

**ANNUAL**  
REPORT OF PROGRAM DATA

**2022**

UNIVERSITY of HAWAI'I

**HAWAI'I**  
COMMUNITY COLLEGE



**July 1, 2021 through June 30, 2022**

**Culinary Arts Program**  
East Hawai'i

Submit this Review document in WORD via the

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## **1. Program or Unit Description**

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### Program 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. Having a large percentage of non-English-speaking students 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 students' understanding and attainment of skills is also crucial for our students' 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 has shown to be very successful in helping students identify their areas of strengths and weaknesses.

## 2. Analysis of the Program/Unit

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### [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). 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 summarizes the Culinary Arts Programs' Health Indicators for Demand, Efficiency, Effectiveness, and Overall Health categories for the annual review period.

	21-22
<b>Demand Indicator</b>	Healthy
<b>Efficiency Indicator</b>	Progressing
<b>Effectiveness Indicator</b>	Progressing
<b>Overall Program Health</b>	Cautionary

***Demand*** - Our demand indicator has remained Healthy for the past eight years. There was a steady increase in employment for New & Replacement Positions (County Prorated) and a little less replacement Positions (State) for this period. The program has finally experienced a decrease in enrollment similar to many other programs in the System. Despite this drop in Majors, the program has maintained its Healthy Demand indicators every year.

### ***Efficiency***

The program believes the significant change in the Fill Rate (line 10) is an anomaly due to the ARPD office combining East and West Hawai'i data in the data tables. Our East Hawai'i enrollment went back to our normal healthy Fill Rate levels during the academic year of this review. For more accurate data analysis, the program recommends separation of Pāalamanui's demand, efficiency, and effectiveness indicators from the Hilo campus.

East Hawai'i currently has 2 FTE Faculty, and the calculation in the data table combines faculty and majors for the Hilo and Pāalamanui programs.

The ARPD table shows an increase in low-enrolled (<10) classes from 15 to 18 during the 2021-2022 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, although there was a slight decrease from 48% in AY21 to 45% in AY22. 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 counseling 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. Ref: <https://www.hec.org/talent-roadmap/>

During this period, the program will continue to enhance our capacity for remote learning. 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 Pāalamanui's low-enrolled culinary program. More streamlining is currently being evaluated to help support program efficiency.

**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.**

Prior Comprehensive Review's action plan(s):

- 1) The program was awarded a Carl D. Perkins Strengthening Career and Technical Education Grant to upgrade equipment to align with industry standards; this has increased our instruction and production by at least 75 percent . The increase percentage for production is that students are working more with updated equipment giving them additional knowledge from the previous classes before due to the updated equipment.

**Culinary Arts East Hawai'i**

**Result:** My application for the Carl D. Perkins Strengthening Career and Technical Education Grant to upgrade equipment to align with industry standards was awarded to our culinary program in December 2021. Arriving in April and May of 2022 were a rotisserie oven, a freezer display, and two Alkaline water machines and accessories. In August 2022, a blast chiller, a commercial steamer, and a smoking oven were delivered and installed. Finally, in September 2022, six convection ovens were delivered and installed. The grand total for this Carl D. Perkins Strengthening Career and Technical Education Grant was \$194,200.

- 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.

*CTE programs must include an analysis of Perkins Core indicators for which the program MET the performance level in the year of this Review.*

<b>Perkins Core Indicators:</b>	<b>AY 21-22</b>
1P1 Technical Skills Attainment	Met
2P1 Completion	Met

Perkins core indicators were met for AY 21-22.

1P1 Postsecondary Placement goal was 33 and the actual was 82.86%. This was achieved by committing to serving all segments of our Hawaiian island community and promoting lifelong learning, encouraging students to pursue academic achievement and workforce readiness.

2P1 Earned Recognized Credential goal was 33 and the actual was 77.78% surpassing both goals for AY 21-22. A major factor contributing to such a high number of students obtaining certificates is employers are adding certificate or degrees into their MQ.

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.

**AY 2020-2021:** <https://uhcc.hawaii.edu/varpd/index.php?y=2021&c=HAW&t=CTE&p=2316>

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

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

#### ***Program Learning Outcomes (PLOs).***

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

#### ***College's Institutional Learning Outcomes (ILOs).***

1. Communicate effectively in a variety of situations. Ho'oka'a'ike pono i nā manawa like 'ole.
2. Utilize critical thinking to solve problems and make informed decisions. No'ono'o loi ma ka huli 'ana i ka hā'ina a ho'oholo mana'o me ke na'auao.
3. 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. Kōkua i ke kaiāulu, me ka 'ike a me ka mākau, a me ka mahalo ho'i i nā kānaka 'ōiwi a me nā mo'omeheu 'ōiwi o hawai'i nei, a me nā mo'omeheu 'ē a'e o ka honua.
4. Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence. Kūlia i ka nu'u ma ka 'imi na'auao a ma ka 'oihana ho'i ma o ka huli 'ana ma nā 'oihana a me nā kumuwaiwai maika'i.
5. Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity. Ho'opuka a ho'omau i kekahi kaiapuni a'o maluhia me ona kaiapuni 'oihana e mahalo i ke kanaka a me ke kaiapili.
6. Contribute to sustainable environmental practices for personal and community well-being. Mālama i ke kaiapuni no ke ola pono 'ana o ke kanaka a me ke kaiāulu.

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

<b>CULINARY</b>	<b>COURSE LEARNING OUTCOMES (CLOs) AY21-22</b>	<b>CULN PLO ALIGNMENTS</b>
<b>CULN 111 -</b>	"CLO 1: The student will simulate steps to seek, apply for, and retain	PLOs 2, 7

<b>INTRO TO THE CULINARY INDUSTRY</b>	employment in culinary and/or hospitality careers based on personal preferences and industry standards."	
<b>CULN 112 - SANITATION AND SAFETY</b>	"CLO 1: Develop an understanding of the basic principles of sanitation and safety and to be able to apply them to the food service operations."	PLOs 2, 7
	"CLO 2: Reinforce personal hygiene habits and food handling practices that protects the health of the consumer."	PLOs 2, 7
	"CLO 3: Value ethical practices in both personal and professional situations."	PLOs 2, 7
	"CLO 4: Practice standards in behavior, grooming, and dress that reflect the mature work attitude expected of industry professionals."	PLOs 2, 7
<b>CULN 115 - MENU MERCHANDISING</b>	"CLO 1: Apply the principles of menu planning and layout to the development of menus for a variety of facilities and service."	PLO 9
<b>CULN 120 - FUNDAMENTALS OF COOKERY</b>	"CLO 1: Demonstrate proper work attitudes and work habits"	PLO2
	"CLO 2: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation"	PLO2
	"CLO 3: Apply appropriate etiquette, appearance, and hygiene as required by industry standards"	PLO2



<b>CULN 131 - SHORT ORDER COOKERY</b>	"CLO 1: Apply Professional standards in industry according to appearance, behavior, and work habits."	PLO 8
	"CLO 2: Awareness of culinary industry regulations of accident prevention and sanitation procedures."	PLO 8
	"CLO 3: Identify and use equipment and supplies safely found in a short order kitchen."	PLO 8
	"CLO 4: Identify and prepare a variety of foods common in the short order kitchen."	PLO 8
<b>CULN 133 - BISTRO COOKERY AND INTRO TO DINING ROOM SERVICE</b>	"CLO 1: Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products."	PLOs 2, 5, 7, 8, 9
	"CLO 2: Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals."	PLOs 2, 5, 7, 8, 9
	"CLO 3: Perform basic dining room service standards concurrent with cafes, bistros, and coffee shops."	PLOs 2, 7, 8, 9
	"CLO 4: Identify and employ the use of standardized recipes, measurements, portion control procedures, and basic food costing."	PLOs 2, 5, 7, 8, 9
<b>CULN 140 - COLD FOOD PANTRY</b>	"CLO 1: Identify and prepare appetizers, sandwiches, specialty salads, and dressing."	PLO 8
	"CLO 2: Perform proper sanitation, safety, and personal hygiene."	PLO 8

