

2024 COMPREHENSIVE Report of Program Data Culinary Arts Program- East Hawai'i



1. Program or Unit Mission

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 and we have students from the west side in Kona enrolled in our program. This area represents roughly three-quarters of the island's population. To put this in perspective, the distance from Ka'u to Hawai'i Community College is roughly 63 miles, and the distance from Waimea to Hawai'i Community College is 60 miles. To give a comparison, the distance between Leeward Community College and Kapi'olani Community College is approximately 17 miles.

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

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

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

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

2. Program Student Learning Outcomes

For the period of this Comprehensive Review (up to the past five years), please indicate which program student learning or unit/service outcomes were assessed, assessment results, and what changes will be made to address the results.

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

Program Learning Outcomes:

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

b) List the Program Learning Outcomes or Unit/Service Outcomes that have been assessed in the period of this Comprehensive Review. Program Learning Outcomes 2, 7, 9 were last assessed during the period of this review through the assessment of CULN 111, 112, 120, 115

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

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

- Overall, the majority of the students met or exceeded expectations in all areas being assessed.
- Standards of grooming and dress were well performed.
- There was a relatively wide range of scores within "Skills and Technique", "Mise en Place", and "Production and Focus". This can be attributed to the broad level of skills each individual student possesses when entering this program. Student's skill levels can range from already working in the industry (i.e.: Luxury Resorts and restaurants), all the way to never having cooked in a professional kitchen before. Students who were already working in the industry concurrently with this course showed a higher degree of attainment vs. students who were not working in the profession. This can be attributed to more repetition of skills during their course and work experience. Despite this wide range of skill-sets, all students in this assessed group showed an increase in CLO'S 1, 2, 4 and 4 over the course of the semester.

Culinary Arts Program, East Hawai'i
PLO Assessment Results

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

CULN 111- E

AcademicYear2020-21

Term: Fall2020 [Back to List](#)

CULN_PLO6
 CULN_PLO6: Choose an appropriate career path based on industry knowledge or requirements.
 Requested By: Culinary

AGGREGATED RESULT

Exceeded	0%	0
Met	100%	16
Partially Met	0%	0
Not Met	0%	0

Related Connections

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 and industry standards.
 Department: CULN 111- E

CULN 120- E

AcademicYear2020-21

Term: Fall2020

Filter: ■ Assessed ■ Assigned ■ Related

CULN120_CLO1
CULN120_CLO1
 CLO1: Demonstrate proper work attitudes and work habits
 17 Assessed

CULN120_CLO2
CULN120_CLO2
 CLO2: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation
 17 Assessed

CULN120_CLO3
CULN120_CLO3
 CLO3: Apply appropriate etiquette, appearance, and hygiene as required by industry standards
 17 Assessed

CULN_PLO2
CULN_PLO2
 CULN_PLO2: Demonstrate proper work attitudes and work habits.
 Requested By: Culinary
 17 Assessed

Progress
 Summary of assessment efforts for this unit.
 Fall2020
 Total Measurable Outcomes: 100%
 4 / 4 have results for all their assessments.
 Total Measurable Connections: 100%
 5 / 5 have results for all their assessments.

CULN 112- E

AcademicYear2020-21

Term: Fall2020 [Back to List](#)

CULN112_CLO1
CULN112_CLO1
 CLO1: Develop an understanding of the basic principles of sanitation and safety and to be able to apply them to the food service operations.

AGGREGATED RESULT

Exceeded	66.67%	10
Met	20%	3
Partially Met	13.33%	2
Not Met	0%	0

Related Connections

CULN112_CLO4
CULN112_CLO4
 CLO4: Practice standards in behavior, grooming, and dress that reflect the mature work attitude expected of industry professionals.
 Department: CULN 112- E

CULN112_CLO3
CULN112_CLO3
 CLO3: Value ethical practices in both personal and professional situations.
 Department: CULN 112- E

CULN112_CLO2
CULN112_CLO2
 CLO2: Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.
 Department: CULN 112- E

CULN 112- E

AcademicYear2020-21

Term: Overview

CULN112_CLO1
CULN112_CLO1
 CLO1: Develop an understanding of the basic principles of sanitation and safety and to be able to apply them to the food service operations.

CULN112_CLO2
CULN112_CLO2
 CLO2: Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.

CULN112_CLO3
CULN112_CLO3
 CLO3: Value ethical practices in both personal and professional situations.

CULN112_CLO4
CULN112_CLO4
 CLO4: Practice standards in behavior, grooming, and dress that reflect the mature work attitude expected of industry professionals.

CULN_PLO2
CULN_PLO2
 CULN_PLO2: Demonstrate proper work attitudes and work habits.
 Requested By: Culinary

CULN_PLO7
CULN_PLO7
 CULN_PLO7: Apply appropriate etiquette, appearance, and hygiene as required by industry standards.
 Requested By: Culinary

Progress
 Summary of assessment efforts for this unit.
 Fall2020
 Total Measurable Outcomes: 100%
 6 / 6 have results for all their assessments.
 Total Measurable Connections: 100%
 17 / 17 have results for all their assessments.
 Total Measurable Outcomes: 0%
 0 / 6 have results for all their assessments.
 Summer 1_2021
 Total Measurable Outcomes: 0%
 0 / 6 have results for all their assessments.
 Summer 2_2021
 Total Measurable Outcomes: 0%
 0 / 6 have results for all their assessments.

CULN 112- E

AcademicYear2020-21

Term: Fall2020 [Back to List](#)

CULN112_CLO1
CULN112_CLO1
 CLO1: Develop an understanding of the basic principles of sanitation and safety and to be able to apply them to the food service operations.

AGGREGATED RESULT

Exceeded	66.67%	10
Met	20%	3
Partially Met	13.33%	2
Not Met	0%	0

Related Connections

CULN112_CLO4
CULN112_CLO4
 CLO4: Practice standards in behavior, grooming, and dress that reflect the mature work attitude expected of industry professionals.
 Department: CULN 112- E

CULN112_CLO3
CULN112_CLO3
 CLO3: Value ethical practices in both personal and professional situations.
 Department: CULN 112- E

CULN112_CLO2
CULN112_CLO2
 CLO2: Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.
 Department: CULN 112- E

CULN 115- E

AcademicYear2021-22

Term: Spring2022 [Back to List](#)

CULN_PLO9
CULN_PLO9
 CULN_PLO9: Integrate their knowledge of Hawai'i's culture and food into cuisine.
 Requested By: Culinary

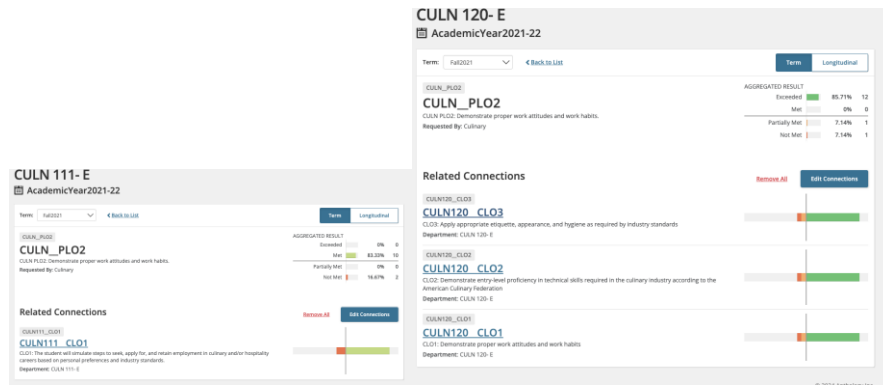
AGGREGATED RESULT

Exceeded	91.67%	11
Met	0%	0
Partially Met	8.33%	1
Not Met	0%	0

Related Connections

CULN115_CLO1
CULN115_CLO1
 CLO1: Apply the principles of menu planning and layout to the development of menus for a variety of facilities and service.
 Department: CULN 115- E

2024 Hawai'i Community College ARPD Culinary Arts Program- East Hawai'i



CULN 115 (Menu Merchandising)

*Assessment was a final menu project

CULN 111 (Cold Food Pantry)

*Assessment was performed measuring final lab practicums

Integrated more knife skills through cutting vegetables. Performed more demonstrations, improved on proper sanitation and safety procedures. Enforced the uniform code.

CULN 112 (Safety & Sanitation)

*Assessment was performed measuring final lab practicums

- Overall, the majority of the students met or exceeded expectations in all areas being assessed.
- Standards of grooming and dress were well performed.
- There was a relatively wide range of scores within “Skills and Technique”, “Mise en Place”, and “Production and Focus”. This can be attributed to the broad level of skills each individual student possesses when entering this program. Student’s skill levels can range from already working in the industry (i.e.: Luxury Resorts and restaurants), all the way to never having cooked in a professional kitchen before. Students who were already working in the industry concurrently with this course showed a higher degree of attainment vs. students who were not working in the profession. This can be attributed to more repetition of skills during their course and work experience.

CULN 120 (Fundamentals of Cooking)

*Assessment was lab practicum performed at the end of the semester

*Assessment was an equipment test, and final exam

- Overall, the majority of the students met or exceeded expectations in all areas being assessed.

- Standards of grooming and dress were well performed.
- There was a relatively wide range of scores within “Skills and Technique”, “Mise en Place”, and “Production and Focus”. This can be attributed to the broad level of skills each individual student possesses when entering this program. Student’s skill levels can range from already working in the industry (i.e.: Luxury Resorts and restaurants), all the way to never having cooked in a professional kitchen before. Students who were already working in the industry concurrently with this course showed a higher degree of attainment vs. students who were not working in the profession. This can be attributed to more repetition of skills during their course and work experience.

3. Analysis of the Program/Unit

2024 ARPD Culinary Arts

	July 2020-Jun2021	July 2021-June 2022	July 2022-June 2023	July 2023-June 2024
Demand Indicator	Healthy	Healthy	Healthy	Healthy
Efficiency Indicator	Cautionary	Cautionary	Healthy	Healthy
Effectiveness Indicator	Healthy	Cautionary	Healthy	Healthy
Overall Program Health	Healthy	Healthy	Healthy	Healthy

Demand - Our demand indicator remained Healthy for the four-year review period. There was a steady increase in employment for New & Replacement Positions and New and replacement Positions (State) for this period.

This steady decline in enrollment could also be due to the very low enrollment of the West Hawai'i program during this period. The data collected merges the two programs into one ARPD data set. Our East Hawai'i internal data shows that we have remained steady in our enrolled majors from this period and does not reflect the 20% drop in majors shown in the ARPD data.

Outside research and data also indicates the industry is still growing and a strong need for culinary professionals remains high for the county and state (Figure 1.1).

