NOTE: This Comprehensive Program Review covers five years, AY16 through AY20.

1. Program or Unit Description

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.

High school graduates interested in culinary arts and hospitality careers are our primary “target” students. The two main high schools in our area are Konawaena and Kealakehe. A few students enter our program from Waimea, Kohala, Kau, and West Hawaii Explorations Academy. We also receive a few adult students that are changing or starting new culinary career paths.

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).*

On April 13, 2019 we had a site inspection visit from the accreditation arm of the American Culinary Federation (ACF). The ACF is the largest professional chefs’ organization in North America and is made up of more than 14,000 members belonging to more than 170 chapters in four regions across the U.S. The ACF is the leader in offering educational resources, training, apprenticeship, competitions, and programmatic accreditation designed to enhance professional growth for all current and future chefs and pastry chefs. In addition, ACF operates the most comprehensive culinary certification program in the world. ACF is home to ACF Culinary Team USA, the official representative for the United States in major international competitions. [https://www.acfchefs.org/ACF/About/Overview/ACF/About/Overview/](https://www.acfchefs.org/ACF/About/Overview/ACF/About/Overview/)

The results and findings from the ACFEF site visit are below.

**Site Visit:** April 2019

**Program Reviewed:** Associate Degree in Food Service

**Site Visit Findings:** The evaluation team did not identify any noncompliance and program received a five-year accreditation status from the ACFEF.

**Program Strengths**

1. The program has excellent facilities. The equipment is state of the art and the equipment is well maintained.
2. The caliber of the program is outstanding along with the production and presentation.
3. The instructors have strong industry background and are very knowledgeable. Their hard work and dedication to the program and the students is evident. They have earned the respect of the students.
4. The units of instruction clearly follow written outlines and syllabi which clearly state course description, measurable objectives, student activities, learning resources and grading criteria.
5. Local ACF is extremely supportive with time, scholarships and support for competition. They fund ACF membership for Culinary Arts students. The school has developed a strong community system for support and they are also supportive in donating products.
6. Students are enthusiastic, respect instructors, and have a genuine sense of professional pride.
7. Students are offered many opportunities to participate in events in the community.

Program Suggestions
1. Suggest the equipment safety equipment list be refined to include individual area for student and Instructors signature as well as date for each piece of equipment.
2. Suggest the program develop curriculum for the non-traditional student allowing new students to go to school while working. This could be individual classes or a program.
3. Implement an externship program for students to get more hands-on industry experience.
4. Suggest the uniform policy be tightened up to include information regarding hair restraints and no nail polish to correlate to ACFEF standard. Students are already following the guidelines, just need to incorporate into policy.

The table below outlines the Demand, Efficiency and Effectiveness Health calls since our last comprehensive review.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMAND</td>
<td>HEALTHY</td>
<td>HEALTHY</td>
<td>HEALTHY</td>
<td>HEALTHY</td>
<td>HEALTHY</td>
</tr>
<tr>
<td>EFFICIENCY</td>
<td>CAUTIONARY</td>
<td>HEALTHY</td>
<td>HEALTHY</td>
<td>CAUTIONARY</td>
<td>CAUTIONARY</td>
</tr>
<tr>
<td>EFFECTIVENESS</td>
<td>HEALTHY</td>
<td>HEALTHY</td>
<td>HEALTHY</td>
<td>CAUTIONARY</td>
<td>CAUTIONARY</td>
</tr>
</tbody>
</table>
  Overall Healthy |          |          |          |          |          |

Demand, Efficiency, and Effectiveness
Approximately 90% of our AY 16-19 alumnus with an AAS in Culinary Arts have been employed after graduation. From 2016-2020, hotels and resorts have been actively recruiting high school students to fill the shortfall of workers. During these years there were so many well-paying jobs on the Kona-Kohala Coast, and the culinary students receive many offers of employment prior to completing the program. Many students start their careers before finishing their studies. **Industry demand is very healthy at every point from AY 2017- February 2020.**

In March 2020, the COVID pandemic closed most of the hospitality industry in Hawaii. This decimated the hospitality and tourism industry in the state of Hawaii and drove the unemployment
The state and airline industry reopened on October 15, 2020, with testing requirements for visitors and returning kamaʻāina. Hotels and restaurants are slowly reopening with the return of visitors.

