

Section 1.0 Standards - Program Eligibility Criteria

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>1.01 The program must be offered at an institution which is legally authorized under applicable state law to provide secondary or post-secondary education and is institutionally accredited by an agency recognized by the U.S. Department of Education or approved by a comparable government agency.</i></p>	<p>1. Exhibit 1A - Copy of legal licensure to operate and a state certificate of approval to provide secondary or post-secondary education by the Department of Education or a comparable government agency. Copy of certification of accreditation. Submit with Application.</p> <p>2. Write a narrative response describing:</p> <p style="padding-left: 20px;">a. The institution, including accreditation and licensure status.</p> <p>Note: If a recognized agency has denied accreditation, placed the program on public probationary status, or has revoked the accreditation, provide an account of such action(s).</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 1.01, Exhibit 1A</p>	
<p>Narrative Response:</p> <p>Kaua'i Community College is a two-year public community college located in west Līhu'e on the island of Kaua'i. It began as a vocational school in 1928 and later became a comprehensive community college in 1965 as a result of Act 39 (Supplemental Exhibit 1), which formally established the community colleges as part of the University of Hawai'i (UH) system and defined their roles of providing "two-year college transfer and general education programs, semi-professional, technical, vocational, and continuing education programs, and such other educational programs and services as appropriate for such institutions." The UH system is comprised of seven community colleges, which includes Kaua'i Community College, and three four-year institutions (the UH campuses at Mānoa, Hilo, and West O'ahu). The UH system is governed by the Board of Regents whose members are appointed by the governor. The president of the UH system also serves as the executive officer of the Board of Regents. The chancellor at every campus in the UH system oversees the successes of his/her designated campus. The chancellor at every community college campus reports to the vice president for community colleges.</p> <p>Kaua'i Community College has five academic divisions: Business Education; Health Education; Language, Arts, and Humanities; Science and Mathematics; and Trade Technology. The Culinary Arts program is housed under the Business Education division. The program not only has instructional responsibilities, but also has operational responsibilities of running revenue-generating food service operations on campus such as the cafeteria.</p> <p>Kaua'i Community College operates on a semester system and offers lower-division, transfer-level, occupational, and general education courses. These offerings prepare students for transfer to four-year institutions, provide workforce skills, and/or introduce ideas and ideals of society. Kaua'i Community College offers various associate's degrees (e.g., Associate in Arts, A.A.; Associate in Science, A.S.; and Associate in Applied Science, A.A.S.) and certificates (e.g., Certificate of Achievement, C.A.; Certificate of Competence, C.O.; and Academic Subject Certificate, A.S.C.).</p> <p>There is no licensure process for higher education in the state of Hawai'i; however, Kaua'i Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges until 2019 (Supplemental Exhibit 2).</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>1.02 The program's application for accreditation must be authorized by the institutional chief executive or designee.</i>	1. Exhibit 1B - Copy of Post-Secondary Accreditation / Secondary Certification Application.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [Standard 1.02, Exhibit 1B](#) (pending)

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>1.03 The program must have a minimum of 1 year's graduates and a graduation rate that is acceptable by the institution or accrediting body.</i>	<p>1. Exhibit 1C - List 5 recent graduates and their places of employment. Include name, address, email and phone number of the graduates and employers. Note: Recent graduates must have graduated within the last 5 years.</p> <p>2. Write a narrative response describing: a. The institution's graduation rate goals.</p>

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [Standard 1.03, Exhibit 1C](#)

Narrative Response:

The UH system is the only public higher education system in the state and has had a long, successful history of offering outstanding culinary training programs through a few of the community colleges. In the 2015-2016 academic year, the UH community colleges (UHCC) graduated 103 students with an A.S. degree, 66 students with an A.A.S. degree, 109 students with a C.A., and 302 students with a C.O. from their two-year Culinary Arts programs. For the past three academic years (2012-2013, 2013-2014, and 2014-2015), the Culinary Arts program at Kaua'i Community College has had successful completion rates (e.g., a grade of "C" or higher) of 93%, 90%, and 89%, respectively. During these academic years, the program awarded 35, 36, and 23 unduplicated degrees and certificates.

Every semester, the Vice President for Community Colleges visits each campus within the UHCC system to report on each campus's strategic directions including graduation rates and goals. Table 1.1 shows Kaua'i Community College's graduation rates for 2015, as well as the goals for 2015 and 2016. A copy of the presentation from the Vice President for Community Colleges, which includes detailed information about strategic goals, is available as

[Supplemental Exhibit 3.](#)

Table 1.1: Kaua'i Community College graduation rates and goals			
Kaua'i Community College Campus Strategic Goals	2015 Graduation Goal	2015 Actual	2016 Graduation Goal
Overall graduates (including certificates and degrees)	234	264	245
Native Hawaiian graduates	70	91	74
Pell recipient graduates	116	132	139
Science, Technology, Engineering, and Math graduates	6	5	6

Transfer students to a four-year institution (including UH institutions, as well as non-UH institutions)	189	204	198

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>1.04 The program must exhibit evidence of meeting the competencies as specified in the ACFEF “Required Knowledge and Skill Competencies”, which are designed to include both hands-on and theoretical culinary instruction.</i>	<p>1. Exhibit 1D - Completed Required Knowledge and Skill Competencies Template for each program to be reviewed.</p> <p>2. Nutrition, Sanitation and Human Relations Management competency areas must meet the minimum number of contact hours as listed below:</p> <p>Secondary Programs:</p> <p>Competency areas in Nutrition, Sanitation and Human Relations Skills must each include a minimum of 15 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 7 hours directed by an instructor.</p> <p>Post-Secondary Programs:</p> <p>Competency areas in Nutrition, Sanitation and Human Relations Management must each include a minimum of 30 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 15 hours directed by an instructor.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 1.04, Exhibit 1D</p>	

Section 2.0 Standards - Program Mission and Goals

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>2.01 The mission and goals of the program are consistent with the philosophy of the institution as well as industry standards.</i>	<p>1. Exhibit 2A - Copy of the program’s mission and goals.</p> <p>2. Write a narrative response describing:</p> <p>a. The mission and goals of the program and how they coincide with the philosophy of the institution as well as industry standards.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 2.01, Exhibit 2A</p>	
<p>Narrative Response:</p> <p>Kaua’i Community College’s mission is to provide “open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing lifelong learners who appreciate diversity and lead responsible and fulfilling lives.” The mission of the Culinary Arts program aligns with the campus mission by providing “a caring, quality learning environment, offer cultural, historical, and current culinary training and prepare students for employment and lifelong success” while “utilizing the island’s beauty and abundant agricultural potential.” The Culinary Arts program provides basic culinary training for the Culinary Institute of the Pacific (CIP), which is comprised of six culinary arts programs in the UHCC system that has a goal of providing advanced culinary opportunities to community college graduates. Although the program operates under the CIP umbrella, ACFEF accredits each college’s program separately.</p> <p>To increase the cultural aspect of the program’s mission, the Culinary Arts department recently received funding to develop an international outdoor kitchen. This site will provide a commercial kitchen with various cultural cooking facilities, such as an <i>imu</i> (a Hawaiian underground oven), that meets state sanitary codes for program graduates,</p>	

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.

During the 2015-2016 academic year, revised institutional goals were implemented and published in the college catalog. Academic programs at Kaua'i Community College are required to realign goals either during their five-year program review or during their program-specific reaffirmation of accreditation cycle. Due to the program-specific accreditation of the Culinary Arts program, realignment between the institutional and program goals is required with this reaffirmation of accreditation cycle. Culinary Arts faculty are currently undergoing this task, which will be completed before the next academic year begins.

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 electively 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)

	PSLO 1: Communicate with guests, co-workers, and supervisors by using oral, Written and nonverbal skills required in food services operations.	PSLO 2: 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.	PSLO 3: 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.	PSLO 4: 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.	PSLO 5: 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: Integrated 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				

Section 3.0 – Organization and Administration

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>3.01 There are clearly defined administrative channels for the program, which allow it to operate effectively.</i>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. The administrative and teaching responsibilities of the person responsible for the oversight of the program (i.e. Program Coordinator, Lead Instructor, etc.). b. To whom this person reports on matters such as finance, policies, admission and curriculum. c. Their role in assessing, planning, evaluating and implementing changes to the program.
<p>Narrative Response:</p> <p>All faculty are assigned 27 credits of workload per academic year if the teaching assignments are strictly lecture. Each semester, the Culinary Arts program coordinator receives three credits (or eight hours per week) of release time from teaching for coordinator-related duties. While the program coordinator's teaching duties may vary depending on the person's expertise, the main administrative responsibilities will remain the same. The program coordinator is responsible for overall program leadership and management, collaboration with colleagues to set goals, objectives, direction, and activities, as well as developing community partnerships. As required by ACCEF, the program coordinator schedules and chairs weekly program/department meetings, develops agendas, and assures that meeting minutes are accurate, circulated, approved, and archived. The program coordinator also monitors annual compliance with ACCEF Accreditation Commission standards and files the annual report in addition to coordinating work orders for facility repair with the Operations and Maintenance department and supervising Culinary Arts program lecturers.</p> <p>Generally, the program coordinator reports to the Business Education division chairperson. The program coordinator may also collaborate with the vice chancellor for academic affairs on matters regarding curriculum or policies, the vice chancellor of student affairs for concerns pertaining to admission, or the vice chancellor of administrative services with regard to financial matters.</p> <p>The program coordinator serves as the visionary leader of the program and is responsible for reviewing the program health indicators listed on the Annual Program Review Update (APRU); attending Program Coordinating Council (PCC) meetings; ensuring that student evaluations are completed each semester; coordinating graduate and employer focus groups, as well as the biannual Culinary Advisory Board meetings; and completing annual course and program assessments. The program curriculum is assessed and evaluated on the factors above to ensure that it remains current with both institutional and industry standards, program goals and objectives are met, and courses and learning objectives articulate with other culinary arts programs within the UHCC system. The program coordinator presents assessment and evaluation data to program faculty each year to identify best practices and areas requiring improvement. Strategies, ideas, and implementation plans are developed, as needed.</p> <p>Annually, the program coordinator initiates program changes based on input from program faculty and the Culinary Advisory Board. Ongoing curricular duties include updating curriculum-related documents, such as the Program Action Request (PAR) form, program advising sheets, and the Multi-Year Plan of Offerings (MYPO).</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the
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	Following Information
<i>3.02 There is an organizational chart showing the structure of the program.</i>	1. Exhibit 3A - Organizational chart for the administrative structure of the program.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 3.02, Exhibit 3A	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>3.03 The Program Coordinator is responsible for ongoing assessment, planning, implementation and evaluation critical to an effective educational program.</i>	1. Write a narrative response describing: <ol style="list-style-type: none"> Statistical Information. Planning documents. Name and title of designated person responsible for ongoing assessment, planning and evaluation of the program.
Narrative Response: <p>At Kaua'i Community College, both instructional programs and non-instructional units undergo program reviews as a commitment to continual improvement that ensures quality and excellence in education. This process includes an annual APRU (Supplemental Exhibit 4 and Supplemental Exhibit 5) and five-year cumulative program review (Supplemental Exhibit 6 or see the University of Hawaii Community Colleges Annual Report of Program Data (ARPD) website). The Culinary Arts program aligns with the mission and goals of both the institution and the program through continual tracking and analyses of enrollment, workforce needs, transfer rates, SLOs, and other measurements.</p> <p>The program coordinator meets with the rest of the Culinary Arts department on a weekly basis to discuss assessment and the curriculum. As a group, they review statistical data and planning documents to identify program strengths and areas of improvement. One area for improvement was the downward trend in enrollment. Culinary Arts faculty noticed that as the county and state economies improved, program health demands declined (as more entry level jobs became available, fewer students enrolled at Kaua'i Community College). To address this, enrollment/marketing efforts have included writing articles for the local newspaper and marketing the program through other media sources. In addition, Culinary Arts faculty made a conscious effort to visit the middle and high schools more frequently by:</p> <ul style="list-style-type: none"> • Attending career fairs. • Mentoring high school students and faculty in culinary academies. • Participating in culinary demonstrations at various events. • Hosting campus tours. • Hosting a "fine dining experience" luncheon for kindergarteners from Island School. <p>The program coordinator oversees numerous planning documents including the APRU, PAR form, and MYPO. In doing so, the program coordinator is responsible for ongoing program assessment, evaluation, and planning in collaboration with the department and the Culinary Advisory Board. Established programs use the APRU to provide updates on the progress of action plans from previous APRUs, review and analyze program health indicators, and prioritize resources and allocations of campus funding to departments and/or divisions. The APRU is also used to request positions, supplies, equipment, and professional development opportunities. Historical data and program accomplishments reported in the APRU assist with program planning and trend analysis.</p> <p>The PAR form (Supplemental Exhibit 7) is used to modify an existing program or propose a new program. Program changes requested on the PAR form take effect in the fall semester specified on the form. The department uses the PAR form to align the program curriculum with industry needs. While the PAR form is used to plan the curriculum, the MYPO is used to outline a pathway to ensure that students finish their degree in two years. This document includes planned course offerings over a period of four years. Each year, the program coordinator is responsible for planning the last two years on the MYPO (Supplemental Exhibit 8).</p>	

Effective August 1, 2016, the Culinary Arts program coordinator is Duane Miyasato, Certified Hospitality Educator (CHE), Assistant Professor.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>3.04 Instructors have a balance of teaching, lab coordination, and administrative responsibilities to result an effective educational program.</i>	1. Write a narrative response describing: <ol style="list-style-type: none"> How the instructors are able to maintain a balance of teaching, lab coordination, and administrative responsibilities.
<p>Narrative Response:</p> <p>Maintaining a balance of teaching, lab coordination, and administrative responsibilities is done through faculty workload and delegating duties. The Culinary Arts faculty workload is generally based on 23-25 student contact hours per week. According to the UHCC Policy 9.237 (Supplemental Exhibit 9), all full-time faculty are required to instruct a minimum of 27 teaching equivalencies each academic year. Teaching equivalencies were developed through a joint effort between the University of Hawai'i of Professional Assembly (UHPA) and administration. System faculty are in the process of discussing with their vice chancellor for academic affairs and/or appropriate dean, the Culinary Arts PCC, and campus faculty ways to make teaching equivalencies equitable among all campuses.</p> <p>Balancing teaching and assigned time workload occurs via discussions and negotiations among department faculty members. Each Culinary Arts faculty member must serve on a minimum of two campus committees, participate in Culinary Advisory Board meetings, plan and attend events, and assist with fundraising and recruiting. Historically, these duties have not been given reassigned time; therefore, department faculty complete assigned time forms after agreeing on the division of administrative and other program duties. Lab coordination is assigned based on faculty knowledge and skill set. In a few instances, reassigned time is provided for duties that include facility scheduling, dining room administration, and program coordination.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>3.05 The program will have an Advisory Committee whose meetings are scheduled twice per year (one meeting per semester) to advise the program and respond to the employment needs of the industry. Written agendas and minutes which include members in attendance and are available to document this activity.</i>	<ol style="list-style-type: none"> Exhibit 3B - Advisory Committee minutes for past year which include: <ol style="list-style-type: none"> Minimum of two written meeting minutes. Meeting minutes include: list of Advisory Committee members in attendance (with their Titles). Meeting minutes include agenda topics: <ul style="list-style-type: none"> - curriculum - facility equipment - student recruitment - graduate placement - externships - funding sources - scholarships - industry needs - ACFEF standards and Required Knowledge and Skills Competencies - examples of major suggestions and results Write a narrative summarizing the Advisory Committee meetings, members and objectives.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.	

Hyperlink:[Standard 3.05, Exhibit 3B](#)**Narrative Response:**

The purpose of the Culinary Advisory Board is to assist the Culinary Arts department in maintaining a current and competitive educational program. Culinary Arts faculty collaborate on agenda items for each meeting. Board member input is sought to maintain alignment with workforce trends, campus initiatives, industry standards, and federal compliance. The Culinary Advisory Board is comprised of Culinary Arts faculty, external stakeholders, community partners, and/or employers with knowledge and expertise in the industry. The expertise of current members is broad within the industry and includes businesses ranging from independent and hotel restaurants, food products distribution, catering, bakeries, and food product manufacturing. A student representative, who is typically a student currently in the Culinary Arts program, also serves on the Culinary Advisory Board to provide a student perspective with regard to operations and curriculum. The following are the main objectives of the Culinary Advisory Board:

- Identify workforce needs and employment patterns/trends.
- Discuss performance and placement of Culinary Arts program graduates.
- Provide input regarding required competencies expected of current and future graduates.
- Assist with disseminating information and recruiting.
- Act as an advocate for the Culinary Arts program.
- Assist faculty with program review.
- Fundraise to establish scholarships and awards for students.

Co-sponsor and/or assist with program events.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>3.06 Members of the Advisory Committee include a variety of representatives from the hospitality industry (institutional foodservice, restaurants, clubs, hotels, allied foodservice businesses or education) and must include a current student or recent graduate of the program.</i>	<p>1. Exhibit 3C - Roster of Advisory Committee Members including contact information (phone #, email), company name, and title. Note: Recent graduates must have completed the program within the last (5) years.</p> <p>2. Write narrative response describing:</p> <ol style="list-style-type: none"> a. Design of Advisory Committee and reason for its composition. b. Criteria and requirements for Advisory Committee members. c. Frequency of meetings. d. Functions and responsibilities. e. Examples of major suggestions and results.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink: Standard 3.06, Exhibit 3C</p>	
<p>Narrative Response:</p> <p>As previously mentioned, the Culinary Advisory Board is composed of various members in the industry to offer a broad perspective of industry needs and expectations. Former, as well as current, culinary students also serve on the Culinary Advisory Board and offer additional insight from the student perspective. The main purpose of the Culinary Advisory Board is to provide feedback and expertise to the Culinary Arts department in order for the department to maintain a program that is current with industry standards and employment trends. At each meeting, the department brings current issues to the Board members for their input and direction. In addition, they provide information on emerging trends in the culinary field for program inclusion, provide guest lecturers for classes, generate and support fundraising opportunities, and provide feedback on program graduates employed in their establishment. The following are a few of the suggestions and results from previous Culinary Advisory Board meetings:</p> <ul style="list-style-type: none"> ● <u>Suggestion:</u> Approximately four years ago, Board members noticed that culinary students 	

exhibited a weakness in sanitation, as well as basic meat fabrication and sauce making once they entered the workforce. They suggested that the program emphasize basic cooking skills and safety/sanitation.

- Results: Program instructors have reinforced basic cooking and safety/sanitation skills to students. More emphasis is placed on correctly fabricating meats, poultry, and fish. The lectures and menus of the first few weeks of the practicum class focus on classical cuisine. Sanitation is reviewed and assessed in every lab course.
- Suggestion: Board members suggested an improvement in attendance, attitude, responsibility, and quality. Note: Board members commented that some employees of a particular age group tended to exhibit a habit of tardiness. This usually referred to a very small number of the program's students, not necessarily the program graduates.
- Results: Although tardiness affects the student's grade, it is unacceptable in the workforce. To reflect industry standards and common workplace etiquette, instructors continually stress the importance of being on time at school. The program included an attendance and tardiness policy, which is reviewed at the mandatory orientation for new culinary students. The attendance policy is also discussed during the first week of every course and time clocks are used as a method of enforcing punctuality. This process has resulted in reduced tardiness issues in second-year students.

Early in the program, instructors emphasize and reinforce teamwork by demonstrating how to work together towards a common goal. Students also learn that success in the program/industry comes from hard work, dedication, and passion, which are required in the industry. By having a willingness to learn and being dedicated to their education, students understand how these behaviors make them a better candidate for employment.

Faculty emphasize obtainment of skills through practice to improve their quality of work over the two-year program.

- Suggestion: The student representative serving on the Culinary Advisory Board shared his observation that the dress code must be more strictly enforced, especially in first-year courses, as detailed in Culinary Arts student handbook.

Results: Proper attire is emphasized at all times. The dress code policy in the Culinary Arts student handbook has been updated with pictures demonstrating the difference between proper and improper dress. The dress code is also covered during the mandatory orientation for new culinary students. Professional attire is part of the daily assessment for a few of the Culinary Arts (CULN) courses. Students who do not abide by the policy may lose points towards their grade and/or be sent home.

- Suggestion: A few Board members have suggested internships would better prepare students for the workforce.
- Results: Based on past experience, student internships have been dependent on the economy. The industry has a strong interest in internships only when the economy is good. During slower economic periods, it was difficult placing students in internships, and those who were placed in internships often washed dishes and received little to no additional training in culinary skills or business management. As a result, CULN 294 was created as a practicum class for fourth-semester students. The main assignment for this course is a restaurant project. Students are paired into groups and are assessed on their ability to organize, operate, and manage their restaurant. During this group project, students develop menus, order food products, create work schedules, and train other students to implement and operate their restaurant in all capacities. After the project is completed, students must analyze the advantages, disadvantages, and constraints of their restaurant in addition to providing a profit and loss statement.
- Suggestion: Historically, Culinary Advisory Board input has helped to shape and develop the program and the Culinary Arts student handbook. Depending on the hotel or business, Board members have

<p>varying policies with regard to tattoos and body piercings, which is more prevalent with current students.</p> <ul style="list-style-type: none"> Results: Since visible tattoos were a concern for most employers, program policies were implemented to prepare students to meet industry standards. These policies are included in the Culinary Arts student handbook. Faculty are aware of the influence and importance of the cultural significance of tattoos, especially in the Polynesian culture. As a result, student tattoos are now reviewed on a case-by-case basis. <p>The Culinary Arts department requires that the Culinary Advisory Board consist of industry experts. Board members are typically asked to serve a term of at least one year. When a vacancy occurs, Culinary Arts faculty identify potential replacements with a similar skill set and send them a formal invitation.</p> <p>Based on accreditation suggestions, Culinary Advisory Board meetings are held twice each academic year. One meeting is usually held in person and the other meeting is conducted via email correspondence. Culinary Arts faculty will contact Board members throughout the year if time-sensitive feedback or information is required.</p>
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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.07 The Advisory Committee assists to ensure the program responds to the needs of the industry, including job skills, equipment and continues to meet the ACFEF Standards.</i></p>	<p>1. Exhibit 3B - Advisory Committee minutes for past year (at least 2).</p> <p>2. Write narrative response describing:</p> <ul style="list-style-type: none"> a. How the Advisory Committee assists the instructors and faculty to ensure the program responds to the needs of the industry including job skills, equipment. b. How the Advisory Committee ensures the program continues to meet ACFEF standards. c. The program's student outcomes, mission, and learning objectives are reviewed annually and reflected in the minutes.
<p>insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink:</p> <p>Standard 3.07, Exhibit 3B</p>	
<p>Narrative Response:</p> <p>The Culinary Arts program will often discuss current and upcoming needs and expectations with Board members. For example, in Spring 2015, one of the Board members mentioned that he was not receiving applications from the program's students. He found this unusual as he hired many students in the past. With the application process being online, he asked the Program Coordinator to simulate applying for the position. Upon doing so, the Program Coordinator discovered that the first part of the application process was a skill test in which the applicant was asked to review three different pictures (e.g., one of grounds, one of rooms, and one of a dish room), compare them to three other pictures, and indicate the mistakes. Many of the students in the program are from rural areas and have never seen the inside of a hotel room making it difficult for them to identify incorrectly placed items in a hotel room. The Program Coordinator reported these findings to the Board member who commented that he may have to look into changing the questions or make them more culinary-specific. Recently, a student from the program was hired at this establishment.</p> <p>The Culinary Advisory Board meeting held in the spring of 2016 was an informational meeting for the newer members of the group. Everyone present discussed the importance of the ACFEF standards and why instructors teach based on the ACF competencies. Some of the newer members were unaware of the number of culinary schools that are not accredited by ACF and now place a great deal of importance in hiring a graduate from an ACF-accredited institution. Through attending meetings, providing valuable input/suggestions, acting as mentors, and hiring the program's students in their establishments, the Culinary Advisory Board members ensure that the program continues to meet ACFEF standards.</p>	

Student outcomes, the mission, and learning objectives have not been formally included as agenda items at Culinary Advisory Board meetings; however, they are discussed on a continual basis among Culinary Arts faculty to determine how the department can better prepare students for the workforce. Beginning in the fall of 2016, the department will include these items in the Culinary Advisory Board meetings as needed.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.08 There is evidence of continuing financial support commensurate with the resources of the institution and appropriate to the needs of the program.</i></p>	<p>1. Exhibit 3D - Financial Statement for the program for the last fiscal year (department budget - audited or unaudited).</p> <p>2. Write narrative response describing:</p> <ul style="list-style-type: none"> a. If you receive any outside funding (i.e. government or private industry grants). b. At what point you believe the program will be self sufficient. c. If program will be able to continue if outside funding expires. d. If the program operates an income producing business (i.e. catering, cafeteria, restaurant, vending), how those funds relate to the program's operations and provides for capital expenditures.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 3.08, Exhibit 3D</p>	
<p>Narrative Response: The Culinary Arts program receives funds from two main sources: the state and the Tuition and Fees Special Fund. General funds support faculty positions while the Tuition and Fees Special Fund is used to purchase educational supplies. Currently, the program does not have external grants.</p> <p>At this time, the program is self-sufficient; however, the operational side shows a deficit over the past five years. Despite this, the UH system is now asking the Culinary Arts department to give 10% of the revenues generated to cover campus costs.</p> <p>Cafeteria operations are maintained through on-campus revenues generated from both the cafeteria and the food service operation at the bookstore. Although culinary students prepare food at these campus venues to complete required competencies of the program, none of the revenues generated at these locations go towards the program. Instead, revenues generated from food sales at these locations are used to pay the salary of one emergency hire cafeteria employee, three student employees, a part-time bookstore cashier, and food supplies (including cleaning and maintenance supplies) for each food service operation. The campus and program goals are to use sustainable practices and break even; however, due to the relatively small size of Kaua'i Community College, these operations are unable to generate sufficient revenue to provide for large capital expenditures. As a result, these expenditures are paid from the Culinary Arts Foundation account, ACF-Kaua'i Chapter, or the Hawai'i Lodging and Tourism Association. Beyond campus support mentioned, the program does not receive any outside funding.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.01 The Program Coordinator must satisfy the requirements of the institutional job description.</i>	1. Exhibit 4A – Program Coordinator Job Description, Resume and Professional Development Report (PDR).
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 4.01, Exhibit 4A	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.02 There are written job descriptions for program staff.</i>	1. Exhibit 4B - Job descriptions for program related staff and faculty including: a. Instructors b. Person responsible for matters such as finance, policies, admission and curriculum (i.e. CTE Director, Principal, Dean, etc.).
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 4.02, Exhibit 4B	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.03 The faculty has professional preparation relevant to their areas of responsibility, and has demonstrated and documented professional participation in those areas.</i>	1. Exhibit 4C - Copies of instructor certifications (i.e. ServSafe) showing expiration dates. 2. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors. 3. Write narrative response describing: a. Each faculty member's background strengths and how they relate to the courses for which they are responsible. b. The faculty workload, including counseling, teaching, and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 4.03, Exhibit 4C Hyperlink: Standard 4.03, Exhibit 4D	
Narrative Response: The Culinary Arts faculty have many years of experience in the culinary industry and possess a diverse skill set in this profession. As such, they are capable of teaching various courses in the curriculum and are able to adjust their teaching workload when the program coordinator role shifts from one faculty member to another. Provided below are the backgrounds and experiences of the Culinary Arts faculty and the courses they teach. Chef Martina Hilldorfer, CHE, Associate Professor	

Chef Hildorfer has over five years of experience as an executive chef for a luxury resort, over 10 years of experience as an executive sous chef, and 10 years of experience as Chef de Cuisine. She received diplomas from Ecole de Cuisine LaVarenne and the School for American Chefs. In 2007, she received her CHE certification. In 2008, she became a certified ServSafe instructor/proctor and became a National Restaurant Association Educational Foundation (NRAEF) ManageFirst certified instructor. She is also a member of Les Dames d'Escoffier, a society of professional women involved in food, wine, and hospitality who promote the interests of the members and those who share the objective of understanding, appreciation, and knowledge of food, wine, and the arts of the table.

Chef Hildorfer is also a member of Delta Kappa Gamma, which is a women's educator philanthropic sorority. Chef Hildorfer currently teaches CULN 101C (Introduction to Food Service, Short Order, and Quantity Food), CULN 112 (Sanitation and Safety), CULN 120 (Fundamentals of Cookery), CULN 185 (Culinary Nutrition), CULN 240 (Garde Manger), and CULN 275 (Human Resource Management and Supervision). Due to the shift in program coordinators, the responsibility of teaching CULN 111 (Introduction to the Culinary Industry) and CULN 115 (Menu Merchandising) have been reassigned to Chef Hildorfer.

Duane Miyasato, CHE, Assistant Professor

Mr. Miyasato received an A.S. Degree in Culinary Arts from Kapi'olani Community College. He has 30 years of experience in the culinary industry with a majority of his experience involving front of the house service. His front of the house experience includes employment at Tanaka of Tokyo Restaurant, Maile Room at the former Kahala Hilton Hotel, The Terrace and Cooks at the Beach Restaurants at the former Westin Kaua'i Hotel, and the Tamarind Room at the former Waiohai Hotel in Po'ipū. Mr. Miyasato has also worked in the Purchasing Department (Storeroom Operations) at the Westin Kaua'i Hotel. Currently, he is employed as a food runner at Eating House 1849, and was part of the opening crew of Roy's Po'ipū Bar and Grill in 1994. He has been with Roy Yamaguchi's restaurants for 22 years. To enhance his teaching, Mr. Miyasato achieved his CHE certification and participated in numerous professional development workshops throughout his tenure at Kaua'i Community College. He is currently serving as the Culinary Arts Program Coordinator; therefore, his teaching load now consists of CULN 160 (Dining Room and Beverage Service) and CULN 271 (Hospitality Purchasing and Cost Control).

Chef Steven Nakata, Assistant Professor

Chef Nakata has a wide range of culinary experiences locally, nationally, and internationally in establishments that include a family owned business, privately owned restaurants, and acclaimed international hotel and resort chains such as the Marriott, Starwood, and Westin. He has over 25 years of professional cooking experience including 13 years as an executive chef. He holds an A.S. Degree in Culinary Arts from Kapi'olani Community College and completed 6,000 hours with the HARRIET Culinary Training Program in Honolulu (OJT apprenticeship training with various chefs), and participated in the Westin Apprenticeship Program. He has global promotional experience and strong computer skills with software such as ChefTec. He currently teaches CULN 101B (Introduction to Food Service, Basic Skills, and Sanitation), CULN 102C (Introduction to Food Service, Pantry Development, and Basic Baking), CULN 130 (Intermediate Cookery), and CULN 150 (Fundamentals of Baking).

Chef Mark Oyama, Assistant Professor

Similar to Mr. Miyasato and Chef Nakata, Chef Oyama also received an A.S. Degree in Culinary Arts from Kapi'olani Community College. He is the founder and president of the award-winning Contemporary Flavors Catering, the largest full-service, licensed catering company on Kaua'i. With over 30 years of culinary experience in various locations such as China, the Big Island, O'ahu, Alaska, and Connecticut, Chef Oyama specializes in Pacific Rim and continental fine dining cuisine. He has garnered numerous accolades such as the 2000 Small Business Administration's Small Business Person of the Year Award for the island of Kaua'i, the Pacific Business News Forty under 40 Award, and the Chancellor's Excellence in Teaching Award. In 2014, he was selected as a recipient for UHCC's "50 Finest" award given to those who have significantly contributed to the growth and innovation of the community colleges over the years. In 2015, Chef Oyama was inducted into the prestigious Hawai'i Restaurant Association Hall of Fame. He has professional affiliations with ACF, National Association of Catering Executives, Kaua'i Wedding Professionals Association, and Kaua'i Chamber of Commerce. He serves as a member of the Kaua'i Economic Development Board Food and Agriculture Committee, County of Kaua'i Agricultural Advisory Committee, Citizens Advisory Committee for the Kaua'i County General Plan Update, and the Big Brothers Big Sisters Board. Chef Oyama currently teaches CULN 102B (Introduction to Food Service, Breakfast Cookery, and Cafeteria Service), CULN 221 (Continental Cuisine), CULN 222 (Asian Pacific Cuisine), and CULN 294 (Culinary Arts Practicum).

In addition to campus committee work and administrative duties that are divided among division faculty to ensure representation on every campus committee, per union contract, all faculty at Kaua'i Community College are expected to instruct a minimum of 27 teaching equivalents per year. However, the combination of lecture and lab courses for Career and Technical Education (CTE) programs are calculated differently than the combination of lecture and lab courses in the liberal arts area. Please see the [2015-2017 agreement between UHPA and the Board of Regents](#) for details.

Counseling students on course-related matters is the responsibility of instructors, whereas academic counseling is the responsibility of the program counselor. Culinary Arts faculty also coach students who are preparing for culinary competitions and mentor students at various extracurricular events including product demonstrations, career fairs, scholarship fundraisers, and catering for campus fundraisers. Additionally, they serve as advisors to the Culinary Arts Club.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.04 All program faculty in the technical phase of the program must meet the following qualifications:</i></p> <p><i>For Secondary Programs:</i></p> <p><i>a. Certifiable at the ACF Certified Sous Chef (CSC) level or Certified Secondary Culinary Education (CSCE) level.</i></p> <p><i>or</i></p> <p><i>b. Has an Associate Degree in a related discipline.</i></p> <p><i>For Post-Secondary Programs:</i></p> <p><i>a. Certifiable at the ACF Certified Sous Chef (CSC) level.</i></p>	<p>1. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.</p> <p>2. Write narrative response describing:</p> <p>a. If any of your full-time technical instructors do not meet the ACF certifiable levels and what actions are being taken to achieve these certifiable levels.</p> <p>Note: Adjunct instructors, whose hours add up to a full time position, are considered to be full time equivalent faculty.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 4.04, Exhibit 4D</p>	
<p>Narrative Response:</p> <p>All full-time Culinary Arts faculty at Kaua'i Community College meet two of the three criteria for the Certified Sous Chef level per ACF standards. Faculty will attend refresher courses in nutrition, safety and sanitation, and supervisory management to comply with the ACF Certified Sous Chef qualifications before the Fall 2017 semester begins.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.05 The personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.</i></p>	<p>1. Write narrative response describing:</p> <p>a. How personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.</p>
<p>Narrative Response:</p> <p>Kaua'i Community College adheres to policies that are established by the Board of Regents and implemented through UH administrative procedures. Representatives from various campuses and offices periodically review and update these policies. The Equal Employment Opportunity and Affirmative Action coordinator at Kaua'i Community College works with the institution to ensure that these policies are followed.</p> <p>Employees at Kaua'i Community College undergo a performance review at regular intervals as determined by their position. The process varies according to the bargaining unit or union contract of the employee. Civil service staff are evaluated by their supervisors using the Employee Performance Appraisal form. Faculty members are evaluated</p>	

according to the current UHPA contract. Administrative, Professional, Technical (APT) employees are evaluated by their supervisors using the UH APT Broadband online system.

