

HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW REPORT

Culinary Arts – West Hawai‘i, Pālamānu

Date: 2/3/16

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

**Initiator: Robert Yamane
Writer(s): Paul Heerlein**

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.

Program Mission: The mission of the Culinary Arts Program is to provide students with skills specified by the American Culinary Federation as appropriate for someone in the culinary arts profession seeking employment in entry-level jobs at hotels, restaurants, institutions, and private clubs. West Hawai'i has been accredited by the American Culinary Federation since July 2005.

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

The Hawai'i Community College Food Service program in Hilo began in 1952 with one instructor and 15 students. In 2006, the name was changed to Culinary Arts throughout the UH system.

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. 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 “college-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. Most of our students are employed at the world class resorts and restaurants on the Kona-Kōhala coast.

National health trends today require more vegan and vegetarian products, smaller protein portions, more gluten-free products, more sustainability actions and purchasing Local First products. We need to focus on altering and creating menus for people with health issues such as diabetics and hypertension. Tomorrow’s chefs will work directly with doctors and nurses to create healthy meals that meet needed requirements for fat, sodium, sugar and calories. We are working with the culinary nutrition instructor (CULN185) to accomplish these goals.

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 weekly and incorporates locally grown produce as much as possible. Our goal is to use at least 80% of vegetables, fish, poultry and meats from this Island. We collaborate with industry ranchers, fishermen, farmers, groups and merchants to accomplish this.

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.

Sustainability in facility usage and equipment	Energy conservation, maintenance contracts, Energy Star equipment purchases. Recycling of waste oil - converting to biodiesel or use for insect control. We just completed our move to Pālanui and will be able to assess strengths and weaknesses after completing Spring 2016 semester.
Culinary garden design.	We are working with Director Marty Fletcher and Calley to create vertical edible landscaping.
Composting program is needed.	We need to start dialog with Director Marty Fletcher and develop a place to start an action plan.

Collaborating with other CCs to understand the needs of the programs production of food service for the campus verses student instruction. How to balance the instruction and production issues. Maui has instituted a lab fee to offset the high cost associated with demos.	The East and West Hawai'i culinary teams will discuss instituting a lab fee at our next division meeting. Any program changes must now be agreed by East and West Hawai'i, as these two culinary departments are considered one program.
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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 are available 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 actual Demands for our Program.

The Perkins IV Core Indicators that were “Not Met” are 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](#)

Strong relationships with community funding sources: The program's ongoing funding from the local Chamber of Commerce and the local ACF chapter provides support for equipment and scholarships.

Currently we are not approved for operation as a certified kitchen and prohibited from selling any food products. As a result our AY 2015-2016 budget was increased from the initial \$4561 to \$11,361 to cover the instructional costs.

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):

N/A

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.

			Fall	Spring	Fall	Spring	Fall
Alpha	Number	Course Title	2013	2014	2014	2015	2015
CULN	111	Intro to the Culinary Industry-Betty					X
CULN	112	Sanitation and Safety -Paul			X		
CULN	115	Menu Merchandising-David					
CULN	120	Fundamentals of Cookery-Betty					X

CULN	130	Intermediate Cookery- Paul					X
CULN	131	Short Order Cookery- Betty				X	
CULN	140	Cold Food Pantry- Betty				X	
CULN	150	Fundamentals of Baking-Mark					
CULN	160V	Dining Room Service/Stewarding- Betty				X	
CULN	170	Food/Beverage Purchasing- Betty					X
CULN	185	Culinary Nutrition L-Tamy					X
CULN	220	Advanced Cookery- Paul				X	
CULN	240	Garde Manger- Paul				X	
CULN	252	Patisserie- L-Fernand					
CULN	270	Food/Beverage Cost Control- L David					X
QM	120H	Math					
HOST	290	Supervisory Management L- David					X

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.

Program effectiveness is evidenced by the placement and success of the graduates; the support from industry in the form of equipment, scholarships, mentoring and guest speakers; and the guidance of the Advisory Council. We have 14 world class resorts and approximately 32 fine dining restaurants in close proximity to our college. These hotels, resorts and restaurant actively recruit our students.

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).

See attachment

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 112 Sanitation

Planned Assessment Semester: Fall 2014

Submitted By: Paul Heerlein

Date Submitted:

Assessed Outcomes:

1. Develop an understanding of the basic principles of sanitation and safety and to be able to apply them to the food service operations.
2. Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.
3. Value ethical practices in both personal and professional situations.
4. Practice standards in behavior, grooming, and dress that reflect the mature attitude expected of industry professionals.

Attached is the **sanitation rubric** used for assessing these outcomes.

Course: CULN 130 Intermediate Cookery

Planned Assessment Semester: Fall 2014

Submitted By: Paul Heerlein

Date Submitted:

Assessed Outcomes:

1. Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
2. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals. Describe the roles of the supervisors and management.
3. Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.
4. Identify and employ the use of standardized recipes, measurements, portion control procedures, and basic food costing.

Attached is the **CULN 130 rubric** used for assessing these outcomes.

Course: CULN 185 Nutrition

Planned Assessment Semester: Fall 2014

Submitted By: Tami Macaller

Date Submitted:

Assessed Outcomes:

1. Student will demonstrate basic nutrition knowledge.
2. Student will learn how to apply basic nutrition knowledge and skills at personal and professional levels.

Attached is the **CULN 185 rubric** used for assessing these outcomes.**Course: CULN 270 Cost Control**

Planned Assessment Semester: Fall 2014

Submitted By David Ghio

Date Submitted:

Assessed Outcomes:

1. Analyze, identify, and apply the use of best practices with green friendly products and equipment; proper procedures to ensure food sustainability; with wastes, paper products; to benefit the cost of an establishment.
2. Analyze the relationship and their mathematical and logical statements while demonstrating cost control techniques in the lab, which can explain the importance of budgeting in the business world.

Attached is the **CULN 270 rubric** used for assessing these outcomes.**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.

			Fall	Spring	Fall	Spring	Fall	Spring
Alpha	Number	Course Title	2013	2014	2014	2015	2015	2016
CULN	111	Intro to the Culinary Industry-Betty					X	
CULN	112	Sanitation and Safety -Paul			X			
CULN	115	Menu Merchandising-David						X
CULN	120	Fundamentals of Cookery-Betty					X	
CULN	130	Intermediate Cookery-Paul					X	
CULN	131	Short Order Cookery-Betty				X		C

CULN	140	Cold Food Pantry- Betty				X		C
CULN	150	Fundamentals of Baking-Mark						X
CULN	160V	Dining Room Service/Stewarding- Betty				X		C
CULN	170	Food/Beverage Purchasing- Betty					X	
CULN	185	Culinary Nutrition L-Tamy					X	
CULN	220	Advanced Cookery- Paul				X		C
CULN	240	Garde Manger- Paul				X		C
CULN	252	Patisserie- L-Fernand						X
CULN	270	Food/Beverage Cost Control- L David					X	
QM	120H	Math						
HOST	290	Supervisory Management L- David					X	

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:

Course: CULN 112 Sanitation

Planned Assessment Semester: Fall 2014

Submitted By: Paul Heerlein

Assessment Strategy:

John Nakashima, RS Food Safety Education program, delivers a five hour seminar during the first week of instruction. This seminar enables the students to enter our fundamental CULN 120 lab class and safely apply sanitation principles to food handling.

The students complete course work from the National Restaurant Associations Servsafe course book. The material is primarily delivered by the students in small groups, and every student must participate. Lecture, demonstration, video and games are additional instruction methods used. Studies on training effectiveness show that learners retain ninety percent of what they say and do. Knowledge is assessed with weekly quizzes and the Hawaii State Food Safety Final delivered by John Nakashima at the end of the course.

Last year students were assessed by industry chefs using a rubrics that included a sanitation component. All students passed the kitchen floor evaluations with an average score of 91% in this category.

2014 Evaluation Team Members' Results:

Student	Knife Cutting/ Butchery (0-25)	Kitchen/Floor Evaluation Score(0-25)	Hot Food Serving/Tasting Score (0-50)	Subtotal Sum of three Average Scores	Final Score: Subtotal / 2.5 (0-40)	Pass Fail/ Grade

1.	20/80%	23/92%	43/86%	86	34	P/B
2.	21/84%	23/92%	42/84%	86	34	P/B
3.	20/80%	22/88%	39/78%	81	32	P/B
4.	20/80%	23/92%	41/82%	84	34	P/B
5.	19/76%	23/92%	42/84%	84	34	P/B
6.	20/80%	23/92%	40/80%	82	33	P/B
7.	22/88%	21/84%	38/76%	82	33	P/B
8.	23/92%	24.58/98%	47/94%	94	38	P/A
9.	21/84%	22/88%	40/80%	83	33	P/B
Average score	83%	91%	83%	85%	34	P/B

Judge's Guidelines for Standards

36- 40 Points = Gold/A

32- 35.99 Points = Silver/B

28-31.99 Points = Bronze/C

25-28 Points = Below Average/D

The applied knowledge is assessed in every lab course using the rubric attached, and we perform many demonstrations throughout the program. This course has been articulated with all the community colleges in the state, and our program is accredited by the ACF

Course: CULN 130 Intermediate Cookery

Planned Assessment Semester: Fall 2014

Submitted By: Paul Heerlein

Assessment Strategy:

CLO #1: Using the project rubric the students creates a Kona Coffee recipe. As they practice mastering their recipe, equipment use and knife skills are developed. The students produce an assortment of sweet and savory Kona Coffee Recipe items. Knife skills and equipment use are also mastered in their practical final and daily evaluation.

CLO #2: The students are assessed on behavioral and grooming standards daily.

CLO #3: The award-winning Kona Coffee Cultural Festival, recognized as the oldest and one of the most successful food festivals in Hawaii, honors Kona's cultural heritage and recognizes the accomplishments of Kona coffee pioneers, farmers and artisans.

CLO #4 The students must present a standardized recipe to compete in the Kona Coffee recipe contest project. The students also apply standardizes recipes, measurements, portion control, and excel food costing analysis as part of their luncheon project.

Course: CULN 185 Nutrition

Planned Assessment Semester: Fall 2014

Submitted By: Tami MacAller

Assessment Strategy:

- **Assessment of the Group Nutrition Project – Research, presentation and written report.**

This project offers the students an opportunity to work as a team (as they would in a kitchen). They choose a topic, design, plan, research (interview), implement, and present their project, in a class presentation, engaging and sharing their knowledge with other students.

- All students are assessed on this project using a rubric (see below) during their class presentation and discussion.
- This assessment is being conducted by the lecturer, Therese (Tami) MacAller
- The assessment method for of the student Group Nutrition Project was chosen as it rates students on a variety of skills including; demonstration of knowledge, effective communication, utilization of critical thinking and promotion of creativity, engaging the audience, and making the connection between various contexts.

Performance Rubric & Instrument (Assignment or Artefact)

In the text field below, provide a copy of the rubric or scoring guide you plan to use in your assessment. Also provide a copy of the student assignment that you will be assessing and/or an artefact example of the type of student work that you plan to assess.

If you provide an exemplar of a student artifact, remove all individually-identifying information (i.e., student's name).

Nutrition Group project Assignment

Project goal: This project is a culmination of the nutrition learning for the class. Students are expected to combine their knowledge and interests of nutrition by chosen topic to share with their colleagues.

- a) Choose from the project list below or suggest a project
- b) Assess, research and interview people about the topic.
- c) Develop project goals and objectives – what does this mean to you? What will the class get out of the topic?
- d) Plan presentation and how to engage the class (activity, questions, tasting..)
- e) Prepare a 15 minute class presentation
- f) Provide a 1 page brief paper on the project to share with other students (provide sources)
- g) Provide project research, references, interviewees, sources, websites, etc. used for the project.

Example project topics:

- 1) Community Involvement/Engagement/Benefit – how can chefs promote healthy change
- 2) School Gardens (working with youth and schools)
- 3) Interview with an Athlete: What/how/when does an Ironman Athlete Eat?
- 4) Food Tech: Nutrient Analysis Apps and technology for Chefs
- 5) Non-Commercial Food Service – how does a Retirement home or Hospital Food Service program work?
- 6) Cooking for Diabetes: About diabetes. Interview someone living with diabetes. Discuss nutritional needs, discuss how chefs can provide healthy options. Develop a healthy menu for diabetes– using dietary guidelines recommendations, food guides, my plate and food labels.