Include a discussion of relevant historical-trend data on key measures.

Our persistence from fall to spring in the second-year cohort is very strong. Many students come into the culinary program unprepared for the rigor of the profession. Once the student starts the third semester, the persistence is approximately 100%.

We need to increase the persistence from the second to third semester.

We received a cautionary score on line 20 (Unduplicated Degrees/Certificates Awarded). We are very close to meeting expectations on line 29, and we missed this goal by about 6 points (this represents 1-2 students). We will continue to tutor students to help meet a C or better average.

We deleted the CO certificate and this should help retain students to either the CA certificate or AAS degree.

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.

The recommendations from our last comprehensive report were used to improve outcomes for this comprehensive written report. 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.

The changes will also best prepare our students for a flexible work environment. The curriculum changes have helped our students’ better transition into the industry. For example, the CULN 115 menu project rigor has increased. The students create their restaurant and compose a menu with nutritional concerns, mission, vision, values, location, theme, target customer, profit objectives and a delivery method to understand customer satisfaction. This basic business plan from CULN 115 is developed upon in greater depth in the cost control CULN 270 course. In the CULN 270 course, the students use the initial project from CULN 115 and create an Excel spreadsheet that calculates their realistic sales and expense projections.

Course credit changes:

1. CULN 115—1 credit to 2 credits (2 lec. hrs.)
2. CULN 120—6 credits to 5 credits (2 lec. hrs., 9 lab hrs.)
3. CULN 130 to 133—7 credits to 6 credits (2 lec. Hrs, 12 lab hours)
4. CULN 160V—variable--2 or 4 credits, Schedule Type changed from Cooperative Education/work experience to lecture and lab (1 lec, 3 lab hours equal to 2 credits) , and changed to Course Repeatable for Credit up to 4 credits.
5. CULN 270—5 credits to 4 credits (3 lec. hrs., 3 lab hours)
6. CULN 220—6 credits to 5 credits

Program Modifications:

1. AAS--changes in course offerings (reflect course credit changes above—total credits remain the same for the AAS).
2. CA—changes in course offerings (reflect course credit changes above--total credits changed from 50 to 51 credits).
3. CO—changes in course offerings (reflect course credit changes above—total credits remain the same for the CO).
4. Modify existing curriculum and delete the CO certificate as very few students enroll.
5. CULN 160V—2 credits in 1st and 2nd semesters for WH; 4 credits in 4th semester for EH.

We lost a full-time faculty member in May 2017 and subsequently filled that position.

Discuss the results of the prior Comprehensive Review’s action plan(s). Include external factors affecting the program or unit.

Below are the College Effectiveness Review Committee’s (CERC), recommendations to the Pālamanui Culinary Arts Program comprehensive review from 2012-2015. Results are mentioned in bold following each suggestion.

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. Eleven courses have been assessed from AY 2016 -2020. Our students have met the desired benchmarks and have met industry standards, based on data from assessment results in campus labs. In addition, the ACFEF accreditation commissioners stated “the units of instruction clearly follow written outlines and syllabi which clearly state course description, measurable objectives, student activities, learning resources and grading criteria.”

Action Plan:
● The addition of specific goals for the Pālamanui program overall, not just for the equipment needs of the new kitchen site, would have strengthened the Action Plan section of the review. Future plans of action are located in part IV (action plan) of this document. Moving the program and equipment from Kealakekua to Pālamanui was an enormous undertaking.
● 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 Pālamanui 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 goals for the next three years are articulated on pages 15-17 in this report.**

- 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 improvements in teaching, achieving competencies are stated in part III of this report, and the ACFEF 4/13/19 report.**

- The Action Plan and goals presented need to have been more clearly aligned with at least one of the Hawaiʻi Community College 2015-2021 Strategic Plan’s main Initiative. **The future goals in this action plan are aligned HawCC Strategic Directions 2015-2021.**

