

Hawai'i Community College - Pāalamanui Culinary Arts



ANNUAL REPORT OF PROGRAM DATA **2021**

July 1, 2020 through June 30, 2021



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1. Program or Unit Description

Program or Unit Mission or Purpose Statement

What is the target student or service population?

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, Ka‘u, and West Hawai‘i Explorations Academy. We also receive a few adult students that are changing or starting new culinary career paths.

2. Analysis of the Program/Unit

[UHCC Annual Report of Program Data \(VARPD\)](#)

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 ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

We were able to return to teaching face-to-face culinary classes from August 2020 through June 30, 2021. The hospitality industry is bouncing back from the COVID pandemic, and DOE classes have resumed face-to-face teaching.

It has been very difficult to recruit as the high schools are closed to visitors. We have been sharing cooking videos and communicating with the teachers and counselors at the high schools. This is one strategy we are using to help high school students peruse their culinary careers and dreams.

In 2020, the COVID pandemic closed most of the hospitality industry in Hawai‘i. This decimated the hospitality and tourism industry in the state and drove the unemployment rate to 13.9% in June ([https://labor.Hawai‘i.gov/blog/news/Hawai‘is-unemployment-rate-at-13-9-in-june/](https://labor.Hawai'i.gov/blog/news/Hawai'is-unemployment-rate-at-13-9-in-june/)). The state and

airline industry reopened on October 15, 2020 with testing requirements for visitors and returning kama'āina. Hotels and restaurants are slowly reopening with the return of visitors.

In April 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/>

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 the 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's and instructor's 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.

ARPD Quantitative Indicators

Provide an explanation of any significant changes to the program's Quantitative Indicators or unit's key performance measures in the year of this Review.

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

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 outlines the Demand, Efficiency and Effectiveness Health calls for the last three years.

	2019	2020	2021
DEMAND	HEALTHY	HEALTHY	HEALTHY
EFFICIENCY	CAUTIONARY	CAUTIONARY	PROGRESSING
EFFECTIVENESS	CAUTIONARY	CAUTIONARY	PROGRESSING

Efficiency Indicators:

The health of our fill rate is assessed as progressing, and this assessment is accurate based on enrollment. Over the last three years our fill rate has fluctuated (53.8% 2018-19, 62.8% 2019-20, 51% 2020-21). Because of the COVID pandemic, we have not been permitted to perform demonstrations at the high schools. Events and hosting career days on campus have also been cancelled. These demonstrations and events are our main tools for recruitment, and this has resulted in a substantial decrease in our enrollment. An FTE BOR appointed faculty position was swept. As the economy bounces back we will be actively recruiting students for fall.

Effectiveness Indicators:

Our persistence from fall to spring is very high (83% 2018-19, 72% 2019-20, 84% 2020-21). The persistence from fall to fall is low (54% 2018-19, 43% 2019-20, 48% 2020-21). Many students come into the culinary program unprepared for the rigor of the profession. Currently there is an

open-door policy for any student entering our program. It may be a good practice to have some prerequisites in place prior to enrollment as this may increase the persistence percentage. Once the student starts the third semester, the persistence rate is approximately 100%.

We met both the 1P1 and 2P1 Perkins Indicators.

Discuss significant program or unit actions and activities over the year of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

During this program year we had an FTE BOR appointed Pāalamanui culinary faculty position swept, and our APT position was temporarily eliminated. We have used our strong lecturer pool to collaborate and move forward with program pandemic-related issues. The lecturers have all completed their program assessments with excellence.

We have worked with the division chair and the Hilo culinary program to consolidate the teaching of our lecture classes for East and West Hawai'i. CULN 115, Menu Merchandising and CULN 185, Culinary Nutrition, are now taught online to both East and West Hawai'i students by an East Hawai'i faculty. An East Hawai'i tenured culinary faculty resigned, so a faculty member from West Hawai'i is teaching the lecture portion of CULN 133, Bistro Cookery.

Modifications were made to our café as guests are still not permitted on campus. Our pay-in-advance café pick up service is difficult to operate without a payment app. The guest now needs to fill out a form and submit credit card payment using the file drop system. The software is not compatible with some computers, and guests frequently have difficulty. With the elimination of the APT position, there is no one hired to perform the sales, accounting, ordering, facility maintenance, and laboratory assistant duties.

Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review.

<https://uhcc.Hawai'i.edu/varpd/index.php?y=2021&c=HAW&t=CTE&p=2316>

3. Program Learning Outcomes or Unit/Service Outcomes

- a) *List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).*

CULN PLO1: Apply appropriate ethics for purchasing and receiving in the culinary industry.

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

CULN PLO2: Demonstrate proper work attitudes and work habits.

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

CULN PLO3: Demonstrate general knowledge of culinary departmental functions and their relationship.

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

CULN PLO4: Demonstrate an understanding of the culinary industry business operations.

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

CULN PLO5: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

CULN PLO6: Choose an appropriate career path based on industry knowledge or requirements.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

CULN PLO7: Apply appropriate etiquette, appearance, and hygiene as required by industry standards.

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

CULN PLO8: Demonstrate skills necessary for acquiring a job in the culinary field.

ILO1: Communicate effectively in a variety of situations.

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ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

CULN PLO9: Integrate their knowledge of Hawai'i's culture and food into cuisine.

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

CULN PLO10: Apply nutritional concerns to the creation of menus.

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

b) List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.

AY20-21	Course(s) Assessed	Aligned to PLO
Fall 2020	CULN 133- INITIAL	2, 5, 7, 8, 9
	CULN 170- INITIAL	7
Spring 2021	CULN 131- INITIAL	8
	CULN 140- INITIAL	8
	CULN 150- CTL	8
	CULN 220- INITIAL	2, 5, 7, 8, 9
	CULN 240- INITIAL	2, 3, 5, 7, 8
	CULN 115- INITIAL (reported by EH)	9
	CULN 185- INITIAL (reported by EH)	5, 8, 10

All the course assessments scheduled during this Review period have been completed.

Industry chefs from the Kona community assessed both the CULN 240, Garde Manger, and the capstone CULN 220, Advanced Cookery, courses.

The following chefs assessed the Kona Classic CULN 240 practical competition:

- Chef David Chiddo, renowned Tokyo restaurant operator and food and beverage consultant

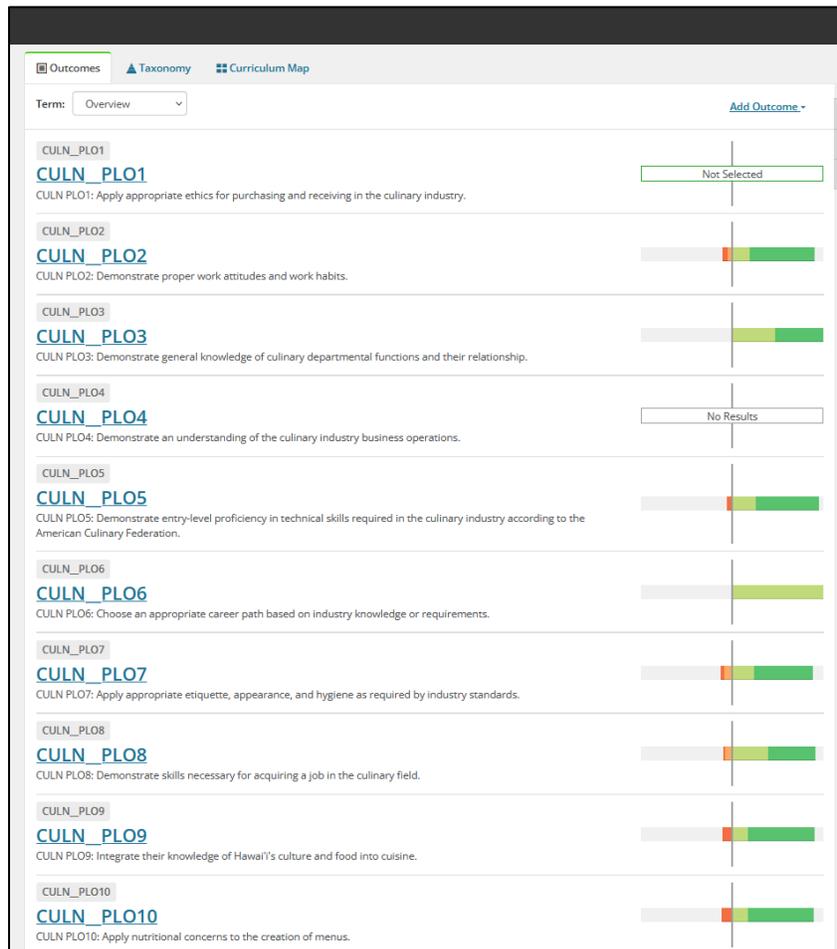
- Chef Olelo Pa‘a Ogawa, President Glow Hawai‘i
- Chef Traci Figuero, Chef Instructor Kohala High School

The CULN 220 practical timed exam was assessed by Executive Chef David Viviano of the Fairmont Mauna Lani, former Mauna Kea Executive Chef Daniel Thiebaut (now a private chef), and Chef Marc Heim who has worked at fine resorts worldwide. The students received an aggregate average score of 88% on this 1-hour timed practicum.

c) **Assessment Results:** provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.

CULINARY PĀLAMMANUI Program AY20-21 PLO Assessment Results

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



Assessments results for CULN 133,Bistro Cookery, Initial Fall 2020:

The culinary faculty assessed the students. All students in this course were assessed.
 Students are expected to perform at a B level (80 % or higher)
 All students are assessed. See below for the scores that associate with the rubric and task for CLOs 1,2,4.

Results for this practicum:

Student	Knife Cutting/ Butchery (0-25)	Kitchen/Floor Evaluation Score(0-25)	Hot Food Serving/Tasting Score (0-50)	Subtotal Sum of three Average Scores	Final Score: Subtotal	Pass Fail/ Grade
1	83%	92%	89%	88		P/B
2	84%	89%	90%	86.6		P/B
3	80%	90%	91%	87		P/B
4	78%	88%	79%	81.66		P/B
Average score	81.25	89.75	87.25	85.81		P/B

Assessments results for CULN 133,Bistro Cookery:

The rubric assesses sanitation, butchery and boning skills, knife cuts, appearance, mise en place, culinary and cooking techniques, serving methods and presentations, portion size and nutritional balance, flavor taste texture and doneness, ingredient compatibility and time management.

Quantitative Analysis Practical of the final:

The students received an average score of 88.5 (89.75/87.25) on the cookery portion of this final and 81.25% on the knife cutting skills.

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

The students are performing their knife skills better since the last assessment and still need more time practicing knife skills. With proper techniques and more practice, the students will meet industry standards. I demonstrated the practical final and we practiced preparing Chicken Bercy two times prior to the students final. The students will be assessed by industry chefs next semester. The chefs will assess the students using the same rubric and practical final we just completed. The practice should properly prepare the students for this chef assessed final, and help ease their anxiety.

Quantitative Analysis of daily grooming and kitchen floor evaluation:

The students received an average score of 89.75% on the kitchen floor evaluation.

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

Challenges:

We were unable to assess CLO #3 at this time, as our café was shut down due to the COVID Pandemic. We will be using the dining room rubric to assess this CLO in the future. CLO #3 Perform basic dining room service standards concurrent with cafes, bistros, and coffee shops.

Assessments results for CULN 170, Food and beverage Purchasing, Initial Fall 2020:

Students: Final Practical

1. student A-96
 2. B-80
 3. C-85
 4. D-70
 5. E-100
- Average score: 86.2%

Students: Purchasing Manual

1. student A-50
 2. B-80
 3. C-67
 4. D-67
 5. E-87
- Average score: 70.2 %

Students: Yield Test

1. student A-95
 2. B-95
 3. C-95
 4. D-95
 5. E-95
- Average score for Yield Test: 95%

Assessments results for CULN 170, Food and beverage Purchasing:

CLO # 1: The rubric used to assess is the final practical kitchen floor cookery on CULN 120.

CLO #2: Purchasing manual evaluation is used on CLO #2.

CLO #3: The rubric used to assess CLO #3 is the knife basic/condition rubric finals with the additional of the yield test rubric.

CLO #1 and CLO #3: Working with the students daily met the expected average.

CLO # 2: Unable to work with the student F2F resulted in low average.

CLO # 3: Each student was given three types of tomatoes (regular grade, premium and organic) and were able to complete the yield test by weighing the beginning and end, resulting in its edible yield and cost.

Assessments results for CULN 131, Short order Cookery, Initial Spring 2021:

Students are expected to perform at a B level (85% or higher)

Result from practicum

Students: Final Practical

1.student A-95

2.B-87

3.C-75

Average score: 85.6 %

Students: Knife Skills

1.student A-92

2.B-85

3.C-80

Average score: 85.6%

CLO # 1: The rubric used to assess is the CULN 131/140 Practical Cooking Exam.

CLO #2: The rubric used to assess is the CULN 131/140 Practical Cooking Exam.

CLO #3: The rubric used to assess CLO #3 is the knife basic/condition rubric finals with the additional the equipment checkoff list.

CLO #4: The rubric used to assess CLO #4 is the Egg Benedict Rubric.

Assessments results for CULN 131, Short order Cookery:

CLO #1, #2, #3 and CO #4: Working with the students daily met the expected average of 85% or better. The students completed a trial practice set up and cooking prior to the final practical using their set up checklist, added more confidence individually and applied all CLOs #1, 2, and 3.

For CLO #4, the students did not experience the counter service format this semester on our café services and offered limited menu option due to COVID-19. However, the to-go café format increased their abilities on expediting orders, identifying and prepare a variety of foods in the short order dishes and customers service.

Assessments results for CULN 140, Cold Food Pantry, Initial Spring 2021:

Students are expected to perform at a B level (85% or higher)

Result from practicum

Students: Final Practical

1.student A-100

2.B-83

3.C-50

Average score: 77.7 %

CLO # 1: The rubric used to assess is the CULN 131/140 Practical Cooking Exam and Canape Rubric

CLO #2, #3 and 4: The rubric used to assess is the CULN 131/140 Practical Cooking Exam.

Assessments results for CULN 140, Cold Food Pantry:

One student exceeded, one met, and one did not meet the expected average of 85% or better for CLO #1. For CLO #2 and #3, all three students exceeded the average of 85%. For CLO # 4, one exceeded and two met.

CLO #1, a student had difficulty in completing the task due to their challenge to recall the expectations required of the task. CLO #2, #3 and CLO #4: Working with the students daily met the expected average of 85% or better. For the average student, the rubric really shows their strengths and weakness.

We met the challenges of the additional daily responsibility of keeping us all safe distancing, sanitizing, masking and daily temps. Gloves are changed when we transition from handling proteins to produce or prepping, cooking to plating, becoming a natural habit we instilled in our students. Cleanups at the end of daily lab was equally shared between instructors and the students who all worked diligently to proudly keep our kitchens clean.

One major challenge was getting one student to be on time every day. Try as he might, he continued to be late throughout the semester, however, he made up doing extra work gardening, and producing some excellent products, like heritage tomatoes and chili peppers. He worked hard and diligently finished his assignments once he was in class.

Assessments results for CULN 150, Fundamentals of Baking, Closing the Loop, Spring 2021:

	Cake	Buttercream	Decoration	Food Hand	Time	Instructions	Total
Stu 1	15	19	13	8	5	8	68
Stu 2	14	14	14	12	5	12	71
Stu 3	19	19	14	13	8	13	86
Stu 4	19	19	19	12	13	8	90
	83.75%	88.75%	75.00%	86.54%	59.62%	78.85%	78.75

Assessments results for CULN 150, Fundamentals of Baking:
 The practical exam was to make a chiffon cake with buttercream frosting. This exam covers several basic baking skills, ingredient handling and scaling, proper cake mixing technique, product baking and judgement of doneness, sugar syrup cooking technique, basic cake assembly and basic cake decoration as well as food sanitation and safe equipment operation. The exam was separated into three sections: cake baking, frosting making, and cake assembly and decoration. Each section had specified time limits, and the students had staggered starts to ensure unobstructed access to ingredients and equipment. Each student was given a packet with detailed instructions, recipes and a weight chart. Some of the written instructions were given verbal overrides to test how well they follow verbal instructions.
 The assessment was based off a rubric with six sections. Three sections were worth 20 points and three were worth 13 points, for a total of 100 points. The students were assessed based on the criteria in each section and the results were tallied. See attached rubric for details.
 The strength of such an assessment is that the criteria for each section is clearly described in the rubric.
 A challenge for such an assessment is that all food judging is subjective.

Assessments results for CULN 220, Advanced Cookery, Initial Spring 2021:

Chefs Daniel Thiebaut, Jean Marc Heim, and David Viviano assessed the practicum.

The culinary faculty assessed the students for their luncheon project.

Students are expected to perform at a B level (80 % or higher)
 All students were assessed.

See below for the scores that associate with the rubric and task for CLO 1,2,4,6.

Results for this practicum:

CULN 220 Practical Results assessed by industry chefs 2021

Element	Student #1	Student #2	Student #3
Uniform	95	95	95
Sanitation	88	90	85
Food Handling	88	90	88
Mise en Place	90	90	85
Execution	89	89	89

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Serving Methods	90	90	89
Presentation	93	90	85
Creativity and Time Management	85	90	90
Protein	85	90	70
Starch	75	90	75
Sauce	92	90	85
Green vegetable Asparagus	89	90	89
Vegetable Glazed Carrots	82	90	90
Butchery	90	89	90
TOTAL Points/14	1231/88	1263/90	1205/86

Students are expected to perform at a B level (80 % or higher)
All students are assessed.

See below for the scores that associate with the rubric and task for CLO 3,4,5,6

Results for this project:

CULN 220 Luncheon Project Results assessed by faculty 2021

Element	Student #1	Student #2	Student #3
Menu	9.7	9.6	9
Recipes	9.8	10	9.5
Market Order	9.2	9.5	9.5
Production	9.5	9	8.8
Costing	9.3	9.8	8.8
Flavor, Taste, Texture and Doneness	9	9.8	9.2
Sanitation and Cleaning	9.5	9.2	9.5
Summary-Reflection	9.2	9	8
Communication	4.5	4.5	4.5
Oral Presentation	5	4.5	4.5
Center piece and Guest table	4.8	4.9	4.8
Complete Luncheon packet	4.8	4.9	4.5

TOTAL Points	94.3	94.7	90.6
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Assessments results for CULN 220, Advanced Cookery:

The practical rubric assesses student uniform, sanitation, food handling, mise en place, execution, serving methods, presentation, creativity, time management, protein, starch, sauce, green vegetable cookery, vegetable cookery, butchery and boning skills.

This practical timed exam was assessed by Executive Chef David Viviano (Fairmont Mauna Lani), former Mauna Kea Executive Chef Daniel Thiebaut (private chef), and Chef Marc Heim (fine resorts worldwide). The students received an average score of 88% on this 1-hour timed practicum.

Narrative thoughts on results and my conclusion of students' success achieving the 1,2,4,6 practical exam CLOs: I believe that the prior demonstrations and practice enabled my students to achieve a successful outcome. The practice also helped my students feel mostly at ease being evaluated by industry professionals.

The chef judges shared their personal experiences with the students. This opportunity will benefit the students in their future careers out there and hopefully create a lasting memory of this program. The chef judges also explained the many little details one must accomplish to execute an outstanding dish and be successful in the culinary world.

Narrative thoughts on results and my conclusion of students' success achieving the 3,4,5,6 luncheon project CLOs:

The kitchen manager's job rotates weekly, giving all students the opportunity to take responsibility for food preparation, menu planning, ordering food supplies, and leading a team of classmates to produce fine-dining luncheons. The students develop competence in communication by performing oral presentations for instructors and peers. They describe their menu creations weekly to our luncheon guests. Serving guests helps the quieter students overcome their fears. Written self-reflections are also evaluated and assessed with the luncheon-project rubrics. 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. This process helps students cultivate critical-thinking skills that will be needed in their culinary careers.

Students are asked to put theory into practice as they develop their luncheon menus, complete the costing, and organize the production with their team of classmates in the kitchen. Students have the opportunity to experience each position, from kitchen manager to dishwasher, as the schedule of luncheons plays out during the semester.

Student menus are created from the available food on our island and aim to incorporate at least 80 percent of fruits, vegetables, proteins and starches from Hawai'i Island.

Balancing the coursework between instruction and production is a critical element for the students' success. In my opinion, this is best done by understanding the students, projects, and events annually, and then determining the best action plan for the group. It takes many hours of practice to teach and learn proper culinary skills. The goal of this capstone course is to ensure this craft is in the students' hands when they leave us.

See the attached CULN 220, 2021 practical rubric, luncheon rubrics, pictures, and luncheon menu for details.

