

HAWAI'I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW REPORT

[Culinary Arts - EH]

Date 1/4/2016

**Review Period
July 1, 2014 to June 30, 2015**

Initiator: Robert Yamane

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>

Program Description

Please provide a brief description of your Program. Include your Program Mission 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. Accredited by the American Culinary Federation since July 2005.

Program offers a Certificate of Completion (CO), Certificate of Achievement (CA), and an Associate of Applied Science (AAS) degree.

The East Hawaii program is accredited by the American Culinary Federation.

The Hawaii Community College Culinary Program serves the general public, and provides training and education for culinary students about to enter into the culinary field. This program began in 1952.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

<http://www.hawaii.edu/offices/cc/arpd/>

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

The Demand Indicators went from Healthy to Cautionary due to an increase in County Prorated Positions (599 to 632) and a slight decrease in Number of Majors (115 to 103). This new formula does not make sense.

Efficiency and Effectiveness Indicators both remained Healthy.

Change in program requirements: The experimental Culinary Math course (QM 197H) was approved by the Academic Senate and made into a permanent Culinary Math course (QM 120). This change will be reflected in the requirements for the CA and AAS degrees.

A Course Modification was made to CULN 270. The prerequisite was changed from: CULN 115,131,140,150, and Math 50H or Math 22 or higher to CULN 115,131,140,150, and QM 120 or Math 100 or higher (or prior completion). The co-requisite was also changed from: CULN 130 to CULN 130 (or prior completion).

Course Modification was made to CULN 120. Co-requisites were changed from: Culn 111,112,170, and Math 50H (or prior completion) or Math 22 or higher (or prior completion) to Culn 111,112, and QM 120 (or prior completion) or Math 100 or higher (or prior completion).

Eng 106 was added as an option for program requirements for the AAS degree.

1P1, Not Met. Unsure of how data was collected. Program will need to analyze data further and create a plan of action.

3P1, Not Met. Most culinary students view the culinary degree as terminal. Program modifications have been made this past year in order to comply with ACCJC program requirements for “100 level” courses. Further program modifications will be made in the future in order to better service our student’s needs and increase retention.

4P1, Not Met. Although the program does not have a formal internship program, we have many colleagues in industry that contact the program looking to hire our students. Unfortunately, a big hurdle for most students is that most of the higher wage jobs are on the west side of the island and commuting is a large challenge for them. Continuous efforts are made by faculty to come up with logistical solutions on an individual basis.

National health trends today require more vegan dishes, vegetarian products, and smaller protein portions. There is a higher demand for gluten-free products, as well as the creation of healthier foods to combat the obesity and diabetes epidemic.

There are further trends with Local First products and minimizing the carbon footprint. “Food Security” is also becoming a big topic of discussion amongst the culinary industry.

The program’s menu changes daily utilizing locally grown produce as much as possible. Collaboration with Hawaii Community College’s Agricultural program and our Culinary program allows us to use their sustainably grown produce within our program. This collaborative effort creates a “Farm to Fork” environment and symbiotic educational environment for the college and student learning. The program also utilizes locally caught fish using federal guidelines and sustainable practices.

Part III. Action Plan

Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.

With updated used equipment from West Hawaii, the program will be expanding its patisserie, confectionary, and Garde Manger lab assignments in CULN 150, 252, 240, and 220. By expanding the curriculum in these courses, students will broaden their culinary knowledge and skills attainment. This outcome will enhance our community in the sense that our culinary student body comes from a wide range of demographics and ethnic diversity within our community.

One of the main goals every year is to maintain a high enrollment in the program. This is done by advertising, advising potential students, participating in various public events like the Food & Wine Festival, service events for the community such as Taste of the Hawaiian Range, and direct involvement with the Department of Education, CTE programs. This effort is a constant for the faculty and staff of this program.

No action plans or solutions that would address the higher number of New and Replacement Positions which are (County Prorated). The formula does not make logical sense and we are uncertain of how this correlates to the Demand of a program.

The Perkins IV Core Indicators that were "Not Met" is addressed in Part II of this Review Report.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

New Board of Health regulation regarding use of gloves for "ready to eat foods". Increase in budget spending for program in order to comply with regulations.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.

No current comprehensive review for this program is available.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

http://hawaii.hawaii.edu/program-unit-review/docs/22014_culn-eh_program_review.pdf

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

PLO 2: Demonstrate proper work attitudes and work habits.

PLO 5: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation.

PLO 8: Demonstrate skills necessary for acquiring a job in the culinary field.

PLO 9: Integrate their knowledge of Hawaii's culture and food into cuisine.

