Culinary Arts Program
East Hawaiʻi

ANNUAL
REPORT OF PROGRAM DATA
2021

July 1, 2020 through June 30, 2021

UNIVERSITY *of* HAWAIʻI®
HAWAIʻI
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

This program is designed to provide for entry-level employment in hotels, full-service restaurants, fast food restaurants, institutions (schools, hospitals, corrections, etc.) and private clubs. The program has been accredited by the American Culinary Federation since July 2005.

What is the target student or service population?

The geographical characteristics of our student population spans a broad area. Currently, our program has students enrolled from as far north as Waimea to down south in Ka'u. This area represents roughly three-quarters of the island's population. To put this in perspective, the distance from Ka'u to Hawai'i Community College is roughly 63 miles, and the distance from Waimea to Hawai'i Community College is 60 miles. To give a comparison, the distance between Leeward Community College and Kapi'olani Community College is approximately 17 miles.

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

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

Hawai'i Community College is an "open-door" institution, thus the needs and goals of our student body vary tremendously. Their goals can be as modest as getting a job that has a wage that will

enable students to better care for their families, to lofty aspirations of becoming a chef at a famous restaurant, to students having dreams of one day owning their own food establishments.

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

2. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

Discuss the program's or unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years). Provide an explanation of any significant changes to the program's Quantitative Indicators or unit's key performance measures in the year of this Review.
Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program.

The Program notes that the UHCC ARPD table of Quantitative Indicators referenced throughout this Review combines data for the East Hawai'i and West Hawai'i Culinary Arts Programs.

The table below summarizes the Culinary Arts Programs' Health Indicators for Demand, Efficiency, Effectiveness, and Overall Health categories for the annual review period.

	20-21
Demand Indicator	Healthy
Efficiency Indicator	Progressing
Effectiveness Indicator	Progressing
Overall Program Health	Cautionary

Demand - Our demand indicator has remained Healthy for the past six years. There was a steady increase in employment for New and Replacement Positions (County Prorated) and New and replacement Positions (State) for this period.
The actual drop in County positions is significant in the past three years: from 888 in AY19 to only 702 in AY20 (over 20% decrease), then a slight increase from that low to 706 in AY21. With the

unemployment rate at historical low numbers, the program has finally experienced a decrease in enrollment similar to many other programs in the System. Despite this drop in Majors, the program has maintained its Healthy indicators every year.

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

For this period, I believe our Majors to FTE BOR Appointed Faculty may be incorrect. East Hawai'i currently has 2 FTE Faculty, and the calculation in the data table combines faculty and Majors for the Hilo and Pālamanui programs.

The ARPD table shows an increase in low-enrolled (<10) classes from 11 to 15 during the 2020-2021 period.

Effectiveness - The program's effectiveness sometimes fluctuates drastically from year to year. Depending on the year, there can be many unforeseen, outside factors that may have contributed to the data provided. Outside factors in the past ranged from student mental health issues, students having to work full time versus enrolling full time into the program, to financial difficulties with tuition.

One historical trend is that the program's Fall-to-Fall persistence has been high historically very low, although there was a slight increase from 43% in AY20 to 48% in AY21. Once again, many outside factors may contribute to this phenomenon, but I also believe that a high percentage of our student population is not prepared academically or mentally for the rigor of college. Increased use of our counseling department along with tutoring services and individual student instruction will continue to be utilized and implemented.

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

During this period, the program will continue to enhance our capacity for remote learning (https://www.hec.org/talent-roadmap/). This has already been occurring due to the COVID pandemic situation. Currently, two courses are being offered online (CULN 115 "Menu Merchandising", and CULN 185 "Nutrition") to help facilitate Pālamanui'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.

Program or Unit Name:

Discuss significant program or unit actions and activities over the year of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

Prior Comprehensive Review's action plan(s):
1) The program will be able to remove and install the used/replacement donated equipment and increase our instruction and production by at least 75%.
Result: All donated equipment (minus the dishwasher) were successfully installed and integrated into the lab instruction. Although we have increased our production steadily over the years, it is difficult to calculate if we achieved 75% more productivity in that time span.
2) Another of our Program's initiatives is to keep current with the ever-changing trends with the culinary industry today.
Result: All current faculty and lecturers in the Program have kept up to date with current trends in the industry. This is done through various professional development activities, professional chef demonstrations, and Advisory Council meetings which are held twice a year for our program.