*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.*

Analysis of Perkins Core Indicators AY 2019-2020

<table>
<thead>
<tr>
<th>#</th>
<th>Perkins Indicators</th>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>1P1 Technical Skills Attainment</td>
<td>94.75</td>
<td>90.32</td>
<td>Not Met</td>
</tr>
<tr>
<td>30</td>
<td>2P1 Completion</td>
<td>61</td>
<td>74.19</td>
<td>Met</td>
</tr>
<tr>
<td>31</td>
<td>3P1 Student Retention or Transfer</td>
<td>86</td>
<td>75</td>
<td>Not Met</td>
</tr>
<tr>
<td>32</td>
<td>4P1 Student Placement</td>
<td>66.75</td>
<td>65.63</td>
<td>Not Met</td>
</tr>
<tr>
<td>33</td>
<td>5P1 Nontraditional Participation</td>
<td>23.75</td>
<td>62.5</td>
<td>Met</td>
</tr>
<tr>
<td>34</td>
<td>5P2 Nontraditional Completion</td>
<td>23.25</td>
<td>62.5</td>
<td>Met</td>
</tr>
</tbody>
</table>

We have noticed a negative trend in the last year and have adjusted to reverse. In Fall 2019, we registered eleven students and seven continued on to Spring 2020. During a recent poll, three students out of the seven will be seeking their AAS degree or CA certificate. The four students not continuing will be changing career paths and feel our current CO certificate is adequate. The CULN AAS is generally a terminal degree. We have had two students over the past years work towards bachelor and master’s degrees.

**1P1 Technical Skills Attainment, Not Met**

The Goal was 94.75 and actual came in at 90.32. We most likely missed the expectation on line 29 by one student, and we are working on increasing this score. We will continue to tutor students to help meet a C or better average.
3P1 Student Retention or Transfer, Not Met
The Goal was 86 and actual came in at 75. We deleted the CO certificate, and this action should help retain more students seeking their CA or AAS degree.

4P1 Student Placement, Not Met
The Goal was 66.75 and actual came in at 65.63.
The vast majority of our students are hired for jobs. Some students are working for small restaurants and the data may not be collected. We will look into how the data for this indicator is collected.

[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.]


https://hawaii.hawaii.edu/files/program-unit-review/docs/2015_culn-wh_comprehensive_program_review.pdf

3. Program Learning Outcomes or Unit/Service Outcomes

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

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

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

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

a) List of the Program Learning Outcomes or Unit/Service 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 2016-2020
c) *Discuss the assessment results from the period of this Comprehensive Review.*

The students perform a timed practicum in all of our culinary courses, using a rubric that incorporates ideas and best practices from the ACF. In the CULN 220 capstone course, industry professionals evaluate the students and sanitation is scored as pass/fail. An unacceptable score in this area by two or more evaluators is considered an overall failure regardless of the total points achieved by the candidate.
Lecturers and faculty review the suggestions at our biannual meetings. These suggestions, along with ACF Accreditation recommendations and our world-class chef advisory group are the driving principles for change.

Overall, our students have met the desired benchmarks and have met industry standards. This was accomplished through improvements in curriculum, teaching methods and assessment results. This program was highly praised by the ACCEF on a recent site visit in Spring 2019.

<table>
<thead>
<tr>
<th>Course assessed</th>
<th>Results</th>
<th>AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULN 115</td>
<td>56% met or exceeded expectations</td>
<td>2016</td>
</tr>
<tr>
<td>CULN 131</td>
<td>Spring 2017 100% met expectations, Spring 2019 100% met expectations</td>
<td>2017, 2019</td>
</tr>
<tr>
<td>CULN 140</td>
<td>Spring 2017 100% met expectations, Spring 2019 75% met expectations</td>
<td>2017, 2019</td>
</tr>
<tr>
<td>QM 120H</td>
<td>84.62 exceeded and 15% met expectations</td>
<td>2017</td>
</tr>
<tr>
<td>CULN 252</td>
<td>85.71 exceeded expectations</td>
<td>2018</td>
</tr>
<tr>
<td>CULN 112</td>
<td>Fall 2016 100% met; Spring 2019 100% met</td>
<td>2016, 2019</td>
</tr>
<tr>
<td>CULN 111</td>
<td>92.86 met expectations</td>
<td>2016</td>
</tr>
<tr>
<td>CULN 160V</td>
<td>Spring 2019 100% met expectations</td>
<td>2019</td>
</tr>
<tr>
<td>CULN 120</td>
<td>85.71 met expectations</td>
<td>2016</td>
</tr>
<tr>
<td>CULN 185</td>
<td>100% met expectations</td>
<td>2017</td>
</tr>
<tr>
<td>CULN 170</td>
<td>78.57% met expectations</td>
<td>2016</td>
</tr>
</tbody>
</table>

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. The final graph below, 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 Spring 2020.
Culinary Arts Program Assessment Results

**KEY:** Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet

<table>
<thead>
<tr>
<th>Outcome Code</th>
<th>Description</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULN_PLO1</td>
<td>CULN_PLO1: Apply appropriate ethics for purchasing and receiving in the culinary industry.</td>
<td>No Results</td>
</tr>
<tr>
<td>CULN_PLO2</td>
<td>CULN_PLO2: Demonstrate proper work attitudes and work habits.</td>
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</tr>
<tr>
<td>CULN_PLO3</td>
<td>CULN_PLO3: Demonstrate general knowledge of culinary departmental functions and their relationship.</td>
<td>No Results</td>
</tr>
<tr>
<td>CULN_PLO4</td>
<td>CULN_PLO4: Demonstrate an understanding of the culinary industry business operations.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO5</td>
<td>CULN_PLO5: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO6</td>
<td>CULN_PLO6: Choose an appropriate career path based on industry knowledge or requirements.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO7</td>
<td>CULN_PLO7: Apply appropriate etiquette, appearance, and hygiene as required by industry standards.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO8</td>
<td>CULN_PLO8: Demonstrate skills necessary for acquiring a job in the culinary field.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO9</td>
<td>CULN_PLO9: Integrate their knowledge of Hawaii’s culture and food into cuisine.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO10</td>
<td>CULN_PLO10: Apply nutritional concerns to the creation of menus.</td>
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</table>
### Culinary

**Academic Year 2017-18**

<table>
<thead>
<tr>
<th>Outcome Code</th>
<th>Outcome Description</th>
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<tbody>
<tr>
<td>CULN_PLO1</td>
<td>CULN PLO1: Apply appropriate ethics for purchasing and receiving in the culinary industry.</td>
<td>Not Selected</td>
</tr>
<tr>
<td>CULN_PLO2</td>
<td>CULN PLO2: Demonstrate proper work attitudes and work habits.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO3</td>
<td>CULN PLO3: Demonstrate general knowledge of culinary departmental functions and their relationship.</td>
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</tr>
<tr>
<td>CULN_PLO4</td>
<td>CULN PLO4: Demonstrate an understanding of the culinary industry business operations.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO5</td>
<td>CULN PLO5: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO6</td>
<td>CULN PLO6: Choose an appropriate career path based on industry knowledge or requirements.</td>
<td>No Results</td>
</tr>
<tr>
<td>CULN_PLO7</td>
<td>CULN PLO7: Apply appropriate etiquette, appearance, and hygiene as required by industry standards.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO8</td>
<td>CULN PLO8: Demonstrate skills necessary for acquiring a job in the culinary field.</td>
<td></td>
</tr>
<tr>
<td>CULN_PLO9</td>
<td>CULN PLO9: Integrate their knowledge of Hawai'i's culture and food into cuisine.</td>
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</tr>
<tr>
<td>CULN_PLO10</td>
<td>CULN PLO10: Apply nutritional concerns to the creation of menus.</td>
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</table>
# Culinary

