

# HAWAI‘I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

**Pāalamanui Culinary Arts**

**Date: 2/25/19**

**Review Period  
July 1, 2017 to June 30, 2018**

Initiator: Anne Chung  
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.*

## 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: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	2015
URL	<a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_culn-wh_comprehensive_program_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_culn-wh_comprehensive_program_review.pdf</a>
<p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>Below is a summary of the CERC's evaluation and recommendations from the programs 2015 comprehensive review. <b>Following the recommendations (in bold) are a brief summary of changes that are not discussed in this report.</b></p> <p>Part I. Analysis of the Program Program Description:</p> <ul style="list-style-type: none"> <li>● Good description of the program, although it would have been strengthened by focusing on those aspects that are particular to the Pāalamanui campus.</li> </ul> <p>Alignment with Institutional Mission and ILOs:</p> <ul style="list-style-type: none"> <li>● Good discussion of the program's alignment with the College's mission and ILOs.</li> </ul> <p>Three Year Review--Report Summary:</p> <ul style="list-style-type: none"> <li>● The Comprehensive Report should cover and compare data from the past 3 years. The information did not provide enough detail about the activities of the program over the past 3 years for readers to get a good sense of how the program has been progressing, and there was little to no distinguishing information provided about the West Hawai'i program in comparison to the Hilo program. The discussion of specific curriculum changes was an exercise in cut-and-paste and would have benefitted from an explanation of why these specific curricular changes (pre-reqs, co-reqs, the QM course, etc.) were needed.</li> </ul>

**The course modifications and changes in this annual review (p.8) explains why needed changes were made. The writer will cover and compare data on all future annual and comprehensive reviews. The following changes and modifications were made to articulate our courses of study with sister community colleges in the state. These changes will help our students transfer from college to college and a seamless transition to the four year culinary program on Oahu.**

Other Successes, Challenges/Barriers, Concerns and/or Issues:

- Program has many successes! Congratulations!
- Other challenges or barriers should have been addressed in the review. For example, more detailed discussion of the impact on the program of changes in student enrollment, student engagement, faculty/personnel challenges, and other issues would have strengthened the report.

Assessment Results:

- Very thorough rubrics for CULN 220!
  - But where are the assessment results and analysis/discussion?
- Was there only one course assessed during the years of 2012-15? Using a single course's assessment to stand for the whole program for a 3-year period is unacceptable. The template specifically asks the program to discuss its overall assessments for the 3-year period under review and to evaluate how its course assessments show that the program's students are meeting its program learning outcomes. This information is critical to understanding how well the program is maintaining and promoting continuous improvements in student learning and achievement. More data and analysis, as well as a good discussion of the impact of that assessment data on the development of the program's goals and plans, would have been helpful.

**The writer will include all assessment results and discussion in future annual and comprehensive reviews. In this review, I analyzed and discussed assessment data from 95 pages of course materials.**

Action Plan:

- The addition of specific goals for the Pāalamanui program overall, not just for the equipment needs of the new kitchen site, would have strengthened the Action Plan section of the review.
- Focusing the primary goal for the entire upcoming 3-year on the program's late 2015-16 move to the new kitchen and campus at Pāalamanui does not provide a good sense of where the program is headed in the near future. The move to the new campus, and all the equipment issues, likely will be accomplished by the end of AY16-17. What are the program's goals for the rest of the upcoming 3-year period?
- The second goal articulated seems like it should be part of the regular business of the program. Keeping up with food trends should be the expected standard of professionalism for the program. What goals for real improvements have the program developed, for example, in curriculum, teaching methods, students' achievement of competencies, etc? What positive impacts might articulating these types of plans and goals have on the program?
- The Action Plan and goals presented need to have been more clearly aligned with at least one of the Hawai'i Community College 2015-2021 Strategic Plan's main Initiatives.

**Additional goals will be added to future annual and comprehensive reports. I should have articulated the amount of work required to plan and move all the equipment and office furniture from Kealakekua to Pāalamanui during the summer months. We did not know if the new facility would come with ovens, stoves and other needed tools. We are very thankful for a Perkins Grant to purchase the equipment for the new culinary facility at Pāalamanui.**

Budget Items

- No Budget Items for the entire 3-year period until the program's next comprehensive review? It's difficult to tell if the program has considered all aspects of potential development for improvement at the new site, including items like personnel, student support services (tutoring), and post-graduation job placement and transfer services.