At the beginning of the fall semester, the UH system sends out guidelines for tenure, promotion, or contract renewal to assist faculty through the different processes. The guidelines include deadlines, procedures, classifications, and forms. Faculty members undergo a contract renewal every two years until they apply for tenure. The review of contract renewal applications serves as a performance review of the faculty member. Each division has personnel procedures known as Division Personnel Committee (DPC) Guidelines that are approved by the faculty union and the academic division. Part of this process involves peer evaluations by members of the DPC as well as evaluations by the division chairperson and vice chancellor for academic affairs. Contract renewal occurs on the second and fourth year of the tenure track. On the first and third years, divisions may choose to conduct a review in accordance with their DPC Guidelines or faculty members may complete an administrative review. Tenured faculty complete a post-tenure review every five years.

All other employees, including administrators, have annual performance reviews conducted by their supervisors (in the chancellor's case, the performance review is done by the UH vice president for community colleges). The annual evaluation of executive employees are conducted in compliance with the Board of Regents Policy Section 9-12 ([Supplemental Exhibit 10](#)) and the UHCC Policy 9.202 ([Supplemental Exhibit 11](#)). The policy requires a self-evaluation as well as evaluations by peers, constituents, and subordinates using an online assessment known as the 360° Executive Assessment.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.06 The faculty is adequate in number to implement the program of instruction and related activities effectively and safely.</i>	1. Write narrative response describing: a. The faculty / student ratio in both lecture and lab classes and include a description of teaching assistants and their roles.
Narrative Response: The maximum faculty-to-student ratio is 1:20 in all CULN lecture and lab courses. The exceptions are CULN 101B, CULN 101C, CULN 102B, and CULN 102C where the maximum faculty-to-student ratio is 1:15 due to the challenges presented with having to supervise inexperienced students in multiple production lab classes where they prepare food twice a week for the cafeteria on campus. These students require more supervision to maintain safety and sanitation standards. At this time, the Culinary Arts program has no teaching assistants.	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.07 The program needs to have a standard number of full-time equivalent faculty based on the institutional requirements of the student / faculty ratio.</i>	1. Write narrative response describing: a. The student to faculty ratio for lecture classes. Student: _____ Faculty: _____ b. The student to faculty ratio for lab classes. Student: _____ Faculty: _____ c. Where in the institution's policies and procedures are the student / faculty ratios documented.
Narrative Response: Although there is no institutional policy determining the faculty-to-student ratio for lecture or lab classes at Kaua'i Community College, the APRU provides faculty-to-student efficiency ratios as a measure of program health. The student-to-faculty ratio ranges as follows: healthy (15-35 students to one instructor), cautionary (36-60 or 7-14 students to one instructor), unhealthy (61+ or 6 or fewer students to one faculty). 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; however, being that the lecture classrooms have a maximum seating capacity of 24 students, Culinary Arts faculty will determine whether or not to exceed the 20-student limit on a case-by-case basis should a student have to retake a lecture course.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.08 There is evidence of participation and attendance at regularly scheduled faculty meetings. Meeting minutes are available for review.</i>	1. Exhibit 4E - Faculty Meeting Minutes. 2. Write narrative response describing: a. Faculty meetings where the faculty actively participate in policy formation, program planning and priority setting.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 4.08, Exhibit 4E	
<p>Narrative Response:</p> <p>The Culinary Arts department actively participates in policy formation, program planning, and priority setting at weekly program/department meetings throughout the academic year. The purpose of these meetings is to discuss student and program concerns, revise and develop program policies, identify repair and maintenance needs, develop scholarship opportunities, improve and develop the curriculum, and review and schedule functions/events. Culinary Arts faculty also review financial concerns based on the profit and loss data that the fiscal APT employee consolidates for the cafeteria and CULN classes. Plans for fiscal improvement are also developed on an as-needed basis.</p> <p>Kaua'i Community College and campus units continually review data for future direction, structure, and operations. As part of the Business Education division, Culinary Arts faculty attend monthly division meetings where the department reviews or develops evaluations, schedules, committee assignments and reports, campus procedures and policies, MYPOs, curriculum and assessment approvals, and DPC procedures.</p> <p>At the system-wide level, the program coordinator attends semi-annual PCC meetings with his/her program peers across the UHCC system. These meetings allow program faculty to discuss common issues including articulation, course numbering, SLOs, assessment tools, and best practices.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.09 The program faculty must show evidence of professional growth on an annual basis in the area of instructional and technical skills.</i>	1. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors. 2. Write narrative response describing: a. Faculty professional development activities and include budget allocation, release time conditions, and how action plans are developed.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 4.09, Exhibit 4D	

Narrative Response:

Culinary Arts faculty are encouraged to attend annual professional development activities. Each instructor selects professional development opportunities, which are often based on student and focus group evaluation results, industry changes, and professional interest to improve the program as well as provide continual professional growth. Faculty members interested in professional development activities must present a proposal with specific information (e.g., dates, costs, and activity) at the weekly program/department meeting. Once the department approves the proposal, the funding request is submitted to the vice chancellor for academic affairs to release Culinary Arts funds. Campus funds that support professional development opportunities for faculty are limited to \$5,000 for the entire Business Education division; therefore, the cost of professional development opportunities for Culinary Arts faculty is usually paid for with money raised from Culinary Arts fundraisers.

Culinary Arts faculty do not request release time for professional development activities being as most are held during academic breaks. If they participate in professional development activities during the academic year, they must make arrangements for an assignment, a substitute instructor, or a job shadowing opportunity for students at one of the properties where the Culinary Advisory Board members are employed. Faculty who will miss days during the duty period must submit a request for absence form and receive approval from both the chancellor and the vice chancellor for academic affairs. The vice chancellor for academic affairs then determines how the missed days will be made up.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
4.10 Support services and personnel are provided to meet the needs of the program and to facilitate the work of the culinary faculty.	1. Write narrative response describing: a. The administrative support services available to the program.
<p>Narrative Response:</p> <p>The following administrative support services are available to the program:</p> <ul style="list-style-type: none"> • A new position for a CTE director was created and filled in the fall of 2016 to assist CTE programs with external accreditation, Carl D. Perkins grant management and obtainment, ensure that programs remain current with regional workforce trends, assist with Early College, obtain new community and state partnerships, develop and/or revise academic programs and support services in collaboration with faculty, recruitment, marketing, curriculum revision, and budgeting. • The Business Education division chairperson is responsible for overseeing, guiding, and providing administrative support to the five academic programs under the Business Education division, which includes the Culinary Arts program. • An office assistant for the Business Education division provides clerical support to all faculty and staff in the division. The primary responsibilities of the office assistant include preparing and processing purchase orders and college forms, maintaining Culinary Advisory Board and department minutes, and monitoring the division's budget. • APT positions within the department coordinate products required by the program instructional classes, prepare the profit and loss statements, order program supplies, supervise the cafeteria, and assist the program coordinator as needed. • A Business Education counselor is available to advise students, provide career counseling, and make referrals to student support services for all students majoring in any of the five programs that are under this division. In addition, the counselor attends department meetings and provides input into program-related topics from a student services perspective. • The Operations and Maintenance department on campus handles requests for minor repairs, which include light fixture maintenance and painting. Major repairs and monthly maintenance contracts are managed by the program coordinator/fiscal APT employee and are supported 	

<p>through the program's supply budget, as well as the special revolving fund account.</p> <ul style="list-style-type: none"> • The janitorial staff in the Operations and Maintenance department also handles the daily cleaning of classrooms, dining areas, and restrooms. Upon request, support is also provided for periodic heavy cleaning. • and assist division chairpersons with administrative duties that include scheduling

Section 5.0 Standards Curriculum

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.01 The curriculum implements the program mission, goals and objectives.</i>	<p>1. Write narrative response describing:</p> <p>a. How the program fulfills the stated mission and goals and objectives of the program.</p>
<p>Narrative Response: As mentioned in Standard 2, the Culinary Arts program mission is:</p> <p><i>“Utilizing the island’s beauty and abundant agricultural potential, the mission of the [Culinary Arts program] at Kaua’i Community College is to provide a caring, quality learning environment, offer cultural, historical, and current culinary training and prepare students for employment and lifelong success.”</i></p> <p>The program mission, course SLOs (CSLOs), and PSLOs are major influences on the program curriculum and the basis for its design. To fulfill its mission, CSLOs are derived from the 13 ACF competencies to ensure that students meet current industry standards. With community and student learning needs, CSLOs are the foundation upon which each course is based. Each CSLO also addresses at least one of the five PSLOs (refer to Standard 2) to in order to provide students with a quality learning environment. Although PSLOs are not required to be addressed in every course, the A.A.S. degree program must meet all PSLOs.</p> <p>The curriculum provides numerous opportunities for students to interact with culinary professionals to gain familiarity with the industry. Students work with these professionals, especially ACF-Kaua’i Chapter members, at campus events such as the annual ACF Brunch and the Spring Gourmet Gala. They learn about the relationship between culinary arts and other professions through field trips and listening to guest speakers from the industry and government. They also have an opportunity to cook for and serve guests in the public dining room on campus where local products are used to support the island’s agricultural potential. The CULN 294 practicum course provides students with a business perspective to run their own restaurant, apply critical thinking skills and strategies, and evaluate/assess the business and their abilities in both employer and employee roles. Embedding these opportunities in the program supports its mission to provide lifelong success and prepare students to enter the workforce.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.02 Course description and units of instruction follow syllabi and lesson plans which clearly state measurable objectives, student activities, learning resources, time allotment, grading criteria and student evaluation methods.</i>	<p>1. Exhibit 5A - Sample syllabi and lesson plans for the following courses: Nutrition, Sanitation and Human Relations Management.</p> <p>2. Write narrative response describing:</p> <p>a. How syllabi and lesson plans are developed to contain the following information:</p> <ul style="list-style-type: none"> - goals and objectives of the course. - text and reference materials required. - evaluation methods. - laboratory or classroom policies. - schedule of materials to be covered.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink:

[Standard 5, Exhibit 5A](#)

Narrative Response:

Culinary Arts instructors develop syllabi in conjunction with ACF competencies, which are used to develop goals and objectives of CULN courses. The ACF competencies determine the amount of time needed to adequately present each competency when developing the schedule of course content. The textbooks and reference materials selected for each course reinforce the ACF competencies, goals, and objectives of the course. Course objectives are mapped in an assessment software called LiveText to confirm that all ACF competencies and CSLOs have been met.

Instructors use their self-developed rubrics to assess CSLOs and PSLOs. They also evaluate student lab work with a daily point guideline based on an evaluation rubric. Each course evaluation measures professionalism and alignment of pertinent ACF competencies.

Lab and classroom policies outlined in the syllabus are developed in accordance with UH policies and procedures, federal and local laws, and recommendations from the Culinary Advisory Board that reflect industry needs. These policies are presented at the mandatory orientation for new culinary students. They are also available in the Culinary Arts student handbook as well as in the syllabus.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.03 Opportunities are offered through the curriculum, to strengthen the student's competence in communications, critical thinking, problem solving, leadership and human relation skills.</i>	1. Write narrative response describing: a. How the curriculum develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds.

Narrative Response:

Throughout the program, students develop competence in communication, problem solving, leadership, and the ability to interact with individuals from varying backgrounds. These skills are executed in various classes by evaluating their daily competencies. Although students in the fundamentals classes may be less competent in these skills than those who are in the upper level courses, it is expected that their skill set will be enhanced with practice as they progress to more advanced CULN courses. For example, in the first semester of the program, one of the courses that the students will take is CULN 130. In this course, students are placed in the cafeteria where they must greet guests, take orders, or explain the daily menu. In the second semester, students will take CULN 160 where they continue to develop their communication skills. In this class, guests are asked to critique the students' services to provide feedback for skill improvement. During the third and fourth semesters, students take CULN 221, CULN 222, and CULN 294 where they will prepare and serve restaurant meals to the public. They are randomly assigned to teams to reinforce problem solving, teamwork, and leadership skills. As with CULN 160, guests are asked to critique students to identify areas of improvement and their strengths. While teamwork is heavily emphasized in the third and fourth semesters, this is a common theme throughout the entire curriculum. Adding to the dynamic and enhancing student learning, historically, culinary students have represented diversity in culture, age, and gender and they must learn to work with varying abilities and skill sets.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.04 Guest speakers and field trips are utilized to provide program enrichment.</i>	1. Write narrative response describing: a. How the program uses community resources, including field trips and guest speakers. List specifics from the previous year.

Narrative Response:

Culinary Arts instructors are well-connected to the culinary community and are able to draw from resources in the

industry, such as industry professionals, to support instruction, provide program enrichment, and help students gain a pragmatic picture of the industry. In addition to organizing field trips and encouraging participation in culinary-related community events, instructors invite a variety of guest chefs, vendors, and other professionals to give presentations and/or demonstrate their specialties. Examples from the previous year include:

1. Chef Matt DelaCruz, a program graduate and Executive Chef of Contemporary Flavors Catering, and Chef Sabre Kennedy from Garden Island and Valley Island Seafoods spent an entire day at Kaua'i Community College working with students in CULN 221 to teach them how to use regional seafood. They demonstrated fundamentals of cooking and expression of creativity, which are required in this profession.
2. Sponsored by the Hawai'i Culinary Education Foundation, the Pig and the Lady Chef/Owner, Andrew Le, demonstrated fusion techniques of European and Vietnamese cuisines used in his restaurant.
3. Every fall, culinary students learn about fire safety from the Kaua'i Fire Department. The most recent training on August 31, 2016 focused on how to extinguish live fires. In CULN 112, students learn about sanitation regulations and day-to-day operations from a Board of Health guest speaker.
4. Island chefs invited to CULN 221 classes demonstrate various dishes. In Fall 2015, Chef Ben Takahashi from the Club at Kukui'ula demonstrated "France--from Normandy to Provence."
5. Chef Lee Anne Wong, a Celebrity Chef and Hawai'i Restaurant owner, presented a hands-on demonstration on Chinese style dumplings to the first and second year students in Spring 2016.
6. Students assisted Chef Guy Higa and various vendors at the Y. Hata Trade Show held at the Kaua'i Marriott in April 2016. This event was a mini food show with seminars for select restaurants and businesses on Kaua'i to learn about and sample products and services available for purchase and wholesale operations.
7. Students are assigned to work with chefs from the ACF-Kaua'i Chapter, various businesses, and with noted chefs from Honolulu at the annual ACF Brunch fundraiser held every February and the annual Spring Gourmet Gala fundraiser held every April.
8. Students visit local produce farms and processing plants, including the slaughter house at Makaweli, to better understand local operations and available products.

At the end of the program, students were provided with an opportunity to fly to O'ahu for a culinary exploration field trip. They visited the Honolulu Fish Auction where Brooks Takenaka gave a presentation on sustainable fishing and processing. Students also visited a specialty gourmet commercial bakery called La Tour Cafe. In addition, they toured and dined at two restaurants: the Pig and the Lady and MW Restaurant. Grant Shindo and Makamae Kahawae from Upspring Media gave a presentation on the pros and cons of social media emphasizing responsible use to avoid negative impacts on future employment.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.05 There is a rationale for the organization of the curriculum.</i>	1. Write narrative response describing: a. What the rationale is for the organization and sequencing of courses.
<p>Narrative Response: The organization of the Culinary Arts curriculum enables students to progress from simple to more complex culinary educational experiences and skills in order to prepare them to enter the workforce within two years. The C.O. in Culinary Arts was created to prepare completers for employment as a prep cook with basic sanitation and culinary skills and knowledge of the various careers available within the culinary industry. Graduates of the C.A. in Culinary Arts acquire additional skills in culinary, baking, and customer service. Graduates of the A.A.S. degree complete all of the ACF competencies and college-level English and math. The A.A.S. degree also strengthens skills in communication, critical thinking, problem solving, leadership, and human relations. Graduates interested in continuing their culinary education may transfer to a four-year university.</p> <p>Regarding non-CULN courses, the curriculum has undergone three major changes since the 2010 accreditation site visit. The first change occurred when ENG 100 and MATH 100 were added as graduation requirements for both the C.A. in Advanced Culinary Arts and the A.A.S. degree because of a system-wide initiative required by the Accrediting Commission for Community and Junior Colleges. Effective Fall 2016, these two courses were removed</p>	

from the Advanced Culinary Arts curriculum to offer students an exit point at a higher level certificate and give them an opportunity to complete the English and math required for the A.A.S. degree. The third change occurred because of a UHCC student success initiative ([Supplemental Exhibit 12](#)). In Fall 2016, remedial/developmental English and math courses were replaced with co-requisite models to better support student learning of college-level course content and allow students to complete their degree on schedule. For example, ENG 100X replaced ENG 21 and ENG 22 and has a co-requisite of ENG 100 (students who enroll in ENG 100X must also concurrently enroll in ENG 100). Remedial English and math courses are entry requirements for the program. As of Fall 2016, culinary students entering the A.A.S. degree program must place into ENG 100X and MATH 82X and the minimum graduation requirements for the A.A.S. degree are ENG 100 (or ENG 106) and MATH 100 (or higher).

Although the eight-credit C.O. in Culinary Arts--Food Prep is stackable with the A.A.S. degree program, this certificate is available for students who are unsure of their career goals, but would like to learn more about entry-level positions. Also, as a cohort program, entry into the A.A.S. degree program is available only during the fall semester and, as a result, the C.O. in Culinary Arts--Food Prep helps to minimize the attrition in the Fall cohort by providing a one-semester certificate for career exploration.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information	
5.06 Course requirements are organized and sequenced so that knowledge and skills are developed progressively throughout the program.	1. Write narrative response describing: a. How the course requirements are organized and sequenced.	
Narrative Response: Requirements for CULN courses are sequenced to build upon the knowledge and skills developed in prior courses as students progress through the curriculum. For example, in the first semester, all students take CULN 111, CULN 112, CULN 116, CULN 120, and CULN 130. In these courses, students explore the various career choices available in the culinary industry and learn basic skills/techniques (e.g., knife use, sanitation requirements, basic cooking methods, and product knowledge) and are introduced to sustainable products, menus, and facilities. The last course of the program, CULN 294, incorporates all program skills/techniques and students are assessed on their ability to organize, operate, and manage their restaurant. Students are provided with a clear pathway for attainment of the A.A.S. Degree in Culinary Arts as outlined Tables 5.1-5.4.		
Table 5.1: Requirements for C.O. in Culinary Arts		
All culinary students take the following five courses in their first fall semester. Successful completers will earn a C.O. in Culinary Arts (14 credits).		
First Year Fall Courses		
Course	Prerequisite	Credits
CULN 111 (Introduction to the Culinary Industry)	None.	2
CULN 112 (Sanitation and Safety)	Qualified for ENG 106.	2
CULN 116 (Introduction to Culinary Sustainability)	None.	1
CULN 120 (Fundamentals of Cookery)	Qualified for ENG 106. Qualified for MATH 82X. "C" or higher or concurrent enrollment in CULN 112.	4
CULN 130 (Intermediate Cookery)	"C" or higher in CULN 120.	5
Total credits for first year fall courses		14
Table 5.2: Requirements for C.A. in Culinary Arts		

Students must have completed the C.O. in Culinary Arts curriculum. Successful completers of the following two courses will earn a C.A. in Culinary Arts (24 total credits).		
First Year Spring Courses		
Course	Prerequisite	Credits
CULN 150 (Fundamentals of Baking)	"C" or higher in CULN 130.	5
CULN 160 (Dining Room and Beverage Service)	"C" or higher in CULN 150.	5
Total credits for first year spring courses		14
Table 5.3: Requirements for C.A. in Advanced Culinary Arts		
Students must have completed the C.A. in Culinary Arts curriculum. Successful completers of the second year courses below will earn a C.A. in Advanced Culinary Arts (32 total credits).		
Second Year Fall Courses		
Course	Prerequisite	Credits
CULN 185 (Culinary Nutrition)	Qualified for ENG 106. Qualified for MATH 82X.	3
CULN 221 (Continental Cuisine)	"C" or higher in CULN 150 and CULN 160.	5
CULN 222 (Asian Pacific Cuisine)	"C" or higher in CULN 221.	5
CULN 271 (Hospitality Purchasing and Cost Control)	Qualified for MATH 100 or approval of instructor.	4
Second Year Spring Courses		
Course	Prerequisite	Credits
CULN 115 (Menu Merchandising)	"C" or higher in BUSN 189 or qualified for MATH 100 or higher and ENG 100 or higher.	2
CULN 240 (Garde Manger)	"C" or higher in CULN 221 and CULN 222 or approval of instructor.	5
CULN 275 (Human Resource Management and Supervision)	"C" or higher in CULN 271. Qualified for ENG 100.	3
CULN 294 (Culinary Arts Practicum)	Approval of instructor or "C" or higher in CULN 185, CULN 240, and CULN 271.	5
Total credits for second year fall and spring courses		32
Table 5.4: Requirements for an A.A.S. Degree in Culinary Arts		

Students who successfully complete all CULN courses required for the C.A. in Advanced Culinary Arts will earn an A.A.S. Degree in Culinary Arts after successfully completing the English and math requirements total credits).		
First Year Fall Course (Recommended)		
Course	Prerequisite	Credits
Written Communication: ENG 100 or ENG 106 (recommended)	Prerequisite varies depending on the course selected (see college catalog). *It is recommended that students take this course in their first fall semester; however, this course may be successfully completed at any time.	3-4
First Summer Session (Recommended)		
Course	Prerequisite	Credits
MATH 100 (recommended) or higher	Prerequisite varies depending on the course selected (see college catalog). *It is recommended that students take this course in their first summer semester; however, this course may be successfully completed at any time.	3
Total credits		6-7

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.07 The allocation of credit for lecture and lab hours is consistent with the expectation of the institution.</i>	1. Write narrative response describing: a. How the allocation of lecture and lab hours are determined.
Narrative Response: All credit courses at Kaua'i Community College follow general guidelines with regard to the allocation of credit for lecture and lab hours that reflect other UH institutions and, specifically, the CIP. Five types of contact hours are used to determine contact hours; however, CULN courses only consist of lecture, lecture/lab, and lab. Each type of contact hour has a specific credit-to-contact hour ratio to calculate the total number of contact hours per week: lecture courses have a ratio of 1:1, lecture/lab courses have a ratio of 1:2, and lab courses have a ratio of 1:3.	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.08 The program must exhibit evidence of meeting the competencies as specified in the ACFEF "Required Knowledge and Skill Competencies", which are designed to include both hands-on and theoretical culinary instruction.</i>	1. Exhibit 1D - Completed Required Knowledge and Skill Competencies Template for each program to be reviewed. (Copied from Standard 1.0) 2. Write narrative response describing: a. How instructors document student achievement of the Required Knowledge and Skills Competencies.

	3. Have the following supporting documents available during site-visit: <ul style="list-style-type: none"> a. Syllabi b. Lesson plans c. Assignments d. Quizzes e. Tests f. Lab evaluations
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 5.08, Exhibit 1D	
Narrative Response: The ACF competencies are covered at the beginning of each course. In the lab courses, instructors use a daily lab scoring sheet to evaluate each student's attainment of the ACF competencies. Students having trouble meeting a particular competency may schedule an open lab session with the instructor for more hands-on practice. In lecture courses, quizzes, tests, projects, and assignments are used to evaluate student achievement of required competencies.	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.09 Nutrition, Sanitation and Human Relations Management competency areas must meet the minimum number of contact hours as listed below:</i> <u>Secondary Programs:</u> <i>Minimum of 15 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 7 hours directed by an instructor.</i> <u>Post-Secondary Programs:</u> <i>Minimum of 30 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 15 hours directed by an instructor.</i>	1. Exhibit 1D - Completed Required Knowledge and Skill Competencies Template for each program to be reviewed. (Copied from Section 1.0)
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 5.09, Exhibit 1D	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.10 Program completion requirements are documented and conform to the institution or accrediting body standards.</i>	1. Write narrative response describing: <ul style="list-style-type: none"> a. What are the general requirements for students to receive a diploma, certificate or degree from the institution. b. What the specific requirements for graduation from the program. c. How students are made aware of these requirements.
Narrative Response: After successfully completing their program of study, students must apply for graduation and pay a \$15 graduation fee to receive a diploma, certificate, or degree at Kaua'i Community College. To be eligible for graduation, continuing students may meet the program requirements for the year in which they enter a program major or requirements of	

subsequent program revisions that occurred. Students not continuously enrolled in a program must meet the program requirements in effect upon their re-entry.

All programs at Kaua'i Community College require a cumulative grade point average of 2.0 or better for all courses applicable toward the certificate or degree. Graduation may be denied if all requirements, including incomplete grades, are not met by the end of the final semester in which the student intends to graduate. Students may qualify to graduate at the end of either the fall or spring semester (or at the end of the summer session); however, the commencement ceremony is held only once per year at the end of the spring semester.

Certificates and degrees in a program must meet the total credits specified by the institution. A.C.O. must be at least 4 credit hours, but may not exceed 23 credit hours. The C.A. must be at least 24 credit hours, but may not exceed 45 credit hours (unless external employment requirements exceed this number). For the A.A.S. degree, students must complete at least 60 credit hours. Certificates and degrees that are 19 credit hours or more provide students with skills and competencies for gainful employment.

In addition to the institution's graduation requirements, there are specific program graduation requirements. Students must earn a "C" or higher in all CULN courses. Although ENG 106 and MATH 100 are required to graduate with an A.A.S. Degree in Culinary Arts, transfer to UH West O'ahu's baccalaureate program in Culinary Arts with a concentration in Culinary Management requires successful completion of ENG 100 and MATH 103. Students must decide which academic path they wish to pursue to determine the English and math skills required.

Graduation requirements are made available in the college catalog and in the Culinary Arts student handbook. Faculty reiterate requirements throughout the program. Students may also obtain information on graduation requirements through the mandatory academic advising process each semester prior to course registration.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.11 There are well-defined, verifiable, and consistent measurement strategies utilized in the grading procedures in both lecture and lab courses.</i>	Exhibit 5B - Lab Evaluation Form. Have the following supporting documents available during site-visit: <ol style="list-style-type: none"> Syllabi Lesson plans Assignments Quizzes Tests Lab evaluations Grade books and/or access to online grading system
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. yperlink: Standard 5.11, Exhibit 5B	
Narrative Response: N/A	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.12 Students are kept informed of their performance and progress in both lecture and lab courses.</i>	1. Write narrative response describing: <ol style="list-style-type: none"> The grading procedures in both lecture and lab courses. Include a description of how students are kept informed of their progress.
Narrative Response: Instructors follow grading procedures and policies as stated in the college catalog. The grading scale is detailed in every course syllabus to provide students with the criteria for determining grades. Students are evaluated using tests, quizzes, practical exams, demonstrations, and/or rubrics. With content differing for each class, students are	

graded on course-specific objectives listed in the course syllabus. Event logs and contracts are used in the program to document inadequate performance based on current industry procedures and standards.

Most instructors electronically record results of daily work and assignments using LiveText where students may review assessment rubrics and access their assessment results. Some instructors hold periodic one-on-one conferences to discuss the student's progress, while other instructors encourage students to check-in with them regularly throughout the duration of the course. Both models provide current assessment of progress and, when necessary, provide for improvement plans.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.13 The curriculum provides for correlation of theoretical and practical learning experiences.</i>	1. Write narrative response describing: a. How your courses correlate theory and actual practice in the lab.
Narrative Response: An ideal learning environment for culinary students involves applying theory in a hands-on setting to master skills under the supervision of an instructor. During lecture-based classes, instructors provide an overview of theories and related assignments. The pedagogical style of a lab class enables hands-on learning by applying and reflecting upon theories introduced in the lectures. A lecture/lab course allows for an ideal setting because the combination of lecture and lab is structured into the course. Lecture courses, such as CULN 112, may be broad in its application; however, the fundamentals of sanitation and safety are introduced in this course and students are evaluated on these practices in every subsequent lab class. The lab environment allows students to not only learn by doing, but also by applying analytic evaluation and utilizing critical thinking skills for problem solving.	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.14 The lab experiences and dining facilities, if applicable, reflect high standards of professional appearance by instructors and students to ensure sanitation and safety policies are being met.</i>	1. Write narrative response describing: a. The institution's lab uniform policy. Include where this policy is visible to students. b. The institution's dining room uniform policy, if applicable. Include where this policy is visible to students. c. If the students are responsible for providing the required uniforms or if the uniforms are provided by the school. d. How the uniform policies are enforced.
Narrative Response: The kitchen lab uniform policy is provided below and detailed in the Culinary Arts student handbook: <ul style="list-style-type: none"> • A clean, pressed long sleeve, white chef's jacket with plain white undergarments. • Traditional standard size checked chef's pants. • A clean, white, wrinkle-free apron washed daily. • Thermometer. • Approved chef's hat to be worn appropriately at all times, except when providing dining room service. • A Kaua'i Community College embroidered jacket with a secure nametag or approved name embroidery. • Shoes—clean shoes with white or black socks, no slippers (i.e., flip flops). Non-skid, oil resistant, and covered toe. Fabric shoes are not acceptable. • Absolutely no baseball caps or sunglasses. • All clothing must be clean, wrinkle-free, and free of holes. The uniform policy for the dining room is provided below and as with the lab uniform policy, it is also detailed in the Culinary Arts student handbook: <ul style="list-style-type: none"> • A clean, pressed collared long-sleeved white dress shirt with plain white undergarments. • A clean, pressed long black dress pants (tight fitting and/or low cut pants are not acceptable). 	

- An acceptable belt, as illustrated in the handbook.
- A clean, pressed, appropriate necktie, as illustrated in the handbook.
- A clean black server's apron.
- Dress shoes—all black, cleaned, and polished with black socks. Non-skid, oil resistant, and covered toe. Fabric shoes are not acceptable.
- Absolutely no baseball caps or sunglasses.
- All clothing must be clean, wrinkle-free, and free of holes.

Students in the Culinary Arts program must supply their own uniforms for both the kitchen and dining room lab classes. Instructors enforce the uniform policy with daily points. Students who fail to arrive to lab classes in full uniform will not be permitted to participate in lab that day as they may jeopardize their safety.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.15 The lab experiences reflect high standards to ensure sanitation and safety policies are being met.</i>	<p>1. Write narrative response describing:</p> <p>a. How safety and sanitation practices are included in the lesson plans.</p> <p>How safety and sanitation practices are monitored and enforced in the labs.</p>
<p>Narrative Response:</p> <p>Students take the course on sanitation and safety (CULN 112) in their first semester. This course introduces students to the fundamentals of food safety in the food service industry. These fundamentals are reinforced in all lab courses, including the final practical exam, and are outlined in the course syllabi. As a learning outcome for lab courses, students are assessed and evaluated daily while demonstrating these practices in the lab. Instructors monitor/supervise students correcting them when necessary or, depending on the seriousness of their non-compliance with safety and sanitation practices, they may be asked not to participate in class.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.16 Employees and students are trained in the correct handling and use of hazardous materials, substances, or wastes. Safety Data Sheets (SDS) are available in each of the lab and are reflective of current inventory.</i>	<p>1. Write narrative response describing:</p> <p>a. How students are trained in the correct handling and use of hazardous materials, substances, or wastes.</p> <p>b. Where Safety Data Sheets (SDS) are available in each lab.</p> <p>c. The process for keeping the Safety Data Sheets (SDS) updated based on corresponding current inventory of chemicals, which allows for compliance with OSHA standards.</p>
<p>Narrative Response:</p> <p>In CULN 112, culinary students are trained in the correct use of hazardous materials. In order to graduate from the program, students must pass this course with a “C” or better grade. Beginning Fall 2017, the program will pay for the ServSafe certification exam fee for students who successfully complete CULN 112.</p> <p>Content in the Material Safety Data Sheets (MSDS) binder is introduced to students in CULN 112 and CULN 120. In every lab course, instructors discuss the MSDS with their students informing them of their location and use. Each lab classroom has one MSDS binder (e.g., above hand sink in fine dining kitchen and bake shop, next to the fire extinguisher in the cafeteria kitchen, and directly outside the entrance to the demonstration kitchen). The MSDS are also in every equipment checklist for each lab class.</p> <p>When new products are acquired, the cafeteria manager is responsible for collecting and compiling the MSDS. A</p>	

Hazmat department representative within the program must sign off on all chemical purchases.
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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.17 Students are trained in the proper use of lab equipment with documentation and evidence of training available for review and kept on file. (Equipment Safety Check Sheet).</i>	1. Exhibit 5C - Copy of the Equipment Safety Check Sheet.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 5.17, Exhibit 5C	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.18 The program and curriculum are sufficiently flexible to provide for individual differences among students.</i>	1. Write narrative response describing: a. How the program provides flexibility to adapt to individual differences among students (i.e. honors programs, remedial instruction, peer tutoring, disabilities, etc.).
<p>Narrative Response:</p> <p>The Culinary Arts program continues to provide flexibility in adapting to individual differences among students. Examples include:</p> <ol style="list-style-type: none"> 1. Offering a one-semester, eight-credit C.O. in Culinary Arts--Food Prep to students who do not meet the entry requirements for the A.A.S. degree program. As an introduction to the food service industry, this certificate helps underprepared students understand the commitment and dedication required for success in the industry and in the program. Upon satisfactory completion of this certificate, students are qualified to enter the A.A.S. degree program (provided that the English and math admission requirements are also met) and are prepared for entry-level positions, such as a dishwasher or prep cook. 2. Collaborating with Math faculty to offer a non-credit, no-cost technical math workshop in the summer of 2016 to students to increase technical math skills required in the kitchen. 3. Requesting that the Math department offer MATH 100 during the summer to accommodate the culinary lab schedule. The intensive two-week course proved successful because students could focus solely on the MATH 100 content and were better prepared for the upcoming fall semester CULN courses. The success rates of students graduating with an A.A.S. degree while taking MATH 100 during the summer were 89% in 2016, 89% in 2015, and 90% in 2014. With this data, culinary students are encouraged to enroll in MATH 100 during the summer semester. 4. Providing open labs, on an as-needed basis, to allow students to hone their skills to meet course competencies or prepare for a culinary competition. 5. Allowing culinary students access to computer labs located in the Campus Center. <p>In addition, all Kaua'i Community College students have access to various services that include:</p> <ol style="list-style-type: none"> 1. Phi Theta Kappa, an international honor society, whose purpose is to recognize and encourage scholarship among two-year college students. 2. The Wai'ale'ale Project, which is available to eligible Kaua'i and Ni'ihau residents who had not previously considered a college education. As a service funded by donors and community foundations, recipients are eligible to enroll in classes at Kaua'i Community College at no cost. The Wai'ale'ale Project also offers scholarships and academic support to its participants. 3. The Kipaipai Program, which assists students in their first year of college by providing support services and resources. 4. A mental health and special needs counselor for students requiring accommodations. 5. Academic assistance and support offered through the Learning Resource Center. Students receive assistance in strengthening necessary skills to improve their class performance and achieve both 	

<p>educational and personal goals. The Learning Resource Center offers professional tutoring in English and writing. Peer tutoring is also available throughout the year for all students.</p> <p>6. The Veteran Support Center, which provides resources to help veterans succeed in their academic pursuits.</p>
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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.19 The curriculum provides for a variety of instructional techniques, strategies, and a variety of media with emphasis on student involvement in the teaching / learning process.</i>	<p>1. Write narrative response describing:</p> <ol style="list-style-type: none"> What instructional techniques and strategies are used in the program. How audio-visuals and other resources are used to support the teaching program.
<p>Narrative Response:</p> <p>Aligning the curriculum with CSLOs and ISLOs provides for a variety of instructional techniques and strategies. Part of the curriculum's teaching/learning process involves participation in community and culinary events held both on and off campus. These events expose students to industry professionals who reinforce skills/techniques that they learn in the curriculum and/or gain new skills/techniques. Additionally, CSLOs are aligned with methods of assessment that allow for student involvement in the teaching/learning process, which include collaborative learning, problem-based learning, group discussion, peer review, research, and hands-on learning.</p> <p>Various multimedia technologies and audio-visual instructional techniques are used in all CULN courses to enhance teaching. Examples include:</p> <ul style="list-style-type: none"> • Multimedia systems available in each classroom. • A wireless data communication system for instructors to access the internet and various computer software for demonstration purposes. • The use of PowerPoint presentations, videos, SMARTBoards, Lulima, and LiveText in courses to not only present course content, but also to assess student learning. • Laptops for learning industry-specific software, such as ChefTec. • Digital cameras and iPads for student portfolios in LiveText. • Demonstrations and informational literacy with local chefs through video communications or online software applications such as Skype. 	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.20 Externship, internship, co-op, or apprenticeship training program must include a written agreement which meets the objectives of the total program. Documentation on file must include documented and signed training agreements, employer evaluations of students, instructor evaluations of students, and students' evaluations of work stations and experience.</i>	<p>1. Exhibit 5D - Sample of required documents used in the supervised work experience portion of the curriculum, if applicable.</p> <p>2. Write narrative response describing:</p> <ol style="list-style-type: none"> How career related employment and/or experience (i.e. on-the-job training, externships, cooperative training) provide the opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: N/A.</p>	
<p>Narrative Response:</p> <p>In the past, the Culinary Arts program offered CULN 193V, a Cooperative Education course that integrated classroom studies with work experience directly related to the student's academic field of study. However, as previously mentioned, instructors discovered that students were not always provided with consistent learning opportunities during economic downturns. The Culinary Arts faculty created CULN 294 in an effort to provide a more stable learning environment for students. As a direct, industry-focused learning practicum, students are assessed as</p>	

professional employees using customer comment cards and a rubric is being developed to provide additional feedback to students to better prepare them for the workforce.

Section 6.0 Standards – Facilities

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.01 The facilities and equipment of the institution are adequate for the needs of the program.</i>	<ol style="list-style-type: none"> 1. Exhibit 6A - List of major lab equipment. 2. Exhibit 6B - Diagram or floor plan of the labs, lecture classrooms and dining space, if applicable. 3. Write narrative response describing: <ol style="list-style-type: none"> a. Procedures for the maintenance and replacement of equipment.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Exhibit 6A, Standard 6.01 Hyperlink: Exhibit 6B, Standard 6.01</p> <p>Since the program's inception, Kaua'i Community College has covered the cost of general building maintenance, air conditioning, and minor equipment repairs. Currently, the Vice Chancellor of Administrative Services is developing a set budget for ongoing program costs that includes repairs and maintenance, refrigeration maintenance contracts, pest control, semi-annual contract cleaning, carpet cleaning, and drainage maintenance. For facilities improvement projects and major repairs that are beyond Kaua'i Community College's available funding, the Vice Chancellor of Administrative Services (with input from Faculty Senate's Building and Grounds Committee) prioritizes funding requests for these projects through capital improvement funds. These funds are allocated through a consensus-driven process managed by the UHCC system office.</p> <p>The APRU process, as detailed in Standard 3, allows programs to submit requests to use campus funding for equipment purchases. To ensure prudent purchasing, the state requires Kaua'i Community College programs to use a "Superquote" system when acquiring equipment and maintenance contracts that cost \$2,500 or more (purchases under \$2,500 do not require APRU approval or the "Superquote" system; each department has a budget for purchases under \$2,500). With this system, the lowest bidder is usually accepted unless one vendor is the sole source or a clear justification for a specific vendor is provided.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.02 Classroom space is available to support the program objectives.</i>	<ol style="list-style-type: none"> 1. Write narrative response describing: <ol style="list-style-type: none"> a. If available classroom space is adequate to support the objectives of the program.
<p>Narrative Response: In Spring 2012, as a result of a recommendation from the 2007 ACCEF accreditation team, a demonstration kitchen, lecture classroom, and three additional office spaces were constructed. There is now sufficient classroom space to support the program's learning objectives and provide students with a first-class learning environment. The new classroom facilities are also available to other credit and non-credit courses offered at Kaua'i Community College.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.03 Office space is provided for the program coordinator, faculty members and staff to adequately meet the program needs.</i>	<ol style="list-style-type: none"> 1. Write narrative response describing: <ol style="list-style-type: none"> a. The office space available to program coordinator, faculty and staff.
<p>Narrative Response: With the new office spaces completed in 2012, all Culinary Arts faculty and staff now have adequate office spaces suitable for their daily duties. There are four office spaces for the full-time instructors that are within close proximity to their respective classrooms. An office space is also available for the cafeteria manager.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.04 Program coordinator and other faculty who are closely involved with student advising have access to offices that provide privacy.</i>	1. Write narrative response describing: a. The office space available to program coordinator and other faculty that allow privacy when needed (i.e. counselling students).
Narrative Response: The program coordinator and full-time instructors each have their own office space, which allows for confidential meetings with students, faculty, or staff. All counselors have their own private office space in the One Stop Center's Counseling office for confidential advising with students.	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.05 All lab experiences are in facilities that meet federal, state, and local codes.</i>	1. Exhibit 6C - Current sanitation report, if required by federal, state or local code.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 6, Exhibit 6C	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.06 There is access to a Resource Center with adequate and accessible materials, in print or online, which supports the objectives of the program.</i>	1. Write narrative response describing: a. The resources available at the Resource Center and methods used to encourage students to utilize the resources available to them regarding the objectives of the program.
Narrative Response: The Learning Resource Center on campus provides valuable services to students such as the Learning Center and library. The Learning Center is committed to providing services and programs to meet the diverse needs of the student population. It helps students become independent, self-confident, and efficient learners and to develop requisite skills enabling them to meet Kaua'i Community College's academic standards, succeed in obtaining their career and life goals, and become productive members of society. The Learning Center offers peer and professional tutoring services, resource materials, individualized study skills instruction, and small group workshops and/or individual instruction in areas such as word processing, internet use, and self-management skills. As part of the Learning Resource Center, the library is the main resource for print and online materials. It currently has a collection of over 58,000 books, 700 audio-visual materials, and a subscription of 118 periodical titles. The library also has over 132,000 electronic books available via Ebrary. In addition to reading materials, the library provides services such laptop rentals, video/DVD players, microfilm readers/printers, and a photocopier. Computer stations are available in the library to access Ebrary, the internet, or various software, such as Microsoft Word, for coursework/assignments. Culinary Arts instructors work with the librarian to ensure that a current collection of culinary-related CDs, videos, and various reading materials are made available for their students. The Learning Resource Center's services are mentioned at the mandatory orientation for new culinary students. The librarian attends the orientation to share with the students the resources available to them and offers library tours or assistance with using the library's resources. Throughout the program, instructors remind students of available resources, encourage them to use these resources, and inform them of how they relate to course objectives. At this time, the Learning Resource Center building is undergoing renovations and its services have temporarily relocated to the Social Science building. Renovations are scheduled to be completed at the start of 2017; therefore, the limited culinary-specific resources available at the library's temporary location are materials that the Culinary Arts instructors feel that students would utilize during the renovation. Many articles, CDs, and videos have been housed with Culinary Arts faculty for classroom and/or student use. A library of culinary readings is also housed	

within the culinary arts classroom for students to reserve. Many faculty allow time for students to research materials from the classroom and online.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.07 The lab facilities reflect safe and sanitary conditions.</i>	1. Write narrative response describing: a. How the lab facilities reflect and maintain safe and sanitary conditions.
<p>Narrative Response:</p> <p>Every kitchen is equipped with a first aid kit, which is maintained by ZEE Medical every semester. A contracted fire inspection company conducts semi-annual inspections of fire extinguishers, checks their proximity to exits, and ensures that the fire suppression system is in compliance county fire codes. As mentioned previously, MSDS binders are prominently posted in the cafeteria kitchen, Culinary Arts Dining Room, demonstration kitchen, and the bake shop and are updated when new chemicals are added.</p> <p>Signage in the kitchen and restrooms located in the culinary facilities encourages hand washing to emphasize sanitation procedures covered during class. To maintain sanitary conditions of the culinary facilities, students in the lab classes clean the kitchen after each session (the Operations and Maintenance department is responsible for cleaning public facilities such as the Culinary Arts Dining Room, cafeteria, and restrooms). General deep cleaning for carpets is done at the end of each semester through a contracted cleaning company and kitchen hoods are cleaned semi-annually or annually depending on usage.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.08 The faculty, staff, and students are trained in the institutional policy for first aid and emergency services.</i>	1. Write narrative response describing: a. The institution's policy for first aid and emergency services.
<p>Narrative Response:</p> <p>In accordance with the UHCC policy 11.600 (Supplemental Exhibit 13), which authorizes UHCC chancellors to develop and implement safety and security programs to protect the interests of UH, Kaua'i Community College established the Campus Public Safety Department in the spring of 2013. The purpose of the Campus Public Safety Department is to provide the campus community with a safe and secure environment through active participation of campus members and partnerships with local law enforcement and the community. When emergencies cannot be handled with routine measures, a state of emergency may be declared and the following emergency plan is implemented:</p> <ul style="list-style-type: none"> ● The authority to declare a campus state of emergency rests with the chancellor or his/her designee in the following order: <ul style="list-style-type: none"> ○ Chancellor ○ Vice chancellor of administrative services ○ Vice chancellor for academic affairs ○ Vice chancellor of student affairs ○ Director of academic support (due to the campus reorganization, effective January 2017, this position will be known as the director of institutional effectiveness) ○ Director of the Office of Continuing Education and Training ● The One Stop Center conference room will serve as the primary Emergency Operations Center. Whenever practical, the Emergency Operations Center will be established as close as possible to the site of the emergency. ● Responsibilities: <ul style="list-style-type: none"> ○ Chancellor: <ul style="list-style-type: none"> ● Responsible for the overall direction of the campus emergency operations. ○ Administrators (vice chancellors, directors, and division chairs and coordinators): 	

- Serve or appoint a person as Building Coordinator who will be responsible for use of fire extinguishers, first aid, CPR, search of building contents, and building evacuation procedures.
- Inform all employees in the building of the emergency condition.
- Evaluate the impact the emergency has on their activity and take appropriate action. This may include ceasing operations and initiating building evacuation.
- Faculty and staff supervisors:
 - Educate their students and/or employees concerning campus emergency procedures as well as the evacuation procedures for their building.
 - Inform their students and/or staff of an emergency and initiate emergency procedures. Assist individuals with special needs in evacuating the building.
 - Inform all students, faculty, and staff to conform to building evacuation guidelines and to assemble in an open area (up wind) on the lawn at least 500 feet from the building where a head count can be taken.

A minor emergency is defined as any incident, potential or actual, which will not seriously affect the functional capacity of Kaua'i Community College. The incident should be reported immediately to the vice chancellor of administrative services at 245-8230 (campus extension 230).

A major emergency is defined as any incident, potential or actual, which affects an entire building(s) and disrupts the overall operations of Kaua'i Community College. Mass casualties and severe property damage may be sustained and a coordinated effort of all campus-wide resources is required to effectively control the situation. Outside emergency resources may be essential. Everyone is advised to call emergency 9-911 (9 for outside line) and notify the chancellor who will activate the Emergency Operations Center and the Emergency Response Team as needed. All campus personnel will be notified through the emergency alert roster.

- For in-class incidents, faculty assess the injury, determine the appropriate first aid, and complete an Accident Form that is submitted to the Vice Chancellor of Administrative Services office.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.09 All programs, including international, must meet or exceed safety and sanitation guidelines as established through the United States Department of Labor's Occupational Health and Safety Administration (OSHA) and United States FDA Food Code.</i></p>	<p>1. Write narrative response describing:</p> <p>a. How the lab facilities meet or exceed safety and sanitation guidelines as established through the United States Department of Labor's Occupational Health and Safety Administration (OSHA) and United States FDA Food Code.</p>
<p>Narrative Response:</p> <p>The UH system requires annual inspections of the program's facilities to ensure that they meet OSHA guidelines. The environmental safety specialist conducts an annual walkthrough with Culinary Arts faculty members to cover OSHA and HazMat standards. The most recent walkthrough in the fall of 2015 revealed a potential hallway clearance violation. After meeting with the Vice Chancellor of Administrative Services and the Director of Facilities Maintenance, a storage container was slated to be installed outside the Campus Center building to comply with hallway clearance standards. The installation is still in progress.</p> <p>The environmental safety specialist also conducts an annual HazMat training, which Culinary Arts faculty attend. Currently, one instructor in the Culinary Arts department is certified as having completed the training course and received an Annual Refresher Hazardous Waste Generator Training certificate.</p> <p>The entire culinary facility is inspected annually by the Hawai'i State Department of Health under the Hawai'i Administrative Rules Food Safety Code 11-50-9. Every year, since the program's inception, the facility has received a green placard (passing inspection). The placard is placed in the retail outlets on campus.</p>	

Section 7.0 Standards – Student Services

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.01 The following program information is accurate and publicly available: mission, goals, requirement for entrance, advancement requirements, descriptions of course, kitchen/lab experiences, withdrawal and refund of fees.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 7A - Copy of Program Catalog (hardcopy and/or online). 2. Write a narrative response describing: <ol style="list-style-type: none"> a. How the program goals and objectives are kept current with the industry's requirements. Include the frequency and methods of your review in your answer. b. Where the program information is made evident to students and perspective students. c. What objectives and measures are used to achieve the goals within the program. d. What other hospitality or foodservice programs are available at the institution, that are not being reviewed during this site visit.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 7, Exhibit 7A</p>	
<p>Narrative Response:</p> <p>The Culinary Advisory Board, ACF competencies, and both graduate and employer focus groups ensure that program goals and objectives are kept current with industry requirements. The Culinary Advisory Board, which meets biannually, is instrumental in maintaining currency of program goals and objectives with industry requirements. The Culinary Arts department reviews the CSLOs and PSLOs to ensure that the ACF competencies are being met. In addition, all CSLOs are assessed with LiveText. All degree- and certificate-granting academic programs submit APRUs, which include an analysis of the achievement of PSLOs. The department also uses the APRU to assess program health and affirms achievement of program goals and objectives through Culinary Advisory Board and focus group feedback. Kaua'i Community College assesses ISLOs through the aggregation of course and program assessments in all programs; however, this process is currently being reviewed during the 2016-2017 academic year so that it can be better integrated with course assessments using LiveText's analytics and Assessment Insight System. Graduate focus groups are held at the end of every spring semester to discuss and identify curricular and/or program strengths and weaknesses. At least once every five years, input from local employers is also sought to confirm that the Culinary Arts program meets current and future needs.</p> <p>Information regarding the Culinary Arts program, such as course descriptions, policies and procedures, course sequencing, program entrance requirements, costs, etc., is published in the college catalog, Culinary Arts student handbook, reinforced in CULN syllabi, detailed on the program advising sheet, and available electronically on the Culinary Arts webpage. With regard to prospective students, Culinary Arts faculty and the Program Counselor promote the program through participation in recruitment events and community partnerships such as, but not limited to, college fairs, program tours, cooking demonstrations, and career shadowing.</p> <p>Kaua'i Community College expects its graduates to possess a solid foundation in the ten ISLOs, the capability to be productive individuals and learners, and the skills to be ethical and effective citizens. All C.A. and associate's degree programs include assessments of student achievement through the review of SLOs for courses, the program, and the institution during a five-year cycle. As previously mentioned, the annual APRU is also reviewed to assess program health.</p> <p>The Culinary Arts program offers a C.O. in Culinary Arts--Food Prep that is not being reviewed with this accreditation. Kaua'i Community College also offers a Hospitality and Tourism program that is not being reviewed.</p>	
<p>Evidence of Compliance – Program to Provide the Following Information</p> <ol style="list-style-type: none"> 1. Write a narrative response describing: <ol style="list-style-type: none"> a. What additional costs students may incur beyond the basic fees of the institution. 	

b. Where the additional costs, if applicable, are listed and available for public viewing.		
Culinary Arts Uniform and Supply Item Descriptions	Unit Price	Where available for Purchase
	(Prices subject to change without prior notice)	
Chef Coat with Logo (X/Sm – X/Lg) Chef Coat with Logo (XXL)	\$22.95	Kaua'i Community College Bookstore
Special order for larger sizes	\$24.95	
	\$26.95	
Chef Pants (X/Sm – X/Lg) Chef Coat with Logo (XXL) Special order for larger sizes	\$22.00	Kaua'i Community College Bookstore
	\$24.00	
	\$26.00	
Black Dress Pants and Long Sleeve White Dress Shirt, Black Socks	Varies	Varies
Four-Way Apron Full Bib Apron	\$9.00	Kaua'i Community College Bookstore
Dining Room & Beverage Service Black Apron	\$4.95	
	\$10.95	
White Neckerchief (optional)	\$5.95	Kaua'i Community College Bookstore
Required Textbooks	Varies every semester	Kaua'i Community College Bookstore
Paper Hats	\$2.00	Kaua'i Community College Cafeteria Cashier
Student Cutlery Set #M4KAU: 3" Paring Knife	\$136.00	Bargreen Ellingson
6" Boning Knife-Stiff, Millennia™ 6" Utility Knife-Stiff, Millennia™ 8" Bread Knife, Millennia™		
9" Chef's Knife, Millennia™		
10" Steel, Genesis®		
Swivel Peeler—Plastic Handle 8" Offset Spatula		
8" Spatula—Plastic Handle Plastic Bowl Scraper		
Pocket Thermometer Measuring Spoon Set		
16" Pastry Bags		
#2 Plain Tube		
#4 Plain Tube		
#6 Plain Tube		
#8 Plain Tube		

#2 Star Tube		
#4 Star Tube		
#6 Star Tube		
7 Pkt. Knife Roll Knifeguards Included		
Covered Non-Slip Sole and Oil-Resistant Shoes	\$30.00 - \$45.00	Kaua'i Community College Bookstore
Pocket Notebook, Pocket Calculator (phones are not to be used as a calculator)	Varies	Choice of vendor
Pen, Pencil, Black Permanent Marker	Varies	Choice of vendor
Name Tag	\$5.00	Culinary Arts Program Academic Support Specialist
PLEASE NOTE: Other tools and supplies may be necessary depending upon individual class requirements.		

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>7.03 Announcements, advertising, and student recruitment practices accurately reflect the program offered.</i>	1. Write a narrative response describing: <ul style="list-style-type: none"> a. Student recruitment practices and the advertising practices of the program. b. Where announcements are listed and available for public viewing.
<p>Narrative Response:</p> <p>A majority of the recruitment practices have been developed to target students from the three public high schools. For example, the Culinary Arts program is involved in a joint effort with the Waimea High School Culinary Academy to arrange job shadowing sessions with Culinary Arts instructors and students. The Waimea High School Culinary Academy also participates in the two main fundraisers for the program (the ACF brunch and the Spring Gourmet Gala). These experiences offer the high school students an opportunity to prepare them for the program curriculum and to engage them in industry-related environments.</p> <p>The enrollment and marketing specialist at Kaua'i Community College organizes campus tours to showcase various programs offered on campus, including the Culinary Arts program, and collaborates with high schools and middle schools across the island to provide students with information on post-secondary programs to prepare them for their chosen career and/or academic path. Additional program marketing is done via radio, social media, press releases in the local newspaper and television, fundraising and campus events, the college website, and through visibility in the cafeteria and Culinary Arts Dining Room. The Culinary Arts department works with a local radio station, KONG, to advertise fundraising events such as the inaugural Po'ipū Food and Wine festival and the annual ACF brunch. Both faculty and students use their personal social media accounts to promote program events. The local newspaper, The Garden Island, features class events, fundraising events, and guest chefs sponsored by the Hawai'i Culinary Education Foundation. The local television program, Wala'au, is another useful media source to highlight the program and its events such as the annual Spring Gourmet Gala. The college website homepage currently features a video of a Culinary Arts program graduate who shares his perspective on how the program helped him to achieve his goals.</p>	

Announcements are available through the program counselor, program coordinator, faculty, and Business Education division chairperson. Many announcements are also made available for public viewing via local media sources, the college catalog, and/or the college website.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>7.04 Criteria and procedures for the selection of students for the program are publicly available.</i>	<ol style="list-style-type: none"> 1. Exhibit 7A – Copy of Program catalog (hardcopy and/or online). 2. Exhibit 7B – Copy of Student Handbook. 3. Write a narrative response describing: <ol style="list-style-type: none"> a. Where the criteria and procedures for selecting students is publicly located. b. The criteria and procedures for the selection of students.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 7.04, Exhibit 7A Hyperlink: Standard 7.04, Exhibit 7B</p>	
<p>Narrative Response: Kaua'i Community College is an open admissions college. Students applying for admission to the Culinary Arts program must comply with the general policies and procedures, which are detailed in the college catalog. Students must submit the UH System Application. Upon receiving their letter of acceptance, they must take placement tests prior to their academic advising appointment to demonstrate their English and math placement levels. Transcripts are required only if students are intending to transfer credits from another institution. Prior to registering for classes, students must submit proof of tuberculosis clearance as well as proof of measles, mumps, and rubella clearance.</p> <p>Program-specific admission requirements include meeting the minimum English requirement by qualifying for ENG 100X; meeting the minimum math requirement by qualifying for MATH 82X; completing both CULN 101B and CULN 101C and/or both CULN 102B and CULN 102C with a grade of "B" or higher; and maintaining a grade point average of 2.0 in all courses applicable toward the C.O. in Culinary Arts. These requirements are included in the college catalog, the Culinary Arts student handbook, and on the Culinary Arts webpage. Priority admittance into the A.A.S. degree cycle will be given to continuing students who have met the program admission requirements by the March 1 deadline. Seats not filled by priority admittance students will be made available to other interested students for admittance into the fall cohort.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>7.05 There is an established and documented method for improving retention of students in the program.</i>	<ol style="list-style-type: none"> 1. Write a narrative response describing: <ol style="list-style-type: none"> a. Retention policies and procedures. b. The attrition and retention of students for the last three years or since the inception of the program, whichever is less. c. The trends. d. Methods utilized to increase retention. e. The advising services available to students.
<p>Narrative Response: Academic counseling and advising play a vital role in ensuring that students continue through the program.</p>	

Students are required to meet with the program counselor each semester to outline their academic goals. Culinary Arts faculty and staff also provide informal counseling to students to identify barriers to completion and to suggest available support services. Although there is no official institutional policy or procedure for retention, the Culinary Arts program has a withdrawal and readmission procedure which requires students to complete an exit interview with the program counselor and/or faculty member within six weeks of withdrawal. During the exit interview, the student will have an opportunity to explain his/her reason for withdrawing from the program and plans to correct factors that contributed to his/her withdrawal. Other than extenuating circumstances, failure to complete an exit interview will result in forfeiture of rights to apply for readmission into the Culinary Arts program cycle. Detailed information about the program's withdrawal and readmission policies are available in the Culinary Arts student handbook.

The persistence rate goal is 75% for every program in the UHCC system. Every year, the UHCC system analyzes each program's most recent retention rate and those for the past three years. The Culinary Arts program has been above the 75% benchmark with an average of 77% (75.3% in 2012-2013, 79.6% in 2013-2014, and 75.5% in 2014-2015, respectively). Information gathered from the annual graduate focus group is used to address concerns and/or improve the program for the next cohort. If program persistence falls below the 75% benchmark, the department will discuss ways to increase student retention.

As documented in the APRU, the Culinary Arts program has experienced a lower persistence rate over the past few years. Historically, program enrollment trends have been directly correlated with the economy (low student enrollment occurs while the economy is strong). Although the program currently has not established a documented method for improving retention, every semester Culinary Arts instructors consistently hear from students who withdrew from the program that a barrier to completion is the need to balance school with full-time work. To help minimize this trend, Culinary Arts faculty make every effort to refer students to academic counseling and the various financial aid programs available on campus. They also encourage students to apply for available culinary-specific scholarships and apply online with the UH System Common Scholarships.

Another contributing factor leading to the decline in enrollment may be the increased cost of tuition, fees, textbooks, and materials. For example, tuition has increased from \$101 per credit hour in 2012/2013 to \$126 in 2016-2017 and fees have almost doubled from \$30 to \$54 in the same timeframe. In addition, the average cost of textbooks has also increased. As an example, the cost of the three textbooks used in CULN 112, CULN 115, and CULN 120 has increased from \$297.70 to \$359.15. To help offset the additional textbook costs for students, Culinary Arts faculty use the same textbooks in multiple classes.

Kaua'i Community College has various methods to help increase retention. Examples include:

- Tutoring services for math and written communication in the Learning Commons.
- An Early Alert System to identify underprepared students before they become academically lost and discouraged (counselors refer students for tutoring, counseling, mentoring, or developmental programs).

Achieving the Dream, a nationwide initiative and the UHCC system effort supported by the Office of Hawaiian Affairs and Kamehameha Schools. This is a multi-year project that is aimed at minority students who encounter significant barriers to academic success. Research and data are used to identify barriers and develop strategies to reduce them. Native Hawaiian students are the primary focus of the UHCC system's initiatives.

- A special needs and mental health counselor to assist students with disabilities.

Similarly, the Culinary Arts program has also utilized various methods to increase student retention. Examples include:

- Mandatory academic advising each semester.
- Eight-week modules in the Culinary Arts program to move students expeditiously through the curriculum.
- Requiring an exit interview for students who withdraw from the program to help the Culinary Arts department identify barriers of completing the program and recommend support services.
- Culinary-specific scholarships. The Culinary Arts department works with many different organizations and individuals to create culinary-specific scholarships for students already in the program or for those who are planning to enroll in the program. For example, scholarships awarded in 2016 included

the following:

- Watase Foundation: \$2000
- ACF: \$2000
- Fries Culinary Scholarship: \$2500
- Kaua'i Community College Culinary Fund: Amount varies
- Hawai'i Community Foundation: Up to \$5,000
- Hawai'i Lodging and Tourism Association: \$5,000
- An opportunity for culinary students to participate in off-island events, such as the Hawai'i Food and Wine Festival or Hawai'i Lodging, Hospitality & Food Service Expo, where they get to work with celebrity chefs. These type of events offer excitement and ignite a culinary passion in students, improving persistence into the next semester.
- Offering a culinary-specific technical math workshop that focused on improving students' math skills.
- The offering of a two-week MATH 100 course in the summer to better align with the core Culinary Arts curriculum.
- Culinary Arts faculty contacting students during the summer to follow up on their enrollment statuses and discuss obstacles/issues that may prevent them from continuing on their educational pathway.
- Graduate focus groups that the Culinary Arts department facilitates every year. The information gathered from the focus group is used to improve the program for the next cohort and, if necessary, modify the curriculum to increase retention.

Culinary students are required to meet with the program counselor every semester to review career goals and discuss success strategies as they progress through the curriculum. A benefit of the program's cohort model is that it allows students to support each other throughout the program. Culinary students also have access to the same services that are available to all students attending Kaua'i Community College including career planning, financial aid, counseling referrals, learning assistance, disability-related accommodations, and tutoring.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.06 There are current signed agreements or an institutional policy in place which allows student credits to be awarded and accepted for previous educational experiences.</i></p>	<p><i>1. Write a narrative response describing:</i></p> <p><i>a. The institution's written policy which allows student credits to be awarded and accepted for previous educational experiences.</i></p>
<p>Narrative Response:</p> <p>Students planning to transfer credits to the Culinary Arts program from another institution must comply with Kaua'i Community College's policies and procedures. They must complete the UH System Application, have official transcripts sent directly from the school they previously attended to the Admissions and Records office, and complete the Transcript Evaluation Request Form. Credit for courses completed at regionally accredited colleges and universities may be accepted toward meeting graduation requirements <u>only</u> if courses completed are substantially equivalent to offerings at Kaua'i Community College. In addition, the grade earned must be a "D" or higher. Once college transfer requirements are met, the program counselor and/or respective faculty evaluate courses and credits on a course-by-course basis.</p> <p>Kaua'i Community College recently adopted a Prior Learning Assessment policy (Supplemental Exhibit 14), which allows students to earn college credit by identifying and documenting college-level learning acquired through life experiences. These experiences may have been gained from military service, the workforce, professional certification courses, volunteer work, or independent study.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>7.07 Students and graduates have access to files maintained by the program relating to their performance.</i>	1. Write a narrative response describing: a. The policy and procedures of how students and graduates are apprised of their performance throughout the program including graduation.
<p>Narrative Response: The grading criteria for courses in the program are transparent. Students are provided with the grading guidelines on the syllabus. Culinary Arts instructors also use rubrics for assessment and grading, which are available online via LiveText or Laulima, the Learning Management System.</p> <p>For graduating culinary students, no policy exists regarding appraisal of their final grade prior to the end of the semester. Students petition to graduate in March of their fourth semester and receive their final grade after the completion of the semester. All current and graduating students receive assessment outcomes after each course assignment through LiveText and ePortfolio. Instructors also meet with students to discuss their progress and address any concerns, as requested by either the student or instructor.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>7.08 Services for placement, program and industry advisement, and guidance are available for students.</i>	1. Write a narrative response describing: a. The services available to students regarding; placement (if applicable), program and industry advisement and guidance.
<p>Narrative Response: The Culinary Arts program offers no official services for placement; however, the program's goal is to provide students with an opportunity to enter the workforce through employer recruitment. For entry level positions, industry employers seek employees who possess basic skills of fundamental cooking as well as knowledge of sanitation, safety, proper food handling and storage, and temperature control measures. Culinary students develop a foundation of these skill sets and are often perceived as valuable hires for entry level positions. Employers will contact either the Culinary Arts department or the Career Center at Kaua'i Community College for assistance with recruiting culinary students interested in employment. The Culinary Arts department announces job listings to students or posts them for students to see. The department will also recommend students to employers. At this time, the demand for industry positions outweighs the number of program graduates.</p> <p>Counselors review a student's academic plan and suggest options for students to achieve their academic goals. They also advise students on how to be successful in school, whether it is cutting back on work hours, seeking aid from the special needs and mental health counselor, or providing counseling referrals. Specific to the Culinary Arts program, guest chefs mentor students and provide industry-related experiences, expectations, guidance, and professional networking, as do Culinary Arts faculty. Each student is also advised to pursue career paths that align with their individual skill set as well as their personal interests and/or needs.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>7.09 Scholarship information is available to students.</i>	1. Write a narrative response describing: <ol style="list-style-type: none"> What scholarship information is available to students. Where is this information available for students to view.
<p>Narrative Response: Numerous scholarships and financial aid opportunities are available to students at Kaua'i Community College. Both the college catalog and the campus website include detailed information about these opportunities. They are also highlighted at the mandatory orientation for new culinary students and throughout the program. If students require further assistance, they may schedule an appointment with the Financial Aid office.</p> <p>The Common Scholarship Application is an avenue in which many scholarships are distributed to eligible students. Culinary students are strongly encouraged to complete the Common Scholarship Application. Donors from various community service groups and culinary industry businesses have generated approximately \$25,000 in scholarships and graduation awards each year over the past several years. The Culinary Arts student handbook includes a list of the culinary-specific scholarships available, some of which are mentioned in Standard 7, and the process for applying for these scholarships.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>7.10 There is a published grievance procedure that students may use to address concerns and needs.</i>	1. Write narrative response describing: <ol style="list-style-type: none"> The published student grievance policy and procedures. Include how students have access to the grievance policy and procedures.
<p>Narrative Response: Kaua'i Community College has a formal policy for academic grievances, Policy Guideline 5-3 (Supplemental Exhibit 15), as well as non-academic grievances, Policy Guideline 5-6 (Supplemental Exhibit 16), that sets forth procedures for resolving students' grievances and describes the composition and responsibilities of the Academic Grievance Committee or Non-Academic Grievance Committee. Student access to the grievance policies and procedures is published in the college catalog and is also posted on the college website.</p> <p>With regard to academic grievances, Culinary Arts instructors make every effort to resolve student complaints informally through one-on-one conferences with students. If necessary, a conference is held with the faculty member, the student, and the program counselor. If the issue cannot be resolved at this level, the student will be given a copy of the student academic grievance procedure, which requires filing a "report of Alleged Academic Impropriety" with the Business Education division chairperson within seven days of meeting with the instructor. The division chairperson has seven days to respond to the student and instructor with a conclusion and recommendation. If further action is required, the student may file a "Complaint of Alleged Academic Impropriety" with the vice chancellor for academic affairs within seven days of receiving the division chairperson's recommendation. The vice chancellor for academic affairs will have 14 days to review and investigate the complaint. If further action is required, the student may file an "Academic Grievance" with the chancellor to be heard by the Academic Grievance Committee within seven days of receiving a response from the vice chancellor for academic affairs. The Academic Grievance Committee will schedule a hearing within 14 days of the filing and make a decision within five days of the hearing. The decision will be communicated to the student and the instructor. The chancellor has the final decision, and if it differs from that of the Academic Grievance Committee, it will be rendered and communicated to all parties within 30 days of the Academic Grievance Committee response.</p> <p>For non-academic grievances, students may seek an informal or formal resolution. The informal resolution process involves discussions with the vice chancellor of student affairs and/or the chancellor. At any time, the student may begin the formal grievance process by submitting a "Student Non-Academic Grievance Complaint Form" to the vice chancellor of student affairs or the chancellor, as appropriate. The vice chancellor of student affairs and/or the chancellor will interview the student within 10 days of receiving the form. The student may request the presence of his/her academic advisor. After the interview, an investigation will occur and must be completed within 30 days.</p>	

The Non-Academic Grievance Committee will review the information gathered and deliver a recommendation to the chancellor. The chancellor will have 10 days after receiving the recommendation to render a decision, notify the student of the decision, and provide justification for the decision. The decision of the chancellor is final.

Section 8.0 - Program Assessment

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>8.01 The program is involved in an ongoing process of assessing its effectiveness.</i></p>	<p>1. Write narrative response describing:</p> <ol style="list-style-type: none"> The system used, provide dates, sample forms and results for assessment of program's: <ul style="list-style-type: none"> - Faculty - Curriculum - Effectiveness <p>Note: Have supporting documentation available for the evaluators at the Site Visit.</p> The most recent overall evaluation of the program. What changes were effected as a result of the evaluation.
<p>Narrative Response:</p> <p>All faculty must be evaluated at least every five years. Faculty performance is assessed based on the Kaua'i Community College Policy 4.13 (Supplemental Exhibit 17). The purpose of this policy is to provide guidelines and procedures for periodic evaluation of all faculty members including probationary, non-probationary, and tenured faculty, as well as lecturers. Probationary faculty are evaluated during their second-year contract renewal, fourth-year contract renewal, and tenure review. Tenured faculty are evaluated every five years after tenure is awarded. Non-probationary faculty are evaluated annually. All lecturers at Step A are evaluated annually, lecturers at Step B are evaluated every two years, and lecturers at Step C are evaluated every four years. For all evaluations, faculty members must submit a document containing information regarding the nature and extent of their contributions in each area of duties and responsibilities of their rank as specified in the UHCC Faculty Classification Plan of the UH Executive Policy E5.221 (Supplemental Exhibit 18).</p> <p>Business Education division procedures require probationary faculty to complete student and classroom evaluations while all other faculty are encouraged to conduct regular student evaluations of their courses. Culinary Arts faculty routinely complete class/instructor assessment evaluations in the last week of each module or semester. Self-assessment evaluations typically take place in March, May, October, and December. All student evaluations are kept on file with the division chairperson and program coordinator.</p> <p>Results from student evaluations since the last accreditation visit in 2010 indicate that a main program strength is knowledgeable instructors who relate course content to the industry. Further, no evaluation rated a faculty or course lower than a 4 on a Likert scale of 1 (strongly disagree) to 5 (strongly agree). Completed students evaluations, excluding instructor names, are reviewed by faculty and the Business Education division chairperson on an annual (or semester) basis.</p> <p>In summary, strengths of the Culinary Arts program have consistently included:</p> <ul style="list-style-type: none"> ● Faculty knowledgeable about the subject. ● In-class activities relating to and reinforcing course objectives. ● Fair grading. <p>Areas identified as weaknesses in the Culinary Arts program included:</p> <ul style="list-style-type: none"> ● Having the instructors provide more assistance/guidance. ● Having instructors more available to students. ● Not relating the course subject to the outside world and/or to practical situations. 	

Instructors value and act upon input from students. Based on the results from the student evaluations, the following changes have occurred:

- Instructors continue to pursue professional development opportunities to keep current with industry standards and learn new teaching strategies to better relate course subjects to the real world.
- Instructors are available at least 4-6 hours per week during scheduled office hours, by appointment, and to provide open lab sessions. Instructor availability and contact information is communicated to students on the first day of instruction and is also included in the course syllabus.
- Culinary Arts faculty provide one-on-one assistance/guidance by volunteering their time to coach students for culinary competitions and spend every spring recess with the students in CULN 294 to prepare them for their practicum class project.
- Although comments in the evaluations from first year students mentioned the lack of relating coursework to the real world, results from the graduate focus group of the same students two years later indicated that the Culinary Arts program did, in fact, reflect industry standards and the real world. Despite this, Culinary Arts faculty have begun articulating the relationship between coursework and the real world in first-semester courses.

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 (refer to Standard 3).
- 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.

In 2010, the ACFEF accreditation process (an external measure of assessing program effectiveness) was added as an option for the cumulative program review in lieu of Kaua'i Community College's five-year program review. Thus, the program's effectiveness is measured using the ACFEF accreditation. The following are suggestions from the 2010 ACFEF accreditation and the department's responses to the suggestions (the ACFEF team site visit in 2010 noted no areas of non-compliance and the department was both delighted and appreciative of the site team's thorough examination of the program):

- Suggestion: Improve sanitation to meet all requirements of the state food establishment inspections. For example, during the site visit, the ACFEF team noted that flour and sugar bags were left open with scoops inside.
- Response: The department purchased bins with proper scoop holders for each kitchen.
- Suggestion: Conduct mock sanitation inspections at least once each semester.
- Response: As part of the student's grade, CULN 112 now requires students to conduct a mock inspection using the state's official Board of Health inspections sheet.

Suggestion: All technical instructors should review the ACF competition guidelines to be current in instructing students on attention to detail, contemporary plate presentation, menu creation, flavors, portion size, etc.

- Response: The instructors responsible for coaching the students for competition attend annual ACF conferences and network with other coaches. They have consistently coached their students to

earn gold medals and Judges Choice awards.

- Suggestion: Use ACF and/or Culinary Advisory Board members to critique presentations for currency.
- Response: For competition, student plates are critiqued by both ACF and Culinary Advisory Board members.
- Suggestion: Attention to detail was not demonstrated in meat fabrication, trimming of lamb rack, expensive product, and reinforcement of proper methodology.
- Response: Instructors now emphasize meat, poultry, and fish fabrication throughout the program. Meat, poultry, and fish fabrication is taught in CULN 120, CULN 150, CULN 221, CULN 222, CULN 240, and CULN 294.
- Suggestion: As soon as the hiring of an APT employee is available to assist with financial matters, inventory, minutes, fundraising, and management of non-credit classes, the program will see significant and effective revenues and educational increases.
- Response: A fiscal APT employee was hired in 2011. After setting up a profit and loss system and tracking it for a year, it was noted that the cafeteria was operating in the black. Monthly reports on the financial health are distributed at the weekly program/departments meetings and the profit and loss data is attached to the minutes. A campus-wide reorganization is scheduled to occur in 2016. The vice chancellor of administrative services changed the fiscal APT employee's job description so that this person would report to the Business Office and be responsible for all revenue-generating outlets on campus. The Culinary Arts department will have limited use of this position/employee and although the APT employee will continue to generate the culinary financial reports, the department will note any impact due to this change. With the loss of this position, there may be a need for a part-time clerical employee.

With regard to non-credit classes, the Office of Continuing Education and Training handles these classes. Also, educational budgets have been increased via the APRU.

- Suggestion: Procurement of food products for the Culinary Arts program is hindered due to the current method of the accounts payable process (delay in payment and reimbursement); using credit cards, cash funds, or having a campus account for purchasing small amounts of product would increase cost effectiveness (e.g., utilizing Costco or local grocery stores accounts).
- Response: The department, with the help of administration, has tried numerous times to find solutions; however, UH system procedures continue to be a barrier for resolving this issue and UH policies will not permit approval of reimbursement to faculty who purchase local products on their own. Students and faculty are dismayed that the department is unable to purchase products from local farmers.
- Suggestion: The equipment safety checklist should be dated and include initials from students as well as faculty.
- Response: The equipment safety checklist is dated and includes the initials of both students and faculty.

In addition to the ACCEF accreditation, campus-wide assessment methods such as course outlines ([Supplemental Exhibit 19](#)), the MYPO, and the APRU process encourage annual assessment of program effectiveness. A summary of the past three years' APRUs is provided on the [University of Hawaii Community Colleges Instructional Annual Report of Program Data \(ARPD\)](#) website. After assessing the program's effectiveness, significant changes occurred in curriculum, facilities, and personnel.

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. In addition to the English and math changes, a standalone course in sustainability (CULN 116) has been added to the curriculum in order to comply with

ACF competencies.

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 (refer to Standard 5). Also, ENG 100 and MATH 100 were removed from the C.A. in Advanced Culinary Arts. Based on the most recent cumulative evaluation of the program, several changes occurred. Due to graduate focus group comments, effective Spring 2011, the contact hours for CULN 240 increased from 11 hours per week to 12 hours per week to allow more time for students to complete their projects.

With regard to facilities, the demonstration kitchen and classroom were completed in Spring 2012 and used in Spring 2013. The Culinary Arts department now has a safe, state-of-the-art classroom and demonstration kitchen for teaching CULN 111, CULN 115, CULN 120, and CULN 240.

Several changes occurred with personnel. With the statewide Reduction in Force, a union employee with no kitchen experience replaced an experienced cafeteria employee (with less seniority). The workload for the cafeteria APT employee increased because the union employee did not have the necessary skill set, regardless of focused professional development. These changes caused a decline in the guest satisfaction rate. All avenues of retraining or replacing the inexperienced worker were explored; however, until the employee retired, the Culinary Arts department faced operational and financial hardships (the union employee took extended leave and the department paid for the employee's salary and benefits). Upon the union employee's retirement, two separate actions ensued: the job description for the cafeteria APT employee was revised and the new "grab and go" area in the bookstore was established. The revision of the cafeteria APT employee's job description included an increase in managerial tasks to allow this person to take on the bulk of the cafeteria cooking and to work unsupervised.

In 2014, the department distributed a campus-wide survey to determine ways to increase guest satisfaction and revenue generation. The results indicated that faculty, staff, and students wanted inexpensive "grab and go" meals, flavored coffee drinks, and extended hours. Over the summer of 2015, the department collaborated with the Vice Chancellor of Administrative Services and the Bookstore Manager to create a "grab and go" area in the bookstore. This outlet opened in Fall 2015 and has been well-received by the campus community. The department is currently analyzing the revenue generation in comparison to expenses and has agreed to continue the "grab and go" outlet through the current academic year.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>8.02 There is a process for collecting programmatic assessment data from a variety of sources.</i>	1. Exhibit 8A – Evaluations and Surveys: Provide dates, sample forms, and results from the most recent: <ul style="list-style-type: none"> - Current student evaluations of courses and faculty - Graduate surveys - Employer surveys Note: Remove all student identification information from documentation submitted in exhibits.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Exhibit 8A, Standard 8.02	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>8.03 There is an ongoing system for assessing faculty performance.</i>	1. Write narrative response describing: <ol style="list-style-type: none"> The policies and procedures for assessing faculty performance. Note: Do not include faculty personnel files.
Narrative Response:	

The Kaua'i Community College Policy 4.13 and UHCC Policy 9.203 ([Supplemental Exhibit 20](#)) provide guidelines and procedures for periodic evaluation of all faculty members. As previously mentioned, all faculty must be evaluated at least every five years based on their status as probationary, non-probationary, lecturer, or tenured. Probationary faculty are evaluated during their second-year contract renewal, fourth-year contract renewal, and tenure review. Tenured faculty are evaluated every five years after tenure is awarded. Non-probationary faculty are evaluated annually. All lecturers at Step A are evaluated annually, lecturers at Step B are evaluated every two years, and lecturers at Step C are evaluated every four years.

With consent of the faculty member being reviewed, classroom observations may be conducted by the faculty member's peers or by requesting an academic administrator. While full-time faculty and Kaua'i Community College administrators may evaluate faculty (exceptions must be approved by the faculty member being evaluated and the chancellor or his/her designee), those applying for tenure and promotion are also evaluated by the Tenure and Promotion Review Committee which is made up of full-time tenured faculty at other UHCC campuses.

Faculty being reviewed must submit to their division chairperson a dossier containing information regarding the nature and extent of their contributions in each area of duties and responsibilities of their rank as specified in the UHCC Faculty Classification Plan. Evaluators should assess the faculty's effectiveness as a teacher based on the evidence supplied in the dossier, including assessment of SLOs. In addition, faculty should also be evaluated on professional development to maintain currency in their fields; service to their division, the college, and the community; as well as leadership equal to that of their rank and position.

All evaluators must be familiar with the requirements for the evaluation of faculty as outlined in the policy. They should document accomplishments of the faculty member being evaluated and, if necessary, provide constructive recommendations for improvement. If additional documents are required for contract renewal, promotion, or tenure applicants, the Chancellor's office must be notified and the chancellor will ask the faculty member to submit additional documents which will be added to the dossier. For five-year and lecturer evaluations, the division chairperson (or equivalent) will ask the faculty member or lecturer to submit additional materials.

The division chairperson will meet with all faculty undergoing evaluations, including lecturers, to summarize the results of their performance prior to submitting his/her report to the vice chancellor for academic affairs. If the evaluation is of meritorious performance, the division chairperson will inform the faculty member of the availability of programs designed to recognize such performance (e.g., excellence in teaching award, fellowship, etc.). However, if the evaluation shows a need for improvement, the faculty member and division chairperson shall devise a professional improvement plan and follow-up reviews on the progress being made may be scheduled any time prior to the next five-year evaluation cycle. A completion report must be submitted to the vice chancellor for academic affairs by the deadline as specified in the timeline made available to the campus. Faculty members who believe that the results of the evaluation or professional improvement plan were unwarranted or inappropriate may appeal to the chancellor or his/her designee. The chancellor will convene a Campus Faculty Review Committee, which will consist of three members: one member will be appointed by the chancellor (who shall act as chair of the Campus Faculty Review Committee), one member will be appointed by the faculty member submitting the appeal, and one member appointed by the president of UHPA. After reviewing the documents, the Campus Faculty Review Committee will meet with the faculty member and appropriate administrators, if necessary, and submit a recommendation to the chancellor. If the chancellor's decision is different from the Campus Faculty Review Committee's recommendation, the chancellor will meet with the Campus Faculty Review Committee prior to rendering a final decision.

Lecturer evaluation materials are to be maintained within the division for five years after the last term that the lecturer is employed. Five-year evaluations that do not require a follow-up action are returned to the applicants. For five-year evaluations requiring an improvement plan, the evaluation and a copy of the improvement plan is kept in the Human Resources office until the improvement plan has been satisfactorily completed and the evaluation should be returned to the faculty member.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>8.04 There is an ongoing and documented system for assessing validity of curriculum by students, faculty, and Advisory Committee.</i>	1. Write narrative response describing: <ol style="list-style-type: none"> The policies and procedures for assessing the validity of curriculum by students, faculty, and Advisory Committee including: <ul style="list-style-type: none"> - Surveys - Faculty meeting minutes - Advisory Committee meeting minutes
Narrative Response: Graduate and employer focus groups, as well as instructor and class evaluations that are completed at the end of each module, are essential in maintaining a curriculum that meet student and industry needs. The focus groups are held periodically to keep current with industry standards and obtain feedback on program strengths and areas of improvement (refer to Exhibit 8A). As previously mentioned, graduate focus groups are surveyed at the end of each spring semester and employer focus groups are typically surveyed every five years. Instructor and class evaluations occur in every module or semester. Weekly program/department meetings are held to discuss the curriculum and any action plans required to keep current with industry standards, which are recorded in the minutes (refer to Exhibit 4E). LiveText is also useful in helping faculty identify changes necessary to improve skill attainment in areas where students do not meet assessment benchmarks. Another valuable resource is the Culinary Advisory Board whose members are instrumental in curriculum development and, as with departmental meetings, discussions that take place are recorded in the minutes (refer to Exhibit 3B).	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>8.05 There is an ongoing system for assessing and documenting graduate placement (college, workforce, military), student retention, and educational achievements for students, in verifiable and consistent ways, including employer surveys, graduate follow-up surveys, and job placement rates.</i>	1. Exhibit 8B–Evaluations and Surveys: Summary of graduate placement data (college, workforce and military), student retention and educational achievements for students in verifiable and consistent ways including: <ol style="list-style-type: none"> Employer surveys Graduate follow-up surveys Job placement rates <p>Note: Remove all student identification information from documentation submitted in exhibits.</p>
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Standard 8.05, Exhibit 8B <ol style="list-style-type: none"> The Culinary Arts program does not conduct a formal job placement or graduate survey because of the small, closely knit hospitality community on the island. Current information is garnered from ACF meetings, Culinary Advisory Board meetings, participation in campus and community events, and students returning to help with special events. The Culinary Arts department and the Program Counselor develop an employer focus group every five years to discuss the program and graduate performance in the industry. The newly formed Alumni Engagement Office (Donna.Gutierrez@uhfoundation.org) is identifying ways to better track graduate employment and increase response rates above the current 2%. Through this self-study, the Culinary Arts department realizes that data from graduates is limited and employers are not formally surveyed; therefore, the department will seek grant funds to hire a specialist to develop and implement program-specific surveys during the next academic year. 	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>8.06 The assessed data findings are publicly available and used in the program planning involving: administration, faculty, students, Advisory Committee, employers and graduates affiliated with the program.</i>	1. Write narrative response describing: <ul style="list-style-type: none"> a. How assessed data findings are used in the program planning involving: <ul style="list-style-type: none"> - Administration, faculty - Students - Advisory Committee - Employers - Graduates affiliated with the program b. How/where your institution offers the public information on student performance: link to website, brochure, annual report, etc.
<p>Narrative Response:</p> <p>Assessed program health indicators on the APRU are used to track class size, retention, student success (graduates and certificates completed), and transfers. Assessed data findings report local labor market demands, the number of new and replacement culinary positions in the county, efficiency indicators, and the increase of workforce needs. It also provides data that Kaua'i Community College administration and Culinary Arts faculty use to market and recruit future culinary students as well as determine campus funding for the program each academic year. The program curriculum is modified based on student input from classroom evaluations and the graduate focus groups. For example, the 2015 graduate focus group voiced concerns regarding the difficulties with using LiveText for evaluations and assessment. Instructors invited the Assessment Coordinator to their classrooms during the first week of class to train students on the LiveText software. In Spring 2016, one of the comments on a student evaluation was to have an instructor show more videos related to the subject. The instructor used this suggestion the following Fall semester and discovered that student engagement in the subject matter increased. In addition, concerns that the Culinary Arts department may have with regard to assessed data are brought to the Culinary Advisory Board and employer focus groups for their input to help the Culinary Arts department make program modifications so that it meets industry expectations and increases student employability.</p> <p>Student performance, including persistence, retention, and certificates/degrees awarded, are publicly available on the college website through the University of Hawaii Community Colleges Annual Report of Program Data (ARPD) webpage.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>8.07 The plans developed, based on the assessment of data, are implemented for programmatic change.</i>	1. Write narrative response describing: <ul style="list-style-type: none"> a. How plans developed, based on the assessment of data, are implemented for programmatic change. List specific changes that have been implemented.
<p>Narrative Response:</p> <p>Culinary Arts faculty often discuss assessment data at weekly program/department meetings. Recently, the PCC completed a system-wide articulation with UH West O'ahu for the four-year Bachelor of Applied Science Degree in Business Management with a concentration in Culinary Management to meet graduate requests for advanced culinary studies.</p> <p>All Culinary Arts faculty assess their own course data using LiveText to implement course changes. For example, one instructor noted that each year, students did poorly in the sanitation portion of the practical exam for CULN 120. After discussing this with other faculty in the department, it was determined that sanitation practices had to be emphasized in other CULN courses. The CULN 120 instructor began to reinforce sanitation throughout the course and the sanitation scores improved.</p> <p>When competencies in sustainability were added to the ACF competencies, Culinary Arts faculty concluded that it would be difficult to embed the competencies into existing courses as other UHCC campuses had done. Based on assessment data and student concerns with being unable to complete competencies in the allotted class time, the</p>	

Culinary Arts faculty created a 1-credit course in sustainability. This course was designed so that it could also be offered as a non-credit course to industry partners through the Office of Continuing Education and Training.

After reviewing assessment data, faculty realized that MGT 122 (Human Relations in Business) was not a culinary-focused management course. As a result, in 2011, CULN 275 (Human Resource Management and Supervision) replaced MGT 122 in the program curriculum. Culinary Arts faculty teach this course using the NREAF textbook, *NRAEF Manage First: Hospitality Human Resources' Management and Supervision*.

Previously, a Culinary Arts instructor taught MATH 50H using a culinary-specific math textbook; however, after the last Accrediting Commission for Community and Junior Colleges accreditation visit, the Vice Chancellor for Academic Affairs informed the Culinary Arts department that only a Math instructor could teach courses with the MATHalpha. In addition, the UHCC system deleted MATH 50H in order to comply with Accrediting Commission for Community and Junior Colleges standards. To better serve culinary students, the Culinary Arts department collaborated with the Math department to create MATH 75 (as of Fall 2016, this course has been renumbered to MATH 75X), which is a non-transfer course option available to CTE students. Unfortunately, this course lost focus of the culinary technical math causing culinary students to struggle with culinary-related mathematical applications in their CULN classes. To improve student success, another collaboration effort was made to offer a 20-hour free, voluntary culinary technical math workshop. Students who pass the exit exam may enroll in CULN 271 without completing the course prerequisite. While this workshop is not a substitution for a credit math course, it provides students with the technical math skills necessary for success in CULN courses and employment in the industry. Currently, there is no specific math course for non-transfer CTE students and many underprepared students enroll in MATH 75X, which is a prerequisite for MATH 100.

Section 9.0 – Self-Study Summary

1. Summarize the major strengths of your program(s), as well as identified areas for improvement, in comparison to the ACCEF Accrediting Commission Standards identified through this Self-Study.

Response Narrative:

As reflected in previous accreditations, program strengths continue to be focused on the following:

1. The Culinary Arts program at Kaua'i Community College is the only cohort system in the state. As a cohort program, each class reinforces the student's learning through the sequence of classes from the beginning of the program to the final practicum class, which utilizes the knowledge and techniques gained from previous courses in the program. The cohort model is essential in student retention and recruitment.
2. The eight-credit C.O. in Culinary Arts--Food Prep is designed for underprepared students.
3. Curriculum/Program review is ongoing to ensure that it is current and structured sequentially and logically. To improve the curriculum and student learning, the Culinary Arts department continues to seek input from graduate/employer focus groups and the Culinary Advisory Board.
4. To meet ACCEF suggestions, safety and sanitation practices have been incorporated into each lab course.
5. The program has well-established fundraising events to provide scholarships for students and additional funds for equipment purchases/maintenance and professional development opportunities.
6. Program information is current, accurate, and available to the public via the college catalog, which is available in print and on the college website. In addition, all new culinary students are provided with the most recent Culinary Arts student handbook.
7. Facilities in most areas are up to date and are equipped with sufficient commercial equipment to provide for hands-on instruction to meet the needs of student learning. With the new demonstration kitchen providing state-of-the-art equipment for the program's students, the Culinary Advisory Board members were impressed that students used equipment similar to, or better than, most restaurants on the island (excluding high-end resorts).
8. Culinary Arts faculty and support staff meet frequently to address program concerns and

- strengthen communications and synergy.
9. Instructors consistently demonstrate professionalism and industry standards and expect the same from students.
 10. The department has strong support from the the culinary community as well as the overall community.
 11. The program and its faculty have a strong relationship with the high school culinary programs, aiding student recruitment to the program.
 12. Culinary Arts faculty use various instructional techniques and strategies designed to address diverse groups of learners and learning styles.
 13. Instructors represent an ethnic and cultural diversity, which enhances student learning by providing the students with experiences across cuisines that better prepare them to work in a multicultural society. Although this is not an ACCEF standard, it is part of the program missions as well as Kaua'i Community College's mission.
 14. Culinary Arts faculty have a large community presence that provide varied and rich learning opportunities for students and increases the potential for graduate job placement.
 15. Culinary Arts faculty collaborated with Hawai'i's state legislators and county government that provide opportunities to increase cultural culinary experiences for the Kaua'i community and cultural competency of students.

Areas of improvement:

1. Without dedicated clerical support for the Culinary Arts department, it is difficult to track information, keep up-to-date records, and complete paperwork. These responsibilities have increased and often detracts from teaching because of conflicting deadlines.
2. Department financials (state reports) are, at best, cumbersome and difficult to understand and interpret. Reports are designed for an academic setting and do not translate well into a business or more entrepreneurial setting such as the Culinary Arts program. Also, some state personnel and procurement policies and practices adversely impact efficiency in the program. The department attempted to resolve these issues with the hiring of a fiscal APT employee; however, Kaua'i Community College administration restructured this position in the 2016 campus reorganization. The program is concerned that the increased duties and physical relocation of this employee may negatively impact the program. Some of the current duties handled by this position that assist with the CULN 271 and CULN 294 curricula will no longer be supported; therefore, Culinary Arts faculty will have to assume these duties.
3. In September 2016, a CTE Director was hired; however, at this time, this position is only guaranteed for a year. The short duration of this position may be insufficient for providing adequate support for all CTE programs.
4. The Culinary Arts webpage is under revision being as Kaua'i Community College does not currently employ a webmaster and Culinary Arts faculty do not have access to website nor do they have training in webmaster duties.
5. Recruitment and retention remain as issues, especially with a recovering economy. Efforts will continue to be made to improve recruitment and retention. The department will work closely with the Culinary Advisory Board, Business Education division, and CTE Director to address concerns and develop strategies.
6. The accreditation status of the Culinary Arts program is included on page 4 of the college catalog; however, Candice Childers is incorrectly listed as the ACCEF contact. Given that the college catalog is published only once a year, the department responsible for updating the college catalog has been notified and the error will be corrected in the 2017-2018 college catalog.
7. Kaua'i Community College is a small campus with a small Business Education division. Faculty have numerous campus and division committee responsibilities, serve on ad hoc committees and boards, as well as participate in campus and community events requiring evening and weekend commitments. Although Culinary Arts faculty are not provided with release time for many of these commitments and feel overwhelmed with the amount of additional duties expected of them after long days of teaching 5-8 hours in the classroom and kitchen on most days, they

understand the benefit to the program and students and continue to take on these responsibilities.

8. Community and campus events, albeit important to the program, consume many weekend and evening hours of the department's time during the academic year with having to plan, organize, and participate in these events. For example, this past May, the department serviced the chancellor's donor reception, hosted Parents Night for the graduating students' families, and assisted the Hawai'i Lodging and Tourism Association chefs at the annual charity walk. For several years, Kaua'i Community College administration approved overload funding each summer to compensate Culinary Arts faculty for work critical to the program and institution that was completed during the non-duty period. Over the past two summers, overload funding requests were denied due to limited campus funding. Administration inquired about the possibility of using funds raised from the annual Spring Gourmet Gala as a means of supplementing the lack of campus funding; however, the intent of these funds is not to pay for faculty salaries, but to support student scholarships, professional development, and equipment. The department continues to complete these tasks during the non-duty period despite lack of compensation.
9. In student evaluations, an item of concern was the lack of availability to meet with Culinary Arts faculty outside of class. While the department understands their concern, with the small department and numerous responsibilities that Culinary Arts faculty have, their availability is limited. Students are strongly encouraged to set up appointments with faculty or during office hours.
10. The UHCC system changed faculty contact hours to teaching equivalencies, which are calculated using a basic formula to ensure that instructors meet the minimal contractual teaching load of 27 teaching equivalencies per academic year. All CULN courses with a lecture/lab component are calculated using the "shop" teaching equivalency designation. These courses require more contact hours, but receive less credit. The department is concerned that the definition of "shop" is an inaccurate representation of what occurs in the CULN lecture/lab courses. Faculty instruct throughout the duration of the lab class and strongly believe that lab classes for CULN courses should be calculated using the basis of 18 for typical lab or lecture/lab courses rather than 24 as assigned to courses under the "shop" designation. Having to teach with using the formula calculated for courses designated as shop leaves little time for planning, curriculum design, recruiting, and marketing. Faculty must now work unpaid on weekends and during non-duty periods to maintain the basic needs of the program.
11. While working on the self-study, the department recognized the need for increased compensation (e.g., release time) for the Culinary Arts program coordinator. The department felt that three credits per semester of reassigned time was insufficient for the extensive list of the program coordinator's duties/responsibilities. In addition to the heavy teaching workload and programmatic administrative duties as mentioned in Standard 3, the program coordinator is also expected to:
 - a. Manage and supervise the food service operations on campus (the cafeteria, Culinary Arts Dining Room, and food service outlet at the bookstore).
 - b. Investigate and resolve employee and/or union matters while actively teaching classes.
 - c. Initiate and monitor general revenue procedures in accordance with UH policies/procedures for the cafeteria operations.
 - d. Collaborate with the cafeteria manager to optimize student learning experiences, revenue generation, and the dining experience.

The department will research an equivalent compensation for the program coordinator and how Culinary Arts program coordinators at other campuses in the UH system are compensated.

12. The department finds the "Superquote" purchasing process restrictive because it prevents the department from purchasing quality equipment that students will most likely use in the industry. Another obstacle with this process is that equipment purchased do not have on-island technicians available for maintenance or repair needs, which causes a delay in repairs and exponential costs to the department. On several occasions, companies failed to perform maintenance or service in accordance to industry standards and intervals (e.g., the bake shop oven has been in need of repair for five years).

2. How do you plan to use the results of the Self-Study to maximize the strengths of the program(s) and to minimize any identified areas for improvement?

Response Narrative:

1. Operational and instructional “opportunities,” or challenges, will continue to be reviewed and revised if justified and feasible.
2. Culinary Arts faculty will continue using LiveText to assess courses and student achievement of outcomes. Faculty will provide the means necessary to ensure that culinary students are familiar with LiveText.
3. Professional development will continue to be encouraged and promoted to Culinary Arts faculty through the development, implementation, and review of professional development plans each academic year.
4. This process reaffirmed the strengths and best practices of the program and has motivated faculty to continue to maintain a dynamic program based on industry changes, community and student input, and student learning needs.
5. Culinary Arts faculty and the CTE Director will seek grant funding to hire a specialist to develop and implement both graduate follow-up and employer surveys to meet ACCEF standards including job placement rates.
6. Culinary Arts faculty will discuss with administration the need for increased release time for the Culinary Arts program coordinator, as well as compensation for faculty working during the non-duty period.

3. Describe the process by which this Self-Study was prepared including:

- a. who was involved in reviewing the program(s) in preparation for this Self-Study?
- b. Who compiled the document and identified strengths and areas for improvement?
- c. Who reviewed the Self-Study once it was completed prior to submission to the ACCEF Accrediting Commission?

Response Narrative:

Culinary Arts faculty and staff, the Program Counselor, CTE Director, and the Accreditation Editor were involved in reviewing the program in preparation for this self-study. Additional input from various campus administration, faculty, and staff (e.g., the Vice Chancellor of Administrative Services, the Business Education division Chairperson, the Institutional Researcher, and the Assessment Committee Coordinator) were sought when necessary. In the summer of 2016, Culinary Arts faculty, the Program Counselor, and the Accreditation Editor met to review the self-study expectations. A lead person was assigned to each standard and the group collectively identified documents for exhibits and as supplemental materials that supported accreditation standards. The Accreditation Editor compiled a first draft, which was subsequently reviewed and discussed with Culinary Arts faculty. When school resumed in August, Culinary Arts faculty and staff, the Program Counselor, and the Accreditation Editor met numerous times to further discuss standards, resolve questions, and review narratives. A similar process occurred in October and early November with the hiring of the CTE Director who assisted with identifying strengths and areas of improvement in the program. Results from these discussions led to revisions of the self-study drafts. Upon completion of the self-study in November, Culinary Arts faculty and staff, the Vice Chancellor for Academic Affairs, CTE Director, Business Education division Chairperson, and the Chancellor reviewed the final self-study. Prior to the accreditation team's site visit, briefings will be held to prepare the department and division members, students, campus administrators, and the Culinary Advisory Board for the on-site accreditation visit.

4. How will the Accreditation/Certification by the Accrediting Commission of ACCEF affect your program(s)?**Response Narrative:**

Accreditation continues to be a catalyst for operational and instructional improvements. More importantly, it provides the momentum required for continuous program improvement as evidenced by the following:

- The program will continue to use ACF competencies as course learning objectives.

- Since the initial accreditation, there has been an instructional shift from a primarily production orientation to a more balanced teaching and production orientation.
- Reaffirmation of accreditation will provide a framework for continual review of the program for course sequencing and ACFEF content to maintain a program that is relevant to the industry and prepares students for the workforce.
- The review of and alignment with ACFEF standards often justifies facility renovations and improvements. For example, the demonstration kitchen was completed in 2012 (refer to Standard 6).
- As with the completion of the demonstration kitchen, support from ACFEF has helped to provide additional momentum for the Culinary Arts department to secure money for the international outdoor kitchen for student and consumer safety required throughout the program. The international outdoor kitchen that will service both the program and the community will increase the alignment between the program's mission/goals with those of both the institution as well as the industry (refer to Standard 2).
- Culinary Arts faculty found the self-study process to be beneficial. In working on this self-study, it gave them a broader view of the program and clarified what they do as a program. Faculty could identify where they were as individuals and as part of the program, gain a better understanding of their current stance in the culinary community and institution, collectively identify the program's direction to enhance student learning and support the community, and collaborate on addressing areas of improvement. As part of the ACFEF accreditation process, actions taken by the department will provide a curriculum and a program that satisfactorily meet national standards, community needs, and student needs. Additionally, the program is in a better position to fit with the articulated four-year baccalaureate degree program at West O'ahu through Kapi'olani Community College.
- The department believes that the ACFEF accreditation contributes to a positive public image of the program and increases the potential for students to gain employment locally, statewide, and nationally because of the program's alignment with national standards.
- Accreditation also helps faculty remain current with best practices and allows the institution to verify the quality of the program.