Comprehensive Program Review Report Format

Instructional Programs

BOR Approved Instructional Programs and Kahikoluamea,

College Mission Statement:

Mission Statement 2008-2015

Kapiʻolani Community College...

• is a gathering place where Hawaiʻi’s cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
• is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
• strives to provide the highest quality education and training for Hawaiʻi’s people.
• provides open access, and promotes students’ progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
• prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
• delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
• prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
• leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
• uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public’s investment for a sustainable future.
• builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
• uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

Program Mission Statement: Clear statement of program purposes and links to the College’s Strategic Plan.
“The mission of Kapi‘olani Community College’s Culinary Arts Program is to provide a quality education in the culinary and pastry arts with an emphasis on blending the classical techniques with the global influences of our unique geographic location. This mission is achieved through a progressive curriculum, operational excellence, multi-industry alliances and the promotion of lifelong learning.”

Part I. Executive Summary of CPR and Response to previous ARPD recommendations

The Culinary Arts program has been able to successfully obtain 67% of its Tactical Plan Performance Measures as stated within the 2009 – 2012 Comprehensive Program and should be able to meet 100% of its original targets with this next CPR period.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase CULN majors by 4% per year</td>
<td>Yes (22%)</td>
</tr>
<tr>
<td>Increase Persistence level to 75%</td>
<td>Yes (76%)</td>
</tr>
<tr>
<td>Increase Perkins IV 2P1 Completion Status to meet goal</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Increase # of distance education sections from 7 to 14 per year</td>
<td>Not Met (12)</td>
</tr>
<tr>
<td>Obtain $15,000 per year in extramural funding</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Sign articulation agreement with UHM – Culinology</td>
<td>Not Met</td>
</tr>
<tr>
<td>Matriculate 1st cohort of the BAS in Culinary Mgt.</td>
<td>Not Met</td>
</tr>
<tr>
<td>Increase number of completers by 8% from 71%</td>
<td>Met (78%)</td>
</tr>
<tr>
<td>Integrate technology in classes like Culinary Competition</td>
<td>Partially Met</td>
</tr>
<tr>
<td>Make $15,000 per year available for faculty development</td>
<td>Yes</td>
</tr>
<tr>
<td>Integrate sustainability learning outcomes in classes by 40%</td>
<td>Not Met (4%)</td>
</tr>
<tr>
<td>Obtain $25,000 per year for repair &amp; maintenance</td>
<td>Exceeded</td>
</tr>
</tbody>
</table>

Action Plan

Although the program has been rated as Healthy for the last two years of the three year Comprehensive Program review cycle, the Culinary Arts Department is committed to implementing proactive action plans to ensure continued program improvement.

Demand Action Plan:

In its 4th Quarter 2012 Outlook for the Economy, Hawai‘i Department of Business, Economic Development and Tourism (DBEDT) stated that, “Based on the most recent development in the national and global economy, the performance of Hawaii’s tourism industry, the labor market conditions in the state, and growth of personal income and tax revenues, Hawaii’s economy is expected to continue positive growth for the rest of 2012 and into 2013. Overall, the current DBEDT forecast is more optimistic for most of the economic indicators, especially visitor related indicators, compared with the previous
It is anticipated that this optimistic outlook for the economy will result in an increase in new and replacement jobs. Although the program’s recent increase in the number of majors was pushing the program towards the limit of the healthy range, we feel that we should continue to explore growth strategies to meet the planned increase in jobs that will be created by this expanding economy.

**Efficiency Action Plan:**

Although the current efficiency levels indicate a healthy program, the addition of the new advanced professional certificate to the program will negatively impact future levels. The Department must develop a plan to increase efficiency in order to offset that increase.

**Effectiveness Action Plan**

The program is planning on creating a 2+2 articulation with a four year institution in Culinology, which should positively impact our effectiveness.

**Perkins IV Core Indicators Action Plan**

The program will continue to explore ways to increase its 4P1 student placement score.

**Part II. Program Description** *(See Attached ACFEF Self Study)*

- **History**

  Program goals/Occupations for which this program prepares students: Include the skills that graduates will have and the occupations for which they are prepared

- **Program Student Learning Outcomes (SLO)**

- **Admission requirements**

- **Credentials, licensures offered**

- **Faculty and staff**

- **Resources, including student support services**

- **Articulation Agreements**

- **Community connections, advisory committees, Internships, Coops, DOE**

- **Distance delivered/off campus programs, if applicable**
## Part III. Quantitative Indicators for Program Review

### Overall Program Health: Healthy

Majors Included: CULN, FSCA, FSER

<table>
<thead>
<tr>
<th>Demand Indicators</th>
<th>Program Year</th>
<th>Demand Health Call</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10-Sep</td>
<td>11-Oct</td>
</tr>
<tr>
<td>1 New &amp; Replacement Positions (State)</td>
<td>302</td>
<td>320</td>
</tr>
<tr>
<td>2 *New &amp; Replacement Positions (County Prorated)</td>
<td>108</td>
<td>172</td>
</tr>
<tr>
<td>3 *Number of Majors</td>
<td>416</td>
<td>449</td>
</tr>
<tr>
<td>4 SSH Program Majors in Program Classes</td>
<td>4,564</td>
<td>5,319</td>
</tr>
<tr>
<td>5 SSH Non-Majors in Program Classes</td>
<td>1,828</td>
<td>1,951</td>
</tr>
<tr>
<td>6 SSH in All Program Classes</td>
<td>6,392</td>
<td>7,270</td>
</tr>
<tr>
<td>7 FTE Enrollment in Program Classes</td>
<td>213</td>
<td>242</td>
</tr>
<tr>
<td>8 Total Number of Classes Taught</td>
<td>84</td>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Efficiency Indicators</th>
<th>Program Year</th>
<th>Efficiency Health Call</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10-Sep</td>
<td>11-Oct</td>
</tr>
<tr>
<td>9 Average Class Size</td>
<td>22.6</td>
<td>23.6</td>
</tr>
<tr>
<td>10 *Fill Rate</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>11 FTE BOR Appointed Faculty</td>
<td>16.5</td>
<td>13.5</td>
</tr>
<tr>
<td>12 *Majors to FTE BOR Appointed Faculty</td>
<td>22.5</td>
<td>33.3</td>
</tr>
<tr>
<td>13 Majors to Analytic FTE Faculty</td>
<td>35.2</td>
<td>35.6</td>
</tr>
<tr>
<td>13a Analytic FTE Faculty</td>
<td>11.8</td>
<td>12.6</td>
</tr>
<tr>
<td>14 Overall Program Budget Allocation</td>
<td>$1,245,601</td>
<td>$1,256,537</td>
</tr>
<tr>
<td>14a General Funded Budget Allocation</td>
<td>$1,245,601</td>
<td>$1,256,537</td>
</tr>
<tr>
<td>14b Special/Federal Budget Allocation</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>14c Tuition and Fees</td>
<td>Not Reported</td>
<td>Not Reported</td>
</tr>
<tr>
<td>15 Cost per SSH</td>
<td>$195</td>
<td>$173</td>
</tr>
<tr>
<td>16 Number of Low-Enrolled (&lt;10) Classes</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness Indicators</th>
<th>Program Year</th>
<th>Effectiveness Health Call</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10-Sep</td>
<td>11-Oct</td>
</tr>
<tr>
<td>17 Successful Completion (Equivalent C or Higher)</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>18 Withdrawals (Grade = W)</td>
<td>154</td>
<td>148</td>
</tr>
<tr>
<td>19 *Persistence (Fall to Spring)</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>20 *Unduplicated Degrees/Certificates Awarded</td>
<td>96</td>
<td>163</td>
</tr>
<tr>
<td>20a Degrees Awarded</td>
<td>42</td>
<td>69</td>
</tr>
<tr>
<td>20b Certificates of Achievement Awarded</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>20c Advanced Professional Certificates Awarded</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20d Other Certificates Awarded</td>
<td>79</td>
<td>121</td>
</tr>
<tr>
<td>21 External Licensing Exams Passed</td>
<td>Not Reported</td>
<td>Not Reported</td>
</tr>
<tr>
<td>22 Transfers to UH 4-yr</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>22a Transfers with credential from program</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>22b Transfers without credential from program</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Distance Education:</td>
<td>Program Year</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Completely On-line</td>
<td>Classes Taught</td>
<td>10-Sep</td>
</tr>
<tr>
<td></td>
<td>Number of</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>314</td>
</tr>
<tr>
<td>24</td>
<td>Distance Education</td>
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<tr>
<td></td>
<td>Classes</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Fill Rate</td>
<td>90%</td>
</tr>
<tr>
<td>26</td>
<td>Successful</td>
<td>49%</td>
</tr>
<tr>
<td>27</td>
<td>Completion (Equivalent C or Higher)</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Withdrawals (Grade = W)</td>
<td>37</td>
</tr>
<tr>
<td>29</td>
<td>Persistence (Fall to Spring Not Limited to Distance Education)</td>
<td>56%</td>
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</table>

<table>
<thead>
<tr>
<th>Perkins IV Core Indicators</th>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 1P1 Technical Skills Attainment</td>
<td>90.1</td>
<td>93.64</td>
<td>Met</td>
</tr>
<tr>
<td>30 2P1 Completion</td>
<td>45</td>
<td>59.09</td>
<td>Met</td>
</tr>
<tr>
<td>31 3P1 Student Retention or Transfer</td>
<td>56</td>
<td>83.04</td>
<td>Met</td>
</tr>
<tr>
<td>32 4P1 Student Placement</td>
<td>51</td>
<td>57.69</td>
<td>Met</td>
</tr>
<tr>
<td>33 5P1 Nontraditional Participation</td>
<td>N\A</td>
<td>N\A</td>
<td>N\A</td>
</tr>
<tr>
<td>34 5P2 Nontraditional Completion</td>
<td>N\A</td>
<td>N\A</td>
<td>N\A</td>
</tr>
</tbody>
</table>