Overall Recommendations:

The review is generally strong in its discussion and description of the culinary program at Pāalamanui, although it's difficult to distinguish the

	<p>West Hawai'i program from the Hilo program in this report. The lack of comprehensive assessment data and analysis of overall assessment results badly weakens the report. The program needs to provide a much more thorough discussion of both the curricular changes already accomplished and its plans for improving student learning and success in the future at the West Hawai'i campus.</p> <p>Although the College has a tight budget, it is recommended that all resource needs, not just physical resources, be considered and thoroughly discussed in the program's next comprehensive review, with a reminder that all budget items and resources used must aligned with College's Strategic Plan.</p> <p><b>We have been using foundation resources to equip and fund our program for the last 15 years. Foundation funds are also used for continuing education, technology, repairs and maintenance. This should have been elaborated within the data for this report. In the future we will request funds for all resource needs.</b></p> <p><b>I feel very confident that the quality of these annual and comprehensive reports will greatly increase with more training and coaching. I will do my best in the future to create documents that are exceptional.</b></p>
--	---

**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/>

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

**<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2018&college=HAW&program=9>**

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

NOTE: All ARPD data and information includes data from both the CULN-West Hawai'i/Pālamānuī and CULN-East Hawai'i/Hilo instructional programs.																													
Demand <b>HEALTHY</b>	<p>The data in this health call-scoring rubric demonstrates many jobs for every graduate. Line 20 in this report list 47 graduates and a rolling average for three years of 700 jobs. Hotels and restaurants contact faculty weekly searching for students and confirms the data within.</p> <p>As part of our annual ACF accreditation review, we are required to prove placement statistics for our graduates. Approximately 90% of our 2016 and alumnus with an AAS in Culinary Arts are employed. Currently the state of Hawaii's unemployment rate is extremely low. Hotels and resorts are actively recruiting high school students to fill the shortfall of workers. Industry and the community college may be in direct competition for high school graduates.</p>																												
Efficiency <b>HEALTHY</b>	<p>A healthy indicator exist when the ratio of student/faculty is 15-35. We are running at maximum capacity of 34 This explains the need to hire lecturers to teach courses above the teaching load of two faculty BOR appointments. Faculty are needed for outreach, advising and reports in addition to primary teaching duties.</p>																												
Effectiveness <b>HEALTHY</b>	<p>Many students come into the culinary program unprepared for the rigor of the profession. Faculty estimate the persistence for the first year at approximately 75%. Once the student starts the third semester, the persistence is approximately 100%.</p> <p>81% of students persist from fall to spring.</p>																												
Overall Health <b>HEALTHY</b>	Health call scores from demand, efficiency and effectiveness are used to calculate overall health.																												
Distance Education <b>N/A</b>	Culinary Arts is not offered through distance education as this is a hands on profession.																												
Perkins Core Indicators (if applicable)	<p>Explanation provided below next to indicator.</p> <table border="0"> <tr> <td>Perkins Indicators (2016 - 2017)</td> <td>Goal</td> <td>Actual</td> <td>Met</td> </tr> <tr> <td>29.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>    1P1 Technical Skills Attainment</td> <td>92.92</td> <td>87.8</td> <td>Not Met</td> </tr> <tr> <td colspan="4"><b>We most likely missed this by one student. We are working on increasing this score.</b></td> </tr> <tr> <td>31.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>    3P1 Student Retention or Transfer</td> <td>81.81</td> <td>72</td> <td>Not Met</td> </tr> <tr> <td colspan="4"><b>The CULN AAS is generally a terminal degree. We have had two students over the past years work towards bachelor and master's degrees.</b></td> </tr> </table>	Perkins Indicators (2016 - 2017)	Goal	Actual	Met	29.				1P1 Technical Skills Attainment	92.92	87.8	Not Met	<b>We most likely missed this by one student. We are working on increasing this score.</b>				31.				3P1 Student Retention or Transfer	81.81	72	Not Met	<b>The CULN AAS is generally a terminal degree. We have had two students over the past years work towards bachelor and master's degrees.</b>			
Perkins Indicators (2016 - 2017)	Goal	Actual	Met																										
29.																													
1P1 Technical Skills Attainment	92.92	87.8	Not Met																										
<b>We most likely missed this by one student. We are working on increasing this score.</b>																													
31.																													
3P1 Student Retention or Transfer	81.81	72	Not Met																										
<b>The CULN AAS is generally a terminal degree. We have had two students over the past years work towards bachelor and master's degrees.</b>																													