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

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

Perkins Core Indicators:

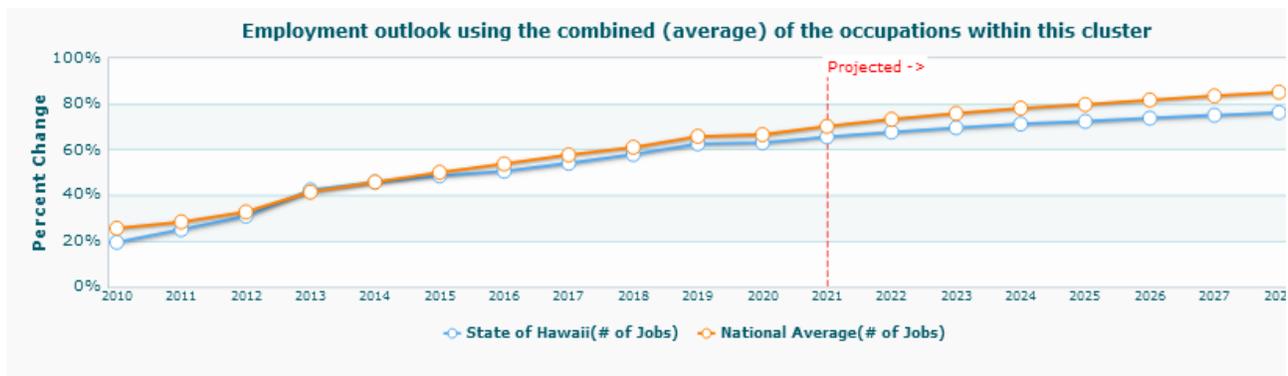|	**AY21**
1P1 Technical Skills Attainment	Met
2P1 Completion	Met
3P1 Student Retention or Transfer	N/A
4P1 Student Placement	N/A
5P1 Nontraditional Participation	N/A

1P1 Post-Secondary Placement
The program exceeded the goal of 33 with an actual of 83. This was achieved

Program or Unit Name:

by committing to serving all segments of our Hawaiian island community and promoting lifelong learning, encouraging students to pursue academic achievement and workforce readiness.

