

ANNUAL
REPORT OF PROGRAM DATA
2023



July 1, 2022 through June 30, 2023

Culinary Arts Program
East Hawai'i

1. Program or Unit Mission

Program or Unit Mission or Purpose Statement

This statement will likely not change each year. You may copy/paste from last year unless there was a significant change.

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.

High school graduates interested in culinary arts & hospitality careers are our primary target students. Our students come from Hilo High, Waiakea, Honoka'a, Kea'au, Pahoa, Ka'u, Laupahoehoe, & Kamehameha Hawai'i High Schools. We also had students from Moloka'i and O'ahu. We also receive a few adult students that are changing careers or starting a new career path.

2. Program Student Learning Outcomes or Unit/Service Outcomes

For the past year, please indicate which program student learning or unit/service outcomes were assessed, assessment results, and what changes will be made to address the results.

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 kaiaulu, 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 kaiaulu.

a) *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.*

Program Learning Outcomes 2,3,5,7,8,9 were assessed during the period of this review through the assessment of CULN 133, 160V, 220, 240, and 115.

The East Hawaii culinary arts program assessed courses aligned to PLOs 2,3,5,7,8, 9

100% of the students met or exceeded the benchmarks of performance standards for these PLOs.

CULN 133 (Bistro Cookery & Intro to Dining Room Service)

CLOs 1,2, and 4 were assessed using the student's Daily Lab Performance Rubric. Students are assessed on a daily basis within the kitchen labs. A standardized menu was used to facilitate the course topics and used as a tool for measuring performance in the rubric below.

Overall, the majority of the students met or exceeded expectations in all areas being assessed. Standards of grooming and dress were well performed. Despite the increase in visual learning tools and online resources from the previous course assessment, there was still a relatively wide range of scores within "Skills and Technique," "Mise en Place," and "Production and Focus." This can be attributed to the broad level of skills each individual student possesses when entering this "open enrollment" program. Student's skill levels can range from already working in the industry (ie: Luxury Resorts and restaurants), all the way to never cooked in a professional kitchen before. Students who were already working in the industry concurrently with this course showed a higher degree of attainment vs. students who were not working in the profession. This can be attributed to more repetition of skills during their course and work experience. Moving forward instructors for this course will develop strategies to maintain and or increase the amount of repetition within the lab in order to bridge the gap in skill levels. Despite this wide range of skill-sets, all students in this assessed group showed an increase in CLO'S 1, 2, and 4 over the course of the semester.

CULN 220 (Advanced Cookery)

The Chefs assessed the Hilo Classic Iron Chef Challenge competition judged by professional chefs. The students are evaluated by presentation, composition, correct preparation & cooking techniques and proper serving sizes. 28% of the students met the expectations and 72% of the students exceeded the expectations.

CULN 240 (Garde Manger)

Analyzing the initial assessment, we discovered that we were introducing more advanced cooking techniques and procedures during the beginning of the semester and the techniques and procedures got less technical mid-way through. This resulted in greater difficulty in student learning from the onset. The major change we did this semester was the order of topics delivered to the students. This meant a change in the order of the menus and regional cuisines to reflect the progression from easier to difficult cuisines through the course of the semester. This progression allowed the students to become more familiar with the kitchen systems and responsibilities in the beginning of the semester. By the second half of the semester, students were introduced to more complex cooking topics and methods which they were able to retain more effectively.

Additions and improvements in on-line resources have shown to be helpful with students learning and attainment of course learning outcomes.

The program will be more mindful of student learning progression. Jumping straight into the "deep end of the pool" is usually not the best approach to learning. I also plan to continue to make additions and/or improvements in the availability of learning tools and resources.

The result of this follow-up assessment encourages me that I need to continue to improve on how the material is delivered, resource availability, and what teaching methods work well for success.

CULN 160V (Dining Room Service/Stewarding)

CLO 1 - It has always been a challenge to encourage the students through fine dining service. So, this year students practiced mock services with warm plates and then moved on to food. We divided the class into four teams; Garde Manger, Back Up, Line, and Front of House. They provided experience in each station and provided a good understanding of dining room and kitchen relationship. This practice with the students changing stations has helped with the understanding of the kitchen and timing to complete orders on time for customers.