Assessments results for CULN 240, Garde Manger:

The following chefs assessed the Kona Classic practical competition:

- Chef David Chiddo, renowned Tokyo restaurant operator and food and beverage consultant
- Chef Olelo Pa'a Ogawa, President Glow Hawai'i

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- Chef Traci Figuero, Chef Instructor Kohala High School

The culinary faculty assessed the students using the farce rubric.

Students are expected to perform at a B level (80 % or higher)

All students are assessed. See below for the scores that associate with the rubric and task for CLO 1,2,4.

Results for this practicum:

Element	Student #1	Student #2	Student #3
Presentation, General Impression	8 Judges scores 8,8,8	10 Judges scores 10,10,10	8 Judges scores 8,8,8
Composition	8 Judges scores 8,8,8	10 Judges scores 10,10,10	8 Judges scores 8,8,8
Correct Preparation	9 Judges scores 9,9,8	10 Judges scores 10,10,10	8.5 Judges scores 8,9,8
Serving	8 Judges scores 8,8,8	10 Judges scores 10,10,10	9 Judges scores 9,9,8
Total maximum points: 40	33/82%	40/100%	33.5/84%

Below are a few evaluation notes from the judges:

Student #1

- The beef was perfectly cooked
- Nice menu
- Suggest adding nuts to the appetizer and the beets bled into the goat cheese

Student #2

- Superior work
- Story excellent
- Precision work

Student #3

- Great crackers on the salad
- Nice squid ink pasta and texture

<ul style="list-style-type: none"> • Ponzu caviar is a great touch <p>The judges spent time with the students sharing their thoughts and their life stories. This experience should create a lifetime lasting memory for the students, as it did for me. I was very pleased with all the students' displays and efforts.</p>
<p><u>Assessments results for CULN 240, Garde Manger:</u></p> <p>The Kona Classic rubric evaluates a salon food competition judged by industry chefs. The students are evaluated by presentation, composition, correct preparation and serving.</p> <p>Quantitative Analysis Practical of the final: The students received an average score of 89% (82, 100, 84) on this practicum.</p> <p>Narrative thoughts on results and my conclusion of students' success achieving the CLOs: The students compete annually at an event called the Hilo Classic. This competition is the assessment for this course, CULN 240 Garde Manger. The Hilo Classic was cancelled this year due to the COVID pandemic. This prompted me to ask some questions and deliver some solutions.</p> <p>How can the students demonstrate the skills necessary for this course without the Hilo Classic competition?</p> <p>Should these students have the same opportunity as pre-COVID students? <u>YES!</u></p> <p>This year we held the first annual Kona Classic event at the Pālananui campus.</p> <p>The organizing, practice, and preparation helped the students create wonderful menus and presentations.</p> <p>Challenges: It is difficult to explain the urgency one needs to formulate and execute a proper plan of action.</p> <p>See the attached CULN 240, 2021 Kona Classic rubric and the forcemeat rubric for details.</p>

d) Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.

Course	Changes that have been made as a result of assessment results
CULN 133	<p>We will implement and assess CLO #3 the next time this course is taught using the dining rubric attached.</p> <p>We will give students more time practicing proper knife skills. The students will be assessed by industry chefs next semester using the same rubric and practical final as used in this course.</p>
CULN 170	<p>CLO #1: At West Hawai'i culinary, students are evaluated by rubric CULN 120 Practical Cooking Exam at the end of semester managing all storage, of foods and supplies in a small storeroom, reach-in and walk-in freezers. We are</p>

	<p>in a process of revising an order and receiving rubric for CULN 170 which will be implemented in the Fall 2021 semester.</p> <p>CLO #2: To improve student understanding of the ordering and delivery system the CULN 170 instructions will include a daily inventory of menu items necessary for preparation to sell in our café; to complete the cycle of inventory, order, and receive/log to inventory.</p> <p>CLO #3: We revised the Yield Testing rubric to standardize it.</p>
CULN 131	<p>CLO #1 and #2, #3: Used the Practical Finals/Kitchen Lab Cookery Rubric more often during the semester.</p> <p>CLO #4: To continue to have the students to prepare/cook the dishes numerous times comfortably and to increase their self-confidence to cook/prepare the items to the expectation.</p>
CULN 140	CLO #1, #2, #3 and #4: To continue to use rubrics for assessment and to refer during the semester
CULN 150	<p>Re-write some of the instructions to be clearer.</p> <p>Stress time management more as that was where a large number of points were lost.</p>
CULN 220	<p>We will continue to demonstrate and provide time, practice and materials to help students prepare for this industry-assessed practicum. More time is needed in the beginning of the semester to teach the skills that are required for the luncheon project. Analyzing student feedback helps me determine how to improve content and delivery methodology each semester.</p> <p>We will change the placement of the grading criterion for the luncheon project next semester. We will start the grading criteria with exceeding and end with does not meet to align with the practical rubric.</p>
CULN 240	Evaluate the planning process, correct and adjust as needed.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.

**** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.***

Specify how the action plan aligns with the College's Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.

<https://Hawai'i.Hawai'i.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

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 between now and the next Comprehensive Review.***

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 more technology and innovations into daily lesson plans.
6. Research various ordering and payment apps that work with the UH system.

Because 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 August 2020 through May 2021.

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:

1. We utilized our foundation accounts to offset projected sales used to fund instruction and equipment repair.
2. We continued with the 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 both groups (CULN 160V and CULN 133) at the conclusion of each luncheon.

Some of the COVID adjusted pre-fixe luncheon project criterion 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.
- 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.

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

1. The creation of an outdoor learning and dining center. The outdoor learning and dining area are on track for completion by Fall 2022.
2. Establish composting, fruit and vegetable gardens on campus.
3. Increase our culinary enrollment.
4. Assess the needs for an evening culinary program, once demand increases.
5. Researching various ordering and payment apps that work with the UH business system.

Alignment of Action Plan to the College’s Strategic Plan:

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

Aligns to HCC-Pāalamanui Culinary Program action plan 2 & 3

HGI ActionStrategy2:

Implement structural improvements that promote persistence to attain a degree and timely completion.

Aligns to HCC-Pāalamanui Culinary Program action plan 1

HGI Action Strategy 3:

Anticipate and align curricula with community and workforce needs.

Aligns to HCC-Pāalamanui Culinary Program action plan 3

HI2 Action Strategy 3:

Continue to support programs that suit Hawai‘i Island’s location and

environment as well as address critical gaps.

- Sustainable agriculture

Aligns to HCC-Pālanuanui Culinary Program action plan 2

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-Pālanuanui Culinary Program action plan 2

21CFAction Strategy 1:

Adopt model policies and practices for development and management of UH buildings and campuses

Aligns to HCC-Pālanuanui 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-Pālanuanui Culinary Program action plan 2

Our public marketing efforts support what we do to increase enrollment, including the video linked below that features the Culinary Arts program at Pālanuanui 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://www.westHawai'i today.com/2019/03/12/features/the-palanuanui-palate-culinary-arts-alumna-earning-her-masters-degree-plans-to-become-registered-dietitian/>

<https://youtu.be/sAsLqaIqfwQ>

5. Resource Implications -

*** ONE-TIME BUDGET REQUESTS ONLY ***

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial).

***Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.**

I am NOT requesting additional ONE-TIME resources for my program/unit.

I AM requesting additional ONE-TIME resource(s) for my program/unit.

Total number of items being requested: 1 (4 items max.)

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the

[Hawai'i CC - Program & Unit Review Submission portal](https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)
<https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
 1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
 2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
 3. Expand our commitment to serving all segments of our Hawai'i Island community through Pāalamanui and satellite centers
 4. Address aging infrastructure.
 5. Continue efforts to promote integrated student support in closing educational gaps.
 6. Leverage resources, investments with returns, or scaling opportunities
 7. Promote professional development.

Category-Specific Information				
Personnel Resource	Estimated Date Needed January, 2022	FTE; Position Type; Position Title: APT	Estimated Salary (\$20 X 10 hours WK = 200) \$800 per mo., \$4,000 per semester	Was an Existing Position Abolished? YES Position #77175T

With the economic downturn associated with COVID and the temporary elimination of the APT position, there is no one hired to perform the sales, accounting, ordering, facility maintenance, and laboratory assistant duties. Prior to COVID, this position was scheduled for 20 hours per week to perform the job duties. We are requesting 10 hours per week.

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

[O*Net CIP-SOC Code Look-up](#)

in the **Crosswalks box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.