2P1 Earned Recognized Credential

      The program exceeded the goal of 33 by having 78% earn at least a certificate. A major factor contributing to such a high number of students obtaining certificates is employers are adding certificate or degrees into their MQ.
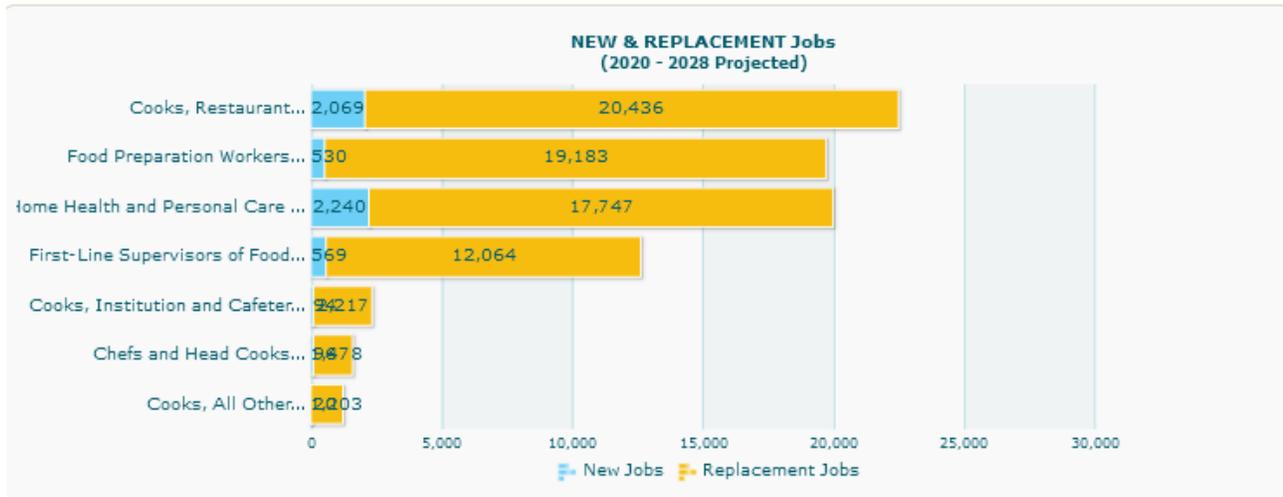
Bachelor	Associate	Certificate	Certificate Other
Median earnings of students in this **Culinary Arts** program who were found working in Hawaii at least 3 quarters and who earned at least full-time minimum wage in the first, second, and third year after graduating or leaving. (includes: BAS).	Median earnings of students in this **Culinary Arts** program who were found working in Hawaii at least 3 quarters and who earned at least full-time minimum wage in the first, second, and third year after graduating or leaving. (includes: AA, AAS, AS, ATS, APC).	Median earnings of students in this **Culinary Arts** program who were found working in Hawaii at least 3 quarters and who earned at least full-time minimum wage in the first, second, and third year after graduating or leaving. (includes: CA).	Median earnings of students in this **Culinary Arts** program who were found working in Hawaii at least 3 quarters and who earned at least full-time minimum wage in the first, second, and third year after graduating or leaving. (includes: CC, CO).
students graduated	65 students graduated	7 students graduated	60 students completed
	• Year 1: 28 were found working	• Year 1: * were found working	• Year 1: 19 were found working
students did not graduate	• Year 2: 32 were found working	• Year 2: * were found working	• Year 2: 26 were found working
	• Year 3: 32 were found working	• Year 3: * were found working	• Year 3: 26 were found working
	71 students did not graduate	9 students did not graduate	* students did not complete
	• Year 1: 15 were found working	• Year 1: * were found working	• Year 1: * were found working
	• Year 2: 26 were found working	• Year 2: * were found working	• Year 2: * were found working
	• Year 3: 25 were found working	• Year 3: * were found working	• Year 3: * were found working

NOTE: * Data suppressed due to small cell size

If you have questions about the data or presentation of the data, please email uhccdata@hawaii.edu.
Information about the data source.

NEW & REPLACEMENT Jobs
(2020 - 2028 Projected)

	New Jobs	Replacement Jobs
Cooks, Restaurant...	2,069	20,436
Food Preparation Workers...	530	19,183
Home Health and Personal Care ...	2,240	17,747
First-Line Supervisors of Food...	569	12,064
Cooks, Institution and Cafeter...	94	217
Chefs and Head Cooks...	367	8
Cooks, All Other...	22	03

[If applicable, provide attachment(s) or URLs for ARPD data tables from the previous three years or from the full period of this Review if more than three years; if applicable, provide attachment(s) or URLs for unit or program specific data discussed above in this Review.]

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

3. Program Learning Outcomes or Unit/Service Outcomes

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

Program Learning Outcomes (PLOs).

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

College's Institutional Learning Outcomes (ILOs).

  1. Communicate effectively in a variety of situations. Hoʻokaʻaʻike pono i nā manawa like ʻole.
  2. Utilize critical thinking to solve problems and make informed decisions. Noʻonoʻo loi ma ka huli ʻana i ka hāʻina a hoʻoholo manaʻo me ke naʻauao.
  3. Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi island, as well as other cultures of the world. Kōkua i ke kaiaulu, me ka ʻike a me ka mākau, a me ka mahalo hoʻi i nā kānaka ʻōiwi a me nā moʻomeheu ʻōiwi o hawaiʻi nei, a me nā moʻomeheu ʻē aʻe o ka honua.
  4. Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence. Kūlia i ka nuʻu ma ka ʻimi naʻauao a ma ka ʻoihana hoʻi ma o ka huli ʻana ma nā ʻoihana a me nā kumuwaiwai maikaʻi.
  5. Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity. Hoʻopuka a hoʻomau i kekahi kaiapuni aʻo maluhia me ona kaiapuni ʻoihana e mahalo i ke kanaka a me ke kaiapili.
  6. Contribute to sustainable environmental practices for personal and community well-being. Mālama i ke kaiapuni no ke ola pono ʻana o ke kanaka a me ke kaiaulu.

  b) *List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (**CLOs**) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.*

Program Learning Outcomes 2, 5, 6, 7, 8, 9, and 10 were last assessed during the period of this review through the assessment of CULN 111, 112, 115, 120, 160V, 170, and 185.