	"CLO 3: Demonstrate skillful techniques, efficient use of time, Mise en place, receiving, storage, and clean up techniques as required in a cold food kitchen."	PLO 8
	"CLO 4: Define correct cold food kitchen techniques, equipment, and ingredients needed to complete a recipe."	PLO 8
<b>CULN 150 - FUNDAMENTALS OF BAKING</b>	"CLO 1: Perform proper sanitation, safety, and personal hygiene."	PLO 8
	"CLO 2: Identify and safely use equipment and supplies found in a baking kitchen, while demonstrating proper receiving and storing of ingredients."	PLO 8
	"CLO 3: Prepares bakery products by following standard recipes or rations, so is consistent with the American Culinary Federation standards of flavor, color, texture, and presentation."	PLO 8
<b>CULN 160V - DINING ROOM SERVICE/ STEWARDING</b>	"CLO 1: Perform dining room service functions using a variety/types of service, while understanding the inter-relationship of the dining room and kitchen."	PLOs 3, 8
	"CLO 2: Demonstrate good customer service and professional behavior in the dining room and kitchen operations."	PLOs 7, 8
	"CLO 3: Demonstrate knowledge in the basic Hawaii State liquor laws	PLO 8

	and procedures to follow with basic service and consumption of alcohol."	
<b>CULN 170 - FOOD/BEVERAGE PURCHASING</b>	"CLO 1: Define and practice effective and sanitary operations of best practices in stewarding of the store room."	PLO 7
	"CLO 2: Understand the legal and ethical considerations of bid specifications."	PLO7
	"CLO 3: Apply, analyze, and identify quality grades of products based on yield and quality test."	PLO7
<b>CULN 185 - CULINARY NUTRITION</b>	"CLO 1: Demonstrate basic nutrition knowledge."	PLOs 5, 8, 10
	"CLO 2: Apply basic nutrition knowledge and skills at personal and professional levels."	PLOs 5, 8 10
<b>CULN 220 - ADVANCED COOKERY</b>	"CLO 1: Organize a workstation in a timely manner while following proper sanitation and safety procedures."	PLOs 2, 5, 7, 8
	"CLO 2: Identify and distinguish quality components of food taste, texture and presentation."	PLOs 2, 5, 7, 8
	"CLO 3: Demonstrate the ability to expedite service of multiple courses of food in our restaurant."	PLOs 2, 5, 7, 8
	"CLO 4: Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace."	PLOs 2, 5, 7, 8, 9

	"CLO 5: Discuss and analyze the function and ID of ingredients and use them to produce and evaluate food products with emphasis on balancing proper flavors, seasoning, textures and pleasing visual presentation."	PLOs 2, 5, 8, 9
	"CLO 6: Identify and employ the use of standardized recipes, measurements portion control, procedures, and basic food costing."	PLO 8
<b>CULN 240 - GARDE MANGER</b>	"CLO 1: Develop skills in producing and evaluating a variety of cold food products. To prepare items appropriate for buffet presentation, including decorative pieces."	PLOs 2, 5, 8
	"CLO 2: Plan, prepare, and execute buffet function."	PLOs 2, 3, 7, 8
	"CLO 3: Demonstrate skills in the production of aspic, forcemeats, hors d'oeuvres, and garnishes."	PLOs 2, 5, 8
	"CLO 4: Demonstrate professional behavior as required by the culinary industry."	PLOs 2, 7, 8
<b>CULN 252 - PATISSERIE</b>	"CLO 1: Perform proper sanitation, safety, and personal hygiene."	PLO 8
	"CLO 2: Identify and safely use equipment and supplies found in a baking kitchen, while demonstrating proper receiving and storing of ingredients."	PLO 8
	"CLO 3: Prepares bakery products by following standard and advanced recipes or ratios, so is consistent	PLO 8

**Culinary Arts East Hawai'i**

	with the American Culinary Federation standards of flavor, color, texture, and presentation."	
	"CLO 4: Prepare a variety of patisserie items that will compliment culinary capstone of international cuisine."	PLO 8
<b>CULN 270 - FOOD/BEVERAGE COST CONTROL</b>	"CLO 1: Analyze, identify, and apply the use of best practices with green friendly products and equipment"	PLOs 3, 4
	"CLO 2: Demonstrate proper procedures to ensure food sustainability with wastes and paper products to benefit the cost of an establishment"	PLOs 3, 4
	"CLO 3: Analyze the mathematical and logical statements while demonstrating cost control techniques in the lab to explain the importance of budgeting in the business world"	PLO 4

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.*

The 5-year assessment cycle was completed last academic year, I will be scheduling the next 5-year assessment schedule.

**CULN 111, CTL, Fall 21-** PLOS 2 & 7 , CLO 1

**CULN 120, CTL, Fall 21-** PLOS 2 & 8, CLO 1-3

**CULN 170, CTL, Fall 21-** PLO 7, CLO 1-3


**CULN 185, CTL, Fall 21-** PLO 5, 8 & 10, CLO 1-2

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.

- 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.

The 5-year assessment cycle was completed last academic year, I will be scheduling the next 5-year assessment schedule.

## CULN 111- E

 **AcademicYear2021-22**


Term: Overview [Add Outcome](#) ▾

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CULN111\_CLO1

**CULN111\_CLO1**

CLO1: The student will simulate steps to seek, apply for, and retain employment in culinary and/or hospitality careers based on personal preferences a...



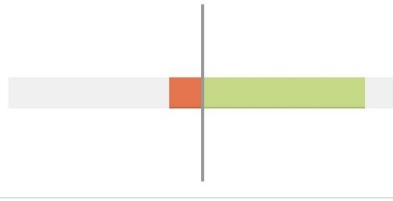
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CULN\_PLO2

**CULN\_PLO2**

CULN PLO2: Demonstrate proper work attitudes and work habits.

Requested By: Culinary




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CULN\_PLO7

**CULN\_PLO7**

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

Requested By: Culinary

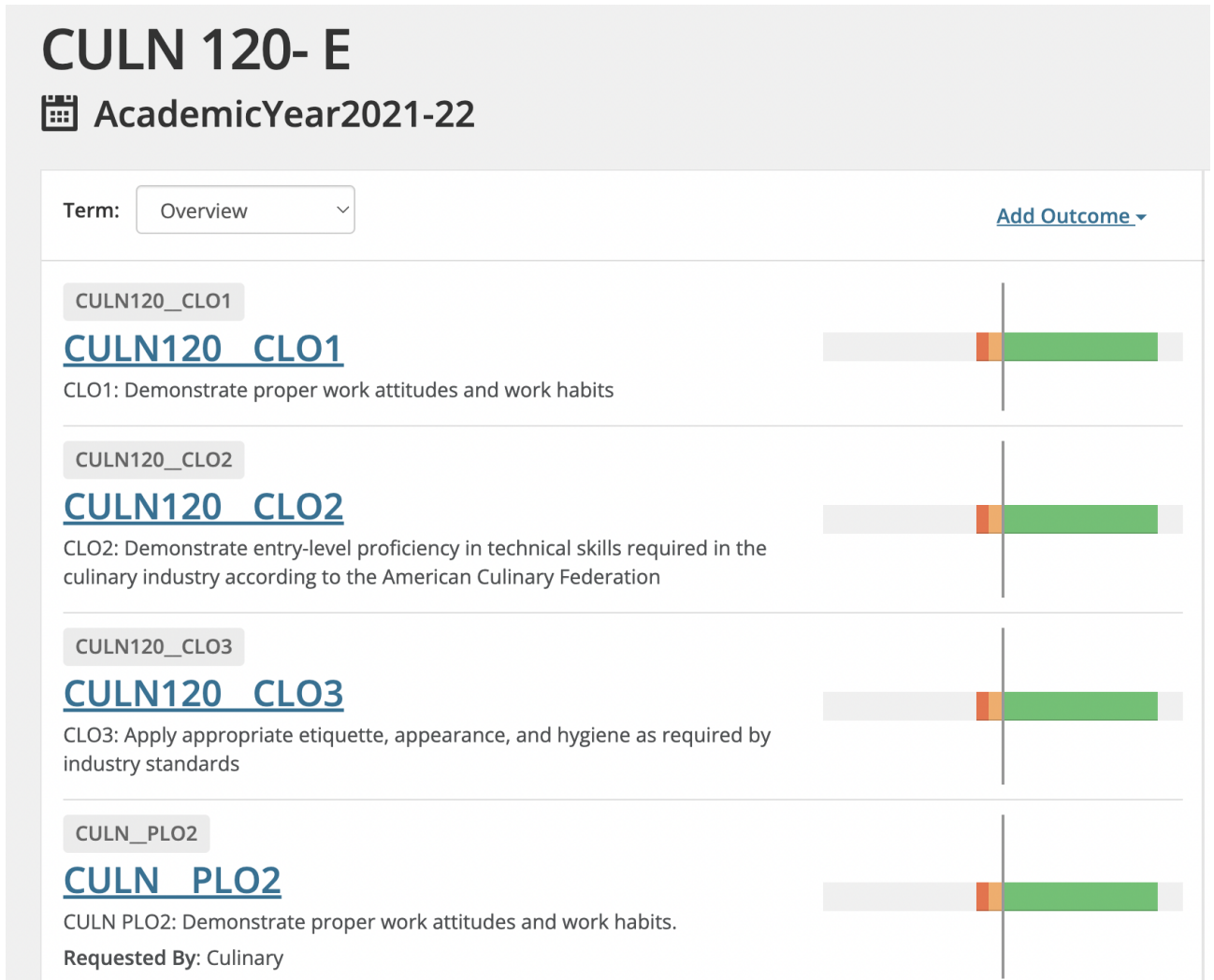


**RESULTS CULN 111- 12 students total, 10 students met (83.33%), and 2 students did not meet (16.67%).**

**CULN 111(Intro to the Culinary Industry)**

Students met CLO 1 and PLO 6 by creating resumes. We later then did mock interviews with our students. Students then later applied for jobs that were advertised to the culinary instructors specifically to the Hawai'i Community College Culinary Arts Program. 100% of the students (12 Students) completed their resumes and mock interviews. Some students are even applying for jobs now after we completed our mock interviews.

We will continue to practice with students' mock interviews and continue to keep their resume updated. We will also keep students posted on current job opportunities.



**RESULTS: CULN 120- 14 students total, 12 students Exceeded (85.71%), 1 student partially met (7.14%) and 1 student did not meet (7.14%).**

### **CULN 120 (Fundamentals of Cookery)**

Students were assessed using the daily grade rubric. This rubric cover everything in the CULN 120 course. Students practice these main things every day in the lab area. Results were 12 exceeded the expectations and 2 students did not pass the CULN 120 course due to not coming to school therefore they could not get graded. My action plan is to still enforce this rubric and meet these standards every day, and work more on those students who face more challenges.

# CULN 170- E

 AcademicYear2021-22

Term:

[Add Outcome](#) ▾

CULN170\_CLO1

## CULN170 CLO1

CLO1: Define and practice effective and sanitary operations of best practices in stewarding of the store room.



CULN170\_CLO2

## CULN170 CLO2

CLO2: Understand the legal and ethical considerations of bid specifications.



CULN170\_CLO3

## CULN170 CLO3

CLO3: Apply, analyze, and identify quality grades of products based on yield and quality test.

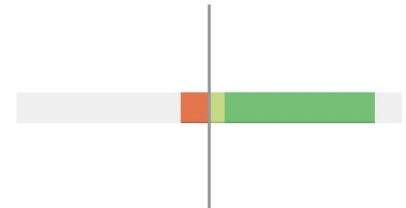


CULN\_PLO7

## CULN PLO7

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

Requested By: Culinary



**RESULTS: CULN 170- 12 students total, 11 students Exceeded (78.57%), 1 student met (7.14%) and 2 students did not meet (14.29%).**

### **CULN 170 (Food and Beverage Purchasing)**

Students were assessed using the daily grade rubric. This rubric covers the safety and sanitation part in the CULN 170 course. Students practice these main things every day in the lab area. 11 students exceeded this course, 1 met, and one student did not meet. Majority of these students passed my CULN 170 course. The reason for the result for the students "not met"; was because the students did not turn in any of their work and did not come to school. I provided a copy of the Daily Lab Production rubric to the students, and maintained standards.



# CULN 185- E

 AcademicYear2021-22

Term:  ▼

[Add Outcome](#) ▼

CULN185\_CLO1

## CULN185 CLO1

CLO1: Demonstrate basic nutrition knowledge.



CULN185\_CLO2

## CULN185 CLO2

CLO2: Apply basic nutrition knowledge and skills at personal and professional levels.

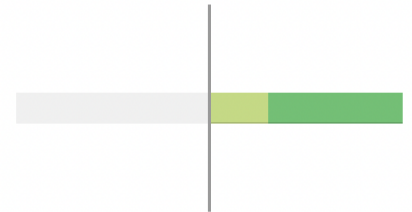


CULN\_PLO5

## CULN PLO5

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

Requested By: Culinary

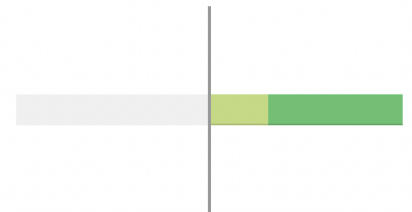


CULN\_PLO8

## CULN PLO8

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

Requested By: Culinary



CULN\_PLO10

## CULN PLO10

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

Requested By: Culinary



**RESULTS: CULN 185- 10 students total, 7 students Exceeded (70%), 3 students met (30%) resulting in the entire class passing!**

### **CULN 185 (Culinary Nutrition) – Online Class to accommodate (West Hawai'i Students)**

This was the first time doing the culinary nutrition class completely online to accommodate Pāalamanui & Hawaii CC culinary arts students. Strategy was to measure the students at the end of the semester based on their knowledge. The students were required to attain basic

## **Culinary Arts East Hawai'i**

nutrition skills. They had to be able to apply basic nutrition knowledge at personal and professional levels. Also, they had to compile everything they learned to create various menus with specific nutritional concerns. They created a menu with their creativity on their own for every diet listed in the Culinary Nutrition textbook. Improved and communicated weekly activities and assignments more thorough by scheduling a weekly Zoom session to explain thoroughly to the entire class. 7 Students exceeded, 3 Students Met. Results were pretty good considering these students had face to face teachers prior to COVID. Adjusting to online learning was difficult, but the instructor asked for feedback along the way to make sure that she could adjust to their needs.

- 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.*

The 5-year assessment cycle was completed last academic year, I will be scheduling the next 5-year assessment schedule.

### **CULN 111(Intro to the Culinary Industry)**

We will continue to practice with students' mock interviews and continue to keep their resume updated. We will also keep students posted on current job opportunities.

### **CULN 120 (Fundamentals of Cookery)**

Provided a copy of the Daily Lab Production rubric (Improved and communicated rubric more thoroughly) to the students, and maintained standards.

### **CULN 170 (Food and Beverage Purchasing)**

Provided a copy of the Daily Lab Production rubric to the students, and maintained standards.

### **CULN 185 (Culinary Nutrition) – Online Class to accommodate (West Hawai'i Students)**

Improved and communicated weekly activities and assignments more thoroughly by scheduling a weekly Zoom session to explain thoroughly to the entire class.

## 4. Action Plan

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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://hawaii.hawaii.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.

It is imperative that we continue to develop and modernize the culinary facility to support the tourism industry, a main economic driver for the state of Hawai'i. 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.

**Goal 1:** Faculty will continue to write Perkins Grant proposals to update old and broken equipment, 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").

**Goal 2:** Continuation and refinement of our program's sustainability competencies and 'āina-based learning will continue. This has primarily been in collaboration with the college's 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/> )

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.

## 5. Resource Implications

### **\* Special Resource Requests not included in operating "B" budget \***

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Detail any special, one-time or personnel resource requests in the categories listed in the table below that are **not included in your regular program or unit operating "B" budget**.

\*Note: 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 resources for my program/unit.

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

Total number of items being requested: 4 (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

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

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3. Expand our commitment to serving all segments of our Hawaii 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	Category-Specific Information Needed			
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
4 Door Reach in Freezer	<b>ASAP</b>	2- 4 Door Reach in Freezer \$20,000.00 Per Unit	2- 4 Door Reach in Freezer \$40,000.00 TOTAL	N (#no decal)- - Replacing current one because it's Outdated, broken, and parts are obsolete due to age.
12 Door pass-through Reach in Refer	<b>ASAP</b>	1- 12 Door pass-through Reach-in Refer \$30,000.00 Per Unit	1- 12 Door pass-through Reach-in Refer \$30,000.00 TOTAL	N (#no decal)- Replacing current one because it's Outdated, broken and parts are obsolete due to age.
3 Door Reach In Refrigerator	<b>ASAP</b>	1- 3 Door Reach-In Refrigerator \$30,000.00 Per Unit	1- 3 Door Reach-In Freezer \$30,000.00 TOTAL	N (#no decal)- Replacing current one because it's Outdated, broken and parts are obsolete due to age.
6 section Door Reach in Refrigerator	<b>ASAP</b>	2- 6 Section Door Reach-In Refrigerator \$20,000.00 Per Unit	2- 6 Section Door Reach-In Refrigerator \$40,000.00 TOTAL	Y (#HA0090)- Replacing current one because it's Outdated, broken

				and parts are obsolete due to age
<b>Facilities Modification</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
<b>Personnel Resource</b>	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
<b>Professional Development</b>	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
<b>Reallocation of Funds</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

## 6. Optional: Edits to Occupation List for Instructional Programs

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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.