20	25	51
36	Number of Degrees and Certificates Native Hawaiian	5	2	18
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients[1]	62	36	24
39	Number of Transfers to UH 4-yr	0	3	3

*Data element used in health call calculation

Last Updated: October 29, 2017

[1]PY 16-17; Pell recipients graduates not majors