 Following courses will be assessed next Academic Year:

- CULN 133 - Initial
- CULN 160V - Closing the Loop
- CULN 220 - Initial
- CULN 240 – Initial
- CULN 115- Closing the Loop

CULINARY	COURSE LEARNING OUTCOMES (CLOs) AY21-22	CULN PLO ALIGNMENTS	CULN ILO ALIGNMENTS
CULN 111 - INTRO TO THE CULINARY INDUSTRY	"CLO 1: 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."	PLOs 2,6, 7	ILOs 1,2,4
CULN 112 - SANITATION AND SAFETY	"CLO 1: Develop an understanding of the basic principles of sanitation and safety and to be able to apply them to the food service operations."	PLOs 2, 7	ILOs 3,5,6
	"CLO 2: Reinforce personal hygiene habits and food handling practices that protects the health of the consumer."	PLOs 2, 7	ILOs 3,5,6

	"CLO 3: Value ethical practices in both personal and professional situations."	PLOs 2, 7	ILOs 3,5,6
	"CLO 4: Practice standards in behavior, grooming, and dress that reflect the mature work attitude expected of industry professionals."	PLOs 2, 7	ILOs 3,5,6
CULN 115 - MENU MERCHANDISING	"CLO 1: Apply the principles of menu planning and layout to the development of menus for a variety of facilities and service."	PLO 9	ILOs 1
CULN 120 - FUNDAMENTALS OF COOKERY	"CLO 1: Demonstrate proper work attitudes and work habits"	PLO2	ILOs 1,3,5,6
	"CLO 2: Demonstrate entry-level proficiency in technical skills required in the culinary industry according to the American Culinary Federation"	PLO2	ILOs 1,3,5,6
	"CLO 3: Apply appropriate etiquette, appearance, and hygiene as required by industry standards"	PLO2	ILOs 1,3,5,6
CULN 160V - DINING ROOM SERVICE/ STEWARDING	"CLO 1: Perform dining room service functions using a variety/types of service, while understanding the inter-"	PLOs 3, 8	ILOs1,3,4,5

	relationship of the dining room and kitchen."		
	"CLO 2: Demonstrate good customer service and professional behavior in the dining room and kitchen operations."	PLOs 7, 8	ILOs1,3,4,5
	"CLO 3: Demonstrate knowledge in the basic Hawaii State liquor laws and procedures to follow with basic service and consumption of alcohol."	PLO 8	ILOs1,3,4,5
CULN 170 - FOOD/BEVERAGE PURCHASING	"CLO 1: Define and practice effective and sanitary operations of best practices in stewarding of the store room."	PLO 7	ILOs 1,3,5
	"CLO 2: Understand the legal and ethical considerations of bid specifications."	PLO7	ILOs 1,3,5
	"CLO 3: Apply, analyze, and identify quality grades of products based on yield and quality test."	PLO7	ILO 1,3,5
CULN 185 - CULINARY NUTRITION	"CLO 1: Demonstrate basic nutrition knowledge."	PLOs 5, 8, 10	ILOs 1, 2,3,4,5

	"CLO 2: Apply basic nutrition knowledge and skills at personal and professional levels."	PLOs 5, 8 10	ILOs 1, 2,3,4,5

c) *Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.*
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.

CULN 111 (Intro to the Culinary Industry)
Students met CLO 1 and PLO 6 by creating resumés. We then did mock interviews with our students. Students later applied for jobs that were advertised to the culinary instructors specifically to the Hawai'i Community College Culinary Arts Program. 100% of the students (16 Students) completed their resumés and mock interviews. Some students are even applying for jobs now after we completed our mock interviews.
We will continue to practice with students' mock interviews and continue to keep their resumés updated. We will also keep students posted on current job opportunities.