The evaluation for this assessment was completed with daily grade with lab rubric and Final Exam for the semester. Even with the restrictions of social distancing this semester the students were exceptional and attentive in providing a good experience for our customers. A rubric was used to grade students for personal hygiene, sanitation, order of service, time management and team player as a daily grade with a weekly grade. Using Rubric along with posting the grades and comments in Lualaba for students to see real time has been very effective. Not only can the students see the weekly grade, but also can see the semester grade real time. We have been using these tools the past 7-8 years and have seen improvements through the years. We will continue to enforce the daily lab rubric, continue

to practice mock service before opening the dining room, and keep grades up to date so students can see their current grade.

CULN 115 (Menu Merchandising) - Online Class to accommodate (West Hawai'i Students)

The culinary instructor and culinary lab manager collaboratively assessed all students on their final menu project which consisted of a complete menu of a restaurant of their own utilizing a rubric to assess the students. Expectancy rate of passing predicted was 80%, total of 81.25% actually passed with a met or exceeded. Amount of student assessed in Spring 2021 was 16. Most of the students followed the rubric and did a wonderful job, for those who did not follow the rubric and did not execute the project with much effort, or just not turned in anything. 12 students exceeded, 1 student met, 0 students partially met, and three students not meet. The reason for the three students who did not meet, was because they did not turn in their assignments.

What I can do to improve the course is to set earlier deadlines for each category so students can do each chunk of the project at a time instead of doing it all in one lump sum.

Culinary	
AcademicYear2022-23	
Term: Overview ▼	Add Outcome ▼
<p>CULN_PLO1</p> <p>CULN PLO1</p> <p>CULN PLO1: Apply appropriate ethics for purchasing and receiving in the culinary industry.</p>	<p>Not Selected</p>
<p>CULN_PLO2</p> <p>CULN PLO2</p> <p>CULN PLO2: Demonstrate proper work attitudes and work habits.</p>	
<p>CULN_PLO3</p> <p>CULN PLO3</p> <p>CULN PLO3: Demonstrate general knowledge of culinary departmental functions and their relationship.</p>	
<p>CULN_PLO4</p> <p>CULN PLO4</p> <p>CULN PLO4: Demonstrate an understanding of the culinary industry business operations.</p>	<p>No Results</p>
<p>CULN_PLO5</p> <p>CULN PLO5</p> <p>CULN PLO5: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.</p>	
<p>CULN_PLO6</p> <p>CULN PLO6</p> <p>CULN PLO6: Choose an appropriate career path based on industry knowledge or requirements.</p>	<p>Not Selected</p>
<p>CULN_PLO7</p> <p>CULN PLO7</p> <p>CULN PLO7: Apply appropriate etiquette, appearance, and hygiene as required by industry standards.</p>	
<p>CULN_PLO8</p> <p>CULN PLO8</p> <p>CULN PLO8: Demonstrate skills necessary for acquiring a job in the culinary field.</p>	
<p>CULN_PLO9</p> <p>CULN PLO9</p> <p>CULN PLO9: Integrate their knowledge of Hawai'i's culture and food into cuisine.</p>	
<p>CULN_PLO10</p> <p>CULN PLO10</p> <p>CULN PLO10: Apply nutritional concerns to the creation of menus.</p>	<p>No Results</p>

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

ILO 1	<u>Communication - Ho'oka'a'ike</u>	
<p>Communicate effectively in a variety of situations. Ho'oka'a'ike pono i nā manawa like 'ole.</p>		
<p>Requested By: Hawai'i Community College</p>		
ILO2	<u>Critical Thinking - No'ono'o loi</u>	
<p>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.</p>		
<p>Requested By: Hawai'i Community College</p>		
ILO3	<u>Contributions to Community and Culture - Kōkua i ke Kaiaulu a me nā Mo'omeheu</u>	
<p>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 o...</p>		
<p>Requested By: Hawai'i Community College</p>		
ILO4	<u>Life-long Learning - Kūlia i ka nu'u ma ka 'Imi Na'auao</u>	
<p>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'aua...</p>		
<p>Requested By: Hawai'i Community College</p>		
ILO5	<u>Respect for Diversity - Mahalo i ke Kanaka a me ke Kaiapili</u>	
<p>Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity. Ho'opuka a ho'oma...</p>		
<p>Requested By: Hawai'i Community College</p>		
ILO6	<u>Environmental Sustainability - Mālama Pono i ke Kaiapuni</u>	
<p>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...</p>		
<p>Requested By: Hawai'i Community College</p>		

3. Analysis of the Program/Unit

Use this section to discuss the annual report of program data (ARPD data) and/or any other data used to assess your program or unit in terms of demand, efficiency, and effectiveness and with respect to the goals of your last comprehensive program/unit review. What program changes have occurred? Discuss significant program or unit actions (new certificate(s), stop outs/unit, gain/loss of position(s), etc.).