Grap

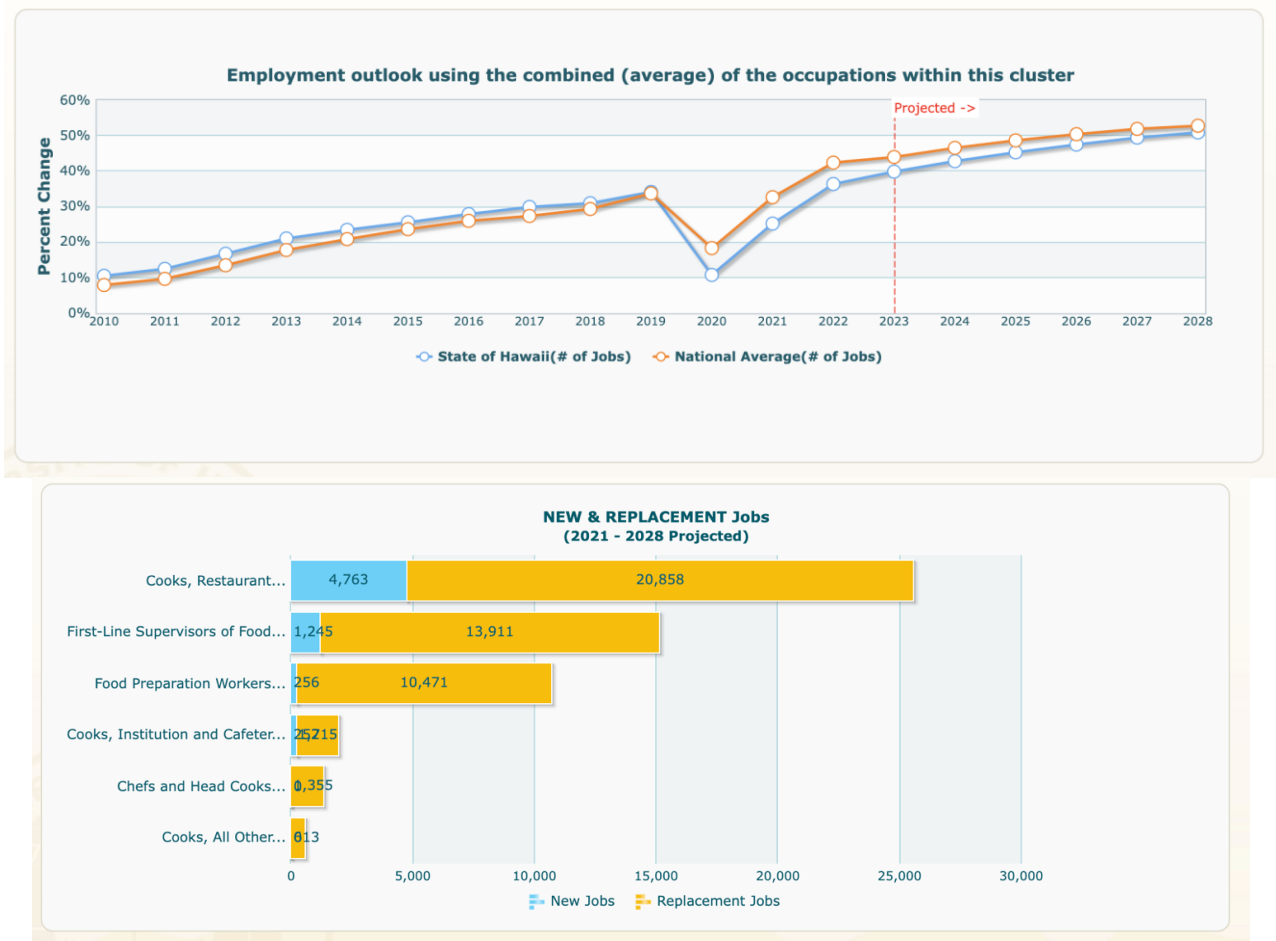


Figure 1.1 – Employment Trends (CULN)

Efficiency - We saw no significant change in Fill Rate during this four-year period.

For AY 2020-2022 Efficiency Indicators went to Cautionary as we saw a 10% drop in enrollment during this APR academic year. During the AY 2022-2023 the fill rate stayed roughly the same but the average class size increased. The program believes this to be an anomaly as our enrollment went back to our normal healthy Fill Rate levels during the following academic year at the East Hawai'i campus. For more accurate data analysis, the program recommends separation of Pālanui's demand, efficiency, and effectiveness indicators from the Hilo campus. The Number of Low-Enrolled (<10) Classes went up from 11 to 13 during the 2022-2023 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.

Culinary Arts Program- East Hawai'i

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

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

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

Prior Comprehensive Review's action plan(s):

2024 Hawai'i Community College ARPD
Culinary Arts Program- East Hawai'i

<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>

2023 Hawai'i Community College ARPD
 Program: **Culinary Arts East Hawai'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.	Awarded Perkins Grant, currently in the process of installing new equipment.
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2024 Hawai'i Community College ARPD
Culinary Arts Program- East Hawai'i

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.

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

Perkins Core: AY16	July 2020-June 2021	July 2021-June 2022	July 2022-June 2023	July 2023-June 2024
1P1 Technical Skills Attainment	Met	Met	Met	Met
2P1 Completion	Met	Met	Met	Met
3P1 Student Retention or Transfer	Met	Met	Met	Met
4P1 Student Placement	Met	Met	Met	Met
5P1 Nontraditional Participation	Met	Met	Met	Met

this population is Native Hawaiian or Pacific Islander. A lack of financial resources for this group forces them to prematurely enter the workforce before attaining a secondary education. The Culinary Program is viewed by most students as a terminal degree which might also contribute to the low transfer rate. Upon completion, most students enter the workforce.

