Culinary Arts Program
East Hawaiʻi

2020 COMPREHENSIVE PROGRAM/UNIT REVIEW
AY 17-18, AY 18-19, AY 19-20

UNIVERSITY OF HAWAIʻI
HAWAIʻI COMMUNITY COLLEGE
NOTE: This Comprehensive Program Review covers five years, AY16 through AY20.

1. Program or Unit Description

*Program/Unit Description from the catalog or Unit Mission or Purpose Statement*

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. The program has been accredited by the American Culinary Federation since July 2005.

What is the target student or service population?

The geographical dynamics of our student population spans a broad area. Currently, our program has students enrolled from as far north as Waimea, to down south in Ka‘u. This area represents roughly three-quarters of the island’s population. To put this in perspective, the distance from Ka‘u to Hawai‘i Community College is roughly 63 miles, and the distance from Waimea to Hawai‘i Community College is 60 miles. To give a comparison, the distance between Leeward Community College and Kapi‘olani Community College is approximately 17 miles.

In addition to commuting vast distances to attend the program, our students also come from a broad range of backgrounds. Many students come from underserved populations and/or lower socioeconomic families. This potentially means that many of our students may not have had the opportunities or experiences that some other social populations have.

Being one of the most culturally diverse community colleges in the United States, our program attracts students who come from very diverse backgrounds and cultures. Historically, we also have a large population of students for whom English is their second language. Thirty-eight percent of this past year’s cohort were English-second-language students (internal program data). Having a large percentage of English as a second language population poses unique challenges on instruction. Many class topics require non-traditional teaching methods and delivery such as utilization of PowerPoint presentations, live demonstrations, and project based practical assignments. Being cognizant of the speed in which materials are being delivered and varying the methods of instruction to optimize the student’s understanding and attainment of skills is also crucial for our student’s success.

Hawai‘i Community College is an “open-door” institution, thus the needs and goals of our student body vary tremendously. Their goals can be as modest as getting a job that has a wage that will enable students to better care for their family, to lofty aspirations of becoming a chef at a famous restaurant, to students having dreams of one day owning their own food establishment.

Being a small, cohort-based program, instructors teach a wide range of courses. The high number of contact hours enables the instructors to become familiar with each student’s strengths and areas in need of improvement. Implementing project-based learning in both team-based and practicum-
based formats have shown to be very successful in helping students identify their areas of strengths and weaknesses.

2. **Analysis of the Program/Unit**

*Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics from the previous three years or the full period covered in this Review if more than three years. Include a discussion of relevant historical-trend data on key measures (i.e., last three or more years).*

The Program notes that the UHCC ARPD table of Quantitative Indicators referenced throughout this Review combines data for the East Hawai‘i and West Hawai‘i Culinary Arts Programs.

The table below summarizes the Culinary Arts Programs’ Health Indicators for Demand, Efficiency, Effectiveness, and Overall Health categories for the five-year review period.

<table>
<thead>
<tr>
<th></th>
<th>15-16</th>
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<tr>
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<td>Healthy</td>
<td>Cautionary</td>
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*Demand* - Our demand indicator remained Healthy for the five-year review period. There was a steady increase in employment for New & Replacement Positions (County Prorated) and New and replacement Positions (State) for this period with only a slight drop in 2020. With the unemployment rate at historical low numbers combined with the upturn in the economy, the program has finally experienced a drop-in enrollment similar to many other programs in the system. Despite this drop in Majors, the program has maintained its Healthy indicators every year. This steady decline in enrollment could also be due to the very low enrollment of the West Hawai‘i program during this period. The data collected merges the two programs into one ARPD data set. Our East Hawai‘i internal data shows that we have remained steady in our enrolled majors from this period and does not reflect the 20% drop in majors shown in the ARPD data. Outside research and data also indicates the industry is still growing and a strong need for culinary professionals remains high for the county and state.

*Efficiency* - We saw no significant change in Fill Rate during this five-year period, except for AY 2018-2019.

For AY 2018-2019 Efficiency Indicators went to Cautionary as we saw a 25% drop in enrollment during this APR academic year. The program believes this to be an anomaly as our enrollment went
back to our normal healthy Fill Rate levels during the following academic year at the East Hawai‘i campus. For more accurate data analysis, the program recommends separation of Pālamanui’s demand, efficiency, and effectiveness indicators from the Hilo campus.