Group Project Assignment Rubric: Culinary Nutrition 185, Fall 2015

Name(s): _____ Date: _____

Project Name and Topic: _____

Knowledge and Understanding of the topic

	2.5 - 2.9	3.0 – 3.4	3.5 - 3.9	4.0 - 5	Total
Clear understanding of the facts, ideas and concept of the topic. Represents the topic well and persuasively to the audience.	Demonstrates limited knowledge of the topic and communicates with a limited degree of understanding and persuasiveness.	Demonstrates moderate knowledge of the topic and communicates with a moderate degree of understanding and persuasiveness.	Demonstrates considerable knowledge of the topic and communicates with a considerable degree of understanding and persuasiveness.	Demonstrates thorough knowledge of the topic and communicates with a thorough degree of understanding and persuasiveness	/5

Thinking and Inquiry

	2.5 -2.9	3.0 – 3.4	3.5 - 3.9	4.0 - 5	Total
Uses critical and creative thinking processes to generate and develop ideas	Uses critical and creative thinking processes with limited effectiveness	Uses critical and creative thinking processes with some effectiveness	Uses critical and creative thinking processes with considerable effectiveness	Uses critical and creative thinking processes with a high degree of effectiveness	/5

Application

	2.5 -2.9	3.0 – 3.4	3.5 - 3.9	4.0 - 5	Total
Making connections within and between various contexts.	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness	/5

Communication

	2.5 -2.9	3.0 – 3.4	3.5 - 3.9	4.0 - 5	Total
Organization of ideas and multimedia	The presentation contains numerous grammatical, spelling or punctuation errors. No multimedia included	The presentation contains some grammatical, spelling or punctuation errors. Some multimedia is included	The presentation is largely free of grammatical, spelling or punctuation errors. Multimedia is included	The presentation is free of grammatical, spelling or punctuation errors. Relevant and engaging multimedia is included	/5
Delivery/ audience engagement (eye contact, audible, enthusiasm)	The student did not engage the audience	The student engaged the audience for some of the time	The student engaged the audience for most of the time	The student engaged the audience throughout the presentation	/5

Course: CULN 270 Cost Control

Planned Assessment Semester: Fall 2014

Submitted By: David Ghio

Assessment Strategy:

Students are partially assessed on the Culinary Business Plan; which is the creation of an original foodservice operation, with a realistic and balanced menu, accurate menu product costing, labor schedule and cost sheet, customer counts, average check and annual P&L statement with realistic sales and expenses categories.

The Culinary Business Plan contains the following required components:

- Create an original food service operation; name and theme.
- Mission and Vision Statements
- Realistic location and customer demographics.
- Choice menu style; front, color and layout
- Compliance with menu item selection quantity and relevance to overall concept.
- Realistic costing figures for minimum quantity of menu items.
- Realistic labor schedule for a typical week, including shifts counts and labor costs.
- Develop an annual income statement with relevant revenue and expense categories.
- Figure sales based on average monthly performance account for seasonality.
- Figure operating costs and accurate expenses based on location and business cycles.

Students submit periodic project topic templates that are reviewed for compliance and have corrective actions noted. Students are instructed in the use of Microsoft Excel to ease integration of data and to assist in production of more realistic financial statements. The project progress is a component of the 'Lab' grade portion which includes hypothetical business scenarios, questions and discussions. The final level of assessment entails the submission of a complete plan, which is evaluated on the rubric; an additional assessment is given to the professionalism of the final submission and overall efficacy of the plan.

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.

Course Assessment Results Report

Course: CULN 112 Sanitation

Planned Assessment Semester: Fall 2014

Submitted By: Paul Heerlein

Date Submitted:

Results:

The students must receive a 75% or better to receive a Hawaii State sanitation certificate. In fall, the average score for all 15 students was 87.6%. See the attached Sanitation State Finals for details.

The students perform a practicum in CULN 220, using a rubric incorporation ideas and best practices from the ACF. The exam is evaluated by industry professionals and sanitation is scored as pass/fail. An unacceptable score in this area by two or more evaluators is considered an overall failure regardless of the total points achieved by the candidate.

John Nakashima, RS Food Safety Education program, delivers a five hour seminar during the first week of instruction. This seminar enables the students to enter our fundamental CULN 120 lab class and safely apply sanitation principles to food handling. This course is aligned with all the ILO's and GELO's 1, 2, 3,4,5,7,8,10. The applied knowledge is assessed in every lab course using the sanitation lab rubric.

The students perform a practicum in CULN 220, using a rubric incorporation ideas and best practices from the ACF. The exam is evaluated by industry professionals and sanitation is scored as pass/fail. An unacceptable score in this area by two or more evaluators is considered an overall failure regardless of the total points achieved by the candidate.