	<p>32. 4P1 Student Placement 64.51 61.54 Not Met  <b>The vast majority of our students receive jobs. Perhaps some students are working for small restaurants and the data is not being reported? We will look into how the data for this indicator is collected.</b></p> <p>30. 2P1 Completion 51.51 56.1 Met</p> <p>33. 5P1 Nontraditional Participation 23 52.5 Met</p> <p>34. 5P2 Nontraditional Completion 22.22 45.24 Met</p>																																	
Performance Funding Indicators (if applicable)	<table border="1"> <thead> <tr> <th colspan="2" rowspan="2">Performance Indicators</th> <th colspan="3">Program Year</th> </tr> <tr> <th>15-16</th> <th>16-17</th> <th>17-18</th> </tr> </thead> <tbody> <tr> <td>35.</td> <td>Number of Degrees and Certificates</td> <td>25</td> <td>51</td> <td>35</td> </tr> <tr> <td>36.</td> <td>Number of Degrees and Certificates Native Hawaiian</td> <td>2</td> <td>18</td> <td>11</td> </tr> <tr> <td>37.</td> <td>Number of Degrees and Certificates STEM</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>38.</td> <td>Number of Pell Recipients<sup>1</sup></td> <td>16</td> <td>24</td> <td>21</td> </tr> <tr> <td>39.</td> <td>Number of Transfers to UH 4-yr</td> <td>3</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p><b>We are committed to increasing enrollment.</b></p>	Performance Indicators		Program Year			15-16	16-17	17-18	35.	Number of Degrees and Certificates	25	51	35	36.	Number of Degrees and Certificates Native Hawaiian	2	18	11	37.	Number of Degrees and Certificates STEM	1	0	0	38.	Number of Pell Recipients <sup>1</sup>	16	24	21	39.	Number of Transfers to UH 4-yr	3	3	2
Performance Indicators				Program Year																														
		15-16	16-17	17-18																														
35.	Number of Degrees and Certificates	25	51	35																														
36.	Number of Degrees and Certificates Native Hawaiian	2	18	11																														
37.	Number of Degrees and Certificates STEM	1	0	0																														
38.	Number of Pell Recipients <sup>1</sup>	16	24	21																														
39.	Number of Transfers to UH 4-yr	3	3	2																														

**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.**

For example, discuss:

- Changes to the program’s curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program’s operations or services to students.

No new additions, deletions, modifications to curriculum this year. Many changes and modifications were made last year to articulate our courses of study with sister community colleges in the state. These changes

will help our students transfer from college to college and a seamless transition to the four year culinary program on Oahu.

We filled the faculty position that was vacated in May 2017

As a state run facility, our financial challenge is that we do not have access to the type of facilities and resources that private culinary programs 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.

We have two foundation accounts established from prior years, and we used these funds for the repairs. Our annual budget is approximately \$5000 and does not cover the basic materials and supplies needed to run the program. We generate revenue above the cost of food. These funds are used to cover the deficiency in allocated annual budgeted funds. It is difficult to properly teach when the main focus is generating revenue. The balance between production and instruction is a constant battle. Unforeseen repairs and maintenance are major challenges with the operating budget.

During the past year, our new Facilities Coordinator George, has helped us with the following:

- Identified and repaired the compressor swap issue with our walk in coolers.
- Coordinated the management and pumping of the grease trap.
- Multiple handyman type repairs....reattaching a failing sink, installation of ticket bar, installation of door stops/ bumpers, repair of door gaskets
- Coordinated all extinguisher inspections (annual) and hood inspections (biannual) for Culinary and Bakery
- Coordinated and implemented preventative maintenance program for all culinary and bakery refrigeration systems and ice machines.
- Replacement/ re plumbing of water descaling units associated with dishwashers in Culinary and Bakery
- Evaluated and amended building temperature profiles for both Culinary and Bakery.
- Coordinated the repair and replacement of igniters and condensate lines associated with our water system

The central topics of monitoring include the grease traps, and preventative maintenance of equipment. We have also become increasingly aware that our water is very hard, alkaline and corrosive.

Preventative maintenance has saved the program and college thousands of dollars in potential repairs.

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 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.*

### **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**

### **AY18-19 ACTION PLAN**

**Provide a detailed narrative discussion of the program's overall action plan for AY18-19, based on analysis of the Program's AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period. This Action Plan should identify the program's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.**

#1. The original plans at Pālanui included an indoor dining, meeting facility. The campus was built with a deficiency in class space and the dining facility was converted to needed class space. This dining area is extremely hot and not covered on the south facing side. Two years ago we covered the lid with shade cloth to help cool this area and created some relief. There are funds appropriated to refurbish the existing outdoor dining area. Consultation and plans have not manifested as of yet. This is an ongoing goal.

We would like to cool and beautify this area, so students, faculty and guests can have a place to meet, eat and exchange ideas on campus.

#2 Another goal is to establish fruit and vegetable gardens on campus. This is an ongoing goal.

#3 Modify existing curriculum and delete the CO certificate as very few students enroll.

#4 Modify existing curriculum to replace CULN 130 with CULN 222 Asian Cookery. We believe this Asian cookery course is more suitable for us as most of the objectives in CULN 130 are currently taught in other courses.

#5 Increase the enrollment in culinary

### **ACTION ITEMS TO ACCOMPLISH ACTION PLAN**

**For each 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 each 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: Cooling and beautifying the outdoor dining and meeting area, to meet strategic initiative 21CF 1,2,3.**

Funding has been approved via Nicole Lowen and we are collecting a list of needed items for the dining area. Some of thoughts and ideas are noted below.

- Create a list of needed items for the ding room area
- Develop an architectural plan for this area
- Possibly collaborate with construction program and other community organizations
- Cover or coat plastic roof to help cool
- Install photo voltaic panels on roof (this will help save money on utilities and provide a barrier that can help cool the space below)
- Awnings or retractable shade on south facing section (this will enable us to use more of this area)
- Umbrellas in areas not covered by plastic lid
- Install solar fans
- Stain concrete floor to help cool and beautify the area

**Action Item 2:**

**Create vegetable and fruit gardens on campus.**

On October 28, 2017 the Blue Zone Group with community volunteers created two raised bed planters that we now use for herbs and vegetables. Once we establish water lines and have help digging holes we can plant a fruit orchard. We need to work with the administration as time and money may be needed to accomplish this goal.

Water has not yet been furnished to this site and we are working with George, our facilities coordinator. In late fall 2018, The Blue Zone group once again volunteered their services to create another planting bed for herbs and vegetables! The culinary team is planting and maintain theses gardens. It would be a tremendous benefit to our community to have an agriculture program at Pāalamanui.

Full Time faculty has been hired!

**Action Item 3, 2019:**

Modification to curriculum:

We decided to delete the CO certificate as very few students enroll in this certificate.

**Action Item 4, 2019:**

We will submit a proposal to change CULN 130 to CULN 220 Asian cookery. We believe this course will help our students transfer to the BAS on Oahu and most of the objectives and competencies taught in CULN 130 are delivered in all other courses.

**Action Item 5, 2019:**

In fall 2018 we had a very small enrollment of 6 students. We attribute this minimal enrollment to the extremely low unemployment rate, and industry targeting high school graduates for employment.

Pāalamanui culinary group has developed a plan to increase enrollment for fall 2019 and our goal is 15- 18 students. Below is our action plan.

- Writing a monthly column in the West Hawaii Today paper featuring alumnus, current student success stories and interesting foodie subjects.
- Work with HIWEDO and propose a “shadowing” program for high school students interested in culinary arts.
- Hosting a career booth fair on campus 3/15
- Collaborating with Carrie Phips by participating at her outreach events.
- Hands on cooking demonstrations at WHEA, Konawaena and Kealakehe high schools.
- Advertising a chef in the making with Thatcher.
- Offering a free knife kit for the first 11 students that enroll.
- Dialog with our ACF chapter

**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.*

**BUDGET ASKS**

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	Funding for the outdoor dining area has been provided by legislator, Nicole Lowen.