## Academic Year 2018-19

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
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<td>&quot;CULN PLO1: Apply appropriate ethics for purchasing and receiving in the culinary industry.&quot;</td>
</tr>
<tr>
<td>CULN_PLO2</td>
<td>&quot;CULN PLO2: Demonstrate proper work attitudes and work habits.&quot;</td>
</tr>
<tr>
<td>CULN_PLO3</td>
<td>&quot;CULN PLO3: Demonstrate general knowledge of culinary departmental functions and their relationship.&quot;</td>
</tr>
<tr>
<td>CULN_PLO4</td>
<td>&quot;CULN PLO4: Demonstrate an understanding of the culinary industry business operations.&quot;</td>
</tr>
<tr>
<td>CULN_PLO5</td>
<td>&quot;CULN PLO5: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.&quot;</td>
</tr>
<tr>
<td>CULN_PLO6</td>
<td>&quot;CULN PLO6: Choose an appropriate career path based on industry knowledge or requirements.&quot;</td>
</tr>
<tr>
<td>CULN_PLO7</td>
<td>&quot;CULN PLO7: Apply appropriate etiquette, appearance, and hygiene as required by industry standards.&quot;</td>
</tr>
<tr>
<td>CULN_PLO8</td>
<td>&quot;CULN PLO8: Demonstrate skills necessary for acquiring a job in the culinary field.&quot;</td>
</tr>
<tr>
<td>CULN_PLO9</td>
<td>&quot;CULN PLO9: Integrate their knowledge of Hawaii’s culture and food into cuisine.&quot;</td>
</tr>
<tr>
<td>CULN_PLO10</td>
<td>&quot;CULN PLO10: Apply nutritional concepts to the creation of menus.&quot;</td>
</tr>
</tbody>
</table>
## Academic Year 2019-20

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CULN_PLO1</td>
<td>“CULN PLO1: Apply appropriate ethics for purchasing and receiving in the culinary industry.”</td>
</tr>
<tr>
<td>CULN_PLO2</td>
<td>“CULN PLO2: Demonstrate proper work attitudes and work habits.”</td>
</tr>
<tr>
<td>CULN_PLO3</td>
<td>“CULN PLO3: Demonstrate general knowledge of culinary departmental functions and their relationship.”</td>
</tr>
<tr>
<td>CULN_PLO4</td>
<td>“CULN PLO4: Demonstrate an understanding of the culinary industry business operations.”</td>
</tr>
<tr>
<td>CULN_PLO5</td>
<td>“CULN PLO5: 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: Choose an appropriate career path based on industry knowledge or requirements.”</td>
</tr>
<tr>
<td>CULN_PLO7</td>
<td>“CULN PLO7: Apply appropriate etiquette, appearance, and hygiene as required by industry standards.”</td>
</tr>
<tr>
<td>CULN_PLO8</td>
<td>“CULN PLO8: Demonstrate skills necessary for acquiring a job in the culinary field.”</td>
</tr>
<tr>
<td>CULN_PLO9</td>
<td>“CULN PLO9: Integrate their knowledge of Hawai’i’s culture and food into cuisine.”</td>
</tr>
<tr>
<td>CULN_PLO10</td>
<td>“CULN PLO10: Apply nutritional concerns to the creation of menus.”</td>
</tr>
</tbody>
</table>
d) Discuss changes that have been made as a result of the assessment results

In lecture classes, students frequently work in teams and present solutions to the class. These repeated opportunities for public speaking help our students become successful in life. In addition, the program’s academic resources address cultural inclusiveness and problem solving. Internet-based resources and books are used for research on countries, menus and recipes. For example, at events such as Taste of the Range, students research and develop recipes, including calculating portions, producing market orders, and developing production schedules. This process helps students cultivate critical-thinking skills that will be needed in their culinary careers.

My colleagues and I discuss program outcomes, advisory group minutes, assessment results, student comments, innovations with instruction, events, and ACF annual review at our biannual meetings. This valuable dialogue and cooperation help us evaluate and create beneficial assessment strategies for our students, and the program.

Changes that have been implemented as a result of assessment analysis.

In 2018, we added a five-minute presentation that would count for 10% of the student’s total grade. The students are asked to be as creative as possible, and use props and any means they desire to their show and tell presentations. The presentations were a hit and demonstrated the students’ knowledge, as they taught the subject matter in a fun creative way. This instructional project will now be part of our CULN 112 syllabus.

CULN 112 has been articulated with all the Community College Culinary Arts Programs in the state. The average students’ written exam score is 86.5 percent, and the e-café student evaluations exceed the average mean. The students all passed their practical sanitation component assessed by industry chefs. There is no need for a plan of action at this time.