This course has been articulated with all the community colleges in the state, and our program is accredited by the ACF. Based on the students' final scores, and the e-café student evaluations, the knowledge is well delivered and applied.

Course: CULN 130 Intermediate Cookery

Planned Assessment Semester: Fall 2014

Submitted By: Paul Heerlein

Date Submitted:

Results:

Discussion of the industry chef's comments following the Kona Coffee event helps students improve culinary techniques. The rubric is categorized into sections that add up to 40 total points. Students are awarded practical final grade based on the chef evaluation and practice/preparation prior to the event.

80 % of students are expected to meet or exceed industry standards in all rubric assessed projects.

Quantitative Analysis Practical of the final:

The students received an average score of 83% on the cookery portion of this final and 82% on the knife cutting skills.

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

The students need more time practicing knife skills. Specifically, I needed to teach some students how to hold a knife correctly and how to position their guide hand. Some students entered my class with minimal knife skills. With proper techniques and more practice the students should meet

industry standards. I demonstrated the practical final and we practiced preparing Chicken Bercy two times prior to the students final. The students will be assessed by industry chefs next semester. The chefs will assess the students using the same rubric and practical final we just completed. The practice should properly prepare the students for this chef assessed final, and help ease their anxiety.

Quantitative Analysis of daily grooming and behavior guidelines:

The students received an average score of 86% on the behavior guidelines.

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

I had a few students arriving late to class. This problem was remedied by using gradebook and describing the unacceptable behavior weekly in the comment portion. The poor grade in attendance motivated most students to arrive on time. One student challenged the uniform policy. As a result, we now require all students to sign off on our operating standards after review. I will suggest instituting this policy in the introduction to food service course as it seems the most logical place for delivery, and it is a first semester course.

Quantitative Analysis Kona Coffee Recipe rubric and guidelines:

The students' creations received an average score of 84.33% for this practical midterm. The students Kona Coffee entries are assessed by industry chefs. The chefs this year are, Georges Gomes, Executive Chef Sheraton Keauhou, Patti Kimball, retired high school culinary Instructor and Francis "junior" Ulep, Chef De Cuisine Sheraton Keauhou. The rubric evaluation is based on presentation and general impression, plate or plater design, composition and harmony of ingredients and correct preparation and craftsmanship.

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

Overall the students exceeded the 80% benchmark result for this activity. The students' evaluation of this competition was very favorable. The students critiqued the experience and made many suggestions to better the event next year (see student evaluations).

Quantitative Analysis of the luncheon rubric project:

The students received an average score of 87% on the behavior guidelines.

Narrative thoughts on results and my conclusion of students' success achieving the CLO's

The kitchen manager's job rotates weekly, giving all students the opportunity to take responsibility for food preparation, menu planning, ordering food supplies, and leading a team of classmates to produce fine-dining luncheons. Student menus are created from the available food on our island and aim to incorporate at least 80 percent of fruits, vegetables, proteins and starches from Hawai'i Island. This supports currency in sustainable cooking practices and global cuisines. The students develop competence in communication by performing oral presentations for instructors and peers. Students analyze and evaluate their colleagues' luncheon creation using a rubric that incorporates portion size, presentation, doneness, flavor, taste and texture. These oral and written critiques are

used to improve the menu's future delivery.

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

Strengths

Discuss the strengths of this course. What are the best aspects? What works well?

To ensure that students become familiar with the profession of culinary arts, community events provide opportunities to work in real-life environments with culinary professionals from around the world. Guest speakers offer their views of the culinary arts, as well as demonstrate technical skills. Producing and serving our luncheons to our guests gives a true reality check to those students considering a career in the hot, stressful, demanding, physical world of commercial kitchens. In addition, the course cultivates students' awareness of the relationship between culinary arts and other professions. The relationship between the culinary arts and other professions in the hospitality industry is discussed in class and pointed out on field trips. Visits to aquaculture farms, produce farms, specialty wholesalers, hotels, and community-food events, as well as lectures by professionals in the sales, processing, storeroom and accounting arms of our industry, all give an effective perspective of the breadth of professional relationships between such professions and the culinary arts.

Aligning this class with the ACF competencies, CLO's, PIO's and ILO's creates a strong course. The delivery of content using this model, in concert with projects evaluated using rubrics should demonstrate an excellent assessment of this course.

Weaknesses/Challenges

What could you improve about this course? What challenges do you face in teaching it?

Based on industry feedback, students need additional repetitive skills training to be fully prepared to enter the workforce. More budgeted money is needed to support associated lab work. This semester we were unable to serve luncheon guest as our new facility was not complete.

Course: CULN 185 Nutrition

Planned Assessment Semester: Fall 2014

Submitted By: Tami MacAller

Date Submitted:

Results:

For the Group Nutrition Project, all students are rated on: Discussion on applying basic nutrition knowledge and skills at personal and professional level, use critical thinking and creativity within their project planning, implementation and presentation. Utilize various communication skills to develop and present the project (i.e., interviews and power point lecture..) , as well as applying practical application of the basic nutrition skills learned in the class into a professional context.

The Group Nutrition Project is 15% of the student's total grade for the class.

All students are expected to demonstrate at an 80% satisfactory level or better.

Using the rubric attached, students are expected to meet or exceed 3.5 on the rubric scale of 0-5, as well as provide a brief narrative discussion that explains how the students achieved the CLOs.

Course: CULN 270 Cost Control

Planned Assessment Semester: Fall 2014

Submitted By: David Ghio

Date Submitted:

Results:

Student	Points	Final Score: (%)	Pass Fail /Grade
1.	80/100	80%	P/B
2.	88/100	88%	P/B
3.	92/100	92%	P/A
4.	82/100	82%	P/B
5.	90/100	90%	P/A
Average score	86	86%	P/B

Overall class assessment average was 86%, within a range of 92% to 80%. No students were classified as unsatisfactory this term. Project submissions were rated on the project scoring guide Improvements to the excel spreadsheet instruction module assisted the students in preparing more comprehensive cost data sheets. This familiarity with the costing sheets also was a factor in other CULN courses, primarily the submission of cost reports for the student luncheons.

A lower class count and higher rate of individual attention is more likely the primary reasons for this result. Students were better able to demonstrate proficiency in the CLO's and receive improved individual support in areas of potential weakness. These weaknesses could be more quickly identified and proper corrective action taken.

Strengths

Discuss the strengths of this course. What are the best aspects? What works well?

This course creates the environment for the presentation, discussion and application of real-world business operations skills to the food service student. Students are challenged by the realization of the complexities of financial analysis and importance of competency in these areas. Many see the values of learning the course materials albeit sometime later in the semester.

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.

West Hawai'i has been accredited by the American Culinary Federation since July 2005.

Academic Quality

Accreditation by American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services.

Benefits of Accreditation

Creates public trust by ensuring

Established standards

Accountability and credibility

High level of professionalism

Up-to-date and current practices

Marketing tool for recruiting students

ACFEF accreditation acts as a third party endorser for federal funding

ACFEFAC is recognized by the Council on Higher Education Accreditation (CHEA).

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.

We are in the process of analyzing the CLO's for CULN 111. One of the CLO's for this course may not be warranted. Upon agreement from E.H and W.H. we will submit a course modification to remedy this potential problem.

We are also discussing the implementation of lab fees to help offset the high culinary lab cost. We are looking at the model Maui is using, and will need agreement from E.H. and W.H. culinary faculty to initiate a plan of action.

Other actions that support student learning outcomes:

Offering a CULN 252 Patisserie in the Spring currently both courses (CULN 252, CULN 120) are offered in the fall.

Analyzing the need for a POS system and reviewing bids. No university money is needed as we will fund this from UH Foundation.

Reevaluate the operation and meeting students' needs after our first spring 2016 semester, at Pāalamanui.

Course: CULN 270 Cost Control

Fluctuate the amount of time used in lecture, lab and excel spreadsheet segments to increase student attention and enthusiasm.

Increased spreadsheet-based education time and expand use of more standardized financial reporting forms will be emphasized.

Create additional problem solving scenarios to further challenge the student's aptitude and practical application of course competencies.

After the introduction of the P&L model; the students will receive data that will create fluctuations against the average in terms of their proposed business model. Students will need to adapt labor schedules, inventory quantities and sale projections to comply with the scenarios and assure profitability. These scenarios will be based on local economic conditions typical within a resort or tourism based community. Students will be graded and assessed on their ability to manage these changing conditions.

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.]