Our retention is not a teaching performance issue, rather a realistic approach on students choosing an appropriate career path.

4P1 Student Placement The program believes this number to be inaccurate. Internal data and research from the 2015-16 cohort indicates that 10 out of 13 graduates in our East Hawai'i program who graduated are working within the industry. Despite the record low unemployment rate in the State and many positions available on the State and County level, this past year's cohort has seen a large percentage of graduates choosing not to enter the workforce immediately. The program will

need to take a hard look at this phenomenon in order to determine whether this is a one-time occurrence, or if this is an indication of the changing needs of the graduates. This indicator will be very difficult to achieve in the future while our economy tries to recover from the COVID pandemic. State and Federal government agencies will be very challenged to rebuild this industry which has taken such a major hit.

4. Action Plan

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

Faculty will continue to write Perkins Grant Proposals to combat this issue, but the speed of this process and the total amount of new equipment required for the program is so large that it will take an unforeseeable number 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”).

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.

Another goal is to complete our ACF Accreditation.

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

Ref: Segment of Advisory Council notes (2022):

According to advisory council member, Chef Casey Halpern (Executive Chef/Cafe Pesto) he shared that he is happy with students that he has had who have gone through the CULN program. There was a suggestion to look at ways to include quarterly events to collaborate with and promote farms and farming connection. The program is considering creating a 3rd year program that may include

a farming component with a farm-to-table externship that would expand work-based learning opportunities/apprenticeships/paid experiences. Ref: <https://www.hec.org/talent-roadmap/> As the program looks to the future, the tie between Agriculture and Culinary may be the most important consideration in terms of cost, sustainability, etc. Currently there is a forced requirement for imported goods within the industry, because we aren't producing enough food on the island, and more cooperation and cohesiveness between the two sectors will be important to lower the cost of goods and to produce more goods. The role of the culinary industry is to promote those products and get them into the awareness of the public. Sustainability will be more and more important. Connections between sustainability and production are important for feeding people. During this period, the program will continue to enhance our capacity for remote learning. Ref: <https://www.hec.org/talent-roadmap/> This has already been occurring due to the Covid pandemic situation. Currently two courses are being offered on-line (CULN 115 "Menu Merchandising", and CULN 185 "Nutrition") to help facilitate 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.

5. Resource Implications

Special Resource Requests not included in your 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: 2 (4 items max.)

✓ **Item Description: Combi Oven & AC Units for Rooms (AC units in Room 132, Room 119, Room, 120, Room 111, & Room 110)**

✓ **Justification:**

-Currently we're not meeting industry standards with the equipment that we have now and we humbly request for this equipment. This will bring us up to industry standards, and all current & future culinary students will benefit from using this equipment.

-AC has been broken in all of these offices for over 7 years.

✓ **Alignment to the [Ka'ao Ka'ika'i Strategic Plan AY2023 - AY2029](#):**

Each resource request must align with one or more of our Strategic Plan Core Commitments:

2024 Hawai'i Community College ARPD
Culinary Arts Program- East Hawai'i

Ka'ika'i Kuleana	Fulfill kuleana to Native Hawaiians and Hawai'i Island.
Ka'ika'i Haumāna	Develop successful students for a better future.
Ka'ika'i Oihana	Meet Hawai'i Island's workforce needs of today and tomorrow.
Ka'ika'i Noi'i	Diversify Hawai'i Island's economy through innovation and multi-sector partnerships.
Ka'ika'i Kauhale	Build and Maintain the Wellbeing of the College Kauhale.

ALLOWED CATEGORIES	Category-Specific Information Needed			
Equipment Combi Oven	Estimated Date Needed Fall 2025	Quantity / Number of Units; Cost per Unit 1 -\$40,000.00	Total Cost (with S&H, tax) \$40,000.00	On Inventory List (Y/N); Decal #, Reason replacing Current oven is broken and obsolete. Decal # HA0095
Facilities Modification AC units in Room 132, Room 119, Room, 120, Room 111, & Room 110	Estimated Date Needed Fall 2025	Total Cost \$80,000.00	Monthly/Yearly Recurring Costs N/A	Utilities Required Just a replacement.