Include estimated cost(s) and timeline(s) for procurement.	Once plans are created we will have a better understanding of costs needed.
<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:</p> <p><a href="http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf">http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</a></p>	Cooling and beautifying the outdoor dining and meeting area, to meet strategic initiative 21CF 1,2,3.

## 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 AY17-18.

### 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.**

### Courses Assessed

List all program courses assessed during AY17-18, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
CULN 252, Patisserie	Fall,2017	1,2,3,4	8
"Closing the Loop" Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
No Closing the Loop assessments were conducted in AY17-18.			

### Assessment Strategies

<p><b>For each course assessed in AY17-18 listed above, provide a brief description of the assessment strategy, including:</b></p> <ul style="list-style-type: none"> <li>• a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);</li> <li>• a description of <u>how student artefacts were selected for assessment</u> (e.g., the assessment included summative assignments from all students in the course, <u>OR</u> a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);</li> <li>• a brief discussion of the <u>assessment rubric/scoring guide</u> and the criteria/categories and standards used in the assessment.</li> </ul>
--

**Course Alpha/#: CULN 252, Patisserie**

The students will have three hours to setup, prepare and plate their plated dessert. The instructors assess students using the practical final CULN 252 rubric. Below are the elements of the rubric used.

**Element            Excellent        Good    Adequate        Needs Improvement**

**EATABILITY**

**FLAVOR &TASTE**

**INGREDIENT BALANCE**

**TEXTURE**

**PRESENTATION**

**APPEARANCE**

**TEMPERATURE**

**PORTION SIZE**

**TECHNIQUES**

**CREATIVITY&ORIGINALITY**

**MENU PRESENTATION BOOKLET**

**TIME MANAGEMENT**

**MISE EN PLACE**

**Expected Levels of Achievement**

**For each course assessed in AY17-18 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."*

<b>Assessed Course Alpha, No., &amp; Title</b>	<b>Assessed CLO#</b>	<b>Standard for Success</b>	<b>% of Students Expected to Meet Standard</b>
CULN 252, Patisserie	1,2,3,4	"Met" standard is 70% for all CLOs.	85% of students will achieve scores of met or exceeded expectations.

**Results of Course Assessments**

**For each course assessed in AY17-18 listed above, provide:**

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

**Course Alpha/#: CULN 252**

Attached is the task and Rubric for the summative final project. Results equal the number of only six students out of the seven students. One student did not participate and missed to many classes. The other students that participated exceeded through the whole semester. The average score of 87% was achieved by students during their final. The total of six scores of the six students divided by six equaled 87%.

By observing the students daily, they did perform very well on sanitation, safety and personal hygiene.

Daily observation of safe use of equipment and supplies were properly done by the students. The students were compliant with receiving and storing of ingredients.

This year's students love to bake. Teaching the students was easy. The students followed standards. The students did advance recipes or ratios that were consistent with the American Culinary Federation standards of flavor, color, texture, and presentation.

The preparation of variety of patisserie to compliment international cuisine also went well. The students were asked to prepare a dessert from different parts of the world to complement their Friday luncheons

**Other Comments**

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

Hands on training is one of the best way to learn in the patisserie field. I strive to add creativity to all my projects so that I can make them more interesting to the students. The students are encouraged to do research on the type of desserts they are interested in preparing within the parameters of the Culinary 252 Syllabus.

**TIME**, I have the students for only four and half hours two times a week for 4 months. It is not much time for the students to learn everything that I would like to teach. Attendance is important and if a student misses a couple of classes it will affect their grade. More time will help in fund raising projects too.

**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.**

**Student reflection papers presented the instructor with ideas to create a better assignment. These ideas have been implemented into next years applied final project.**

**Next Steps – ASSESSMENT ACTION PLAN for AY18-19**

**Describe the program's intended next steps to improve student learning, based on the program's overall AY17-18 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

For AY 17-18 we performed one assessment CTL for CULN 252.

A new full time instructor was hired and the assessment schedule adjusted to perform proper training. In January 2019, the assessment coordinator conducted an assessment workshop for all our lecturers and faculty.

This spring our program is scheduled to conduct the following assessments:

CULN 112 initial phase #2 for Sanitation and Safety

CULN 131 CTL Short Order Cookery

CULN 140 CTL Cold Food Pantry

CULN 150 initial Fundamentals of Baking

CULN 160v CTL Dining Room Service

QM 120h Math

## 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.