In 2018, 100 percent of the CULN 252 students met the learning outcomes. Based on assessment results, we have created a plated dessert project and rubric with more rigor. The rubric dessert outcomes now mirror high-end pastry creations that one would find at high-end establishments such as The Four Seasons Hualalai or The Fairmont Orchid. In addition to the practicum, these plated desserts are delivered at our student created pre-fix luncheon project and are also assessed by our paying guests.

Having industry chefs assess the CULN 220 practicum has raised the standard of excellence for the program. In addition, events and competition provide an avenue for students display their talent and excellence.

To meet the 100% expectation level for CULN 160v; the students practice the assessment several times a semester prior to the exam. This repetitive practice is the major key to meeting this high expectation.

“The instructors have strong industry background and are very knowledgeable. Their hard work and dedication to the program and the students is evident. They have earned the respect of the students.” ACFEF Accreditation department report 4/13/19.
Our instructors are continually innovating their course(s) of studies with various methods, such as technology, video, phone, relevant case studies etc. The students’ e-café results, ACFEF accreditation report and our culinary advisory group are some of the initiators for relevant strong instructional results.

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.

* 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.

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.

The COVID pandemic has caused our program to become more flexible and adaptable. Below is our plan of action through this difficult time.

1. Protecting students and instructors by practicing COVID-19 CDC guidelines (daily temperature assessment, cleaning hands often, mask wearing, social distancing, cleaning and sanitizing all high touch surfaces often)
2. All lecture classes are taught online
3. We are committed to providing the same level of instruction as the pre COVID years
4. Utilize foundation accounts to supplement budget as food sales projections decrease (food sales provide revenue for needed instructional supplies)
5. Integrate technology and innovations into daily lesson plans
6. Working with industry to find job opportunities for our students
7. Researching various ordering and payment apps that work with the UH system
As a result of the COVID pandemic our campus was mostly closed to students, and dining guests were not permitted on campus. We are anticipating dismal luncheon sales for the fall 2020 semester. The food sales profits from our revolving account are used to purchase operational food supplies, and offset potential negative instructional account budgets annually.

How can we provide the needed instructional supplies without the sales from operating our outlets? How can we teach real world production skills without operating our café and pre-fixe luncheon program? How can the students apply the necessary program learning outcomes?

Below is the strategy we created and implemented in Fall 2020:

1. We utilized $9800 from our foundation accounts to offset projected sales used to fund instruction and equipment repair
2. We implemented a pay-in-advance drive-up to-go-menu for our café service
3. We adjusted the delivery method for our pre-fixe luncheon, while adhering to the same strong rubric and standards

The pre-fixe luncheon kitchen manager’s job rotates weekly, giving all students the opportunity to take responsibility for food preparation, menu planning, ordering food supplies, and leading a team of classmates to produce fine-dining luncheons. The students develop competence in communication by performing oral presentations for instructors and peers. They describe their menu creations weekly to the CULN 160v dining class, and our luncheon guests. Serving guests helps the quieter students overcome their fears. Written guests’ comments and self-reflections are also evaluated and discussed with the both groups (CULN 160V and CULN 133) at the conclusion of each luncheon.

Some of the COVID adjusted pre-fixe luncheon project criterion are noted below:

- The students performed their dining and cooking competencies, and the students and instructors became the dining guests
- We created two dining services for each student luncheon, inclusive of both the front and back of the house teams (CULN 160v and CULN 133)
- We utilized the bake shop as the dining room using social distancing Covid protocols
- The first team served half the group and the second team served the other half
- At the conclusion of the luncheon, all the students evaluated (both written and verbally) the food and service at our post recap meeting

The students in the 160v and CULN 133 classes all thoroughly enjoyed the modified luncheon project this semester. The CULN 160v students thought it would be a good idea to include this new delivery method in the future. The students feel this “practice” would help them have a smooth transition to serving our paying guest. We will incorporate this training exercise into our future curriculum activities.