Last Updated: August 6th, 2012
Part IV. Curriculum Revision and Review

100% of all active courses have been reviewed within the last five years

<table>
<thead>
<tr>
<th>SUBJ</th>
<th>CRSNO</th>
<th>TITLE</th>
<th>DIVS</th>
<th>DEPT</th>
<th>Last Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULN</td>
<td>111</td>
<td>Introduction to the Culinary Industry/Career Preparation</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>112</td>
<td>Sanitation and Safety</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>115</td>
<td>Menu Merchandising</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>120</td>
<td>Fundamentals of Cookery</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>130</td>
<td>Intermediate Cookery</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>150</td>
<td>Fundamentals of Baking</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>155</td>
<td>Intermediate Baking</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>160</td>
<td>Dining Room Service/Stewarding Procedures</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>205</td>
<td>Food Service Administration</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>207</td>
<td>Principles of Culinary Competition I</td>
<td>FH</td>
<td>FH</td>
<td>200830</td>
</tr>
<tr>
<td>CULN</td>
<td>208</td>
<td>Principles of Culinary Competition II</td>
<td>FH</td>
<td>FH</td>
<td>200830</td>
</tr>
<tr>
<td>CULN</td>
<td>221</td>
<td>Continental Cuisine</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>222</td>
<td>Asian/Pacific Cuisine</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>240</td>
<td>Garde Manger</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>252</td>
<td>Patisserie</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>253</td>
<td>Confiserie</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>271</td>
<td>Hospitality Purchasing and Cost Control</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>310</td>
<td>Current Trends in the Culinary Industry</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
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<tr>
<td>CULN</td>
<td>321</td>
<td>Contemporary Cuisines</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>322</td>
<td>Advanced Asian Cuisines</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>330</td>
<td>Special Culinary Topics</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>360</td>
<td>Beverage Service Management</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>CULN</td>
<td>380</td>
<td>Nutritional Cuisines</td>
<td>FH</td>
<td>FH</td>
<td>200840</td>
</tr>
<tr>
<td>FSHE</td>
<td>185</td>
<td>The Science of Human Nutrition</td>
<td>FH</td>
<td>FSER</td>
<td>200810</td>
</tr>
</tbody>
</table>

Part V. Survey results (See attached ACFEF Self Study)

1. Student satisfaction, including student support services
2. Occupational placement in jobs (for CTE programs)
3. Employer satisfaction (for CTE programs)
4. Graduate/Leaver
Part VI. Analysis of the Program

1. **Alignment with mission**

Just as in ancient times when Hawaiians utilized the stars to navigate by, KCC culinary utilizes its mission statement as its wayfinder. Our mission has enabled us to formulate a clear vision of who we are, what we value and the principles that we operate under.

**Vision & Value Statement**

The Culinary Arts Department of Kapi`olani Community College embraces the motto of the college, of “kulia i ka nu’u”, or to strive for the highest in everything that it undertakes. In order to be the best that we can be, we embarked upon a strategy of excellence that guides us in all our decisions and are based upon the underlying concept that our beliefs are based upon these three key dimensions:

*What can we be the best in the world at?* We can be the best state-supported, ACF-certified, two-year culinary institution in the world that focuses on the blending of Western and Asian/Pacific cuisines with an emphasis on cooking for health and wellness and sustainability.

*What drives our economic engine?* Our continuing education and training and our operational programs are mechanisms that generate profits needed to sustain our programs in an atmosphere of declining state funding.

*What are we deeply passionate about?* We are passionate about culinary and pastry arts, but most of all, we are passionate about our students.

The components of the KCC’s Mission Statement that the Culinary Arts Department will help the College to achieve include:

- Strives to be the first choice for education and training for Hawai’i’s people.
- Prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- Leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- Builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong
2. Current Situation.

**Internal:**

Although KCC Culinary has achieved a healthy rating in all categories for each of the three annual reviews of program data covered by this comprehensive program review, we have undertaken a strategy of continuous program improvement. This strategy of continuing to strive for the highest in all that we do has resulting in the Department exceeding all of its 2010 – 2011 Perkins Core Indicators.

**External:**

Kapi`olani Community College’s Culinary Arts program is considered to be the premier culinary program in Hawaii and the only culinary program in the state to have won a national title. In 2009, a student team representing KCC Culinary Arts won the American Culinary Federation’s National Student Culinary Competition, earning it the title of the “Best in the Nation”. In 2012, based upon our attached self-study and verified through a site visit by a national accrediting team, the American Culinary Federation Educational Foundation Accrediting Commission re-accredited our program for the maximum seven-year period and awarded us status as an exemplary program. "Exemplary Programs symbolize the highest educational standards recognized by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). The award is presented to programs that have proven full compliance with all ACFEFAC accreditation requirements in the last visiting team report along with excellent management of the program." (American Culinary Federation, 2013)

3. Assessment Results for Program SLOs.

In the 2011 – 2012 Academic Year, for all of the Program SLOs that the Department has the ability to assess, the Culinary program exceeded the campus benchmark of assessing 1/3 of its Program Learning by assessing 100% of those outcomes.

<table>
<thead>
<tr>
<th>Assessed this year?</th>
<th>By</th>
<th><strong>Program Student Learning Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>CULN</td>
<td>Integrate the knowledge, skills and attitudes in all areas of basic food preparation, advanced culinary arts, basic baking, nutrition, menu planning, guest services, and operational controls and management required to meet the requirements for a Certified Culinarian by the American Culinary Federation Foundation.</td>
</tr>
<tr>
<td>Yes</td>
<td>CULN</td>
<td>Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals</td>
</tr>
<tr>
<td>Yes</td>
<td>CULN &amp; General Education</td>
<td>Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.</td>
</tr>
<tr>
<td>N/A</td>
<td>General Education</td>
<td>Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.</td>
</tr>
<tr>
<td>N/A</td>
<td>General Education</td>
<td>Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities</td>
</tr>
<tr>
<td>N/A</td>
<td>General Education</td>
<td>Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.</td>
</tr>
<tr>
<td>N/A</td>
<td>General Education</td>
<td>Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.</td>
</tr>
</tbody>
</table>

**Part VII. Tactical Action Plan**

1. Department Action Plan

<table>
<thead>
<tr>
<th>KCC Culinary Arts Department’s Strategic Outcome</th>
<th>Campus Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the enrollment, persistence and completion of our Culinary Arts majors</td>
<td>B</td>
</tr>
<tr>
<td>Attract external funding to support our health, wellness and childhood obesity projects</td>
<td>C</td>
</tr>
<tr>
<td>Utilizing innovative practices and in collaboration with the other higher education institutes, prepare students for high-skill / high-demand / high-pay occupations</td>
<td>D</td>
</tr>
<tr>
<td>Provide external funding that will subsidize faculty and staff efforts to improve their professional and teaching skills</td>
<td>E</td>
</tr>
<tr>
<td>Attract external funding to repair, maintain or renovate current facilities and to become a model for sustainable food service practices</td>
<td>F</td>
</tr>
</tbody>
</table>

b. Tactical Plan Performance Measures: Performance measures should align with and help the College achieve its performance measures as identified in the Strategic Planning Matrix. Code performance measures to match College performance measures (examples A1, B2, C1, D4, E1, F2).
<table>
<thead>
<tr>
<th>KCC Culinary Arts Department’s Performance Measures</th>
<th>Campus Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although the Program did experience a 9% overall growth rate since the last CPR, the Program wishes to stabilize its growth rate of CULN majors to be two percent per year through 2015</td>
<td>B1</td>
</tr>
<tr>
<td>Although the Program’s transfer rate to 4 year institutions has grown by 200% since the last CPR, the Program plans to increase its transfer rate by another 50% by 2015</td>
<td>B4</td>
</tr>
<tr>
<td>Utilize technology to increase the quality of instruction and assessment of student learning outcomes that meet the rigor of industry validation</td>
<td>B7</td>
</tr>
<tr>
<td>Obtain at least $125,000 per year in extramural grant funds to support our sustainability and health/wellness initiatives</td>
<td>C1</td>
</tr>
<tr>
<td>Obtain grant(s) that will allow us to create a Culinary Innovation Center that will focus on Culinology and/or Cooking for Health and Wellness</td>
<td>C1</td>
</tr>
<tr>
<td>Sign an articulation agreement with FSHN – UH Manoa for a BS Degree in Culinology by Fall 2015</td>
<td>D1</td>
</tr>
<tr>
<td>By 2015, increase the number of students matriculating into the Bachelors of Applied Science Degree in Culinary Management to 10 students</td>
<td>D1</td>
</tr>
<tr>
<td>Prepare for the opening of the Culinary Institute of the Pacific at Diamond Head and the relocation of the Advanced Culinary and Pastry classes to that location by 2015</td>
<td>D1</td>
</tr>
<tr>
<td>Develop a Culinary Innovation Center that will provide Culinary students with the living laboratory necessary for the STEM-related degree of Culinology</td>
<td>D4</td>
</tr>
<tr>
<td>Make at least $15,000 per year in external funding available to CULN faculty and staff for professional development purposes</td>
<td>E1</td>
</tr>
<tr>
<td>By 2015, integrate sustainability learning outcomes in 20% of our courses</td>
<td>F4</td>
</tr>
<tr>
<td>Obtain a minimum of $50,000 per year in external funding that can be utilized to repair, maintain, renovate or improve existing facilities</td>
<td>F5</td>
</tr>
</tbody>
</table>

c. Strategies:
d. Data to be gathered: Position(s) Responsible
e. Synergies with other programs, units, emphases and initiatives
f. Key Community Partners (if any)
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Outcomes</th>
<th>Performance measures</th>
<th>Means of assessment, data to be gathered</th>
<th>Position(s) responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Increase CULN majors by two percent per year through 2015</td>
<td>• 2011-12 - 454 (actual)</td>
<td>Annual Program Review, Quantitative Indicator #3</td>
<td>Department Chair, Program Counselor</td>
</tr>
<tr>
<td>Performance measures</td>
<td></td>
<td>• 2012-13 - 463</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2013-14 - 472</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2014-15 - 482</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
<td>B1.1. Utilize various media opportunities to promote program and academic pathways</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B1.2. Create academic pathways that lead to STEM-related and/or other high-demand, high-pay careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B1.3. Partner with both public and private feeder schools to promote a high level of culinary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B1.4. Attract students through a visionary and progressive curriculum that integrates experiential learning through cutting-edge technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B1.5. Partner with UH Manoa FSHN Department to create an academic pathways that leads towards a 2+2 Bachelorette degree in Dietary Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B1.6. Collaborate with our HOST Department to reinvigorate the AS degree in Restaurant Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synergies with other programs, units, emphases and initiatives</td>
<td></td>
<td>• UH Manoa – College of Tropical Agriculture and Human Resources, Food Science and Human Resource Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• KCC Hospitality and Tourism Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• KCC STEM initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key community partners (if any)</td>
<td></td>
<td>• KFive Television Station or other media partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hawaii Department of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hawaii Association of Independent Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Increase transfer rate to UH 4-yr by 50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Performance measures | • 2011-12 - 18 (actual)  
• 2012-13 - 20  
• 2013-14 - 23  
• 2014-15 - 27 |
| Strategies | B4.1. Partner with UH West Oahu to market and promote the 3+1 BAS degree in Culinary Management  
B4.2. Partner with UH Manoa FSHN Department to finalize the articulation agreement, market and promote the 2+2 BS degree in Culinology.  
B4.3. Partner with UH Manoa FSHN Department to create an academic pathways that leads towards a 2+2 Bachelorette degree in Dietary Management |
| Means of assessment, data to be gathered | Annual Program Review, Quantitative Indicator #22 |
| Position(s) responsible | Department Chair, Program Counselor |
| Synergies with other programs, units, emphases and initiatives | • UH West Oahu  
• UH Manoa – College of Tropical Agriculture and Human Resources, Food Science and Human Resource Department  
• KCC STEM initiative  
• KCC Health Sciences Unit |
| Key community partners (if any) | • Hawaii Food Manufacturers Association  
• Innovate Hawaii  
• Hawaii Department of Labor and Industrial Relations |
| Outcomes | Introduce technology that will enable high quality instruction and assessment of student learning outcomes |
| Performance measures | • 2011-12 - (not available)  
• 2012-13 – 75%  
• 2013-14 – 80%  
• 2014-15 – 85% |
### Strategies

| B7.1. | Procure iPads for lab instructors to utilize in the assessment of competencies utilizing LiveText software |
| B7.2. | Create an outdoor cooking facility where students can be introduced to concepts in culturally appropriate and artisan cooking |
| B7.3. | Revitalize kitchens with state-of-the-art energy-efficient equipment and appliances to promote the tenets of sustainable food service and culinary innovation |

### Means of assessment, data to be gathered

| Evidence of Industry Validation: Employer Survey (to begin AY 2012-2013) |

### Position(s) responsible

| Department Chair |

### Synergies with other programs, units, emphases and initiatives

- KCC CELTT
- KCC Auxiliary Services

### Key community partners (if any)

- Gas Company
- Hawaii philanthropic NGOs

### Outcomes

| Obtain at least $125,000 per year in extramural grants |

### Performance measures

- 2011-12 - $123,000
- 2012-13 - $125,000
- 2013-14 - $128,000
- 2014-15 - $130,000

### Strategies

| C1.a.1. | Apply for external grant funding for iPads & Livetext software for assessment |
| C1.a.2. | Apply for external grant funding to create and equip outdoor cooking laboratory |
| C1.a.3. | Apply for external funding to renovate kitchens and create a Culinary Innovation Center |

### Means of assessment, data to be gathered

| UH Kuali Reports |

### Position(s) responsible

| Department Chair |

### Synergies with other

- KCC CELTT
| programs, units, emphases and initiatives | KCC OFIE  
| KCC Health Sciences Unit |
| Key community partners (if any) | Hawaii Food Manufacturers Association  
Innovate Hawaii  
Hawaii Department of Labor and Industrial Relations  
Hawaii Health Systems Corporation |
| Outcomes | Obtain grant(s) that will facilitate the creation of the Culinary Innovation Center |
| Performance measures |  
- 2013-14 - $150,000  
- 2014-15 - $150,000 |
| Strategies | C1.b.1. Form consortium with Innovate Hawaii and the Hawaii Department of Labor and Industrial Relations to apply for a Making It in America Grant  
C1.b.2. Form a consortium with KCC Health Sciences and Hawaii Health Services Corporation to apply for a C3T Grant |
| Means of assessment, data to be gathered | UH Kuali Reports |
| Position(s) responsible | Department Chair |
| Synergies with other programs, units, emphases and initiatives | KCC CELTT  
KCC OFIE  
KCC Health Sciences Unit  
Culinary Programs within the UH system |
| Key community partners (if any) | Hawaii Health Services Corporation  
Hawaii Department of Labor and Industrial Relations  
Hawaii High Tech Development Corporation - Innovate Hawaii  
Hawaii’s philanthropic NGOs |
<p>| Outcomes | Sign an articulation agreement with FSHN – UH Manoa for a BS Degree in Culinology |</p>
<table>
<thead>
<tr>
<th>Performance measures</th>
<th>• 2013 – 14 – Articulation signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>D1.a.1. Provide UHM faculty with release time to finalize agreement</td>
</tr>
<tr>
<td>Means of assessment, data to be gathered</td>
<td>2014 – 15 KCC Course Catalog</td>
</tr>
<tr>
<td>Position(s) responsible</td>
<td>Department Chair, CTAHR faculty</td>
</tr>
<tr>
<td>Synergies with other programs, units, emphases and initiatives</td>
<td>UHM, College of Tropical Agriculture and Human Resources, Food Science and Human Nutrition Department</td>
</tr>
<tr>
<td>Key community partners (if any)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Increase the number of students matriculating into the BAS Degree in Culinary Management to 10 by 2015</th>
</tr>
</thead>
</table>
| Performance measures | • 2011 – 13: 0  
• 2012 – 13: 4  
• 2013 – 14: 6  
• 2014 – 15: 10 |
| Strategies | D1.b.1. Market academic pathway BAS degree in Culinary Management both internally and externally  
D1.b.2. Market the Culinary Institute of Pacific at Diamond Head as the new home of the Advanced Professional Certificate, which articulates with the BAS Degree in Culinary Management |
<p>| Means of assessment, data to be gathered | Enrollment in the KCC Culinary APC |
| Position(s) responsible | Department Chair, KCC Program Counselor, UHWO Counselor |
| Synergies with other programs, units, emphases and initiatives | UH West Oahu |</p>
<table>
<thead>
<tr>
<th>Key community partners (if any)</th>
<th>KFive or other media partner</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Successfully open the Culinary Institute of the Pacific at Diamond Head</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance measures</th>
<th>2014 – 15: Advanced Pastry Arts and Advanced Professional Certificate relocated to the CIP at Diamond Head</th>
</tr>
</thead>
</table>

| Strategies | D1.c.1. Develop policies & standard operational procedures for the CIP at Diamond Head  
D1.c.2. Procure all equipment, smallwares and supplies needed to effectively operate  
D1.c.3. Hire, train and staff both instructional and operational staff  
D1.c.4. Advertise and market the CIP at Diamond Head |
|------------|--------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Means of assessment, data to be gathered</th>
<th>Courses relocated and CIP open for business</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Position(s) responsible</th>
<th>Department Chair</th>
</tr>
</thead>
</table>

| Synergies with other programs, units, emphases and initiatives | UH Foundation  
KCC CELTT  
KCC Auxiliary Services |
|---------------------------------------------------------------|----------------------------------|

<table>
<thead>
<tr>
<th>Key community partners (if any)</th>
<th>KFive or other media partner</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Develop a Culinary Innovation Center that will provide Culinary students with the living laboratory necessary for the STEM-related degree of Culinology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance measures</th>
<th>2014 – 15: Culinary Innovation Center developed in facilities vacated by the relocation of the Advanced Pastry Arts and Advanced Professional Certificate courses being relocated to the CIP at Diamond Head</th>
</tr>
</thead>
</table>

| Strategies | D4.1. Obtain matching fund  
D4.2. Develop curriculum and training modules |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D4.3. Planning and permitting for the Culinary Innovation Center</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>D4.4. Relocate Pastry &amp; APC courses</td>
<td></td>
</tr>
<tr>
<td>D4.5. Renovate facilities</td>
<td></td>
</tr>
<tr>
<td>D4.6. Procure and install Equipment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Means of assessment, data to be gathered</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Kuali grant and UHF reports</td>
</tr>
<tr>
<td>Contractor progress report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position(s) responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair, Facilities Manager, Project Manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synergies with other programs, units, emphases and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCC Auxiliary Services</td>
</tr>
<tr>
<td>KCC STEM initiative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key community partners (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Innovate Hawaii</td>
</tr>
<tr>
<td>• Hawaii Department of Labor and Industrial Relations</td>
</tr>
<tr>
<td>• Hawaii’s philanthropic NGOs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make at least $15,000 per year in external funding available to CULN faculty and staff for professional development purposes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2011-12 - $15,000 (actual)</td>
</tr>
<tr>
<td>• 2012-13 - $15,000</td>
</tr>
<tr>
<td>• 2013-14 - $17,500</td>
</tr>
<tr>
<td>• 2014-15 - $20,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1.1. Raise and earmark funds for the professional development of program faculty and staff</td>
</tr>
<tr>
<td>E1.2. Promote utilization of the funds among faculty and staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Means of assessment, data to be gathered</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHF report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position(s) responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synergies with other</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHF</td>
</tr>
<tr>
<td>programs, units, emphases and initiatives</td>
</tr>
<tr>
<td>Key community partners (if any)</td>
</tr>
</tbody>
</table>

| Outcomes | Integrate sustainability learning outcomes in 20% of our courses |
| Performance measures | - 2011-12 - 1 of 23 or 4% (actual)  
- 2012-13 – 1 of 23 or 4%  
- 2013-14 – 6 of 23 or 26% |

| Strategies | F4.1. Review all curriculum and incorporate the ACFEF’s knowledge and skills competencies in sustainable food service practices where practical |

| Means of assessment, data to be gathered | ACF Annual Report |
| Position(s) responsible | Department Chair |

| Synergies with other programs, units, emphases and initiatives |  |
| Key community partners (if any) |  |

| Outcomes | Obtain a minimum of $50,000 per year in external funding that can be utilized to repair, maintain, renovate or improve existing facilities |
| Performance measures | - 2011-12 - $84,000 (actual)  
- 2012-13 - $50,000  
- 2013-14 - $50,000  
- 2014-15 - $50,000 |
Strategies | F5.1. Conduct fundraising activities focused on raising funds for equipment replace, repair and maintenance
---|---
Means of assessment, data to be gathered | UHF reports
Position(s) responsible | Department Chair
Synergies with other programs, units, emphases and initiatives | UHF
Key community partners (if any) | Hawaii’s philanthropic community

**Part VIII. Resource and Budget Implications**

**Outcome: Increase CULN majors by two percent per year through 2015**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.1</td>
<td>0.50 FTE Instructor</td>
<td></td>
<td></td>
<td>$40,000</td>
</tr>
<tr>
<td>B1.2</td>
<td>0.25 FTE Instructor</td>
<td></td>
<td></td>
<td>$20,000</td>
</tr>
<tr>
<td>B1.3</td>
<td>0.10 FTE Instructor</td>
<td></td>
<td></td>
<td>$8,000</td>
</tr>
<tr>
<td>B1.4</td>
<td></td>
<td>Equipment update</td>
<td>Technology update</td>
<td>$150,000</td>
</tr>
<tr>
<td>B1.5</td>
<td>0.25 FTE Instructor</td>
<td></td>
<td></td>
<td>$20,000</td>
</tr>
<tr>
<td>B1.6</td>
<td>0.10 FTE Instructor</td>
<td></td>
<td></td>
<td>$8,000</td>
</tr>
</tbody>
</table>

**Outcome: Increase transfer rate to UH 4-yr by 50%**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4.1</td>
<td>See B1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4.2</td>
<td>0.10 FTE Manoa Instructor</td>
<td></td>
<td></td>
<td>$10,000</td>
</tr>
<tr>
<td>B4.3</td>
<td>See B1.5</td>
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</tr>
</tbody>
</table>
### Outcome: Introduce technology that will enable high quality instruction and assessment of student learning outcomes

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>B7.1</td>
<td></td>
<td></td>
<td>Procure Ipads</td>
<td>$20,000</td>
</tr>
<tr>
<td>B7.2</td>
<td></td>
<td>Build Outdoor Cooking Lab</td>
<td></td>
<td>$95,000</td>
</tr>
<tr>
<td>B7.3</td>
<td></td>
<td>Renovate kitchens</td>
<td></td>
<td>$250,000</td>
</tr>
</tbody>
</table>

### Outcome: Obtain at least $125,000 per year in extramural grants

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.a.1</td>
<td></td>
<td></td>
<td>See B7.1</td>
<td></td>
</tr>
<tr>
<td>C1.a.2</td>
<td></td>
<td></td>
<td>See B7.2</td>
<td></td>
</tr>
<tr>
<td>C1.a.3</td>
<td></td>
<td></td>
<td>See B7.3</td>
<td></td>
</tr>
</tbody>
</table>

### Outcome: Obtain grant(s) that will facilitate the creation of the Culinary Innovation Center

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.b.1</td>
<td>0.25 FTE instructor</td>
<td></td>
<td></td>
<td>$40,000</td>
</tr>
<tr>
<td>C1.b.2</td>
<td>0.25 FTE instructor</td>
<td></td>
<td></td>
<td>$40,000</td>
</tr>
</tbody>
</table>

### Outcome: Sign articulation agreement with FSNN – UH Manoa for a BS Degree in Culinology

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1.a.1</td>
<td></td>
<td>See B4.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Outcome: Increase number of students matriculating into the BAS in Culinary Management

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1.b.1</td>
<td></td>
<td></td>
<td></td>
<td>$20,000</td>
</tr>
<tr>
<td>D1.b.2</td>
<td></td>
<td></td>
<td></td>
<td>$20,000</td>
</tr>
</tbody>
</table>

### Outcome: Successfully open the Culinary Institute at Diamond Head

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
</table>
### Outcome: Develop a Culinary Innovation Center

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Human</th>
<th>Physical</th>
<th>Technology</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1.c.1</td>
<td>0.25 FTE Instructor</td>
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### Outcome: Make at least $15,000 per year available to CULN faculty and staff for professional development

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### Outcome: Integrate sustainability learning outcomes in 20% of our courses

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### Outcome: Obtain a minimum of $50,000 per year in external funding that can be utilized to repair, maintain, renovate or improve existing facilities

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Part IX. Evaluation of Data and Measurable Improvements (annually updated)*

1. Evaluation of Data identified in Part VII-1-d
2. Improvements in Last 12 months (list)
3. Improvements to be made in the next 12 months (list)
   *New initiatives may be added in annual updates
Renewal Self-Study

Revised 2010
PROGRAM INFORMATION

NAME OF INSTITUTION:
  Kapi`olani Community College
  Culinary Arts Department

ADDRESS:
  4303 Diamond Head Road
  Honolulu, Hawai`i 96816

PROGRAM(S) NAME:
  • Associate in Science degree in Culinary Arts with an emphasis in Culinary Arts
  • Associate in Science degree in Culinary Arts with an emphasis in Pastry Arts*
  • Certificate of Achievement, Culinary Arts

PROGRAM COORDINATOR:
  Ronald Koji Takahashi, MBA

DATE OF FIRST PROGRAM OFFERING:
  1949 – Territorial Department of Public Instruction
  1965 – Converted to Kapi`olani Community College

NUMBER OF STUDENTS: 466
  FULL TIME: 178
  PART TIME: 288

INSTITUTION’S DEFINITION OF FULL TIME: 12 credits per semester
  INSTITUTION’S DEFINITION OF PART TIME: 11 credits or less

NUMBER OF FACULTY:
  FULL TIME: 12 FTE + 2 vacant
  PART TIME: 7 (lecturers)
1.0 PROGRAM ELIGIBILITY  Standards 1.1 - 1.6

1. Provide a copy of Program Application for ACFEF Accreditation as part of this Self-Study.
   • Submitted in Appendix #1

2. Provide a signed copy of the ACFEF Accreditation Agreement Form
   • Submitted in Appendix #2

3. Describe the institution, including accreditation and licensure status. If a recognized agency has denied accreditation or pre-accreditation status to the institution or placed the program on public probationary status, or has revoked the accreditation or pre-accreditation status of the institution or program, provide an account of such action(s).

The Institution

Queen Kapiolani (1834 – 1899) left a legacy of the primacy of education in a vision of a thriving Hawai`i with an aspiration for excellence. Kapi`olani Community College carries her name with pride and her motto, Kūlia i ka Nu’u, “Strive for the highest,” as an inspiration that sets the standard for student learning. This challenge unifies the College’s vision, values, and mission. These in turn drive both our institution’s strategic planning and its systems for ongoing continuous improvement, as we continuously strive for the highest. Through our successes, we honor the legacy of our Queen.

The College’s vision, values, and mission statements are included in its Kapi`olani Community College Strategic Plan 2008-2015, (linked on the College’s homepage).

In its mission, the College defines its educational purposes in terms of student learning in the following three statements:

- [The College] prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.

- [The College] delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce
immediate and long-term needs and contribute to a diversifying state economy.

- [The College] builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.

The mission statement drives planning and decision-making while serving as a continuously evolving set of ideals against which the effectiveness of the college is measured and improved. It reflects the College’s role as an institution providing high quality education in liberal arts degree programs, articulated transfer programs, career and technical programs, and programs for lifelong learning. The College’s mission statement, in conjunction with its vision and values statements, also reflect elements that uniquely characterize educational experiences at the college: open access to learning opportunities; a nurturing and supportive environment; an emphasis on respect, integrity, and ethical conduct as reflected in themes of cultural diversity, service-learning, international experience, and sustainability that run through the curriculum and the planning process.

KCC has strong technical, occupational, and professional programs in business education, food service and hospitality education, and nursing. Health sciences, emergency medical services, and legal education programs are unique to KCC and have received national recognition. KCC is responsive to the needs of the community, identifying current interests or trends and providing programs that enrich public education. Close ties with business, government, social institutions and other community resources are critical to planning and development of KCC’s curriculum.

For many years, KCC has also been particularly successful in expanding its reach to international arenas, which is key to its goal of becoming a focal point for international outreach and education. Agreements with numerous institutions in a variety of countries ranging from Namibia to China offer opportunities for faculty, students, and curriculum to move beyond the boundaries of the state, and for people from abroad to come here to share and gain knowledge. In
addition to international partnerships and student, staff, and resource exchanges, KCC hosts an annual International Festival, the student conference on Asia and the Pacific, and regularly features international speakers.

Today, KCC still strives to achieve new heights and attain important community goals. More than 9,300 students annually enroll in day, evening and weekend credit programs at the campus. An additional 25,000 students enroll through its extensive non-credit programs.

**Program Description:**

The Culinary Arts program provides students with numerous program options that allow them to match their educational pathways with their career goals. The Certificate of Completion (CC) programs in Culinary Arts, Pastry Arts and Dining Room Service options are designed to help students acquire technical skills that will qualify them for entry-level employment after one semester’s training. The Certificate of Achievement (CA) in Culinary Arts program option is attained after three semesters and provides the student with the skills and knowledge required to pursue a journey worker Culinarian position within the industry. The college also offers the only Associate in Science (AS) degree in Culinary Arts within the State of Hawaii (other programs offer AAS degrees), with specializations available in Culinary Arts, Pastry Arts and Institutional Food Service.

In 2009, a student team representing KCC Culinary Arts won the American Culinary Federation’s National Student Culinary Competition, earning it the title of the "Best in the Nation". In 2010, the college added an Advanced Professional Certificate in Culinary Management to its program that articulates into a Bachelors of Applied Science (BAS) in Culinary Management at UH West Oahu. The strength of the Culinary and Patisserie Programs continues to be the reinforcement of theory through applied academics in active laboratory settings.

**Accreditation:**

Kapi‘olani Community College is accredited by the **Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges**, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an
institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.¹

The accreditation for the Culinary Arts Department’s A.S. Degrees in Food Service with specializations in both Culinary and Pastry Arts by the Accrediting Commission of the American Culinary Federation expire on June 30, 2012.

Required Exhibits:

- List of 10 recent graduates and their places of employment. Include name, address, email address, and phone number for graduates and employers.
- Submitted in Appendix #3
- Copy of all the school’s current state licenses
- Submitted in Appendix #4
- Copy(s) to show approval of credit or clock hour programs by state or accrediting body/commission
- Submitted in Appendix #5

2.0 MISSION AND GOALS Standards 2.1 - 2.3

1. What are the mission, goals, and objectives of the program(s)?

Vision & Value Statement

The Culinary Arts Department of Kapi‘olani Community College embraces the motto of the college, of “kulia i ka nuʻu”, or to strive for the highest in everything that it undertakes. In order to be the best that we can be, we embarked upon a strategy of excellence that guides us in all our decisions and are based upon the underlying concept that our beliefs are based upon these three key dimensions:

1. What can we be the best in the world at?
   a. We can be the best state-supported, ACF-certified, two-year culinary institution in the world that focuses on the blending of Western and Asian/Pacific cuisines with an emphasis on cooking for health and wellness and sustainability.

¹ http://kapiolani.hawaii.edu/object/accreditationstatement.html
2. What drives our economic engine?
   a. Our continuing education and training and our operational programs are mechanisms that generate profits needed to sustain our programs in an atmosphere of declining state funding.

3. What are we deeply passionate about?
   a. We are passionate about culinary and pastry arts, but most of all, we are passionate about our students.

Mission Statement

The mission of Kapi`olani Community College’s culinary program is to provide a quality education in the culinary and pastry arts with an emphasis on blending the classical techniques with the global influences of our unique geographic location. This mission is achieved through a progressive curriculum, operational excellence, multi-industry alliances, and the promotion of lifelong learning while emphasizing health, wellness and sustainability.

Institutional Goals

- To Promote Learning and Teaching for Student Success
- To Build A Learning, Partnering, and Service Network for Student Success
- To Build A Learning, Partnering, and Service Network for Workforce and Economic Development
- To Champion Diversity in Local, Regional, and Global Learning
- To Invest in People: Professionals in a Learning Organization
- To Invest in the Learning Environment

Department Objectives

The major objective of the Culinary and Patisserie programs is to prepare students both technically and academically for careers in the culinary and hospitality industries. The program is concerned with both the student’s acquisition of technical skills and knowledge and with their overall growth and development as individuals. The program endeavors to:

- Expose students to the actual day-to-day world of the Culinary and Pastry Arts;
• Acquaint students with a wide variety of equipment, techniques, and technologies used in the industry;
• Prepare students for job placement and career planning;
• Provide opportunities for students seeking transfer to four-year college programs;
• Provide a career laddered curriculum which provides career enhancement for Culinary and Pastry Arts majors.

2. How do the mission, goals, and objectives of the program(s) fit with the institution of which it is a part?

The College sets goals to improve its effectiveness, stating its goals and objectives in measurable terms in its strategic plan and tactical plans. The Kapi’olani Community College Strategic Plan 2008-2015 identifies six major strategic outcomes and twenty-nine performance measures, twenty-seven of which are quantitative.

The Program’s mission, goals, objectives and tactical plans are structured to support the strategic plan of the College. KCC Culinary Art Department’s mission statement will help the College to achieve the following goals:
• Strives to be the first choice for education and training for Hawai’i’s people.
• Prepares students to meet rigorous employment and career standards by offering 21st century career programs.
• Leads locally, nationally and internationally in the development of integrated international education through global collaborations.
• Builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.

**Tactical Plans**

The College develops tactical plans for seven academic units (Arts & Sciences, Business Education, Culinary Arts, Health Science, Hospitality and Tourism, Legal Education, Nursing) and seven administrative and educational support units (Center for Excellence in Learning, Teaching, and Technology (CELT), Community
Relations & Continuing Education, Office of International Affairs, Office for Institutional Effectiveness (OFIE), Kahikoluamea, Library & Learning, and Student Services.

The tactical plans include strategies and performance measures aligned to the College’s six strategic outcomes of its strategic plan and linked to the performance measures in the strategic plan. The 2009-2012 tactical plans for each unit are available for review at Quill.

3. How are the goals and objectives kept current with industry's requirements? Include in your answer the frequency and methods of their review.

   Its mission statement commits the College to using “ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.” Its planning, resource allocation, implementation, evaluation and re-evaluation processes are periodic and systematic.

   Policies that outline systematic means of assessing the effectiveness of the College’s programs and services exist at three levels: the University of Hawai‘i System, the University of Hawai‘i Community College System, and the College.

   At the community college system level, the Office of Academic Affairs under the Vice President for Community Colleges oversees cycles of assessment and improvement, based on the following policy: University of Hawai‘i Community Colleges Policy #5.202, Review of Established Program. The Office of Academic Affairs is responsible for the Annual Report of Program Data (ARPD) for all instructional programs in the UHCC system. It also administers the Community College Survey of Student Engagement (CCSSE).

   The Instructional Program Review Council (IRPC) is a system-wide council that oversees the review of instructional programs in the community colleges. In the discussion of setting agenda items for the 2007-2008 Agenda of the UHCC Instructional Program Review Council identified programs that qualify for program improvement funds based on the outcomes of program review/data reports.

   At the campus level, the Vice Chancellor for Academic Affairs (VCAA) oversees academic planning processes, with the assistance of Office for Institutional
Effectiveness (OFIE). The College’s Office for Institutional Research (OFIE) provides data, data analysis, and guidance for the strategic and tactical planning process. It also updates faculty on institutional effectiveness best practices and provides resources for securing grants to fund strategies and achieve the outcomes stated in the tactical and strategic plans. OFIE provides additional data reports upon request. Planning and decision-making at the College are primarily focused on fulfilling the mission of the institution to support students in achieving their educational goals.

At the program level, the Culinary Arts Department conducts an annual review of its mission, goals and objectives and updates them in its Annual Report of Program Data (ARPD). Subsequently this is utilized in the generation of its Annual Tactical Plan and its tri-annual Comprehensive Tactical Plan.

4. Where are the goals and objectives of the program(s) made evident to the students?

The Annual Report of Program Data for each year is made available to faculty, staff, students and the general public on the University of Hawaii website located at:

http://www.hawaii.edu/offices/cc/arpd

The Department’s Tactical Plans are made available to faculty, staff, students and the general public on the Kapiolani Community College Office for Institutional Effectiveness’s website located at:


Required Exhibit:

- Sample of the review methods used (employer surveys, advisory committee meeting minutes if discussion included review methods, etc.).

- Submitted in Appendix #6

3.0 ORGANIZATION AND ADMINISTRATION Standards 3.1 - 3.5

1. Provide the program(s) description as listed in documents available to the public.

The Culinary Arts program provides students with numerous program options that allow them to match their educational pathways with their career goals. The
Certificate of Completion (CC) programs in Culinary Arts, Pastry Arts and Dining Room Service options are designed to help students acquire technical skills that will qualify them for entry-level employment after one semester’s training. The Certificate of Achievement (CA) in Culinary Arts program option is attained after three semesters and provides the student with the skills and knowledge required to pursue a journey worker Culinarian position within the industry. The college also offers the only Associate in Science (AS) degree in Culinary Arts within the State of Hawaii (other programs offer AAS degrees), with specializations available in Culinary Arts, Pastry Arts and Institutional Food Service. In 2010, the college added an Advanced Professional Certificate in Culinary Management to its program that articulates into a Bachelors of Applied Science (BAS) in Culinary Management at UH West Oahu and advanced culinary classes at KCC begins in Fall 2012. The strength of the Culinary and Patisserie Programs continues to be the reinforcement of theory through applied academics in active laboratory settings.

In 2009, a student team representing KCC Culinary Arts won the American Culinary Federation’s National Student Culinary Competition, earning it the title of the “Best in the Nation”. At the American Culinary Federation’s Western Regional Student Culinary Competitions, our teams won Silver medals in 2010 and Gold medals in 2011.

In addition to being awarded over $70,000.00 annually in scholarships geared toward the program’s majors, program majors are eligible for federal financial aid. KCC offers food service students a world-class learning environment that includes 10 modern kitchens, a 130-seat culinary demonstration auditorium, on-campus restaurants, banquet rooms, computer labs, as well as showers and lockers for students

Our international faculty include award-winning chefs, food and beverage experts, and a counselor; many of whom are graduates of the culinary program at KCC, and other renowned institutions such as the Culinary Institute of America, and the University of Hawai‘i at Manoa.

Testimonials
“while I was going through my first Culinary Fundamentals class, they were training in the back of that same classroom. Our class had the opportunity to watch them train and see the dedication, not only of the students, but of the instructors that gave so much of their time and passion to that amazing effort, the same passion and dedication that I have witnessed and experienced with virtually every instructor that I have had the pleasure of learning under in the program. The experience, knowledge and background credentials of each of the instructors is remarkable, and they have been so willing to share that knowledge with us. The passion that they demonstrate, not just for the craft, but towards their teaching is obvious and extends beyond the instructors to all of the support and administrative staff as well.

This is an exciting time to be involved in the program at Kapi`olani, with all of the renovation and improvement going on with all of the classrooms, equipment upgrades, along with the move towards the four year degree program, I feel like the college is on the verge of a new era of continuous improvement and positive change, change that will allow all of its students current and future to proclaim with pride that we are graduates of the program.”

---Keith K. Ito

“I've been privileged to enter with high standards and professionalism within the program. The mentorship, passion, leadership, and setting the standards are all qualities that each instructor had. All of the professors, and chefs I had worked closely with were very knowledgeable and also had life learning experiences so they could relate, and pass on that information to the next generation of cooks and chefs to come out of the program.

Since the program offers a lot of volunteering opportunities for students, it helps everyone gain that experience they need in order to succeed in this very stressful profession. One thing I find very unique to the college are the non credit courses that is usually held on the weekends. The extra courses are tremendously helpful to everyone and it also enhances a person’s knowledge. I took a non-credit course and it was for butchery one and two. Even though I was taught some butchery skills within the cooking classes, I wanted to expand my knowledge by working with the various meets, and cutting techniques.
Another thing I like about the program is being able to compete. To me, competing plays an important role within this profession because it can push someone to their limit and also helps with self improvement to become a better cook or chef. The college has competitions such as Roy's, or the culinary salon that's usually held every two years, and it gives an opportunity for everyone to try. As a part of the 2011 American Culinary Federation (ACF) student team representing Team Hawaii, I have used my knowledge from all of the classes I have taken and utilized that information to do the skills, cooking phase, or cold platter parts of the competition."

--- Melanie Tancinco

2. List any other hospitality or foodservice programs in the institution.

Effective fall 2001, the Food Service and Hospitality Education Department divided into two separate departments to allow for the growth of both programs. In 2010, as part of a campus-wide reorganization, the non-credit component of the culinary arts department separated from the credit program and became part of Community and Continuing Education Department. Although now totally separate, the culinary arts department continues to assist the Continuing Education Department’s efforts to expand its non-credit offerings from community, International, and industry continuing education programs to additional programs in contract training programs with military and industry organizations, advanced professional development culinary programs, and the in-house ACF Apprenticeship program to the Chefs de Cuisine Association of Hawai‘i’s Hotel and Restaurant Industry Employee Training Trust (HARIETT) Apprenticeship.

The Hospitality and Tourism program (HOST) offers programs in both hotel & restaurant operations and the tour & travel sector. Although Culinary Arts and Hospitality are now separate departments, we continue to collaborate in many areas including utilization of the other programs area of expertise in course offerings and fundraising. Culinary Arts will continue to utilize HOST courses within its curriculum as long as they continue to meet the ACF competency requirements.

KCC Culinary Arts has developed an Advanced Professional Certificate that consists of 6-300 levels courses, which are not included in this self-study. This program is scheduled to begin in Fall of 2012, with the first cohort expected to
complete the program by Spring of 2013. This Advanced Professional Certificate (APC) articulates with the University of Hawaii, West Oahu’s Bachelors of Applied Science in Culinary Management. UH-West Oahu has signed an articulation agreement with Kapiolani Community College that accepts 70 credits from our AS Degree in Culinary Art, plus an additional 10 credits of KCC General Education courses, and the 18 credits from our Advanced Professional Certificate towards their 128 credit BAS degree.

3. Describe the administrative responsibilities and teaching responsibilities of the program coordinator. To whom does this person report on such matters as finance, policies, admission, and curriculum? Describe this person’s qualifications. Describe his/her role in assessing, planning, evaluating and implementing changes to the program.

The Culinary Arts Department is lead by a Department Chairperson, who is appointed by the Chancellor for a term up to two years with a mid-term assessment, from among the full-time faculty members who are at the rank of assistant professor or higher. All regular faculty members are allowed to vote on the department’s recommendation to the Chancellor from among those nominated. The Department Chairperson (DC) reports on all matters directly to the Dean of Hospitality, Business and Legal Education, and indirectly to the Vice-Chancellor or Administrative Services on matters of finance, the Vice-Chancellor of Academic Services on curriculum, the Vice-Chancellor of Student Services on admissions, and to the Chancellor on matters of policies.

The current Department Chairperson (DC) is Ronald Koji Takahashi, who holds a BBA in Travel Industry Management, and a MBA in International Business. He has 40 + years of experience in all aspects of the food service industry including positions such as: Food and Beverage Director, Restaurant General Manager, Restaurant Manager, Night Club Manager, Dining Room Manager, Owner/Operator of several restaurants and a tour company and Professor. He has a Master of Business Administration from Hawaiʻi Pacific University, a Bachelors of Business Administration in Travel Industry Management from the University of Hawaiʻi, and has been certified by the American Hotel and Lodging Association as a Certified
Food and Beverage Executive and a Certified Hospitality Educator. He is authorized an 80% release time from teaching to conduct the work of the Department Chairperson, but chooses to teach the 10 hours per week lecture portion of the CULN 271 Purchasing and Cost Control class. His current term expires on June 30, 2013.

His role in assessing, planning, evaluating, and implementing changes to the program is to provide leadership and guidance to the department to achieve its mission and fulfill its vision. He is not an administrator, but according to Chapter 9 of the Board of Regents Policies, “the chairman is responsible to the dean of the college for the following functions as they apply to the department: providing the courses required by the curricula of the various colleges; preparation of the department budget; expenditure of funds allocated to the department; recommendations for reappointments and for appointments to unfilled positions; recommendations for promotions; rating of faculty members not on permanent tenure; assignment of courses and proper departmental balance of teaching load; textbook orders; supervision of instruction; direction of graduate assistants; assistance with registration during both the academic year and the summer session; improvement of instruction and encouragement of research; implementing University rules limiting “overload” teaching and other compensated work.”

In addition to the typical DC's duties for the credit program, he is also responsible for the operations of the campus food service operations, operation of the food service operation of the campus of the John A. Burns School of Medicine, the viability of its commercial enterprise unit, and until Fall of 2011, the operation of its continuing education and training programs. He serves as the Principal Investigator (PI) of the RCUH Commercial Enterprise Unit, three grants and several contracts and also represents the college as its 2nd generation Community College Leadership Champion and as the college representative to the system-wide Institutional Program Review Committee.

4. Describe the advisory committee(s) for the program(s) and indicate:

---

a. design of advisory committee and reason for its composition
b. criteria/requirements for advisory committee members
c. frequency of meetings
d. functions and responsibilities
e. examples of major suggestions and results

KCC’s Culinary Arts department has chosen to utilize a variety of venues to obtain input from our all of our stakeholders. We have found that reliance only upon the traditional two advisory committee meetings per year provided limited quantity and quality of input. Although we continue to utilize the traditional advisory committee meetings, we have found that polling of the various groups of stakeholders separately tended to generate a higher caliber of feedback.

Restaurant Industry input:

KCC’s Culinary Arts department has an active advisory committee for both its two-year and its upcoming four year programs. We also solicit participation from industry members in several ad hoc committees to deal with specific issues. (i.e. revision to the Pastry Arts curriculum) The entire two-year advisory committee meets twice a year with the Fall meeting focused on program review and the Spring session focused on obtaining industry and stakeholder input that will be incorporated into its tactical plans. The primary function of the advisory committee is to obtain the industry’s perspective as to improvements that need to be made in order to provide their future or current workforce quality training. An example of this is the recommendation made during our text book focus session on text book review and selection that resulted in the improvement of course text book and the incorporation of new technology into our courses.

Peer input:

In order to encourage enrollment in the ACF Honolulu Chapter, we had formed a partnership with them to host their chapter meetings at cost in order to maintain face-to-face contact with our fellow culinarians. As the department pays for the membership of any of our faculty who wishes to actively participate in the chapter, this has proven to be a wonderful venue to develop two-way communications between our culinary instructors and their industry peers. However, even with this
assistance, the Honolulu ACF Chapter is currently inactive and with our Chancellor’s approval, we are now in the process of exploring converting this chapter into an official KCC culinary alumni association. It is our belief that with the Culinary Arts Department becoming the nucleus of this chapter, it would be able to gain industry, student and community support.

Student input:

During each semester, KCC’s Culinary Arts department invites all of its students to participate in a student forum where the department can keep them current on department affairs and the students can provide feedback, suggestions and recommendations that can be incorporated into our program. In order to encourage attendance at these forums, the department hosts the attendees to a lunch and soft drinks at the semi-annual “Pizza & Pepsi Student Forums”. An example of a major suggestion and result would be the current KCC Culinary Arts website that is a direct result of a recommendation raised during a student forum to have a one-stop website for everything Culinary.

Apprenticeship Board input:

As administrator of the Hawai`i Hotel and Restaurant Industry Education and Training Trust, we report quarterly to its Board of Trustees. As the Board of Trustees consists of representatives from both management and the hotel workers’ union, we consistently seek their input on the training needs of the hotel industry.

5. Describe in detail funding for the program(s):

Internal Funding Sources:

As Kapi`olani Community College is a State-funded institution of higher learning, the Culinary Arts Department receives the majority of its funding from the following internal sources:

- General Fund and TFSF

KCC’s Culinary Arts department is provided an allocation from a combination of the college’s General Fund (Legislatively appropriated) and Tuition & Fees Special Fund to help offset the cost of instruction and is the primary funding source for the program.

Operational Funds
KCC’s Culinary Arts department operates numerous food service operations that are intended to provide our students with hands-on experience and to be utilized as sources of revenue that assist in contributing to the sustainability of the program. Those operations that are focused on the instructional needs of the program include:

- The Ka’Ikena Restaurant lunch operation, which is primarily a training laboratory for students enrolled in the Continental Cuisine, Dining Room Service & Stewarding, Cost Control and Purchasing, and the Fundamentals and Intermediate Baking courses;
- The Ka’Ikena Restaurant Dinner operation, which serves as a training laboratory for students enrolled in our Asian/Pacific Cuisines, Dining Room Service & Stewarding, and the Patisserie and Confiserie Pastry Arts courses; and
- The 220 Grille Restaurant, which is a training facility for students enrolled in our Intermediate Cookery, Dining Room Service & Stewarding, and Purchasing and Cost Control courses.

The Commercial Enterprise unit of KCC Culinary Arts serves as a means of facilitating those operational food service needs of the college that do not dovetail with the instructional aspects of the program. The cafeteria operations on the campus of Kapi‘olani Community College and the campus of the John A. Burns School of Medicine (JABSOM) are operated by the Commercial Enterprise (CE) unit of our program. In addition to operating of the campus cafeteria, the CE unit also handles the campus’s banquet and catering operations that are outside of the instructional aspects of the classes on a first right of refusal basis. To support the concept of sustainable foodservice, the CE unit does also operate a booth at the on-campus Farmer’s Market that takes place every Saturday at Kapi‘olani Community College.

Although both the Ohia Cafeteria at KCC and the Kūlia Grill at JABSOM are primarily operational facilities operated by the CE unit, they do also serve the dual purpose of being the primary work site for our Culinary Apprentices who are enrolled in our ACF Apprenticeship program.
External Funding Sources:

The Culinary Arts Department also obtains funding from a number of external sources of including:

Grants

KCC’s Culinary Arts department is a collaborator in a 10-campus University of Hawaii Agribusiness Education, Training and Incubator consortium (AETI) that has been awarded a multi-year, competitive grant (approximately 7% of $1.5 million/yr) from the USDA/NIFA in support of Alaskan Native-Serving and Native-Hawaiian Serving Institutions (ANNH). This grant supports student success and strengthens our efforts in sustainable food service and cooking for health and wellness, including funding of the research and development costs associated with the publication of its “Dash of Aloha Cookbook”.

The Department has also obtained two NOAA grants ($433,000) to market, promote, and educate students and industry professionals on Healthy Hawaiian Seafood. Along with funding of its “Splash of Aloha” Cookbook, these funds have also been utilized to increase the College’s capacity to create marketing DVDs, and to enhance the AV and broadcast capability of its demonstration kitchen.

KCC Culinary is also a collaborator in the University of Hawaii’s Childhood Healthy Living (CHL) consortium that was awarded a $25 million ($5 million for 5 years) multi-nation, multi-state USDA/AFRI grant to prevent childhood obesity.

Contracts

KCC Culinary has secured numerous contracts with external agencies and/or companies such as the U.S. Navy, Hawaii Department of Public Safety, Hawaii Department of Agriculture, Hawaii Department of Education, Hawaii Department of Health, Hilton Hawaiian Village, Sodexho Samoa, and the Haikou Tourism Vocational School to conduct classes and training in Culinary education.

Fundraising & Donations:

In partnership with the College’s Hospitality Education Department, the program raises external funds during Hookipa, its annual fundraiser. The majority of the Culinary Department’s share is often spent on equipment repair and replacement, while a set portion each year is dedicated to faculty and staff
development. The Department does also regularly solicit donor support for both scholarships and to assist in the extraordinary operational needs such as renovations and special projects. Recent examples of the use of private donor funds include:

- $15,000 to purchase and install our vermin-composting system;
- $75,000 to renovate our Ka Ikena Dining Room; and
- $200,000 to convert an operational kitchen into a high-tech instructional kitchen.

**Continuing Education and Training Courses**

Up until 2011, KCC’s Culinary Arts department was responsible for its Culinary non-credit continuing education and training program. The non-credit Culinary program offered classes that appealed to a variety of target markets including: current credit students seeking additional skills, professionals seeking professional development, food enthusiasts, international students, tourists, corporations, and governmental agencies. All classes held were to be financially self-sustaining, and if possible profitable. In the recent college’s reorganization, this program was transferred to the Continuing Education and Training unit.

a. **If you receive any outside funding, (i.e. government/private industry grants) at what point will the program be self-sufficient?**

As this is a State of Hawaii institution, self-sufficiency is not a stated long-term goal. The University of Hawai‘i Mission, as approved by the Board of Regents, November 1996, states that “The UH Community Colleges enable the University of Hawai‘i system to meet its mission mandate of putting postsecondary education within the reach of every resident who wants and can benefit from it.” In its own mission statement, the college states that it “provides open access, and promotes students’ progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.”

Even with low tuition and affordability embedded within the missions of both the University System and the College, the Department realizes that culinary programs are extremely expensive programs to run, and that complete reliance on
State funding is not realistic. In addition to continuing to seek external funds, the department is currently exploring the possibility of instituting lab fees. The discussion of possible lab fees to help defray the high cost of culinary instruction has been held in the various stakeholder sessions and has met with positive feedback, even within the student forums.

b. Will this program be able to continue if outside funding expires?

If legislative funds were removed, the program would not be able to survive in its current format financed solely by tuition and fees without dramatic increases. If other external funds such as grants, contracts, and fundraising efforts were not available, the department would be hard-pressed to fund most of its repair & maintenance needs or to make continuous program improvements.

c. If the program operates any income producing business (catering cafeteria, restaurant, vending) describe how those funds relate to the program’s operations and provides for capital expenditures.

The department has several income producing businesses including: the Kailana Restaurant that serves both lunch and dinners, the 220 Grille that serves lunch, the Ohia Cafeteria that serves breakfast and lunch, the Kulia Grill at JABSOM that serves breakfast and lunch, a booth at the on-campus farmer’s market, a Banquet and Catering operation, and a series of baked good sales held throughout the year. These revenue centers are operated either by our instructional staff as a living laboratory for their classroom instruction or by our Commercial Operations unit if they do not fit within our instructional program.

KCC Culinary utilizes several special funds into which it deposits revenues and pays for expenditures associated with the operation of both its instructional and its commercial operations. These funds include:

26541X: Instructional revenues and expenditures
24493X: Commercial Operations revenues and expenditures
25804X: John A. Burns School of Medicine revenues and expenditure

If there are sufficient funds in the accounts, the Department Chair will authorize the use of those funds to pay for any capital expenditures related to those operations. If there is insufficient funds, capital improvements are paid for from external funds.
6. What are the major strengths and weaknesses of your program(s) as it relates to this section in comparison to the ACFEF Accrediting Commission Standards?

One of the major strengths of Kapi‘olani Culinary Arts is its ability to take an entrepreneurial rather than a passive approach towards mitigating the high cost associated with operating a first-class culinary program. In spite of a major downturn in the local economy and a rapidly shrinking state budget, within the last five years the program has been able to obtain an increased level of both internal and external funds to facilitate continuous program improvements. The major beneficiaries to the increased investment that has been made to the facilities, the equipment, the teaching technology, and in the professional development of its faculty and staff has been our students and their learning.

A major weakness of the program is that it operates within the highly bureaucratic and rigid world of a state institute of higher learning. The clash of cultures and pushback from gatekeepers is at times monumental.

7. How do you plan to use the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

It is hoped that the results of an honest and candid self-study can be the impetus for changes in the way that our college does business. In a recently published book, *The American Faculty: The Restructuring of Academic Work and Careers* (Schuster & Finkelstein, 2006) propose that universities are experiencing a revolution—with tremendous consequences. They write, “Everything is in play, as nearly every aspect of academic life is being driven by a host of inter-related developments: dazzling technological advances, globalization that permeates academic boundaries, rapid increase of tertiary students worldwide, expansion of proprietary higher education, a blurring of (the) public/private distinction, and entrepreneurial initiatives on and off campus. (p. xvii)"

*Required Exhibits:*

- Organizational charts for the administrative structure of the institution and the program;
- Submitted in Appendix #7
• Job descriptions for program(s) related staff and faculty;
• Submitted in Appendix #8
• Roster of advisory committee members, which includes contact information, email addresses, and their job titles and the meeting minutes for the past year (for at least 2 meetings);
• Submitted in Appendix #9
• Financial statement for the program for the last fiscal year -- this can be the department budget, audited or un-audited.
• Submitted in Appendix #10
• Copies of all current instructors’ certificates or licenses
• Submitted in Appendix #11

4.0 FACULTY AND STAFF  Standards 4.1 - 4.7

1. Discuss each faculty member's background including any professional certifications held. Relate their backgrounds to the courses for which they are responsible.

As per the University of Hawaii’s policy, KCC’s Culinary Arts Department’s faculty members are required to be academically and professionally qualified to teach the courses that they are assigned to. They must have both the industry experience and academic background necessary to maintain the program’s success. The minimum qualifications (MQs) require all faculty members including lecturers in the program to meet one of the following:

• Bachelor’s degree in the area plus 3 years of related work experience that may include professional training, or
• Associate degree in the area plus 5 years of related work experience that may include professional training, or
• 15 college credits and 7 years of related work experience that may include professional training, or
• Master recognition by the Food Services Community
The Culinary Arts Department has a total of 19 faculty members, of which 12 are full-time and 7 are part-time. There are two fully-funded faculty member positions that are vacant and which the program is currently attempting to fill.

**Faculty Responsibilities and Background:**

**Dave Brown, Instructor**

Dave Brown usually teaches CULN 252, Patisserie and CULN 253, Confiserie, but has also taught CULN 150, Fundamentals of Baking. Prior to joining our faculty, Chef Brown taught at our sister program at West Hawaii Community College. Dave has a wealth of experience including being the Chef owner/operator of a restaurant located within the Waikaloa Beach Resort and a Pastry Chef for several major resort hotels. He was a member of the U.S. Pastry Team that competed in the Coupe du Monde Patisserie competition in Lyon, France. Dave has a special interest in sustainability and has become our resident expert in our edible gardens and our sustainable food service initiative.

**Aaron Chau, Assistant Professor**

Aaron Chau has taught CULN 160 Dining Room Service and Stewarding Procedures since being hired in 2005. Prior to joining KCC, he was the Beverage Manager at the Sheraton Waikiki Hotel and the Orchid Mauna Lani, and Restaurant Manager at Ciao Italian Restaurant, Kon Tiki, Ship’s Tavern, the Maile Restaurant, and Chez Michel. He received his Bachelor of Science degree from UH Manoa in Economics. His students are fortunate to have his wealth of front-of-the-house experience shared with them.

**Kusuma Cooray, Professor**

She is responsible for teaching CULN 221, Continental Cuisine. Her past experience includes culinary training in Europe, being the Executive Chef at the Willows Restaurant, and serving as a chef consultant for many local restaurants. For many years, she was also the Personal Chef to the Late Doris Duke. Chef Cooray’s creativity and knowledge have won her invitations to serve as a guest chef at Cornell University, Pennsylvania College of Technology, and the City College in San Francisco. During our student culinary arts exposition, she coached a number of students who have earned medals for their entries. Chef Cooray is also the Honorary
Counsel for the Democratic Socialist Republic of Sri Lanka to the State of Hawaiʻi and was recently selected to be the Dean of the Counselor Corps in the State of Hawaiʻi.

**Kevin Donnelly, Instructor**

Kevin teaches the PM sections of CULN 160 Dining Room Service & Stewarding where he is able to utilize his industry experience as a Restaurant Manager for the Sheraton Royal Hawaiian Hotel and the Sheraton Princess Kaiulani Hotel, the In-Room Dining Manager of the Sheraton Royal Hawaiian Hotel, and a Hotel Assistant Manager for the Sheraton Royal Hawaiian Hotel. Kevin holds a BA in Psychology from the University of Hawaiʻi, Manoa and he is also was trained as an Emergency Medical Technician at Kapi‘olani Community College.

