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University of Hawaii Community Colleges

Annual Report of Program Data Analysis Preview

[\(click here to print\)](#)**PREVIEW**

College: Kauai Community College

Program: Culinary Arts

The last comprehensive review for this program was on 2010, and can be viewed at:

[2010 ACF Accreditation](#)

Program Description

Program Description

Utilizing the Island's beauty and abundant agricultural potential, the mission of the Culinary Institute of the Pacific at Kauai 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.

Part I. Quantitative Indicators

Overall Program Health: **Healthy**

Majors Included: CULN Program CIP: 12.0500

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	520	599	632	Healthy
2	*New & Replacement Positions (County Prorated)	42	44	44	
3	*Number of Majors	59	51	45	
3a	Number of Majors Native Hawaiian	22	11	10	
3b	Fall Full-Time	72%	83%	84%	
3c	Fall Part-Time	28%	17%	16%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	74%	59%	66%	
3f	Spring Part-Time	26%	41%	34%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	2%	
4	SSH Program Majors in Program Classes	1,145	1,032	953	
5	SSH Non-Majors in Program Classes	19	8	13	
6	SSH in All Program Classes	1,164	1,040	966	

7	FTE Enrollment in Program Classes	39	35	32
8	Total Number of Classes Taught	19	18	18

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	15.9	14.8	13.8	Cautionary
10	*Fill Rate	80.9%	77.3%	71%	
11	FTE BOR Appointed Faculty	4	4	4	
12	*Majors to FTE BOR Appointed Faculty	14.6	12.7	11.2	
13	Majors to Analytic FTE Faculty	21.3	19.4	17.1	
13a	Analytic FTE Faculty	2.7	2.6	2.6	
14	Overall Program Budget Allocation	\$535,824	\$385,364	\$408,153	
14a	General Funded Budget Allocation	\$468,841	\$367,664	\$367,114	
14b	Special/Federal Budget Allocation	\$36,817	\$0	\$0	
14c	Tuition and Fees	\$30,166	\$17,700	\$41,039	
15	Cost per SSH	\$460	\$371	\$423	
16	Number of Low-Enrolled (<10) Classes	0	0	3	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	93%	90%	89%	Healthy
18	Withdrawals (Grade = W)	6	7	7	
19	*Persistence Fall to Spring	75.3%	79.6%	75.5%	
19a	Persistence Fall to Fall	47.3%	40.7%	48.6%	
20	*Unduplicated Degrees/Certificates Awarded	35	36	23	
20a	Degrees Awarded	9	13	13	
20b	Certificates of Achievement Awarded	16	11	1	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	26	24	9	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	0	0	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	0	0	

Distance Education: Completely On-line Classes		Program Year			
		12-13	13-14	14-15	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	94.74	Met	

30	2P1 Completion	47.00	73.68	Met
31	3P1 Student Retention or Transfer	75.21	84.38	Met
32	4P1 Student Placement	68.92	56.52	Not Met
33	5P1 Nontraditional Participation	17.50	45.28	Met
34	5P2 Nontraditional Completion	16.00	47.22	Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	25	24	14
36	Number of Degrees and Certificates Native Hawaiian	6	4	4
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	22	28	29
39	Number of Transfers to UH 4-yr	0	0	0

*Data element used in health call calculation

Last Updated: October 7, 2015

[Glossary](#) | [Health Call Scoring Rubric](#)

Part II. Analysis of the Program

Kaua`i Community College

2015 Annual Program Review for

Culinary Program

(Culinary Institute of the Pacific, Kauai)

October 23, 2015

Part I. Quantitative Indicators

Overall the program is *Healthy*.

One of the three the Quantitative indicators, *Efficiency*, shows the Culinary program to be *Cautionary*.

In our analysis, we see a relationship between the economy and enrollment. Looking back when our economy was weak, our enrollment numbers were high. As the economy gained strength in 2012, our enrollment has trended downwards annually.

Demand Indicators

The difference between County New and Replacement positions in 2013 was slight, and the program agreed it is best to keep an eye on this indicator. However, the difference in County New & Replacement positions in 2014 has not changed from last year to this year, but our student population has dropped.

In 2013 our Institutional Researcher, Jon Kalk wrote to this:

The two measures that come into play in the computation are the number of majors in the program (#3) and the available positions in the county (#2). They divide the number of majors by the number of replacement positions, and consider it to be healthy if that falls between 1.5 and 4.0.

In the previous year, you had 60 majors and there were 23 positions, so you fell into that healthy range at 2.6. This past year, there were 58.5 majors but the big change was an increase to 42 positions. That makes the ratio 1.4, which falls just below the healthy range.

This year we consulted with our institutional researcher, Leighton Vila. He shared similar findings.

There are the same 44 positions, and 45 students. When divided, the ratio is 1.02, falling in the Healthy range.

Ideally there should be a 1.5/1 ratio of positions to students.

The thinking behind this health call is that we need to be serving both our students and our community. We need to provide enough workers to fill the needs of employers in our community and at the same time not too many so that our students cannot find jobs when they graduate.

This is the second year we see this trend. Assuming that this trend will continue, the program is actively seeking ways of increasing recruitment efforts in the high schools, in the community and through the business sector. At the next Advisory Board Meeting in November a questions will be posed to industry representatives as to what might be their incentive for students to graduate from the Culinary Arts Program.

Efficiency Indicators

This indicator shows how lowered enrollment affects the Health of the program. In consultation with Leighton Vila, KCC IR, we see that the Majors to FTE BOR Appointed Faculty falls in the *Cautionary* range. This is the first year in a long time we have seen this indicator fall in the *Cautionary* range. Once again, we feel that the robust economy affects enrollment.

Being on the low side means that the data is saying that we could be having more culinary arts students to improve the Fill Rate. Since 2012 the Fill Rate has trended downwards, and as a program, we realize that even with a recovering economy, we still have to attract students.

Based on both Institutional researchers' conclusions, and in reviewing the Demand and Efficiency indicators this year, the same logic seems to hold. In Program year 12-13 there were 520 State positions and 42 County positions, In Program year 13-14 there were 599 State Positions and 44 County positions. In Program Year 14-15 there were 632 State positions and 44 County Positions. Conversely the number of majors' year over year has dropped slightly, from 51 in Program Year 13-14 to 45 in Program Year 14-15 . FTE Enrollment has dropped as well, falling from 35 to 32 in the respective years. This is directly related to the amount of job openings available, perspective students choosing to work instead of continuing their educations. Our Program will monitor these indicators and make decisions based on these and other indicators. We will also use the resources of our KCC Culinary Advisory Board. We will look to them for suggestions on recruitment and persistence.

The Program will increase outreach to high schools and the community. We have already begun this semester with faculty going to schools versus field trips to our facility. We want to encourage student to explore our program to see what an exciting career the Culinary world can be.

A mechanism we use to retain students is allowing them to take some time off. A student who struggles in CULN 120, Fundamentals of Cookery for example, could step out of the lab classes, but continue to take the lecture classes and the required English and Math. The following fall, they could resume the lab classes and continue towards their degree.

We track reasons students who do not persist and will analyze the reasons for not returning.

Part II. Analysis of the Program

Demand for the culinary program is high and is expected to remain high according to Kauai County Economic Modeling Specialists Inc. (EMSI) reports, as well as the Demand Indicators.

The number of new and replacement positions in the State has increased from Program Year 13/14 to Program Year 14/15 from 520 to 632, almost doubling.

The number of new and replacement positions in the County has remained steady from Program Year 13/14 to Program Year 14/15 at 44 new & replacement County positions. The department notes that all graduates who desired to gain employment in the food service industry successfully gained or retained positions.

The number of student majors has declined (51 to 45). This is below the maximum program enrollment of 55. There continues to be attrition in the AAS program, but even with the decrease in demand, we feel we indeed have a healthy program. Data Indicators may change as the degree requirements change. We voiced as a department the concern that our PHI's may decrease with the restructuring of the current AAS degree, especially with the new ACCJC requirement of transfer-level courses. This has shown to be true for the current indicators.

We find it is the economy, and not the rigors that deter prospective students. High school graduates don't think past think being employed now versus having a higher paying job with a faster rate of promotion y graduating with a degree.

Our students are highly desirable. Data shows that from Fall 2013 to Spring 2014 there was a greater demand for culinarians which may have contributed to the enrollment and completers of culinary students. We have had requests from the Princeville St. Regis, Grand Hyatt, local restaurants, supermarkets and others desiring our students after one year, or with a certificate.

Workforce needs have increased dramatically since last year. The economic upturn seems to have leveled, and hiring has increased to pre-2008 levels, as seen in the Demand Indicator. Our graduates who sought culinary employment have secured positions.

Analysis of program assessment data (Program SLOs)

In 2010 the Program has completed an extensive assessment, research, and analysis through the American Culinary Federation Education Foundation (ACFEF) Accreditation standards review and site visit process.

From this the Program was been awarded Exemplary status. Exemplary status reflects that the program had no areas of non-compliance and upheld all competency standards as required by the ACFEF. On the average 75-100 accredited schools are visited annually, only 7 were awarded the Exemplary status rating. Any further questions can be addressed via the accreditation documents.

As part of Culinary Federation Education Foundation (ACFEF) accreditation requirements, the program goals and curriculum are continually assessed. An accreditation visit will be scheduled in Spring 2017. This summer, faculty must begin gathering information for the comprehensive self-study. There have been significant revisions since 2010, with an additional standard addressing Safety and Sanitation "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."

There is a revision to Standard 8 Program Assessment as well "8.06 The assessed data findings are publicly available and used in Program Planning involving: administration, faculty, students, Advisory committee, employers and graduates affiliated with the program".

Our Program will be asking the college for aid in both these areas as we have OSHA violations and as of present, most assessed data is not publicly available. We use these Accreditation recommendations for improving the culinary program.

Additional methods of internal and external assessment used on an on-going basis are:

Culinary Advisory Board meetings, held twice a year.

Employer focus groups, held once every 3-5 years.

Graduate AAS Student Focus groups, held annually in May.

Class and Instructor assessments held by students at the end of each 8 week module or semester.

The program participates in the annual ACFEF accreditation renewal process. As required, the faculty actively seeks professional and technical development opportunities and every summer address program or curriculum changes.

Classroom and Campus-wide program CSLO, PSLO and ISLO assessments via our Campus CARD system are prepared for some classes. Daily lab

assessments have been implemented. We have also implemented LiveText for student assessment in the remaining classes.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan).

Gain & Loss of Position

- CULN 120 (Fundamentals of Cookery) was near capacity (19 students)
- In 2008 and 2009, funding from Carl Perkins Funds supported a two week summer program initiated to recruit and assist students in meeting the program pre-requisites and explore careers in hospitality and culinary industries. Three faculty members supported the program. In 2012, Perkins funding was not available for this program. Since 2012, enrollment has trended down wards.
- The Healthy Choice worker grant funding ended and the healthy choice worker was not replaced. The college did not fund the position for the last two years. A Campus survey held in Spring 2014 indicated there remained a demand for "Healthy Choices" be available in the cafeteria. The APRU request was approved, but with Voc Ed funds, which would not fully support the position and food products involved with the goal of sustainable healthy choices. We currently offer daily cold selections featuring Healthier Choices.
- We have completed the initial phase of making food and beverages available on the newly constructed Lanai at LRC. This project was necessary due to a request expressed by the benefactor of the Lanai construction. The Program willingly took on this additional responsibility, workload and expense in order to support and service the Campus. We now intend to resurvey the campus and determine if there is a need and resources available to service evening users.
- Our Cafeteria Helper position resigned and we are in the process of changing a job description to a Cook I position. Currently we have an e-Hire.
- We have funded out of the Culinary Voc Ed Account, a Student A4 position (which is supposed to have job expectations close to what a full-timer has). It starts at \$12.15 an hour, and has step raises each year (if renewed) for the Bookstore to support food sales and enhance services for afternoon and evening students. We are beta testing the position to see if this funding makes sense to continue. If we feel the program is not getting a return on the investment, we will rethink the funding of the Student A4 position.
- We have a new one-credit sustainability course, CULN 116 Introduction to Culinary Sustainability ready to launch in Fall 2016. This course will address the ACF sustainability competencies. This will entail asking for a 1-credit lecture position.
- We have one staff member who successfully completed ServSafe training in the summer of 2015.

Recruiting

- The faculty and staff work more hands on with feeder elementary, middle, and high school classes, and the Academy of Hotel and Tourism (AOHT) and Culinary Academy programs.
- Participation includes attending and demonstrating at career fairs, visiting classes, having students shadow our students at KCC, having AOHT and Culinary Academy students work at the Gala. The program appreciates early warning about career fair dates and feeder school visits in order to avoid schedule conflicts with other priorities.

All-College Hour and Scheduling

- Because of long lab hours required by the ACF and limited classrooms, it is impossible to schedule classes outside of the designated all-college hour. Monday and Friday class schedules, which should be the same, are different. We recognize the importance of culinary faculty being available for college-wide efforts but hope the campus can look for other all-college hour scheduling options. Friday afternoons after 2 p.m. would be one option.

Instructional and Operational Unit

- The culinary program is different from most on campus, with the exception of the Nursing and Early Childhood Education programs. The program not only addresses the educational needs of students, but also runs a self-perpetuating business. Identified needs noted in the APRU in the area of our program's business operations will be reflected in our Action Plan as "N" for "needed" versus a tying them into a PSLO.
- The program continues to examine ways to more efficiently and effectively deal with concerns brought about by being both an instructional and an operational unit. We have been working closely with the VCAS to resolve any issues concerning finances.
- In addition to instructional needs, the program has an on-going operational challenges including equipment maintenance, ordering daily food and beverage supplies in order to facilitate learning and service the campus, meeting sanitation and safety requirements, interfacing with function/event scheduling, etc. This extra work limits the time available to spend on open labs (student club activities, functions, student competitions, marketing and recruitment).
- We are currently in the planning stages of the International Covered Outdoor Open Kitchen(ICOOK). We are still working with UH system for funding/grant opportunities.
- In support of the Campus' sustainability initiative, we have at present converted our service wares to biodegradable/compostable.

- This has added additional costs to the revolving funds.
- In order to promote and teach sustainability in our classes, as required by ACF we requested and received a aeroponic system. We will need ongoing maintenance for chemicals for this system.
- As an Instructional Unit, our ACFEF Spring 2017 accreditation is of *utmost importance*—All PHI's will be affected if we do not receive this outside accreditation.

Part III. Action Plan

- Where are you in your 5-year plan as discussed in your previous Comprehensive Program Review (CPR)?

Our Program is accredited externally , thus we do not do a 5-year Comprehensive Program Review. Our last Accreditation was in 2010. We received an exemplary accreditation and will not be revisited until 2017 for accreditation. To more efficiently and effectively deal with concerns brought about by being both an instructional and an operational unit. We have clarified the roles of almost all the personnel involved. We have solidified cash handling abilities and responsibilities. We have improved our reporting structures. We work closely with the VC of Administrative services (VCAS).We are in the process of recruiting and hiring a qualified Cook I for the cafeteria. This position will be funded by the Voc Ed account.

Continue part-time cafeteria worker, 30 hours per week. Fund and hire additional part-time cafeteria worker, 30 hours per week.. We continue to do this using the VocEd funding.

Hire a part-time cashier, and a part-time store room clerk to comply with the new UH System Financial and Operational Policy effective January 2016.

Support of the Campus' sustainability initiative. This is ongoing. We have made progress by implementing the following: Developed a sustainability course. Collaborates with Ho'ouluwehi to utilized their hydroponic greens in our cafeteria. We have installed an aeroponic garden, run by one of our faculty. We use only biodegradable plates, cups and flatware in our cafeteria.

Plan and implement the International Covered Outdoor Open Kitchen. We have obtained permission to use Campus grounds to build this. We are working with Chuck Wolfe (Claggett Wolfe Associates), Kauai Economic Development Bureau (KEDB), the State Legislators and the County of Kauai for funding.

- What were the goals you identified for the past year as discussed on that CPR and in your last APRU?

- Address the upcoming GenEd requirement changes in the AAS degree Program. This has been completed.
- Obtain credits for summer overload projects. This was not accomplished last year, but is an ongoing need. As the ACFEF accreditation nears, we will need 3 credits per instructor for the summer and beginning Fall 2016, a 6 credit per semester facilitator/editor for the ACF Self-Study and 2 credits per instructor in overload for Fall 2016.
- Purchase POS system for cafeteria. This may be needed to insure proper cash handling, to better track sales, and to provide data for future decision-making. It has been determined that the cost would be prohibitive, and have worked with the VCAS on other means to improve operations.
- Serve Safe certification & training. In order to comply with the latest State regulations, all managers should have a ServSafe certificate.
- Other goals as described in our action plan.

- Did you achieve them?

We achieved most of the ongoing goals, using some campus funds and some Culinary Arts Foundation account funds. We seek campus funding for necessary Summer overload in order to maintain the programs standards and prepare for the upcoming Accreditation renewal. We are still

determined to plan, build and implement the International Covered Outdoor open Kitchen. We did receive additional funding for our three non-production classes, which helped us better manage the expenses of non-revenue producing classes.

We did not implement DOE/KCC High School summer program “basics in sanitation, cookery and baking” with an emphasis on sustainability and math skill improvement. We did not receive summer overload to funds for instructors supervising students for the Oahu HawaiiGAS Demo or to revamp the handbook.

We are in the meeting phase of “Plan and Implement an Incubator Kitchen” and “Plan and implement a farm to table initiative.” We are seeking funding for both projects.

What impact did this have on your health indicators? The Health indicators for Demand and Effectiveness reordered.

- What are your goals for the current year? The same as last year. Additionally, preparing for the upcoming ACEF accreditation and the OSHA Safety initiative.
- How are they aligned with our priority goals? As this is an operational unit as well as an educational unit, alignment is not as clear cut as a strictly lecture-style program. Alignment is shown in the table below.
- What are the action plans stated in your APRUs that are leading you towards these goals? As stated clearly in the action plan with the most important items prioritized. In the area of retention, we plan on doing more tracking, research and analysis. Additionally we are seeking the advice of our Advisory Board to look at industry incentives they may provide to our graduates the successfully complete their Associate Degree.
- How will you know you have achieved them (indicators of improvement)? By meeting the benchmark set in the indicators.
- Do you anticipate any problems? Yes, reduction of Institutional funding.

- Where are you in your 5-year plan as discussed in your previous Comprehensive Program Review (CPR)?

Our Program is accredited externally, thus we do not do a 5-year Comprehensive Program Review. Our last Accreditation was in 2010. We received an exemplary accreditation and will not be revisited until 2017 for accreditation. To more efficiently and effectively deal with concerns brought about by being both an instructional and an operational unit. We have clarified the roles of almost all the personnel involved. We have solidified cash handling abilities and responsibilities. We have improved our reporting structures. We work closely with the VC of Administrative services (VCAS). We are in the process of recruiting and hiring a qualified Cook I for the cafeteria. This position will be funded by the Voc Ed account.

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- What were the goals you identified for the past year as discussed on that CPR and in your last APRU?

1. Address the upcoming GenEd requirement changes in the AAS degree Program. This has been completed.
2. Obtain credits for summer overload projects. This was not accomplished last year, but is an ongoing need. As the ACFEF accreditation nears, we will need 3 credits per instructor for the summer and beginning Fall 2016, a 6 credit per semester facilitator/editor for the ACF Self-Study and 2 credits per instructor in overload for Fall 2016.
3. Purchase POS system for cafeteria. This may be needed to insure proper cash handling, to better track sales, and to provide data for future decision-making. It has been determined that the cost would be prohibitive, and have worked with the VCAS on other means to improve operations.
4. Serve Safe certification & training. In order to comply with the latest State regulations, all managers should have a ServSafe certificate.
5. Other goals as described in our action plan.

- Did you achieve them?

We achieved most of the ongoing goals, using some campus funds and some Culinary Arts Foundation account funds. We seek campus funding for necessary Summer overload in order to maintain the programs standards and prepare for the upcoming Accreditation renewal. We are still determined to plan, build and implement the International Covered Outdoor open Kitchen. We did receive additional funding for our three non-production classes, which helped us better manage the expenses of non-revenue producing classes.

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- What are your goals for the current year? The same as last year. Additionally, preparing for the upcoming ACFEF accreditation and the OSHA Safety initiative.
- How are they aligned with our priority goals? As this is an operational unit as well as an educational unit, alignment is not as clear cut as a strictly lecture-style program. Alignment is shown in the table below.
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- **What were the goals you identified for the past year as discussed on that CPR and in your last APRU?**

1. **Address the upcoming GenEd requirement changes in the AAS degree Program.** This has been completed.
2. **Obtain credits for summer overload projects.** This was not accomplished last year, but is an ongoing need. As the ACFEF accreditation nears, we will need 3 credits per instructor for the summer and beginning Fall 2016, a 6 credit per semester facilitator/editor for the ACF Self-Study and 2 credits per instructor in overload for Fall 2016.
3. **Purchase POS system for cafeteria.** This may be needed to insure proper cash handling, to better track sales, and to provide data for future decision-making. It has been determined that the cost would be prohibitive, and have worked with the VCAS on other means to improve operations.
4. **Serve Safe certification & training.** In order to comply with the latest State regulations, all managers should have a ServSafe certificate.
5. Other goals as described in our action plan.

- **Did you achieve them?**

We achieved most of the ongoing goals, using some campus funds and some Culinary Arts Foundation account funds. We seek campus funding for necessary Summer overload in order to maintain the programs standards and prepare for the upcoming Accreditation renewal. We are still determined to plan, build and implement the International Covered Outdoor open Kitchen. We did receive additional funding for our three non-production classes, which helped us better manage the expenses of non-revenue producing classes.

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- **What are your goals for the current year? The same as last year. Additionally, preparing for the upcoming ACFEF accreditation and the OSHA Safety initiative.**
- **How are they aligned with our priority goals? As this is an operational unit as well as an educational unit, alignment is not as clear cut as a strictly lecture-style program. Alignment is shown in the table below.**
- **What are the action plans stated in your APRUs that are leading you towards these goals? As stated clearly in the action plan with the most important items prioritized. In the area of retention, we plan on doing more tracking, research and analysis. Additionally we are seeking the advice of our Advisory Board to look at industry incentives they may provide to our graduates the successfully complete their Associate Degree.**
- **How will you know you have achieved them (indicators of improvement)? By meeting the benchmark set in the indicators.**
- **Do you anticipate any problems? Yes, reduction of Institutional funding.**

Goal Alignment UH System Goals, Kaua'i Community College Goals, and Strategic Goals	Program Goals
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<p>UH Goal 1: Educational Effectiveness and Student Success</p> <p style="padding-left: 40px;">KCC Goal 1: Access &</p> <p style="padding-left: 40px;">KCC Goal 2: Learning and Teaching</p> <p>Strategic Goals: Student Recruitment, Retention and Success of All Students and Particularly</p> <ul style="list-style-type: none"> o Native Hawaiian students o Increase success of Remedial/Developmental Students, focusing particularly on reading o Non-traditional Students in Career and Technical Programs o Increased Completion of Degrees, Certificates, and Licensure o Increase outreach to k-12 to improve college preparation and to ensure that students are aware of specific opportunities that KCC provides, recognizing that outreach must not be limited to high schools <p>Relevant Curriculum Development</p> <ul style="list-style-type: none"> o Sustainability/Green Jobs/Effectiveness and Sustainability of the KCC environment o Health and/or Safety Issues o DOE-KCC English Alignment o Improve the quality of distance education by addressing student readiness, the course development process, diversity of offerings, assessment and delivery methods (mobile learning) o Increase overall retention and persistence to graduation or transfer (identify goals and track by disaggregated groups), with an additional focus on STEM degrees and certificates o Improve the facilitation of integrative/critical thinking in courses 	<p>The goals of the program are given below. Items in levels one and two are campus goals while items in level three (in italics) are program goals.</p> <ol style="list-style-type: none"> 1. Access: To provide open access to educational excellence for a diverse student population. <ol style="list-style-type: none"> 1. Outreach <ol style="list-style-type: none"> 1. <i>Increase program participation through coordinated and focused marketing and recruitment to specific populations through partnerships with schools, employment and training programs, and the business community.</i> 1. Enrollment <ol style="list-style-type: none"> 1. <i>Continue to improve student retention through the offering of development class (FSER 100, 102, BUS 121B), requiring academic advising, providing peer tutoring and conducting annual graduate focus groups.</i> 1. Placement & Scheduling <ol style="list-style-type: none"> 1. <i>Continue to work with faculty across the disciplines in scheduling courses towards the Culinary degrees and certificates to provide qualified students a program cycle to meet graduation requirements within a given time period (i.e. four-semester AAS program cycle).</i> 1. Support Services for Access <ol style="list-style-type: none"> 1. <i>The program's mission, goals, tuition and fees, requirements for entrance and continuation in the program, and descriptions of course and kitchen/lab experiences will be published in a student handbook.</i> 2. <i>Open lab hours and tutorial services will be available to students during the academic year.</i>

	<ul style="list-style-type: none">2. Learning & Teaching: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and life-long learning.<ul style="list-style-type: none">2. Articulation: Improve communication and articulation processes with other KCC programs as well as secondary and postsecondary institutions.<ul style="list-style-type: none">1. <i>Continue participation in system-wide PCCs (Program Coordinating Councils) and Culinary Institute of the Pacific articulation processes.</i>2. <i>Improve high school counselor awareness and understanding of requirements for entry into the culinary arts program through targeted visitations.</i>2. Curriculum<ul style="list-style-type: none">1. <i>Improve program relevancy through discussions with students, graduates, and employers.</i>2. <i>Provide non-credit course offerings for the community</i>2. Remedial/Developmental<ul style="list-style-type: none">1. <i>Support culinary career exploration within the public and private school systems, emphasizing math and critical thinking across the curriculum.</i>2. <i>Provide early admissions and career explorations opportunities for high school students.</i>3. <i>Provide opportunities for under-prepared students to develop necessary skills to enter the AAS program.</i>2. Student Learning Outcomes<ul style="list-style-type: none">1. <i>Align curriculum and implement competencies to meet accrediting standards of the Culinary Institute of the Pacific.</i>2. <i>Assess effectiveness of curriculum</i>

	<p style="text-align: right;"><i>and program competencies through annual student and employer focus group discussions.</i></p> <p>2. Academic Support</p> <ol style="list-style-type: none"> 1. <i>Encourage students to utilize the services of the Learning Resource Center, Special Needs Counselor, Single Parent Counselor, and other campus programs to maximize their college experience.</i> 2. <i>Actively collaborate with the Financial Aids Officer to provide Early Admissions, scholarship, tuition assistance and recognition opportunities for entering returning students, and graduating students.</i> <p>2. Faculty & Staff</p> <ol style="list-style-type: none"> 1. <i>Support a stimulating environment for culinary instructors and staff that include professional development.</i> <p>2. Facilities</p> <ol style="list-style-type: none"> 1. <i>Maintain culinary equipment, facilities, and technical infrastructure to provide instruction in a safe and sanitary learning environment.</i> 2. <i>Utilizing industry standards, instruct students in the safe and proper methods of utilizing equipment.</i> <p>2. Financial Resources</p> <p><i>Expand revenue-generating activities to support the culinary department</i></p>
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SUMMARY OF MAJOR PRIORITIES

Priority	Description	PSLO #	Indicator of Improvement
1	<p>Obtain credits for faculty summer overload projects: ACF Accreditation, Begin to gather necessary materials/exhibits for Spring 2017 Accreditation Visit. (Self-study due to ACF National office 60 days before visit)</p> <p>Obtain overload during Fall 2016 for faculty to write the ACFEF self-study. (2 credits each /4 faculty)</p> <p>Hire a 6 credit / semester editor/compiler beginning Summer 2016 through Spring 2017</p> <p>Obtain Funding through Gala Funds to apply for reaccreditation.</p>	"N"	Reaccreditation accomplished in 2017
2	Meet fire code, Hawaii Occupational Safety and Health (HIOSH) and Federal Occupational Safety and Health (OSHA) requirements by caging the back veranda of the Culinary	"N"	No OSHA Violation, ACFEF Accreditation renewal.

	<p>Building. Obtain space and structure for storage of program equipment used for Gala, Baking, Fine dining and campus functions. We have equipment that is used seasonally and is stored in our hallways. We had previously stored it in the photo lab, but were asked to move it out in 2012.</p> <p>The Fire and safety code imatter was brought to our attention by Miles Nirei, UH System Safety.</p> <p>This was re-emphasized by our KauaiCC Auxiliary and Facility Services Officer, Calvin Shirai.</p> <p>We propose to do this by asking the campus for space (land) on which to erect a 20' by 30' steel structure on a slab close to the faculty. We currently estimate the cost to run \$20,000 to \$30,000.</p> <p>A fine from HIOSH or OSHA could run that high and we could be fined annually, until the matter is resolved.</p>		<p>Currently we have no storage space for equipment, and it is stored in the hallway. OSHA requires 36-44 inches of space in the halls (depending on occupancy and designation) for egress in an emergency. www.osha.gov</p> <p>Presently, we don't meet these regulations in the demo Kitchen hallway and the Fine dining hallway.</p>
3	<p>Continue the instructional supplies budget for non-production classes to be able to meet course competencies, at \$18,000 from TFSF.</p> <p>These monies should be spent on non-production class supplies. (food, beverage and paper goods). The ways these monies are allocated/ spent could change, depending upon the new System policy on Financial and Operational Oversight, which goes into effect January 2016.</p>	"N"	Meet Budget
4	<p>Continue part-time cafeteria cook, 30 hours per week.</p> <p>Fund and hire additional part-time cafeteria cashier, 30 hours per week.</p> <p>Fund and hire a storeroom clerk to comply with the new System Policy on Financial and Operational Oversight, which goes into effect January 2016.</p>	"N"	Meet Campus Dining needs
5	Build International Cultural Outdoor Open Kitchen (ICOOK)	1,2,4,5	Meet Cultural Needs
6	Replace non-functioning ChefTec instructional purchasing costing software with comparable software necessary to instruct students in CULN 271 Purchasing and Cost Control.	1,2,3	Necessary for students to complete CSLO's
7	*Meet fire code by caging the back veranda of the Culinary Building. This was brought to our attention by Miles Nirei, UH System Safety.	"N"	Funding was granted in 2015, but structure wasn't built due to ADA requirements- <i>see priority #1 for new plan</i>
8	Improve Student learning and meeting CSLO's by purchasing 10 Chrome books and 12 laptops for two classrooms	1,2,3,4	Program funds could be used to purchase these items.
9	Purchase scanner for ACF Accreditation. Narrative must be sent electronically.	"N"	Reaccreditation accomplished in 2017
10	Purchase steamer for Cafeteria Kitchen to replace current steamer, which constantly must be repaired	"N"	Timely, completed cafeteria service

Action Plan(s)

Program learning outcomes, aligned with College Student Learning Outcomes listed by number at the end of the Action Plan.

As we run a business as well as instruct student learners, "N" means necessary for the Program to be operational.

Program Goal & Campus Strategic Priority or goal	PLO impacted	Action Item	Actionable Items	Resources Needed	Persons Responsible	Timeline	Outcome or Indicator of Improvement	Status
2.8	N	Continue instructional supplies (food ingredients) budget for non-production classes to be able to meet course competencies.	<ul style="list-style-type: none"> Obtain additional TFSF funds. 	18,000 (\$6,000 per class) CULN 120, Fund of Cookery; CULN 150, Fund of Baking; CULN 240, Garde Manger	VCAS, Program Coordinator	Fall 2016	Improved revolving fund revenues. Help to reduce deficit.	On-going. Listed as number 3 priority. Obtained in 2014.
2.7.1	1,2,4	Obtain funding and planning approval for Capital Improvement Project -International Covered Outdoor Open Kitchen (ICOOK) which includes an <i>imu</i> , Portuguese bread oven, hand washing facilities, and restrooms.	<ul style="list-style-type: none"> Requesting inclusion into campus capital improvement projects. Begin preliminary planning with UH facilities planners. Seek community sponsor for supplemental funding. 	Unknown - Requesting campus Capital Improvement funds (anticipate approximately \$200,000 for items requested). 6 credits reassigned time-faculty.	PROGRAM COORDINATOR, Shirai, VCAS faculty UH Facilities Planners	Spring 2016-Fall 2017	Ongoing collaboration with Hawaiian Studies to create opportunities for student learning and increased cultural awareness while providing a venue for community events. This will also address Priority Goal 1 Native Hawaiian students; and Goals 2 and 4	Ongoing request.
	N	Continue to calibrate stove/oven combos in main kitchen, fine dining and bake shop. Problem of pilot light going out persists.	<ul style="list-style-type: none"> Determine if maintenance service is available locally. If unavailable locally arrange to bring in someone from Honolulu. 	\$600 for maintenance if available locally, or \$2,000 if unavailable. (maintenance and travel expenses) R/M budget.	Shirai, HilldorferOyama	Ongoing	Stove/ovens will be working properly. Directly impacts Priority Goal 5; reduce deferred maintenance	Ongoing yearly
	N	Continue annual preventive maintenance to address safety concerns (refrigeration)	<ul style="list-style-type: none"> Continue PM contracts currently in place 	Unknown KCC R/M budget.	Program Coordinator/VCAS	January 1, 2016	Maintain compliance with fire and other safety	Ongoing-Refrigeration contract in place.

Program Goal & Campus Strategic Priority or goal	PLO impacted	Action Item	Actionable Items	Resources Needed	Persons Responsible	Timeline	Outcome or Indicator of Improvement	Status
		and continue preventive maintenance (PM) of fire suppression, refrigeration, grease trap and oil disposal, insect & rodent control, etc.	and obtain refrigeration PM contract.				requirements; prevent monetary loss by reducing product loss. Directly impacts Priority Goal 5; reduce deferred maintenance	Received fire and safety compliance. Annual preventive maintenance funded & this is an ongoing need.
	N	Maintain first aid kits.	<ul style="list-style-type: none"> Re-stock at beginning of each semester. Replenish as needed. 	Unknown KCC O/M budget. Zee Medical	1,2,4Shirai	Complete prior to beginning of each semester and monthly replenishment	Maintain compliance with safety requirements. This fulfills Priority Goal 5 ;Health and Safety	Ongoing.
2.7	N	Implement end-of-semester general heavy cleaning (outsource).	<ul style="list-style-type: none"> Have facilities outsource general heavy cleaning of the end of every semester. 	Unknown (R/M)	1,2,4Bacio	Complete at end of each semester	Prevent student and staff injury-personnel not trained in OSHA handling harsh and potentially dangerous cleaning chemicals. Vital to Priority Goal 5 Directly impacts Priority Goal 5-,Health and Safety	Ongoing.
3.1 2.2.1 2.4.1 3.2.1	1,2,3	ACF RE-ACCREDITATION Designate time table and delineate faculty responsibilities to complete ACF required documentation in a timely manner.	<ul style="list-style-type: none"> Draft and submit required documentation describing program changes annually; Liaison with Other System CC's and Maui College. 	Part of Program Coordinator duties	Hilldorfer	Annually-Spring 2016	Continued accreditation in good standing.	Ongoing.

Program Goal & Campus Strategic Priority or goal	PLO impacted	Action Item	Actionable Items	Resources Needed	Persons Responsible	Timeline	Outcome or Indicator of Improvement	Status
4.1	4,5	Campus funding for second year, second semester students for Jr ACF Membership which qualifies the graduate to receive a "certified Culinarian " Certificate with no further testing.	Draft and submit foundation grant-currently funded via Gala funds	\$85 per student 12-18 students/year	<ul style="list-style-type: none"> Chancellor, Program coordinator 	Annually	<p>Directly connected to Campus Priority #4 Investment in Faculty, Staff. Students and their environment</p> <p>Continued accreditation in good status</p> <p>Addresses Priority Goal 2 and 4 by better coordinating with business, and enriching the student experience</p>	Currently funded via Culinary Fundraising.
2.4.1	1,2,3	<p>Hold fall e-meeting and spring semester live advisory committee meetings.</p> <p>(ACF accreditation requires 2 advisory committee meetings per year).</p>	<ul style="list-style-type: none"> Schedule meeting times and place; Prepare agenda; Invite attendees; Hold meeting; Record proceedings Draft and submit foundation grant-currently funded via Gala funds 	\$300 (\$15 pp to host 20 attendees 1 live meeting; committee members, faculty, staff, administrators).	<p>Program Coordinator</p> <p>Faculty/ staff</p>	<p>Spring 2016</p> <p>Fall 2017</p>	<p>Review program mission, SLOs, ACF accreditation standards, course competencies, accreditation report, change in COC, etc.</p> <p>Priority Goal 2 by better coordinating with business</p>	<p>This is an annual, on-going request.</p> <p>Need campus Funding. Currently funded via Culinary fundraising</p>
3.1 2.2.1 2.4.1 3.2.	1,2,3	On-going needs to maintain ACF accreditation; remedy and/or respond to any ACFEF recommendations following their Spring 2010 site visit.	<ul style="list-style-type: none"> Conduct graduate focus groups and compile data; Design and/or revise data collection forms and collect data; Respond to ACFEF recommendations; Gather, analyze, and interpret data. 	<p>Part of Summer overload</p> <p>3 credits each Hilldorfer, Nakata, Miyasato, Oyama, Hilldorfer</p>	Program Coordinator,	Summer 2016	<p>Maintain ACF accreditation and respond to site visit recommendation.</p>	Ongoing.

Program Goal & Campus Strategic Priority or goal	PLO impacted	Action Item	Actionable Items	Resources Needed	Persons Responsible	Timeline	Outcome or Indicator of Improvement	Status
			<ul style="list-style-type: none"> Gather exhibits Purchase scanner 					
3.1 2.2.1 2.4.1 3.2.	1,2,3	Obtain Editor/Facilitator for ACFEF accreditation starting Fall 2016	<ul style="list-style-type: none"> Input data and standards for 2017 Accreditation 	6 credits/semester	Unknown	Summer 16		
4	all	Summer overload projects for Faculty	<ul style="list-style-type: none"> Admit current fall cohort Address curricular revisions; Revise Student Handbook; Plan New Student Orientation and update materials Plan and implement high school recruiting class/seminar or Summer Bridge Plan addressing remedial needs/ Student persistence Fall-Spring 	See above overload seen throughout various areas of this APRU as well as in the steps listed here	Program Coordinator, Honma	Summer 2016	Loss prevention, promote industry standards in organization	Ongoing need
1,2	1.1-1,3	Obtain cost control software to replace malfunctioning software currently in use	Research and purchase/source software	Funding to purchase, at this time cost unknown	Miyasato , Oyama, IT	Fall 16	Gain functioning software for CULN 271, Purchasing and Cost Control	Necessary for completing Course Student Learning Outcomes
2.5	N	<p>A)Continue one part time cafeteria cook(needed 30 hours per week on instructional days.</p> <p>B)Hire part-time cafeteria casier in order to support the ongoing needs of the cafeteria.</p> <p>C) Hire a part-time store room clerk (20 hours per week to comply with the</p>	<ul style="list-style-type: none"> Process papers for continuing appointment; Schedule, train, and supervise. <p>This also supports the cafeteria as a whole.</p>	\$16,132.50 (\$1792.50/mo salary x 9 months with leave without pay during holidays, non instructional days) Dollar amount subject to	Bacio, HR facilitated by Program Coordinator	Begins Fall 2016 on first day of instruction & ends Spring 2017 on last day of instruction. Continue annually	<p>A)Preps, cooks, cleans, and assists cafeteria manager to supplement classroom contributions.</p> <p>B & C) will insure compliance with new UH financial policies</p>	Additional need.

Program Goal & Campus Strategic Priority or goal	PLO impacted	Action Item	Actionable Items	Resources Needed	Persons Responsible	Timeline	Outcome or Indicator of Improvement	Status
		new UH financial and Operational policy for revenue generating operations.		change due to any contractual increase.			beginning January 2016	
2.5	N	Student help (need up to 40 hours per week during instructional days). Reassess need for student help if second half time cafeteria helper is hired.	<ul style="list-style-type: none"> Select students; Process papers for appointees; Schedule, train, and supervise. 	<ul style="list-style-type: none"> \$10,080 (40 hrs/wk x 30 wks @ \$9-11/hr) Revolving Funds 	Bacio, HR, Program Coordinator	Fall 2016 and Spring 2017 on instructional days	Restocks, cleans, serves and assists cafeteria manager to supplement classroom contributions.	Completed and in progress. Continuing annual need.
2.0	1,2,4,5	CPR/First Aid instructor Required for basic certification- nursing to handle at this time.	<ul style="list-style-type: none"> Coordinate with Health Ed to schedule class. Acquire Campus Funding- currently paid for with Gala funds 	2 day (during Dining Room class)	Miyasato Program Coordinator, Health Ed Coordinator	Fall 2017 Spring 2017	Program requirement met.	Need Campus Funding. Continuing program need.
2.0	N	Program Coordinator (9-month).	<ul style="list-style-type: none"> Coordinator duties and responsibilities. 	6 credits/6 credits	Hilldorfer	Fall 2016 Spring 2017	Provide program facilitation and direction.	On-going.
2.0	N	Dining Room operations	<ul style="list-style-type: none"> Instructs and supervises students during CULN 221 and 222. Insures operation of Fine Dining Room in Fall Semester 	6 credits	Miyasato	Fall 2016	Provide course facilitation and direction	On-going.
2.0 21.2 2.4	1,2,3	Fund seminars/workshops for teaching and learning strategies using College funds- currently using Gala funds	<ul style="list-style-type: none"> Schedule retreats with experts in learning strategies and developing study guides; Schedule classes for instructors on <i>scantron</i>; Develop culinary 	Unknown	Program Coordinator, Faculty, Webmaster	End of Spring 2016/2017	Addresses priority goal 1-relevant curriculum development, Goal 2 curriculum development and Goal 4 professional	Need Campus Funding

Program Goal & Campus Strategic Priority or goal	PLO impacted	Action Item	Actionable Items	Resources Needed	Persons Responsible	Timeline	Outcome or Indicator of Improvement	Status
			<ul style="list-style-type: none"> website. Develop ACF Accreditation Website 				development	
4.1	all	Attend HF&LE Food & Products Show; visit vendors. Request Campus Funding- currently using Gala funds. Professional Development need and product purchasing.	<ul style="list-style-type: none"> Prepare foundation request for partial funding and use Culinary foundation funds for partial funding Register and make accommodations reservations Attend food and products show and visit vendors 	\$1,900 (2 faculty/staff, 2 days: Airfare, ground transportation, per diem, excess lodging, parking)	2 faculty/ staff	July 2016	New products (food, equipment, software, linens, chemicals, etc., & vendors for use in cafeteria and culinary programs will be examined and reviewed; recommendation to Dept upon return.	Continuing need. Funding needed, Currently HawaiiGAS partially funds this project
4.4.1	2,4	Serve Safe Certification & training.	<ul style="list-style-type: none"> Register Attend and pass class 	\$185 per person Unknown - available on island	Miyasato, Cafeteria Worker	TBD	Participants will be Serve Safe certified as trainers.	On-going need.
1.2.1 2.4.	1,2	Graduate Focus Group (Every year).	<ul style="list-style-type: none"> Conduct ACF required graduate focus group for Spring 2016 graduates Analyze results in conjunction with other data Recommend program improvements 	\$460 for refreshments (funding to be divided equally between Culinary Gala funds and Foundation)	Honma	May 2016 / Summer 2016 and on-going annually at academic year end.	Data collected will be used to improve curriculum and develop strategies to retain students through graduation.	On-going need with partial funding (50%from GALA funds) Required by ACEF for accreditation. Directly impacts Priority Goal 1- relevant curriculum development and Course and Program Student learning outcomes
1.2.1 2.4.2	1,2	Employer Focus Group (Every 3-5 years).	<ul style="list-style-type: none"> Conduct ACF Required employer focus group; 	\$650 for lunch and refreshments	Honma	May 2016/17 Summer 2016/17	Data collected will be used to improve curriculum and develop	On-going need. Required by ACEF for accreditation.

Program Goal & Campus Strategic Priority or goal	PLO impacted	Action Item	Actionable Items	Resources Needed	Persons Responsible	Timeline	Outcome or Indicator of Improvement	Status
			<ul style="list-style-type: none"> Analyze results in conjunction with other data; Recommend program improvements. 				strategies to retain students through graduation.	
1.1.1 2.3.1 2.3.2 2.1.2	1,4,5,	Participate in feeder school career fairs, visit feeder school classes providing demos, host job shadowing.	<ul style="list-style-type: none"> Determine faculty & student availability; Determine demo & procure supplies; Participate in event. 	\$2,000	All faculty	Spring 2016/Fall 2016	Feeder school student exposure to KCC programs.	Participate in the following: Ele'ele School (2x) visits, Kaua'i HS Kapa'a HS & WHS career fairs, career shadowing from Kapa'a HS, WHS and Kaua'i HS.
1.1 2.3 2.4 5.1 6.2	1,2,3	Plan and Implement an Incubator Kitchen	<ul style="list-style-type: none"> Requesting inclusion into campus capital improvement projects. Begin preliminary planning with UH facilities planners. Seek community sponsor for supplemental funding 	Unknown at this time	Faculty, DEDB, Kauai County	2015-2020		ongoing
4.1, 4.2, 5.1,5.2	1,2,4,5	Plan and implement a farm to table initiative,	<ul style="list-style-type: none"> Requesting inclusion into campus capital improvement projects. Begin preliminary planning with UH facilities planners. Seek community sponsor for supplemental funding 	Unknown at this time	Faculty, T3C4 Grant	2015-2018		ongoing

Program Goal & Campus Strategic Priority or goal	PLO impacted	Action Item	Actionable Items	Resources Needed	Persons Responsible	Timeline	Outcome or Indicator of Improvement	Status
2.7	N	Meet fire code by caging the back veranda of the Culinary Building. This was brought to our attention by Miles Nirei, UH System Safety, and strongly emphasized by Calvin Shrai. Auxiliary and Facility Services Officer	<ul style="list-style-type: none"> Request campus funding in order to meet fire code 	Unknown at this time	Faculty, Facilities and Maintenance	2015-2017	Approved access in hallways	Need

Part IV. Resource Implications

Where appropriate, combine resource allocation priorities with other programs within your division.	None at this time.
Based on your action plan update, what are your reassigned time priorities?	<p>Program coordinator: 6 credits/ year.</p> <p>Fine Fining Management: as required during academic year.</p> <p>Facilities coordinator: As required during the Academic year.</p> <p>Preliminary ACF Accreditation material gathering: 1 credit during Summer 2015.</p> <p>ACF Accreditation Editor: 6 credits Summer, Fall 2016/ Spring 2017</p>
Based on your action plan update, what are your reallocation decisions?	None at this time. There may be future reallocation of resources depending upon a new system Financial and Operational Oversight in Revenue Generating programs.

Program Student Learning Outcomes

For the 2014-2015 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?		Program Student Learning Outcomes
1	<input checked="" type="checkbox"/> Yes	CULINARY ARTS (CULN) 1. Communicate with guests, co-workers, and supervisors by using oral, written, and nonverbal skills required in food services operations. (COMMUNICATION)
2	<input checked="" type="checkbox"/> Yes	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. (COGNITION)
3	<input checked="" type="checkbox"/> Yes	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. (INFORMATION COMPETENCY)
4	<input checked="" type="checkbox"/> Yes	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. (SOCIAL RESPONSIBILITY)
5	<input checked="" type="checkbox"/> Yes	5. Demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards. (PERSONAL RESPONSIBILITY)

A) Evidence of Industry Validation

received *Exemplary Accreditation* in 2010, valid until 2017.

B) Expected Level Achievement

Benchmark Assessments of 70%

C) Courses Assessed

Kauai Community College Course Institutional ISLOs (effective January 1,2013	Culinary PSLOs	ASSESSMENT DATA
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<p>1. Communication</p>	<p>Written Communication: Write in clear and organized Standard American English to present, explain, and evaluate ideas, to express feelings, and to support conclusions, claims, or theses.</p> <p>Oral Communication: Speak in understandable and organized Standard American English to explain ideas, to express feelings, and to support conclusions, claims, or theses. Receive,</p>	<p><i>Students will be able to communicate with guests, co-workers, and supervisors by using oral, written, and nonverbal skills required in food services operations.</i></p>	<p>This CSLO and PSLO is currently assessed in the CULN 160 Dining room course This CSLO is listed in the CULN 160 syllabus. Any other areas where student have guest contact such as CULN 101 and</p>

	<p>construct meaning from, and respond to spoken and/or nonverbal messages.</p> <p>Reading: Read, evaluate, and interpret written material critically and effectively. (*note that the precise wording of this ISLO is still under review.*)</p>		<p>102, and 130 courses this PSLO can be assessed. Guest assesses the students PSLO through guest comment cards. This PSLO is also assessed in CULN 120 weekly reflections.</p>
1. Cognition	<p>Symbolic Reasoning: Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues</p> <p>Integrative Thinking: Use problem-solving skills and creative thinking strategies to make connections among ideas and experiences and to synthesize and transfer learning to new and varied situations.</p>	<p><i>Students will be able to demonstrate reasoning and decision-making skills that reflect critical thinking (problem solving, creative thinking, quantitative reasoning, application, and resource management) and the current state of culinary arts/science.</i></p>	<p>Hia is</p> <p>This is assessed at the course and program level during the student's practical final.</p>
2. Information Competency	<p>Information Literacy: Locate, retrieve, evaluate, and interpret the value of information gained from reading text materials, making observations, and using electronic media, and reflectively use that information.</p> <p>Technological Competency: Identify, allocate, and utilize technological resources effectively.</p>	<p><i>Students will be able to use print materials, personal communications, observations, and electronic media efficiently and ethically to locate, retrieve, evaluate, organize and present information needed to meet educational, personal, and professional objectives.</i></p>	<p>Information competency is assessed in CULN 111, 112, 185, 221, 222, 294 research projects. The final assessment occurs in the Practicum course CULN 294 where students do research, create menus, cost menus, market their restaurant, design theme and order product. These students also compile a Profit & Loss statement and a self assessment of their work.</p>
3. Social Responsibility	<p>Teamwork: Participate proactively and interact cooperatively and collaboratively in a variety of settings.</p> <p>Respect for Diversity: Demonstrate cognitive, affective, and behavioral skills and characteristics that are respectful of others' opinions, feelings, values, and individual expression.</p>	<p><i>Students will apply work ethics, attitudes, and professional codes of conduct in the workplace with guests and with members of the culinary team including co-workers and supervisors.</i></p>	<p>The culinary program mirrors Industry practices. The expectation of this competency is assessed in every class as "Daily Points." The culinary student handbook details all the policies and procedures. We also have an annual Culinary New Student Orientation which</p>

			emphasizes this competency.
4. Personal Responsibility	Ethics: Demonstrate an understanding of ethical issues in public and personal contexts that can be used to make sound judgments and decisions	<i>Students will demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards.</i>	This ties in with the above Social Responsibility and is assessed via the Employer focus group, ACF advisory board and various community events

D) Assessment Strategy/Instrument

The data report prepared by KCC Assessment Coordinator follows
(based on Fall 2014 LiveText data)

Standard	Description	Rubric Count	Total Assessment Count	Total Student Count	Excellent Assessment Count	Excellent Student Count	Good Assessment Count	Good Student Count	Adequate Assessment Count	Adequate Student Count	Needs Improvement Assessment Count	Needs Improvement Student Count
PSLO #1	Students will be able to communicate with guests, co-workers, and supervisors by using oral, written, and nonverbal skills required in food services operations.	2	621	28	473	28	98	21	39	16	9	

PSLO #2	Students will be able to demonstrate reasoning and decision-making skills that reflect critical thinking (problem solving, creative thinking, quantitative reasoning, application, and resource management)	3	354	31	240	31	76	23	26	13	9
PSLO #4	Students will apply work ethics, attitudes, and professional codes of conduct in the workplace with guests and with members of the culinary team including co-workers and supervisors...	3	2565	30	2097	30	330	22	95	19	30
PSLO #5	Students will demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards..	3	2591	30	2121	30	330	22	96	19	30
HI-KAUCC-CULN-SLO.1	Evaluate and demonstrate basic principles of sanitation and safety in a food service operation. Demonstrate safe food handling and safe work habits	1	13	13	11	11	0	0	1	1	0

The following data report prepared by KCC IR follows

(based on Fall 2014 and Spring 2015 CARD data)

LiveText Assessments of these PSLOs are not included on this table

Program	PSLO Number	PSLO Title	# of CULN Courses in which PSLO Assessed	% Met Benchmark
Culinary Arts	1a	Written Communication*	2 (2 CSLOs)	81%
Culinary Arts	1b	Oral Communication**	1 (1 CSLO)	79%
Culinary Arts	2a	Critical Thinking***	2 (3 CSLOs)	83%
Culinary Arts	2b	Quantitative Reasoning****	1 (1 CSLO)	77%
Culinary Arts	3	Information Literacy*	1 (1 CSLO)	79%
Culinary Arts	4a	Professionalism and Ethics	8 (17 CSLOs)	80%
Culinary Arts	4b	Teamwork*****	1 (1 CSLO)	67%
Culinary Arts	5	Practices and Behaviors	9 (24 CSLOs)	80%

*Written Communication, Critical Thinking, and Information Literacy are also taught and assessed in the required general education English course as well as elsewhere in the CULN curriculum.

**Oral Communication is also taught and assessed in several general education courses, as well as elsewhere in the CULN curriculum.

***Critical Thinking is taught and assessed across the CULN curriculum and co-curriculum, but few CSLOs address it exclusively.

****Quantitative Reasoning is also taught and assessed in the required general education Math course as well as elsewhere in the CULN curriculum.

*****Teamwork is taught and assessed across the CULN curriculum, but only one CSLO addresses it exclusively. Teamwork is also inherent in PSLOs 4a and 5.

E) Results of Program Assessment

Refer to the chart In Assessment Strategy/Instrument

F) Other Comments

None

G) Next Steps

Continue to carry the progress forward and determine if:

- What we are doing with assessment works
- If not working, change methods of instruction, rubrics and/or assessment
- Invigorate recruitment

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This page last modified on August 1, 2013