Some examples of instruction we delivered during the Fall 2020 COVID pandemic are noted below:
On 9/25/20 Carola Hinz, professional server from Four Seasons Resorts at Hualalai provided a fine dining workshop, customer service, and basic wine demonstration for the students. This workshop supports CLO # 1 Perform dining room service functions using variety/types of service, while understanding the inter-relationship of the dining room and kitchen. She delivered setting the table and explained the importance of clear precise communication between the front and back of the house. CLO #2 Demonstrate good customer service and professional behavior in the dining room and kitchen operations. She provided a more professional approach to proper service and upselling techniques.

On 10/22/20 Kalani Mills from the County Department of Liquor Control provided a seminar of the basic Hawaii State liquor laws and procedures, followed by a proctored exam. Six students passed the exam and one student failed. This exam supports CLO# 3: Demonstrate knowledge in the basic Hawaii State liquor laws and procedures to follow with basic service and consumption of alcohol.

On 10/28/20 we hosted Chef Daniel Sampson, the Fairmont Orchid’s Executive Pastry Chef. He has worked 30 years for the Sheraton organization at their high-end hotel properties. The dessert he presented was a Chocolate Cremeux, Brown Butter Financier, Apple Banana Brulee, Hawaiian Sea Salt, Caramel and Chocolate Paper. This class was chosen to support the added rigor of dessert plating for CULN 252, patisserie. The Hawaii Culinary Education Foundation sponsored the class.

During our two-week face-to-face shutdown, we delivered live Zoom cooking classes. These classes were well received by our students and a welcomed addition from the past asynchronous cooking projects, according to student evaluations.

Our students are our customers and we take great pride in doing all we can, to help them achieve greatness in their life’s journey. We are committed to delivering a high level of instruction.

“Students are enthusiastic, respect instructors, and have a genuine sense of professional pride.” (ACFEF Accreditation department report 4/13/19)

The action plan for the HCC-Pālamanui Culinary Program when COVID is no longer a threat includes:

1. The creation of an outdoor learning and dining center, establish fruit and vegetable gardens on campus
2. Increase enrollment
3. Launch a summer culinary program for high school students
4. Assess the needs for an evening culinary program, once demand increases
5. Researching various ordering and payment apps that work with the UH system

HGI ActionStrategy1: Strengthen the pipeline from K–12 to the university to improve college readiness and increase college attendance.

Aligns to HCC-Pālamanui Culinary Program action plan 4

HGI ActionStrategy2: Implement structural improvements that promote persistence to attain a degree and timely completion.
Aligns to HCC-Pālamanui Culinary Program action plan 4

HGIActionStrategy3: Anticipate and align curricula with community and workforce needs
Aligns to HCC-Pālamanui Culinary Program action plan 4

21CFActionStrategy2: Improve the sustainability and resource conservation of the built environment including facilities and grounds by reducing energy consumption, greenhouse gas production, water use, and waste production
Aligns to HCC-Pālamanui Culinary Program action plan 3

21CFAction Strategy 1 Adopt model policies and practices for development and management of UH buildings and campuses
Aligns to HCC-Pālamanui Culinary Program action plan 1

HPMS Action Strategy 4: UH will be a global leader in the integration of sustainability in its teaching, research, operations, and service. The university must embrace both indigenous practitioners and global experts to advance Hawai‘i’s stewardship and use of energy, food, water, land, and sea for the well-being of the State and the world
Aligns to HCC-Pālamanui Culinary Program action plan 3

Our public marketing efforts support what we do to increase enrollment, including the video linked below that features the Culinary Arts program at Pālamanui and the article linked below, which documents our students progress and the range of job and educational opportunities open to them after they complete our program:

https://vimeo.com/347577684


https://youtu.be/sAsLqa1qfwQ

5. Resource Implications

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

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

We have two foundation accounts established from prior years, and we used these funds for instructional supplies, repairs, maintenance and the purchase of equipment. Our annual budget is
approximately $6000 and does not cover the basic materials and supplies needed to run the program.

We generate revenue above the cost of food, and these funds in concert with foundation monies are used to cover the deficiency in allocated annual budgeted funds.

**AY FALL 2016- SPRING 2020 REVOLVING ACCOUNT BALANCE TOTALS:**

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<th></th>
<th>Sales</th>
<th>Cost of Food</th>
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