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. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

	2023
Demand Indicator	2 Green Arrows 1 Red Arrow
Efficiency Indicator	2 Green Arrows 1 Red Arrow
Effectiveness Indicator	2 Green Arrows 2 Red Arrows

Demand - Our demand indicator has remained Healthy for the past six years. There was a steady increase in employment for New & Replacement Positions (County Prorated) and New and replacement Positions (State) for this period. The number of majors increased from last 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.

The ARPD table shows an increase in average class size from 8 to 9 during the 2022-2023 period.

2023 Hawai'i Community College ARPD
Program: **Culinary Arts East Hawai'i**

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 Spring persistence has been high historically very low, although there was a slight decrease from 72% in AY22 to 67% in AY23. 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.

Our Certificates of Achievement Awarded increased from 9 AY 22 to 10 in AY23.

We met all of our Perkins Indicators, and our Performance Indicators increased from 16 AY 22 to 17 in AY 23.

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.

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

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

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 will be able to remove and install the used/replacement donated equipment and increase our instruction and production by at least 75%.
Result: All donated equipment (minus the dishwasher) were successfully installed and integrated into the lab instruction. Although we have increased our production steadily over the years, it is difficult to calculate if we achieved 75% more productivity in that time span.
- 2) Another of our Program's initiatives is to keep current with the ever-changing trends with the culinary industry today.
Result: All current faculty and lectures in the Program have kept up to date with current trends in the industry. This is done through various professional development activities,

professional chef demonstrations, and Advisory Council meetings which are held twice a year for our program.

The Program went back to face-to-face following CDC COVID guidelines (**Fall 2020 – Spring 2021**). The year prior to this APR, the program had made teaching modifications due to COVID. We taught some courses online (CULN 115 Menu Merchandising, and CULN 185 Culinary Nutrition) for students during the period of this review. In addition to COVID, the program combined some classes (CULN 115 Menu Merchandising, and CULN 185 Culinary Nutrition) so EH and WH students could both take classes. This helped with fill rate/efficiency.

4. Action Plan

Based on findings in Parts 1-3: How well has the program/unit met the goals from your last comprehensive program/unit review action plan(s)? What changes are you making to your action plan(s) for the next year? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit until the next comprehensive review. Specify how the action plan(s) aligns with the College's Mission and Strategic Plan. Be sure to list resources that will be required, if any, in section 5 below.

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

<i>Action Item</i>	<i>Plans</i>	<i>2022 Results</i>	<i>June 30, 2023 Results</i>
Replacing outdated and inoperable coking and cold storage equipment.	Apply for a Perkins grant.	Awarded Perkins grant for \$194,200.00	All equipment obtained from the awarded Perkins grant is in place and in full operation.
<i>Action Item</i>	<i>Plans</i>	<i>2022 Results</i>	<i>June 30, 2023 Results</i>
Establish a collaboration with Hawaiian Lifestyles and the Agriculture Program to create a Mala or garden next to our culinary building. Growing fruit, vegetables, and herbs to be utilized by culinary students and our kauhale.	Construction is ongoing.	Several wood and rock planters have been established and filled with mulch from our local landfill.	Kalo was harvested and replanted. Culinary students are learning where their food comes from and how to utilize harvested vegetables and herbs in the lab daily.
<i>Action Item</i>	<i>Plans</i>	<i>2022 Results</i>	<i>June 30, 2023 Results</i>

We will be applying for another Perkins Grant.	Continue to develop and modernize our culinary lab equipment so students may complete their practicum assignments and staying current with industry standards.	A Perkins grant proposal has been submitted for equipment and cold storage for \$337,500.00.	Waiting on confirmation on proposal.
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It is imperative that we continue to develop and modernize the CULN facility to support the tourism industry, a main economic driver for the state of 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.

Faculty will continue to write Perkins Grant Proposals to combat this issue, but the speed of this process and the total amount of new equipment required for the program takes time. We were awarded one Perkins grant in AY 2021-2022 for \$194,200.00 and we actually spent \$132,732.55.

Continuation and refinement of our program's sustainability competencies and 'āina-based learning will continue. This has primarily been in collaboration with our Agriculture Program, but new learning opportunities will also be created within the new Comprehensive Review Cycle. These actions also fall in line with the "From Today to Tomorrow: A Talent Roadmap to Support Economic Recovery" guidelines. (Ref: <https://www.hec.org/talent-roadmap/>)

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 ***

Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans.

**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 resources for my program/unit.

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

Total number of items being requested: _____ (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.
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
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #