

## **Annual Program Review Update Outline**

You may also download the below outline from the KCC Program Review webpage.

### Kaua`i Community College Annual Program Review Update for (Culinary Arts)

#### **Program Description:**

The Culinary Arts program was designed as a career ladder program with clear points of exit as well as a pathway to the Associate in Applied Science (AAS) degree. All culinary students complete the fall semester CULN courses (14 credit hours) that lead to a Certificate of Competence (CO) in Culinary Arts Food Prep. This initial certificate provides students with a better understanding and practice for an entry-level position as a prep cook in the culinary industry. In addition, students will also have an overview of various types of jobs that are available in the industry, good fundamentals of sanitation and food handling practices, and the understanding of basic cooking methods. Students are then eligible to apply for the Culinary Arts Certificate of Achievement (CA; 24 credit hours), which takes an additional semester (spring) to complete. This certificate provides students with the basic fundamental skills for an entry level position in either front-of-the-house or back-of-the-house careers in the culinary industry with skills in customer service, baking, and cooking. Successful completers may then apply for the Certificate of Achievement in Advanced Culinary Arts, which is two semesters in length and a total of 32 credit hours. This advanced certificate provides students with knowledge and skills to progress into a management or chef position in the culinary industry. Students will learn the fundamentals of managing a restaurant. Completers of the advanced certificate will be able to earn their AAS degree after successfully completing a college-level English and Math course. Earning an AAS degree not only provides the graduate baccalaureate transfer options, but also career advancement opportunities within the culinary field.

Web address of your last comprehensive review is at:

<http://info.kauai.hawaii.edu/admin/prapru.htm> - apru

#### **Program Mission Statement:**

Utilizing the island's beauty and abundant agricultural potential, Kauai Community College's Culinary Institute of the Pacific provides open-access education and training in a high-quality,

ethical, caring, innovative student-centered, and community-focused environment. This education promotes an appreciation for diversity and nurtures lifelong learning while offering cultural, historical, and current culinary training, which prepares graduates to lead responsible, fulfilling, and successful lives for employment.

To increase the cultural aspect of the program's mission, the Culinary Arts department recently received funding to develop an international outdoor kitchen and a future Kaua'i Food Production and Education Center that will serve not only the program's students, but also the county of Kaua'i. This site will provide a commercial kitchen with various cultural cooking facilities, such as an imu (a Hawaiian underground oven), that meets state Department of Health codes for program graduates, culinary professionals, and entrepreneurs. This facility will also highlight the Culinary Arts program, Kaua'i Community College, and aid the community in becoming more economically sustainable while perpetuating diverse cultural cuisines with an emphasis on Hawaiian culture.

### **Part I. Quantitative Indicators**

Listed in the APRD

### **Part II. Analysis of the Program**

Overall the Culinary Arts program is Healthy Only the Efficiency indicator reads cautionary due to a lower fill rate. For the Demand Indicator, shows 61 new positions and replacement county positions, up from 56 in Program Year 15-16, and 44 in Program year 14-15. New and replacement positions for the state have declined from 737 in Program Year 15-16 to 689 in Program Year 16-17. This is important for graduates seeking employment in the culinary field upon graduation. Another notable result is the large percentage of students that are full-time during both fall and spring semesters. This not only helps the system meet completion goals but also helps the program meet Perkins core indicators. This speaks to a program strength of having students grouped into cohorts.

The program Efficiency Indicator score was Cautionary. Like other programs that have courses that build upon each other throughout the curriculum, attrition occurs and available seats can't be filled because students must have course prerequisites, which can only be obtained through successful CULN course completion. Hence, the fill rate of our program and average class size appear low when compared to other academic programs across campus. Another factor contributing to the cautionary score is the number of low enrolled courses. Although there is no policy determining the faculty-to-student ratio for lecture or lab classes at Kaua'i Community College, previous Culinary Arts faculty, the Business Education division Chairperson, and the former Dean of Instruction (the title of this position is now the vice chancellor for academic

affairs) determined the faculty-to-student ratio based on a safe learning environment in the various CULN lab courses. The Culinary Arts program may admit a maximum of 20 students every fall. With the program's design as a cohort model, all of the CULN lecture classes have a maximum class size of 20 students. As a result, courses sometimes fall below 10 students as a result of attrition or students exiting the program prior to AAS attainment because their academic goal was a certificate of competency or achievement.

Effectiveness indicators for the culinary arts program are healthy. The program boasts high completion rates (i.e., 88%) and fall-to-spring persistence. remains stable The program met four of six of the Perkins core indicators in 2014-2015. Technical skills attainment was 2% above the stated goal, Placement was 9% better and Nontraditional participation and completion were 12% 11 and 45% better respectively. This is further evidence of the success of the program's cohort model and successful culinary training that results in job placement of graduates in the culinary field.

### **Part III. Goals, Alignment and Action Plan**

Because the Culinary Arts program has external accreditation through ACFEF, the program is not required to complete a CPR. The program successfully completed the self-study and gained reaffirmation of accreditation in July 2017. The program had several goals in the last APRU that were directly tied to the College's Strategic Goals:

- 1) Continue offering MATH 100 summer course to ensure students have culinary-specific math skills to be successful in the field (Strategic Goal 6),
- 2) Increase retention of students by encouraging faculty to complete instructional delivery method and best practice professional development (Strategic Goal 7),
- 3) Strengthen high school partnerships and develop a pipeline of students into the program by offering culinary early college courses (Strategic Goal 17),
- 4) Investigate novel opportunities to increase sustainable food production through a culinary/ag partnership (Strategic Goal 11), and
- 5) Create 21st century learning environment that meets industry standards by replacing current costing/inventory software, replacing dated computers with chromebooks, and caging the back of the Culinary Building veranda to meet OSHA requirements (Strategic Goal 13). The program is requesting college funds in lieu of using Foundation funds as the intent of Foundation funds is for student scholarship and maintaining mandated ACFEF exams for faculty and students.

Of our set goals, the program achieved three of five. The unachieved goal was “Investigate novel opportunities to increase sustainable food production through a culinary/ag partnership” (Strategic Goal 11)

We have done the investigation, yet this project has not yet moved forward -Sharad Marahatta and Valerie Barker were in continuing discussion. Equipment and facilities are on Campus, the personnel still need to be sourced and placed.

Program Goal 3) “Strengthen high school partnerships and develop a pipeline of students into the program by offering culinary early college courses” (Strategic Goal 17), is partially completed, We do have a relationship w/a mentorship program with high schools. The early college program has been put on hold until instructors can be hired.

Most of the program goals are the result of maintaining compliance with ACFEF and evolve as standards change to meet business and industry needs as well as safety and sanitation requirements.

Goal achievement was measured through data collection, analysis, and benchmarking. Goal 1) is considered “met” as the college financially supported this summer course and students graduate with necessary culinary math skills. Summer 2017 12 out of 13 (92%) successfully completed We will ask for continued support of the college, as we research/develop an alternative Math course.

Goal 2) was addressed by reviewing student course evaluations and identifying applicable professional development for faculty. Achievement is measured by the number of faculty that complete the recommended trainings. As of this writing, two of four faculty have completed the required ACF 30 hour course certifications in Nutrition , Safety and Sanitation, and Culinary Management courses, the other faculty are enrolled and engaged in completion.

Goal 3) is addressed above.

Goal 4) was achieved by visiting a model program on Hawai’i Island. We have yet to create a pilot program, waiting for Grant funding and personnel.

Goal 5) has been achieved in all areas, except one. Current costing/inventory software, has been replacing, dated computers have been replaced with chromebooks using “Student Success” funding, and a building has been identified to be renovated to a storage facility in order to meet OSHA and ACFEF requirements. This renovation is Campus driven by the office of the VCAS, and has not yet been completed.

**Status Report for the prior year request**

**Action item #1**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
<b>Action Item</b>	Cheftec replacement Rank #12
<b>Resource Acquired</b>	UHF Funds (Culinary Arts Fund) were stated to resource as opposed to campus funding. More research was needed to find an acceptable replacement (Attended the National Restaurant Association Show-Summer 2016) thus the reason a replacement was not initiated.
<b>Outcome(s)</b>	Successfully replaced with Restaurant 365
<b>Outcome(s) Evaluation (Improvements made to program based on assessment data)</b>	As this was installed over the summer, data is not yet available.
<b>Action Plan if outcome was not met</b>	N/A

**Action item #2**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
<b>Action Item</b>	Meet Fire Code: Space to erect a 20' by 30' steel structure on a slab Rank #15
<b>Resource Acquired</b>	UHF Funds (Culinary Arts Fund) were stated to resource as opposed to campus funding. Project has been modified- Renovation of an existing building will provide necessary storage. The VCAS proposed this renovation.
<b>Outcome(s)</b>	N/A
<b>Outcome(s) Evaluation (Improvements made to</b>	N/A

<b>program based on assessment data)</b>	
<b>Action Plan if outcome was not met</b>	N/A

**Action item #3**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
<b>Action Item</b>	Build International Cultural Outdoor Kitchen (ICOOK) Rank #20
<b>Resource Acquired</b>	Funding approved by the Legislature
<b>Outcome(s)</b>	Engineers have surveyed the proposed site. Project is in progress.
<b>Outcome(s) Evaluation (Improvements made to program based on assessment data)</b>	N/A
<b>Action Plan if outcome was not met</b>	N/A

**Action item #4**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	N/A
<b>Action Item</b>	Hire additional part-time Cafeteria Cashier. 30 hrs/wk, 9 months Rank #28
<b>Resource Acquired</b>	Cafeteria Funding
<b>Outcome(s)</b>	As of this writing, an e-hire APT position has been established. A permanent position is being reviewed by UH OHR. The review process is lengthy, so we will continue to with the e-hire APT position.
<b>Outcome(s) Evaluation (Improvements made to program based on assessment data)</b>	As this position is has only gone through one 89 day cycle, no assessment data is available. Anecdotally, the cashier has done well, with no reportable errors.

<b>Action Plan if outcome was not met</b>	N/A
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**Action item #5**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
<b>Action Item</b>	Purchase 10 Chromebooks and 12 laptops for two classrooms. Rank #35
<b>Resource Acquired</b>	Yes, using Student Success funds
<b>Outcome(s)</b>	14 ChromeBooks were purchased.
<b>Outcome(s) Evaluation (Improvements made to program based on assessment data)</b>	The Chromebooks were delivered September 2017, too early to assess..
<b>Action Plan if outcome was not met</b>	N/A

**Action item #6**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	N/A
<b>Action Item</b>	Hire part-time storeroom clerk. 20 hr/wk. Proposed by Mike Unebasami, UH Rank #40
<b>Resource Acquired</b>	N/A
<b>Outcome(s)</b>	Currently no action plan has been implemented.
<b>Outcome(s) Evaluation (Improvements made to program based on assessment data)</b>	N/A
<b>Action Plan if outcome was not met</b>	N/A

**Action item #7**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	N/A
<b>Action Item</b>	Hire editor/Facilitator for ACFEF accreditation Fall 2016-Spring 2017 (6 credits/Semester) Rank #41
<b>Resource Acquired</b>	General Campus Funds
<b>Outcome(s)</b>	Respective individual has been instrumental in working with faculty and staff to complete the self-study in a timely manner.
<b>Outcome(s) Evaluation (Improvements made to program based on assessment data)</b>	Accreditation reaffirmation was successful. The program is accredited through 2022
<b>Action Plan if outcome was not met</b>	N/A

**Action item #8**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	N/A
<b>Action Item</b>	Purchase Steamer Rank #53
<b>Resource Acquired</b>	N/A
<b>Outcome(s)</b>	Request is for a replacement. Current Steamer is operable.
<b>Outcome(s) Evaluation (Improvements made to program based on assessment data)</b>	N/A
<b>Action Plan if outcome was not met</b>	N/A

**Action item #9**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	N/A
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<b>Action Item</b>	Purchase Scanner Rank #56
<b>Resource Acquired</b>	Culinary Funds were resourced
<b>Outcome(s)</b>	Culinary APT is primary user for culinary documents. Scanner is currently in use
<b>Outcome(s) Evaluation (Improvements made to program based on assessment data)</b>	N/A
<b>Action Plan if outcome was not met</b>	N/A

### Action Plan and New Resource Request

List in the table below resource requests greater than or equal to \$3000. Do not include requests of an ongoing nature unless it is for new permanent personnel. Do not include lecturers in your request nor overload that has to do with teaching extra courses. The ranking rubric can be found in KCCP 1-6. For multiple requests, please add additional tables as needed.

- Input your action item based on your quantitative indicators and Program Student Learning Outcomes.
- Identify names of key persons involved in implementing the steps and the overall strategy. When possible, identify partnerships that will enhance strategies.
- Indicate when you will complete the action.
- In the “Indicator of Improvement” column, identify and quantify the outcomes expected from the action by using the actual numbers from your quantitative indicators table in Part III. What indicator will be improved by the action? To what extent? (e.g., Persistence will increase from the current 63% to 73 %.)
- In the “PSLO Impacted” column, identify the specific PSLO that will be addressed by the action. Include the program-level or course-level assessment data that supports the need for the action.
- Include specific action plans for any Perkins Core Indicator for which the program did not meet the goal.

### Action Request #1

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	High Priority as this is a Health and Safety Issue.
<b>Action Item</b>	To meet fire code, Hawaii Occupational Safety and Health (HIOSH) and Federal Occupational Safety and Health (OSHA) requirements, the back veranda of the Culinary Building must be caged.  Obtain space and a structure for storage of program equipment used for Culinary Breakfast, Baking, Fine Dining, and campus functions. We seek to renovate a building close to the culinary facility.

	Currently, equipment used for seasonal use is stored in building hallways. Fire and safety code non-compliance was brought to our attention by Miles Nirei, UH System Safety. This was re-emphasized by our Kauai CC Auxiliary and Facility Services Officer, Calvin Shirai. This was also noted in the last accreditation visit and will be reviewed by the accrediting team in March 2017 for completion. We are working with the VCAS, Brandon Shimokawa on this project. We still seek funding.
<b>Resource(s) Request</b>	We currently estimate the cost to run \$20,000 to \$30,000.
<b>Person(s) Responsible and Collaborators</b>	Faculty, Facilities and Maintenance, VCAS
<b>Timeline</b>	2017-2019
<b>Indicator of Improvement</b>	No OSHA Violation, and ACFEF reaffirmation of Accreditation.. Currently we have no storage space for equipment, and it is stored In the hallway. OSHA requires 36-44 inches of space in the halls (depending on occupancy and designation) for egress in an emergency. <a href="http://www.osha.gov">www.osha.gov</a> Presently, we don't meet these regulations in the demo Kitchen hallway and the Fine dining hallway.
<b>PSLO Impacted</b>	"N"
<b>Current Status</b>	"N"

**Action Request #2**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
<b>Action Item</b>	Fund the recurring annual cost of "Restaurant 365" to instruct students in CULN 271/CULN 221/ CULN 222, and CULN 294 on current and up-to-date Purchasing and Cost Control.
<b>Resource(s) Request</b>	Recurring annual cost of \$3,000. (\$250/mo. x 12mo.)
<b>Person(s) Responsible and Collaborators</b>	Duane Miyasato, IT Department
<b>Timeline</b>	2018-2019
<b>Indicator of Improvement</b>	Necessary for students to complete CSLO's and job placement upon graduation (PSLO)
<b>PSLO Impacted</b>	1,2,3

<b>Current Status</b>	“N”
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**Action Request #3**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	High Priority Because of non-applicants or limited term hires, the need for a permanent position is highly prioritized.
<b>Action Item</b>	Hire Cafeteria Cashier, 0.75 FTE, 11 months. (Revised from last APRU to reflect needs of cafeteria and positions available through OHR)
<b>Resource(s) Request</b>	\$1,792.50/mo salary x 11 months Dollar amount subject to change because of any contractual increase.
<b>Person(s) Responsible and Collaborators</b>	Steven Nakata, Program Co-Coordinator Martina Hilldorfer, Program Co-Coordinator Melanie Bacio, Cafeteria Manager Human Resources Department
<b>Timeline</b>	2017-2019
<b>Indicator of Improvement</b>	Provides adequate coverage during normal operating hours. Allows Cafeteria Manager and Cafeteria Cook to perform duties without interruption.
<b>PSLO Impacted</b>	“N”
<b>Current Status</b>	“N”

**Action Request #4**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
<b>Action Item</b>	Improve Facilities, Teaching and Learning by replacing Comb- Oven in the Bakeshop
<b>Resource(s) Request</b>	Estimated \$33,000 Includes shipping and installation Request Funding from “UH Equipment Replacement Fund”

<b>Person(s) Responsible and Collaborators</b>	Steven Nakata, Program Co-Coordinator Martina Hilldorfer, Program Co-Coordinator Brandon Shimokawa, VCAS
<b>Timeline</b>	2018-2019
<b>Indicator of Improvement</b>	Improved learning outcomes and production
<b>PSLO Impacted</b>	1,2,3,4
<b>Current Status</b>	“N”

**Action Request #5**

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
<b>Action Item</b>	Improve Facilities, Teaching and Learning by installing ice machine in the Demonstration Kitchen. Currently we transport ice from main kitchen, which could cause contamination.
<b>Resource(s) Request</b>	Estimated \$5,500 Includes shipping and installation
<b>Person(s) Responsible and Collaborators</b>	Steven Nakata, Program Co-Coordinator Martina Hilldorfer, Program Co-Coordinator Brandon Shimokawa, VCAS
<b>Timeline</b>	2018-2019
<b>Indicator of Improvement</b>	Improved learning outcomes and production.
<b>PSLO Impacted</b>	N/A health and safety
<b>Current Status</b>	“N”

## Action Request #8

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments Continue Culinary Math Workshop
<b>Action Item</b>	Improve Teaching and Learning by having a Math Instructor teach a specific technical Math course in the Summer
<b>Resource(s) Request</b>	Estimated \$3,000
<b>Person(s) Responsible and Collaborators</b>	Gigi Drent Duane Miyasato, Assistant Professor
<b>Timeline</b>	2018-2019
<b>Indicator of Improvement</b>	Improved learning outcomes and increased degrees and certificates.
<b>PSLO Impacted</b>	1,2,3,4
<b>Current Status</b>	“N”

## Action Request #9

<b>Program Goal &amp; Campus Strategic Goal or Priority Alignment</b>	1,2 3,4
<b>Action Item</b>	Improve Teaching and Learning by replacing china in Fine Dining. Currently inventory is too low to properly service the guests. This impedes student learning
<b>Resource(s) Request</b>	Estimated \$20,000
<b>Person(s) Responsible and Collaborators</b>	Duane Miyasato, Assistant Professor Mark Oyama, Assistant Professor
<b>Timeline</b>	2018-2019
<b>Indicator of Improvement</b>	Improved learning outcomes and increased degrees and certificates.
<b>PSLO Impacted</b>	1,2,3,4

<b>Current Status</b>	“N”
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### Part IV. Resource Implications

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
Building renovation: we currently estimate the cost to run \$20,000 to \$30,000.	“N/A”	Ongoing	Program will meet OSHA, fireode, and ACFEF requirements.
Hire part-time Cafeteria Cashier, 30 hrs/wk, 9 months. Estimated cost \$16,132.50	(\$1792.50/mo salary x 9 months with leave without pay during holidays, non instructional days) Dollar amount subject to change due to any contractual increase.	Ongoing	Adequate coverage during normal operating hours in the cafeteria.
Replace Comb- Oven in the Bakeshop \$30,000	“N/A”	10-20 years	Replace existing
Installing ice machine \$5,500	“N/A”	10-20 years	Health and Safety
Continue Culinary Technical Math course	\$3,000	5 years	Improve teaching and learning
Replace china	\$20,000	5-10 years	Replace lack of existing china, in order to service the guest and provide a learning opportunity for the students

Add rows as needed.

### Part V. Program Student Learning Outcomes and Assessment

**List your Program Student Learning Outcomes and indicate if they were assessed.**

A. Provide evidence that your PSLOs are aligned with industry needs.

Received an American Culinary Federation Education Foundation (ACFEF) Exemplary Accreditation in 2010, valid until 2017. We had a site visit March 2017 and were reaffirmed in July until 2022

ACFEF Criterion 2.01 requires documentation that the mission and goals on the program are consistent with the philosophy on the institution and industry standards. Local industry representatives serve on the Culinary Advisory Board to ensure that the program’s mission and goals align with current industry standards. Similarly, student learning outcomes (SLOs) also align the Culinary Arts program with industry standards. The program prepares graduates to exhibit a professional work ethic, apply critical thinking skills, demonstrate proper safety and sanitation, and communicate effectively in a diverse workplace (Table 2.1). The program’s curriculum provides the students with the 13 ACF competencies and standards, or the “Required Knowledge and Skills Competencies,” to be competitive in the industry. Through collaborative partnerships, such as guest speakers, field trips, and job shadowing, students gain a broader understanding of industry philosophies.

**Table 2.1: Alignment of Institutional Student Learning Outcomes (ISLOs) and Program Student Learning Outcomes (PSLOs)**

	<b>PSLO 1:</b> Communicate with guests, co-workers, and supervisors by using oral, written, and nonverbal skills required in food services operations.	<b>PSLO 2:</b> Demonstrate reasoning and decision-making skills that reflect critical thinking (problem-solving, creative thinking, quantitative reasoning, application, and resource management) and the current state of culinary arts/science.	<b>PSLO 3:</b> Use print materials, personal communications, observations, and electronic media efficiently and ethically to locate, retrieve, evaluate, organize, and present information needed to meet educational, personal, and professional objectives.	<b>PSLO 4:</b> Apply work ethics, attitudes, and professional codes of conduct in the workplace with guests and with members of the culinary team including co-workers and supervisors.	<b>PSLO 5:</b> Demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards.
ISLO 1: Ethics				X	X
ISLO 2: Information literacy			X		
ISLO 3: Integrative thinking		X			
ISLO 4: Oral communication	X				
ISLO 5: Reading		X			
ISLO 6: Respect for diversity				X	
ISLO 7: Symbolic reasoning		X			
ISLO 8: Teamwork				X	

ISLO 9: Technological competency			X		
ISLO 10: Written communication	X				

**B. What is the expected level of achievement for your PSLOs?**

Benchmark Assessments of 70%

**C. List the courses whose outcomes have been assessed.**

Although the campus assessment data listed below show only a portion of courses, the Culinary Program has assessed all courses using LiveText.

Here are samples of course data:

**CULN 101C**

<https://drive.google.com/a/hawaii.edu/file/d/0BxP4s65Z9Dnvb0tGTjhlTHEtREZoM0hRblpESzhCdDdVcjRZ/view?usp=sharing>

**CULN 115**

<https://drive.google.com/a/hawaii.edu/file/d/0BxP4s65Z9DnveC1McmJncWJTeTZJemotQk1WeFRBT011OG9v/view?usp=sharing>

One student in CULN 115 had 7 areas of “not apparent”. This student's work was incomplete, looked rushed, was missing several pieces of the project. The instructor now emphasizes the importance of spreading the project out over the semester, shows several examples from former classes, and allows class time for student to finish the project.

**CULN 130**

<https://drive.google.com/open?id=0BxP4s65Z9Dnva2INSkdRRUttVEtCeHISMHI5cmpCOV80ekZj>

The 3 students who were assessed “not apparent” across the board had either dropped out, or quit coming to class, yet remained on LiveText as students.

**CULN 150**

<https://drive.google.com/a/hawaii.edu/file/d/0BxP4s65Z9DnvZjNvU2V2Z21tbHJmzcNqV0FSVmUxWndTLWJ3/view?usp=sharing>



**CULN 160**

<https://drive.google.com/a/hawaii.edu/file/d/0BxP4s65Z9DnvaG5VQ3ByMGxySEt6UEhnUVYybDBjR2E5bEZB/view?usp=sharing>

We note the assessed as “not apparent” was due to poor student work ethic.

**CULN 271**

<https://drive.google.com/a/hawaii.edu/file/d/0BxP4s65Z9DnvTmM5cXgtVIQ0ZIBYM2VBT1pYbHpJX3kyaU5r/view?usp=sharing>

**CULN 221**

<https://drive.google.com/a/hawaii.edu/file/d/0BxP4s65Z9DnvbFd0bmVpSDZhNC1oeWk5VkM2MFJQYWhQVzdF/view?usp=sharing>

**CULN 294**

<https://drive.google.com/a/hawaii.edu/file/d/0BxP4s65Z9DnvQ3pPVWJHSGRGWndTdUdGWI dRblpuaXFMTXpJ/view?usp=sharing>

For CULN 221 and 294, the cause of students not meeting benchmarks was due to timeliness.

Student Learning Outcomes (SLOs)		
<b>Kauai Community College Culinary SLOs</b> <a href="http://info.kauaicc.hawaii.edu/catalog_10/index.htm">http://info.kauaicc.hawaii.edu/catalog_10/index.htm</a>		<b>Culinary Program SLOs</b>
Communication	<b>Effectively use language and non-verbal communication consistent with and appropriate to the audience and purpose.</b> <ul style="list-style-type: none"> <li>· Reading: Read and comprehend written material critically and effectively at the appropriate program level.</li> <li>· Writing: Write in a clear and organized fashion, at the appropriate program level, to explain ideas, to express feelings, and to support conclusions, claims, or theses.</li> <li>· Speaking: Speak in an understandable and organized fashion to explain ideas, to express feelings, and to support conclusions, claims, or theses.</li> <li>· Listening: Listen actively, respectfully, and critically to the substance of others' comments.</li> </ul>	<i>Students will be able to communicate with guests, co-workers, and supervisors by using oral, written, and nonverbal skills required in food services operations.</i>

Cognition	<p><b>Use critical thinking skills to analyze, synthesize, and evaluate ideas.</b></p> <ul style="list-style-type: none"> <li>· Problem Solving: Identify and analyze real or potential problems and develop, test, and evaluate possible solutions, using the scientific method where appropriate.</li> <li>· Creative Thinking: Formulate ideas and concepts in addition to using those of others.</li> <li>· Quantitative Reasoning: Use appropriate program level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.</li> <li>· Application: Apply knowledge and skills to appropriate contexts and transfer knowledge and skills to new and varied situations.</li> <li>· Resource Management: Identify, organize, and allocate resources effectively.</li> </ul>	<p><i>Students will be able to demonstrate reasoning and decision-making skills that reflect critical thinking (problem solving, creative thinking, quantitative reasoning, application, and resource management) and the current state of culinary arts/science.</i></p>
Information Competency	<p><b>Conduct, present and use research necessary to achieve educational, professional, and personal objectives.</b></p> <ul style="list-style-type: none"> <li>· Information Literacy: Use print materials, personal communications, observations, and electronic media to locate, retrieve, and evaluate information. Understand the ethical, social and legal issues surrounding the use of information.</li> <li>· Technological Competency: Apply technology effectively to locate, interpret, organize and present information.</li> </ul>	<p><i>Students will be able to use print materials, personal communications, observations, and electronic media efficiently and ethically to locate, retrieve, evaluate, organize and present information needed to meet educational, personal, and professional objectives.</i></p>
Social Responsibility	<p><b>Interact with others demonstrating respect toward their opinions, feelings, and values.</b></p> <ul style="list-style-type: none"> <li>· Teamwork: Participate actively in group efforts to seek effective results.</li> <li>· Respect for Diversity: Display an understanding of and respect for other people and cultures.</li> <li>· Effective Citizenship: Demonstrate responsibility for being an informed, ethical, and active citizen of Kauai, the nation, and world.</li> </ul>	<p><i>Students will apply work ethics, attitudes, and professional codes of conduct in the workplace with guests and with members of the culinary team including co-workers and supervisors.</i></p>
Personal Responsibility	<p><b>Demonstrate self-management through practices that promote physical, mental, and emotional well-being.</b></p> <ul style="list-style-type: none"> <li>· Ethics and Values: Demonstrate an understanding of ethical issues and a sense of values to make sound judgments and decisions.</li> <li>· Aesthetic Appreciation: Create or show appreciation for artistic and individual expression.</li> </ul>	<p><i>Students will demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards.</i></p>

**D. Describe the assessment methods or instrument used to measure PSLOs.**

A variety of approaches were utilized to assess PSLOs for the stated culinary courses which include practical (kitchen and dining room laboratory) and written exams (mainly

problem-based with some multiple choice and fill in the blank questions), comprehensive projects, and reports.

**E. Provide the results of PSLO assessment, and analyze the results.**

The curriculum of the Culinary Arts program is also evaluated for effectiveness using several assessments:

- Graduate and employer focus group surveys.
- Culinary Advisory Board meetings.
- The Course Assessment Report Data (CARD) system, which must be completed every semester for every course. The CARD system was discontinued in Fall 2016 and replaced with LiveText to assess programs and students. Instructors develop rubrics for assignments in all CULN courses and students are required to upload completed individual assignments to LiveText. Both instructors and students receive immediate feedback on student learning including rubric assessment results, surveys, photo assessments, and detailed reporting of CSLO, PSLO, and ISLO assessments. LiveText also tracks the alignment between ACF competencies and each CULN course.

Key findings from results of the graduate focus group conducted in May 2016 included strengths in networking with other chefs in the industry who encourage students to improve in their skills/techniques and having MATH 100 available in the summer. The Culinary Arts department was pleased to note that the networking and work-developing relationships were positive experiences for students. One weakness that the graduate focus group noted was that the English and Math prerequisites were least useful in the program (no responses were provided regarding which CULN courses were least useful). As a result, the department re-evaluated the Advanced Culinary Arts curriculum and removed ENG 100 and MATH 100 as requirements. Although the Math is not required for advancement through the CA program, we find it vital that students understand the basics of mathematics in order to apply the knowledge in their culinary courses, as well as in industry as noted by the culinary advisory board. Laboratory classes as well as the Cost Control class is where they will apply it the most. With the help of Gigi Drent, we initiated a voluntary one week Culinary Technical Math Workshop (at no charge) for students to take advantage of prior to the beginning of Fall semester 2016. With eight students enrolled, and 20 hours of instructional time, 100% of the participating students commented that the workshop greatly benefitted them. We will seek campus funding to continue the workshop annually.

The curriculum has become more CTE-focused being as most students intend to enter the workforce upon graduation. For example, the higher level of English and math are only required for the A.A.S. degree to prepare students to transfer to a four-year university with appropriate college level courses. While the program certificates do not have minimum English or Math requirements, students must be qualified for ENG 100X and MATH 82X in order to be accepted into the A.A.S. degree program.

As previously mentioned, this past year, the Culinary Arts department amended the program requirements. Developmental English and Math courses were modified to ENG 100X and

MATH 82X. Also, ENG 100 and MATH 100 were removed from the C.A. in Advanced Culinary Arts.

We anticipate changing CULN 120 Fundamentals of Cookery to 5 credits and reducing credits from 5 to 4 in CULN 240 Garde Manger to align with all the UHCC Culinary Programs. Both CULN 120 Fundamentals of Cookery and CULN 240 Garde Manger curriculum and content will change to reflect these revisions.

#### F. Other comments.

In reviewing last year's "Next Steps", we found that our implemented assessment methods are successful. We will continue to evaluate assessment annually, and revise classroom methodology as necessary.

#### G. Next Steps

- The culinary program feels that the Summer Culinary Technical Math Workshop is extremely valuable for student learning and seeks campus support for annual funding.
- At our last PCC meeting, December 16, 2016, all UH SystemCC culinary programs met at Leeward Community College to discuss realignment of Course Alpha, Course Number, and Teaching Equivalencies (TE's) to address system wide mandated requirements. We intend to meet again Dec 15, 2017 in order to finalize this alignment.
- Moving forward, the culinary program has received legislative funding to build the Outdoor International Kitchen which will enhance student learning. Surveys were completed and the project is progressing.
- We have worked with the Campus on renovating an existing building for the recommended storage facility versus fencing in the walkway behind the Bakeshop. This will address any OSHA/HISHA/UH system concerns regarding hallway clearance. This is still in the planning stages and renovation has yet to begin.
- We are asking for additional and replacement equipment- replacing an inoperable convection oven using funding designated to replace equipment. We also are asking for an ice machine for the Demonstration Kitchen in order to safely produce ice for classes. Currently, we transport ice from the main kitchen, which could lead to contamination. Third, a request will be placed in this APRU to replace the china in Fine dining, as the inventory is too low to properly support the mission of the Fine Dining restaurant, i.e.,

provide an educational simulated dining experience for the student learner and the patrons.