CULN 112 (Sanitation & Safety)
Students were assessed using the daily grade rubric. This rubric cover everything in the CULN 112 course. The CULN 112 course is Safety and Sanitation. Students practice these two main things every day in the lab area. Results were great: ten of the students exceeded the expectations, and three students met the expectations. The reasons for the two students not meeting the expectations is because they did not come to school, therefore they could not be graded.
Provided a copy of the Daily Lab Production rubric (improved and communicated rubric more thoroughly) to the students, and maintained standards.

CULN 115 (Menu Merchandising) - Online Class to accommodate (West Hawai'i Students)
The culinary instructor and culinary lab manager will collaboratively assess all students on their final menu project, which consists of a complete menu of a restaurant of their own utilizing a rubric to assess the students. Expectancy rate of passing predicted was 80%; total of 81.25% actually passed with a met or exceeded. Amount of student assessed in Spring 2021 was 16. Most of the students followed the rubric and did a wonderful job. Some did not follow the rubric and did not execute the project with much effort, or just not turned in

anything. Twelve students exceeded, one student met, zero students partially met, and three students not meet. The reason for the three students who did not meet was because they did not turn in their assignments.

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

CULN 120 (Fundamentals of Cookery)

Students were assessed using the daily grade rubric. This rubric covers everything in the CULN 120 course. Students practice these main things every day in the lab area. Results were 14 exceeded the expectations and three students did not pass the CULN 120 course due to not coming to school; therefore, they could not get graded. My action plan is to still enforce this rubric and meet these standards every day, and work more with those students who face more challenges.

CULN 160V (Dining Room Service/Stewarding)

This (CLO 1) assessment for CULN 160V – Dining Room Service/Stewarding has been difficult because of COVID 19. Since we could not have guests in our dining room for sit-down lunch services, wine tasting dinners, or banquets. In order to followed social distancing guidelines, the students cooked and only provided takeout meals to our customers.

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

The evaluation for this assessment was completed with a daily grade using the lab rubric and a final exam for the semester. Even with the restrictions of social distancing this semester the students were exceptional and attentive in providing a good experience for our customers. Chef Brian and I used the rubric to grade students on personal hygiene, sanitation, order of service, time management and being a team player both daily and weekly. Using the rubric along with posting the grades and comments in Laulima for students to see real time has been very effective. Not only can the students see the weekly grade, but they can also see the semester grade real time. We have been using these tools the past three to four years and have seen improvements through the years. We will continue to enforce the daily lab rubric, continue to practice mock service before opening the dining room, and keep grades up-to-date so students can see their current grades.

CULN 170 (Food and Beverage Purchasing)

Students were assessed using the daily grade rubric. This rubric covers the safety and sanitation part in the CULN 170 course. Students practice these main things every day in the lab area. Twelve students exceeded the expectations for this course, and three students did not meet. The majority of these students passed the CULN 170 course. The students who did not meet did not turn in any of their work and did not come to school.
I provided a copy of the Daily Lab Production rubric to the students and maintained standards.

CULN 185 (Culinary Nutrition) – Online Class to accommodate (West Hawai'i Students)
This was the first time doing the culinary nutrition class completely online to accommodate Pālamanui and Hawai'i CC culinary arts students. The strategy was to measure the students at the end of the semester based on their knowledge. The students were required to attain basic nutrition skills. They had to be able to apply basic nutrition knowledge at personal and professional levels. Also, they had to compile everything they learned to create various menus with specific nutritional concerns. They created a menu with their creativity on their own for every diet listed in the Culinary Nutrition textbook. Improved and communicated weekly activities and assignments by by scheduling a weekly Zoom session to explain thoroughly to the entire class. Thirteen students exceeded, three students met, and two students did not meet. Results were pretty good considering these students had face-to-face teachers prior to COVID. Adjusting to online learning was difficult, but the instructor asked for feedback along the way to make sure that she could adjust to their needs. For the students who did not pass the course, they simply did not turn in any of their work.
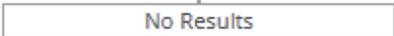
Culinary Arts Program Assessment Results

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

Culinary

📅 AcademicYear2020-21

Term: Overview ⌄   Add Outcome ⌄

CULN_PLO1

CULN__PLO1 | Not Selected |

CULN PLO1: Apply appropriate ethics for purchasing and receiving in the
culinary industry.