PLO 10: Apply nutritional concerns to the creation of menus.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

We are accredited by the American Culinary Federation. The ACF sets standards of performance that are expected of over 170 different culinary programs. The Culinary Program also utilizes an Advisory Council consisting of professional chefs, business owners, fellow educators, and professionals within the culinary and health field. An annual meeting with the Advisory Council members covers the curriculum taught and encourages all comments and suggestions about current trends and the program's direction to meet industry needs and standards. Recommendations are taken into consideration as to whether curriculum changes are necessary and/or to reinforce the material being taught. The meeting minutes are documented and on file. Further validation of the program is the high percentage of our graduates being sought after and hired in high end resorts, hotels, and institutions. These entities continually contact us for our graduates and have in many cases written statements on how well our students perform in the profession and work place.

Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s).



American Culinary Federation
Education Foundation
Programmatic Accreditation by ACFEF Accrediting Commission

January 13, 2015

Hawaii Community College Hilo Campus
200 W Kawili St
Hilo, HI 96720-4075

Attn: Culinary Arts Department

Dear Sir or Madam,

Congratulations! The American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission recently met and approved your request for Renewal accreditation. The Commission has given a **Grant of Accreditation** beginning 06/30/2014 not to exceed beyond **6/30/2019**, for the following program:

Culinary Arts Associate of Applied Science

Your certificate is enclosed. We hope you display it with pride.

As part of the continual monitoring of your program by the Accrediting Commission, you will have an **Annual Report due to the ACF national office by 11/14/2015**. An electronic template will be sent to you with additional information at least three months prior to your Annual Report due date.

For your announcements and/or publications, it is important that whoever reads your publications understands that the accreditation is programmatic and that your program is accredited by the Accrediting Commission. Please ensure that the wording specifies that your program is "accredited by the Accrediting Commission of the American Culinary Federation Education Foundation" or "accredited by the American Culinary Federation Education Foundation's Accrediting Commission".

Should you have any questions, please do not hesitate to contact the accreditation department, at 800-624-9458.

Best wishes for continued success during your upcoming academic year.

Congratulations,

Christopher A. Koetke, CEC, CCE, MBA, HAAC
Chair, ACFEF Accrediting Commission

cc: file

B) Expected Level of Achievement

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., “85% of students will achieve Excellent or Good ratings in the assessed activity” or “90% of students will score Meets or Exceeds Standards on the assessment rubric”).

Course: CULN 220 Advanced Cookery

Planned Assessment Semester: Spring 2015

Submitted By: bhirata3

Date Submitted: 2015-05-22

Assessed Outcomes:

1: Organize a workstation in a timely manner while following proper sanitation and safety procedures.

3: Demonstrate the ability to expedite service of multiple courses of food in our restaurant.

4: Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace.

Performance Rubric/Artifacts:

Daily Production Grades Culn: 160V, 220, 240

CLO/PLO/ILO	Elements	High grade (4)	Average grade (3)	Low Grade (2)
	Personal Hygiene and appearance (professional appearance)	Dress code followed. Clean, appropriate dress. Hair under hat and hands always being washed correctly.	Dress code somewhat followed, uniform untidy hair under the hat and hands are washed correctly.	Needs improvement in dress code and/or the uniform is wrinkled and dirty. Reminded to keep hands clean and hair isn't in a restraint.
CLO: 90,93,94,95, 96,97,98, 99,100,101,1 02,103, 104 PLO: 2,5,8	Sanitation and Station order	Good and proper use of sanitation, clean, function, proper no contamination threat	Adequate and proper use of sanitation, clean, functional, no contamination threat	Needs improvement in proper use of sanitation, clean, functional, contamination threat
CLO: 92,93,94,95, 96,97,98,99, 100,101,102, 103,104 PLO: 5,8,9	Correct skills and technique (skills and techniques)	Good knife cuts- attractive work, proper technique used. Product handling clean and organized.	Adequate knife skills and cuts, proper techniques used. Product handling clean, organized and some reminding.	Poor knife skills and cuts, much reminding on product handling, cleaning, and organization.

CLO: 93,94,95,96, 97,98,99,100 ,101,102,103 ,104 PLO: 5,8,9	Correct mise en place	Good complete and thoughtful organization station set up for service, product rotation, back ups, and has all tools needed.	Adequate organized station set up to function for service, product rotation, some backups, and has most of the tools needed.	Poorly organized station set up and incomplete, missing tools necessary to function proper service, old products are being used and not rotated.
CLO: 91,92,93,94, 95,96,97,98, 99,100,101,1 02,103,104 PLO: 5,8,9,10	Production and focus (Time Management, initiative, instruction professional conduct)	Good response to situations and finishes products in good time, productive, listens, follows directions exactly, and prioritizes well.	Adequate response: Finishes products in good time, productive, listens, follows directions,some reminding on prioritizing.	Poor response: Finished product takes long, unproductive, doesn't listen, difficulty following directions, reminding on prioritizing.
CLO: 93,94,95,96, 97,98,99, 100,101,102, 103,104 PLO: 2,5,8,9,	Team Player Leadership skills (team work, attendance)	Good team player, on time, coordinates with instructors and classmates, a good problem solver, professional demeanor.	Adequate team player, on time, coordinates with instructors and classmates, problem solves with help, professional demeanor.	Poor team player, tardy without notifying instructor, isn't helpful to others and does not have a professional demeanor.

Expectations for Student Achievement:

All students being assessed are expected to be at satisfactory or higher for all 4 learning outcomes by the end of the third week.

Indicators of success will be a cumulative average score of 3 points or higher with-in each category being assessed.

Course Assessment Results Report

Course: CULN 220 Advanced Cookery

Planned Assessment Semester: Spring 2015

Submitted By: Brian M Hirata

Date Submitted 2015-06-03

Date Last Edited

Results, Evaluation, Conclusions

Results of Course Assessment Culn. 220

This assessment focuses on four components in the students Daily Lab Performance.

1. Sanitation and Station Order
2. Correct Mise en Place
3. Production and Focus

4. Team Player and Leadership skills

A 4-point scale was used to measure performance. An average score was calculated for each component over a 3 week period. Indicators of success and proficiency will be 3 points or higher with an average score of 2 points or higher considered passing.

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.

Assessed Course Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
CULN.220 Advanced Cookery	Spring	PLO 2,5,8,9,10
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artefacts were selected, and how the artefacts were analyzed.

Assessment Strategy:

Assess a portion the students comprehensive lab performance. This assessment will focus on four components of their Daily Production Grades.

1. Sanitation - proper use of sanitation (cleaning, HACCP, proper procedures), no contamination threat.

2. **Correct Mise en Place - Organization of station set-up, product rotation, back-ups, tools and equipment needs.**
3. **Production and Focus - Response to situations, time management, production quantities, procedures and protocol, prioritization of work load.**
4. **Team player/Leadership skills - Coordination and collaboration with instructors and classmates, problem solving, professional demeanor, on time (attendance).**

Assessments will be made during their practical lab time. A group of 6 students were pulled using a random sample. The assessment time span will be 3 weeks consisting of a total of 14 days with-in the lab (4.5 hours each day).

Students are expected to improve on and have a better understanding of the four components chosen for the assessment.

Artifacts chosen were pulled from Daily Production Grades rubric.

E) Results of Program Assessment

For each Course assessed in AY 2014-15, provide a summative description of the assessment results.

Discuss how these results collectively demonstrate achievement of the Program's Learning Outcomes and support the College's Mission.

A 4-point scale was used to measure performance. An average score was calculated for each component over a 3 week period. Indicators of success and proficiency will be 3 points or higher with an average score of 2 points or higher considered passing.

Student #1

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order	4				
Correct Mise en Place		3.7			
Production & Focus		3.8			
Team Player & Leadership Skills		3.7			

Student #2

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order			2.9		
Correct Mise en Place		3.1			
Production & Focus			2.2		
Team Player & Leadership Skills			2.3		

Student #3

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order			2.4		
Correct Mise en Place			2.2		

Production & Focus			2		
Team Player & Leadership Skills			2.4		

Student #4

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order		3.5			
Correct Mise en Place		3.5			
Production & Focus		3.6			
Team Player & Leadership Skills		3.7			

Student #5

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order			2		
Correct Mise en Place				1.8	
Production & Focus				1.9	
Team Player & Leadership Skills				2.3	

Student #6

Elements	4 points	3 points	2 points	1 point	0 Absent
Sanitation & Station Order			2.8		
Correct Mise en Place		3			
Production & Focus			2.4		
Team Player & Leadership Skills			2.8		

Conclusions

Students performed an array of tasks in the lab in order to successfully run our programs model of a fine dining restaurant. Overall, students performed well in all categories being assessed. Student #3 and #5 had slightly lower averages than the other four students. This is a reflection of their attendance more than their competency in the lab.

A trend emerged during the assessment period. On the first day of service for each of the three weeks, there was noticeable amount of confusion with how to organize their respective stations and prioritizing their responsibilities. This confusion caused some delays in food production during the service period.

Student #2 and #6 had lower than average scores for production and focus. This might be attributed to those two students having full time jobs outside of school. In the past, I've noticed that students who have a full time job, compounded with a full time school schedule tend to have attendance problems and struggle with time management.

Over the course of the 3 week assessment, students made positive progressions in kitchen systems and job responsibilities for each station. This cohort responded well to difficult situations and made great improvements in critical thinking and problem solving within the kitchen-lab.

F) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

Through the course of the semester, I discovered some consistent short falls in student performance on certain concepts dealing with cooking technique or procedures. Integration of more live demonstrations combined with video references on proper cooking techniques will be implemented for the future.

Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds	= \$ _____
Federal Funds	= \$ _____
Other Funds	= \$ _____
Tuition and Fees	= \$ _____

Part VIII. External Data

If your program utilizes external licensures, enter: N/A

Number sitting for an exam _____

Number passed _____

[If your program does not utilize external licensures, skip Part IX.]