For this period, I believe our Majors to FTE BOR Appointed Faculty may be incorrect. East Hawai‘i currently has 2 FTE Faculty.

The Number of Low-Enrolled (<10) Classes went down from 23 to 11 during the 2018-2020 period.

**Effectiveness** - The program’s effectiveness sometimes fluctuates drastically from year to year. Depending on the year, there can be many unforeseen outside factors that may have contributed to the data provided. Outside factors in the past ranged from student mental health issues, students having to work full time versus enrolling full time into the program, to financial difficulties with tuition.

One historical trend is that the program’s Fall to Fall persistence has been high. Once again, many outside factors may contribute to this phenomenon, but I also believe that a high percentage of our student population is not prepared academically or mentally for the rigor of college. Increased use of our counselling department along with tutoring services and individual student instruction will continue to be utilized and implemented.

Another consideration is the approach the Culinary Program takes in terms of a thoughtful career choice. The program does not necessarily view withdrawals as a negative as program faculty and counselors are used to assist students in identifying appropriate program and career paths that suit the needs and strengths of the individual student.

**Discuss significant program or unit actions and activities over the period of this Review. Include new certificate(s), stop outs, gain/loss of position(s), etc. Discuss the results of the prior Comprehensive Review’s action plan(s). Include external factors affecting the program or unit.**

Prior Comprehensive Review’s action plan(s):

1) The program will be able to remove and install the used/replacement donated equipment and increases our instruction and production by at least 75%.
   Result: All donated equipment (minus the dishwasher) were successfully installed and integrated into the lab instruction. Although we have increased our production steadily over the years, it is difficult to calculate if we achieved 75% more productivity in that time span.

2) Another of our Program’s initiatives is to keep current with the ever-changing trends with the culinary industry today.
   Result: All current faculty and lectures in the Program have kept up to date with current trends in the industry. This is done through various professional development activities, professional chef demonstrations, and Advisory Council meetings which are held twice a year for our program.

**Significant program actions and activities 2015-2020:**
In 2015, a successful Perkins Grant was written and awarded for this academic period in the amount of $31,100. This award went towards purchasing a Combination Oven (Combi) for the first half program courses. This modern equipment assisted our program to stay current with some new trends and technologies within our profession.

During this period, we began focusing on the program’s prescribed curriculum to create a more cohesive and appropriate academic journey for our students as well as to finalize our Statewide Culinary Articulation Agreement (Agreement finalized September 2018). Course modifications were:

- Removed prerequisites and corequisites from CULN 150 through Fast Track. This freed up the schedule for East Hawai‘i and West Hawai‘i to offer this course in different semesters.
- Removed CULN 170 co-requisites to give freedom in both East Hawai‘i and West Hawai‘i schedules.
- Replaced QM120H for Math 50H or 100 or above, deleted Math 120 as a prerequisite.
- Creation of a new QM 78H supplemental course to help facilitate learning in the new QM120H course.
- Changed CULN120 by adding QM120 and taking out CULN 170 for co-requisite.
- Course modification for CULN 130 (Intermediate Cookery). Course name, number, and description change to CULN 133 (Bistro Cookery and Intro to Dining Room Service). New competencies were added to the existing competencies.
- Increase of 1 credit for CULN 115 (Menu Merchandising)
- Decrease of 1 credit for CULN 120 (Fundamentals of Cookery)
- Decrease of 1 credit for CULN 270 (Food and Beverage Cost Control)
- Increase of 2 credits for CULN 160V (Dining Room Service/Stewarding)

In Fall 2016, a new faculty member was hired for the program (existing FTE position) during this academic year. Also, during this period, new American Culinary Federation (ACF) sustainable competencies were successfully integrated into appropriate courses within the program.

A major activity for AY 2017-2018 was the completion and submission of our Program Self-Study to the American Culinary Federation (Accreditation body). The site visit occurred in April 2019. Our accrediting body, the American Culinary Federation (ACF), confirmed our Program’s re-accreditation for another five-year period by meeting all the standards set forth by this nationally recognized organization.

The program continues to focus on updating the facility’s kitchen equipment which helps to facilitate teaching modern cooking techniques and improve the lab’s learning environment. The result of these efforts was a Perkins Grant awarded during the spring 2019 semester for modern equipment in the amount of $58,580.

The new kitchen equipment was successfully installed during the 2019-2020 academic year, and new learning opportunities were integrated into courses CULN 150, 133, 220, 252 and 240.
Plans from the previous year to integrate video and monitor capabilities in the lab were also pursued and funds were acquired and equipment was installed recently for use in CULN 133, 270, 220, and 240 labs and the second-year classroom.

The Program went to 100% distance learning for all courses during the Spring 2020 semester due to the Covid pandemic. All students in their fourth semester of the program successfully completed all course requirements despite the challenges presented to them during this campus closure.

*Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program for the period of this Review; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level in the last year of this Review period.*

**Perkins Core:**

<table>
<thead>
<tr>
<th></th>
<th>AY16</th>
<th>AY17</th>
<th>AY18</th>
<th>AY19</th>
<th>AY20</th>
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<td>1P1 Technical Skills</td>
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</tr>
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<tr>
<td>4P1 Student Placement</td>
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<td>Not Met</td>
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<td>Not Met</td>
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<tr>
<td>5P1 Nontraditional Participation</td>
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1P1 Technical Skills Attainment. There was a large percentage of males who did not complete the program versus the female population (64.5% vs. 93.3% respectively). Historically, the Culinary Program has experienced a relatively high non-completion rate. This could be due to students not having a realistic idea of the culinary trade. The program has observed that many students are not prepared for the rigor of college and also have unrealistic expectations of what it requires to be successful in this very demanding profession. The Food Network, combined with other food shows and social media, glamorizes this industry and does not offer a real picture of what is required in order to excel in this profession. The Culinary Program may need to create some type of entrance exam into the program. Another factor may be due to the program’s many outdated and/or broken equipment. Outdated and insufficient working equipment creates many obstacles for effective learning and does not mirror current modern technology in the industry. Historically this program has a very diverse student population with a broad level of skill-sets. Proper working equipment is essential for delivering quality instruction and student success. The program will continue to seek out new teaching strategies that assist in increasing student success for our broad range of students.

3P1 Student Retention or Transfer - Data shows a large number of Native Hawaiian or Pacific Islander populations not completing the program. Census data has shown that our East Hawai‘i campus draws upon the lowest socioeconomic 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. The Culinary Program is viewed by most students as a terminal degree which might also contribute to the low transfer rate. 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.

4P1 Student Placement The program believes this number to be inaccurate. Internal data and research from the 2015-16 cohort indicates that 10 out of 13 graduates in our East Hawai‘i program who graduated are working within the industry. Despite the record low unemployment rate in the State and many positions available on the State and County level, this past year’s cohort has seen a large percentage of graduates choosing not to enter the workforce immediately. The program will need to take a hard look at this phenomenon in order to determine whether this is a one-time occurrence, or if this is an indication of the changing needs of the graduates. This indicator will be very difficult to achieve in the future while our economy tries to recover from the COVID pandemic. State and Federal government agencies will be very challenged to rebuild this industry which has taken such a major hit.
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[If applicable, provide attachment(s) or URLs for ARPD data tables from the previous three years or from the full period of this Review if more than three years; if applicable, provide attachment(s) or URLs for unit or program specific data discussed above in this Review.]

AY 2015-2016:

AY 2016-2017:

AY 2017-2018:

AY 2018-2019: https://uhcc.hawaii.edu/varpd/

AY 2019-2020: https://uhcc.hawaii.edu/varpd/

3. Program Learning Outcomes or Unit/Service Outcomes

a) List of the Program Learning Outcomes or Unit/Service Outcomes

Program Learning Outcomes:

1. Apply appropriate ethics for purchasing and receiving in the culinary industry.
2. Demonstrate proper work attitudes and work habits.
3. Demonstrate general knowledge of culinary departmental functions and their relationship.
4. Demonstrate an understanding of the culinary industry business operations.
5. Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.
6. Choose an appropriate career path based on industry knowledge or requirements.
7. Apply appropriate etiquette, appearance, and hygiene as required by industry standards.
8. Demonstrate skills necessary for acquiring a job in the culinary field.
9. Integrate their knowledge of Hawai‘i’s culture and food into cuisine.
10. Apply nutritional concerns to the creation of menus

b) List the Program Learning Outcomes or Unit/Service Outcomes that have been assessed in the period of this Comprehensive Review.

Courses Assessed
Program Learning Outcomes 2, 3, 4, 5, 7, 8, 9 were last assessed during the period of this review through the assessment of CULN 115, 130, 220, 252, 270, 160V, 131, 140, 150, 170, and 252.

c) Discuss the assessment results from the period of this Comprehensive Review.

Please see the PLO assessment results graphs below from Campus Labs. We note that these graphs combine data for the East Hawai‘i and West Hawai‘i Culinary Arts Programs.
Culinary Arts Program Assessment Results

**KEY:**  Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet
Program: **Culinary Arts - East Hawai‘i**

### Culinary

#### Academic Year 2017-18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>CULN_PLO1</td>
<td>CULN_PLO1</td>
<td>Apply appropriate ethics for purchasing and receiving in the culinary industry.</td>
</tr>
<tr>
<td>CULN_PLO2</td>
<td>CULN_PLO2</td>
<td>Demonstrate proper work attitudes and work habits.</td>
</tr>
<tr>
<td>CULN_PLO3</td>
<td>CULN_PLO3</td>
<td>Demonstrate general knowledge of culinary departmental functions and their relationship.</td>
</tr>
<tr>
<td>CULN_PLO4</td>
<td>CULN_PLO4</td>
<td>Demonstrate an understanding of the culinary industry business operations.</td>
</tr>
<tr>
<td>CULN_PLO5</td>
<td>CULN_PLO5</td>
<td>Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.</td>
</tr>
<tr>
<td>CULN_PLO6</td>
<td>CULN_PLO6</td>
<td>Choose an appropriate career path based on industry knowledge or requirements.</td>
</tr>
<tr>
<td>CULN_PLO7</td>
<td>CULN_PLO7</td>
<td>Apply appropriate etiquette, appearance, and hygiene as required by industry standards.</td>
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<tr>
<td>CULN_PLO8</td>
<td>CULN_PLO8</td>
<td>Demonstrate skills necessary for acquiring a job in the culinary field.</td>
</tr>
<tr>
<td>CULN_PLO9</td>
<td>CULN_PLO9</td>
<td>Integrate their knowledge of Hawaii’s culture and food into cuisine.</td>
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<tr>
<td>CULN_PLO10</td>
<td>CULN_PLO10</td>
<td>Apply nutritional concerns to the creation of menus.</td>
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<table>
<thead>
<tr>
<th>Term</th>
<th>Outcome Description</th>
<th>Result</th>
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<tr>
<td>CULN_PLO1</td>
<td>“CULN PLO1: Apply appropriate ethics for purchasing and receiving in the culinary industry.”</td>
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<tr>
<td>CULN_PLO2</td>
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<td>“CULN PLO3: Demonstrate general knowledge of culinary departmental functions and their relationship.”</td>
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<td>CULN_PLO10</td>
<td>“CULN PLO10: Apply nutritional concerns to the creation of menus.”</td>
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The final graph above, AY19-20, provides assessment results for Fall 2019 only. Due to the COVID pandemic and the abrupt move of all classes to online formats, the College gave the option of suspending course assessment for Spring2020.

\(d\) Discuss the assessment results from the period of this Comprehensive Review.

Assessment Results

CULN 115 (Menu Merchandising)
*Assessment was a final menu project
  ○ 78% of students met or exceeded expectations; 22% partially met or did not meet expectations.

CULN 130 (Intermediate Cookery)
*Assessment was lab practicum performed at the end of the semester
  ○ Overall, the majority of the students met or exceeded expectations in all areas being assessed.
  ○ 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 possesses when entering this program. Student’s skill levels can range from already working in the industry (i.e.: Luxury Resorts and restaurants), all the way to never having cooked in a professional kitchen before. Students 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.

CULN 131 (Short Order Cookery)
*Assessment was performed measuring final lab practicums
  ○ 83% of students met or exceeded expectations; 17% partially met or did not meet expectations.

CULN 140 (Cold Food Pantry)
*Assessment was a vegetable cuts practicum, and final lab practicums
  ○ 81% of students met or exceeded expectations; 19% partially met or did not meet expectations.

CULN 150 (Fundamentals of Baking)
*Assessment was an equipment test, and final exam
○ 95% of students met or exceeded expectations; 1 student partially met expectations.

CULN 160V (Dining Room Service/Stewarding)
*Assessment was measured final lab practicums, and final exam
Outcomes: Weekly Lab Performance 86%, Final 81%

CULN 170 (Food and Beverage Purchasing)
○ 90% of students exceeded expectations; 2 students partially met expectations

CULN 220 (Advanced Cookery)
● Students performed an array of tasks in the lab in order to successfully run our programs model of a fine dining restaurant. Overall, students performed well in all categories being assessed. Our Daily Lab Rubric was used to measure success and track student learning.
● A trend emerged during the assessment period. On the first day of service for each of the three weeks, there was a noticeable amount of confusion with how to organize their respective stations and prioritizing their responsibilities. This confusion caused some delays in food production during the service period.
● Over the course of the 3-week assessment, students made positive progressions in kitchen systems and job responsibilities for each station. This cohort responded well to difficult situations and made great improvements in critical thinking and problem solving within the kitchen-lab.

CULN 252 (Advanced Patisserie)
*Assessment was done in two parts (final exam and practicum)
○ Outcomes: The majority of the students in this class “exceeded expectations”

CULN 270 (Food and Beverage Cost Control)
*Assessment was measured through final assignments, and final exam
○ Outcomes: Worksheet scores 80%, Final Exam: 89%

e) Discuss changes that have been made as a result of the assessment results.

CULN 130 (Intermediate Cookery)
Based on student surveys, assessment results, and informal discussions with students, it was found that visual instructional material is their preferred method of learning for this course. One of my main goals was to increase the number of cooking demonstrations presented to the students.

Implemented more visual learning tools to give the students the opportunity to increase their skills attainment in “Skills and Technique” and “Correct Mise en
Place” within the Daily Lab Performance rubric. These new teaching resources were delivered throughout the course of the semester in the students’ live restaurant/lab. On-line resources were given to the students utilizing Laulima software.

CULN 131 (Short Order Cookery)
Thoroughly explained rubric to students to maintain current standards.

CULN 140 (Cold Food Pantry)
Integrated more knife skills through cutting vegetables. Performed more demonstrations, improved on proper sanitation and safety procedures. Enforced the uniform code.

CULN 150 (Fundamentals of Baking)
Created learning groups during lecture and performed a review with the entire class prior to the test. Encouraged students to take notes during lectures.

CULN 160V (Dining Room Service/Stewarding)
Improved and communicated rubric more thoroughly, designed creative worksheets and team building exercises for the dining service.

CULN 170 (Food and Beverage Purchasing)
Provided a copy of the Daily Lab Production rubric to the students, and maintained standards.

CULN 220 (Advanced Cookery)
Follow-up assessment of the new data was very encouraging. Overall, the group had improvements in all areas being assessed vs. the previous group. 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 track with the curriculum.

An increase in visual learning 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.

Utilizing our on-line grading system has also contributed to an increase in student performance. Students are able to see their performance in relative real-time, and are able to address areas of weakness. The resource tool within the on-line grading software was further used for complex cooking techniques using power points and
video references. This resulted in better performance with cooking techniques and procedures.

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.

CULN 252 (Advanced Patisserie)
Had students research the origin of dessert they are creating. Presented project earlier so students can have more time to prepare.

CULN 270 (Food and Beverage Cost Control)
Concentrated on math exercises through lectures and worksheets to improve scores. Math skill improvement is key to high student scores. Scores should show a trend from one semester to the next on the improvement covering this topic.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, comparable unit-developed measures or program-developed metrics, assessments of student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next Comprehensive Program/Unit Review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.
Specify how the action plan aligns with the College’s Mission and Strategic Plan: HawCC Strategic Directions 2015-2021.
Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below. *The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

It is imperative that we continue to develop and modernize the CULN facility to support the tourism industry, a main economic driver for the state of Hawaii. Based on assessment data and instructor observations, students frequently work with poorly performing equipment or have to find creative solutions in order to complete their practicum assignments. Old and aging equipment is frequently not working properly, or broken.

Faculty will continue to write Perkins Grant Proposals to combat this issue, but the speed of this process and the total amount of new equipment required for the program is so large that it will take an unforeseeable amount of years to acquire. Perkins qualification criteria will not replace old or broken equipment as this is not the focus of this grant. In order for meaningful improvements to happen, the State needs to appropriate funds to properly update the facility; just as it has done with all other Culinary Programs in the State. (Ref: HawCC Strategic Directions 2015-2021 “21CF Action Strategy 1”).
Continuation and refinement of our Program’s sustainability competencies and ‘āina-based learning will continue. This has primarily been in collaboration with our Agriculture Program, but new learning opportunities will also be created within the new Comprehensive Review Cycle. These actions also fall in line with the “From Today to Tomorrow: A Talent Roadmap to Support Economic Recovery” guidelines. (Ref: https://www.hec.org/talent-roadmap/)

**Ref: Segment of Advisory Council notes (2019):**

According to advisory council member, Chef Casey Halpern (Executive Chef/Cafe Pesto) he shared that he is happy with students that he has had who have gone through the CULN program. There was a suggestion to look at ways to include quarterly events to collaborate with and promote farms and farming connection. The program is considering creating a 3rd year program that may include a farming component with a farm-to-table externship that would expand work-based learning opportunities/apprenticeships/paid experiences. Ref: https://www.hec.org/talent-roadmap/

As the program looks to the future, the tie between Agriculture and Culinary may be the most important consideration in terms of cost, sustainability, etc. Currently there is a forced requirement for imported goods within the industry, because we aren’t producing enough food on the island, and more cooperation and cohesiveness between the two sectors will be important to lower the cost of goods and to produce more goods. The role of the culinary industry is to promote those products and get them into the awareness of the public. Sustainability will be more and more important. Connections between sustainability and production are important for feeding people.

During this period, the program will continue to enhance our capacity for remote learning. Ref: https://www.hec.org/talent-roadmap/ This has already been occurring due to the Covid pandemic situation. Currently two courses are being offered on-line (CULN 115 “Menu Merchandising”, and CULN 185 “Nutrition”) to help facilitate Pālamanui’s low-enrolled culinary program. More streamlining is currently being evaluated to help support program efficiency.

East Hawai‘i faculty is working on creating credentialing for ServSafe.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level in the last year of this Review.

Perkins Core 2019-2020:
1P1 Technical Skills Attainment Not Met.
The program will continue to seek out new teaching strategies that assist in increasing student success for our broad range of students. New electronic learning tools such as PowerPoint presentations, video cooking demonstrations, and on-line tutorials will be created for student learning opportunities.
5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

**Equipment resource requests**

1. 2 Grill stations (1 in Cafe/1 in Gourmet kitchen) - Both grills are beginning to rust and fall apart. This creates dangerously large flames in certain areas of the grill. The pilot lights are also degrading to the point of non-operation. Instructors or students have to manually light grill burners which pose a major safety hazard.

2. Steamer (Cafeteria) - This is the only steamer in the entire facility. It is used to cover required competencies from our accreditation body (American Culinary Federation). This piece of equipment was earmarked for purchase last semester, but due to Covid, the allocated monies were withdrawn. Non-replacement of this piece of equipment will cause a lack of critical learning for the students along with “non-compliance” standards from our accreditation body.

3. Boiler (Entire facility) - Addition of a new boiler or “hot water on demand” for facilities hot water capabilities. **This request has been included in multiple Annual Program Reviews in the past.**
   Faculty has also taken the initiative to get quotes for the “hot water on demand” and provided this information to VCAS.
   Currently, the program is running on its last boiler. Other broken boilers in the facility were deemed “unrepairable” due to age of the boilers, there is an unavailability of parts. Loss of the last working boiler will result in the “shut down” of the facility by Board of Health standards. I cannot emphasize enough the importance of this request.

☐ I am NOT requesting additional resources for my program/unit.