CULN_PLO2

CULN__PLO2

CULN PLO2: Demonstrate proper work attitudes and work habits.

CULN_PLO3

CULN__PLO3

CULN PLO3: Demonstrate general knowledge of culinary departmental
functions and their relationship.

CULN_PLO4

CULN__PLO4 | No Results |

CULN PLO4: Demonstrate an understanding of the culinary industry
business operations.

CULN_PLO5

CULN__PLO5

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

CULN_PLO6

CULN PLO6: Choose an appropriate career path based on industry knowledge or requirements.

CULN_PLO7

CULN_PLO7

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

CULN_PLO8

CULN_PLO8

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

CULN_PLO9

CULN_PLO9

CULN PLO9: Integrate their knowledge of Hawai'i's culture and food into cuisine.

CULN_PLO10

CULN_PLO10

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

The final graph above, provides assessment results for AY 20-21.

d) *Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.*

CULN 111 (Intro to the Culinary Industry)
We will continue to practice with students' mock interviews and continue to keep their resumés updated. We will also keep students posted on current job opportunities.

CULN 112 (Sanitation & Safety)
Provided a copy of the Daily Lab Production rubric (improved and communicated rubric more thoroughly) to the students, and maintained standards.

CULN 115 (Menu Merchandising) - Online Class to accommodate (West Hawai'i Students)
What I can do to improve the course is to set earlier deadlines for each category so students can do each chunk of the project at a time instead of doing it all in one lump sum.

CULN 120 (Fundamentals of Cookery)
Provided a copy of the Daily Lab Production rubric (improved and communicated rubric more thoroughly) to the students, and maintained standards.

CULN 160V (Dining Room Service/Stewarding)
Improved and communicated rubric more thoroughly, designed creative worksheets and team building exercises for the dining service.

CULN 170 (Food and Beverage Purchasing)
Provided a copy of the Daily Lab Production rubric to the students and maintained standards.

CULN 185 (Culinary Nutrition) – Online Class to accommodate (West Hawai'i Students)
Improved and communicated weekly activities and assignments more thoroughly by scheduling a weekly Zoom session to explain thoroughly to the entire class.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.
* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.
[*https://hawaii.hawaii.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf*](https://hawaii.hawaii.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf)

Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

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

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 amount of years to acquire. Perkins qualification criteria will not replace old or broken equipment as this is not the focus of this grant. In order for meaningful improvements to happen, the State needs to appropriate funds to properly update the facility; just as it has done with all other culinary programs in the state. (Ref: [HawCC Strategic Directions 2015-2021](#) "21CF Action Strategy 1").

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 (https://www.hec.org/talent-roadmap/).

As the program looks to the future, the tie between Agriculture and Culinary may be the most important consideration in terms of cost, sustainability, etc. Currently there is a forced requirement for imported goods within the industry, because we aren't producing enough food on the island, and more cooperation and cohesiveness between the two sectors will be important to lower the cost of goods and to produce more goods. The role of the culinary industry is to promote those products and get them into the awareness of the public. Sustainability will be more and more important. Connections between sustainability and production are important for feeding people.

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial). *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.

Χ **I am NOT requesting additional ONE-TIME resources for my program/unit.**

☐ **I AM requesting additional ONE-TIME resource(s) for my program/unit.**
Total number of items being requested: _____(4 items max.)

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the

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

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
  3. Expand our commitment to serving all segments of our Hawaii Island community through Pālamanui and satellite centers
  4. Address aging infrastructure.
  5. Continue efforts to promote integrated student support in closing educational gaps.
  6. Leverage resources, investments with returns, or scaling opportunities
  7. Promote professional development.

Category-Specific Information				
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required

Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

ⵝ **I am NOT requesting changes to the SOC codes/occupations listed for my program.**

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**
   O*Net CIP-SOC Code Look-up
   *in the **Crosswalks** box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.