**Kristie Fujimoto, Lecturer**

Kristie Fujimoto teaches several sections of CULN 111, Introduction to the Culinary Industry and also the laboratory portion of CULN 271, Purchasing and Cost Control. During the Cost Control lab, she is able to draw upon her work experience as a Revenue Agent for the Internal Revenue Service together with both her AS Degree in Pastry Arts and her Bachelors of Business Administration educational backgrounds.

**Henry Holthaus, Lecturer**

He typically teaches several sections of CULN 112 Sanitation and Safety, and CULN 115 Menu Merchandising. In 2005 he began offering a cable-TV option for students unable to attend CULN 112 classes. His course is now on WebCT. He is also the department’s Executive Steward. Mr. Holthaus is a certified executive chef and certified sanitation instructor, who has taught the fundamentals of cookery, intermediate cookery and the apprenticeship program on campus. He currently heads our stewarding and sanitation and safety programs, and has been instrumental in introducing and implementing HACCP standards to all of our food receiving, storage and production areas. Mr. Holthaus industry experience as a restaurant owner and a culinary professional has brought our program to the national levels of compliance. His affiliation and collaboration with the state health
department authorities have proven to be valuable to our sanitation and safety programs.

**Grant Itomitsu, Instructor**

Grant Itomitsu has taught FSHE 185 Science of Human Nutrition since 2003, and was officially hired as a full-time instructor in January 2007. His nurturing teaching style is truly appreciated by culinary majors, who take FSHE 185 to fulfill the AS degree requirement for Natural Science. Mr. Itomitsu earned a BS degree in Food Science and Human Nutrition from UH Manoa, and participated in a Dietetic Internship and earned his RDA Certification from Viterbo University. He brings a wealth of nutrition experience with him, and his resume includes; clinical dietician with Straub Hospital and Hale Nani Rehabilitation and Nursing Center, and a RD lecturer at Kamehameha Schools.

**Cynthia Kahalewale, Lecturer**

Cynthia is assigned to teach several sections of our FSHE 185, The Science of Human Nutrition courses. She has an extensive background in both teaching and work experience in Nutrition and Public Health. She has been a lecturer teaching Nutrition at the University of Hawaii Manoa’s Food Science and Human Nutrition Program. She has work experience as a: Renal Dietitian for the Fresenius Medical Care Dialysis Clinics, Clinical Nutrition Manager for Sodexho, Clinical Dietitian for the Castle Medical Center, Clinical Dietitian for the St Francis Medical Center West, Public Health Nutritionist for the Department of Health, Waimanalo Health Center, Strength Coach Assistant for the University of Hawaii Football Program, and a Nutrition Project Coordinator for the Hawaii Foods Website. She holds a BS and an MPH in Nutrition from the University of Hawaii, Manoa and is a member of the Academy of Nutrition and Dietetics and the Hawaii Delegate and Past President of the Hawaii Dietetic Association.

**Frank Leake, Professor**

He currently teaches CULN 120, Fundamentals of Cookery. In the past, he was assigned time to serve as an Assistant to the Provost to help promote and develop the proposed Culinary Institute of the Pacific. Chef Leake was an honor graduate of the Culinary Institute of America, and has many years of industry experience in
kitchen production and management. He has effectively taught Intermediate Cookery, Purchasing and Storeroom Procedures, and Sanitation and Safety. Chef Leake has been inducted into the ACF’s prestigious American Academy of Chefs (AAC), and has been nominated to the prestigious Chef Educator of the Year award.

The department is fortunate that Chef Leake worked with the campus’ technology center to create the first online orientation for his CULN 120 class, to place his course online using an electronic interactive website which allows students to monitor grade progress, and currently has his students creating e-portfolios. Chef Leake has also mentored and assisted numerous department faculty to also introduce the electronic interactive website for their courses. Students in his Fundamentals of Cookery course are fortunate to have a role model as knowledgeable, experienced and professional as Chef Leake.

**Barbara Liechty, Lecturer**

Barbara Liechty teaches distance education sections of FSHE 185 Science of Human Nutrition, via WebCT. She worked tirelessly with the campus’ CELTT and distance education personnel to offer the much-needed internet sections of FSHE 185. She is a certified as a Master of Public Health, and earned her MPH in Public and Community Health from San Jose University, and a BS in Public and Community Health Administration from Arizona State University. She also teaches Nutrition at De Anza Community College, and belongs to the American Public Health Association.

**Lori Maehara, Associate Professor/Counselor**

Lori Maehara provides counseling services, such as academic and career advising, new-student orientation, registration, graduation checks, and job placement, to all culinary arts majors. In addition, she is the liaison between the campus’ scholarship arm and the students. She has developed many proactive strategies to effectively support our students’ welfare, including a student newsletter, a student dress code and conduct manual, and guidelines volunteer work. In addition to assisting our students, she keeps in contact with alumni, is active in curriculum development, and promotes our program to potential students. Counseling committee work has included the Academic Advising Council, the 2006-2007 SARS scheduling committee, and the Online Advising two-year initiative to
update written content for the campus’ website. Ms. Maehara’s earned her BBA degree in Travel Industry Management from the UH Manoa. She brings 10 years experience from the Hyatt Regency Waikiki, where she worked as Catering/Convention Services Manager, then Director. Lori earned her American Hotel & Lodging Institute Educational Institute CHE (Certified Hospitality Educator) designation in fall 2006.

**Mark Okumura, Lecturer**

Mark teaches the PM sections of our CULN 150, Fundamentals of Baking course. He brings to the program experience working for some of the finest restaurants and hotels in Hawaii. His **work experience includes**: Pastry Chef for Alan Wong’s Restaurants, Assistant Pastry Chef for the Halekulani Hotel, and Pastry Chef for the Prince Kuhio Hotel. Mark earned a Certificate of Achievement in Patisserie from Kapiolani Community College and an AAS degree in Commercial Baking from Honolulu Community College. He is also a contributing chef in the Ohana Cookbook.

**Diane Nazarro, Assistant Professor**

Diane serves a dual role for the program as she is an instructor who is assigned to teach the PM section of CULN 120, Fundamentals of Cookery but also serves ½ times as the program’s Operational Chef for the Ohia Cafeteria. Diane transferred to this program from the Employment Training Center at Windward Community College, where she served as a Chef Instructor and Program Coordinator. She has an extensive work experience as a Chef for Pacific Food Services, Chef of the Chowder House Restaurant, Chef of Andrew’s Restaurant and has served as the Manager of Food Service Operations for the Leeward Community College Campus Cafeteria, Manager for Food Service Operations at the Honolulu Community College Campus Cafeteria, and Manager of Food Service Operations for the Windward Community College Campus Cafeteria. She holds AS Degrees in both Culinary Arts and School Food Service Management from Kapiolani Community College.

**Lee Shinsato, Lecturer**

Lee teaches sections of CULN 111, Introduction to the Culinary Industry and CULN 115, Menu Merchandising on our KCC campus, but also teaches sections of CULN 120, Fundamentals of Cookery and CULN 130, Intermediate Cookery for our
Department of Public Safety program at the Women’s Community Correctional Center. Prior to coming here, Lee taught Culinary Arts for the Employment Training Centers at both the Windward Community College and Honolulu Community College campuses. Lee has work experience as a: Head Baker for Anna Miller's Coffee House, Manager for the Round house Restaurant, Owner/Operator of the Bento Box Restaurant, and Full Service Manager or Coca-Cola Bottling Company of Hawaii.

Richard Spear, Lecturer

Richard teaches all sections of the CULN 240 Garde Manger course. A graduate of the Culinary Institute of America, he brings a wealth of experience to the program having worked primarily as a Garde Manger in restaurants, hotels and country clubs in Boston, Cape cod, Florida, Los Angeles and Hawaii.

Ronald Takahashi, Professor

Currently the department’s chairperson, he is also responsible for teaching CULN 271, Purchasing and Cost Control course. He was certified by the American Hotel and Lodging Association (AHLA) as a Certified Food and Beverage Executive (CFBE) in 1995 and a Certified Hospitality Educator (CHE) in 1997. As Chairperson, he represents the department on both the PPAC and the VCAC. A graduate of the University of Hawaii with a BBA in Travel Industry Management, Mr. Takahashi went on to earn his MBA from Hawai`i Pacific University. He has held the position as Director of Food and Beverage for the last three hotel that he had worked for including the Pagoda Hotel, the Waikiki Beachcomber Hotel and the lake Arrowhead Hilton Lodge. He has also managed food and beverage operations for the Hyatt, Amfac and Sheraton hotel chains. Over the last 40 years in addition to also running several independent restaurants, he has owned and operated two restaurants of his own along with a tour company. In his teaching, Mr. Takahashi uses examples from his many years of experience managing food and beverage control systems to help his students make the connection between theory and real-life application. In addition to teaching, he is also in charge of maintaining the point-of-sale system that is part of our computerized cost control system. Mr. Takahashi serves as the financial/budget advisor for the department and is involved in many campus initiatives including the Electronic Portfolio project, Student Learning Outcome
committee and is the campus representative on the current system-wide Institutional Program Review Committee. He was selected to be the campus champion on the Community College Leadership Development initiative and also is Principle Investigator for three grants and the Commercial Enterprise unit.

**Alan Tsuchiyama, Associate Professor**

Chef Tsuchiyama has taught CULN 120 Fundamentals of Cookery, CULN 130 Intermediate Cookery, CULN 240 Garde Manger, CULN 221 Continental Cuisine, and CULN 222 Asian/Pacific Cuisine. Chef Tsuchiyama received his Certificate of Achievement from Kapiʻolani Community College and completed the apprenticeship program with the Kahala Hilton Hotel. He moved to Chicago and worked at the Drake Hotel as an executive sous chef and at the Fairmont Hotel as a sous chef. He eventually moved back to the islands and was the executive sous chef Sheraton Waikiki's Hanohano Room before coming to KCC. A true mentor, Chef Alan has motivated many students to enter culinary scholarship competitions, and ACF salon competitions. Chef Alan brings strong industry standards and skills to our fundamentals of cookery program and is in the process of standardizing our written and practical exams that fulfill the ACF competencies for the course. Chef Alan earned his American Hotel & Lodging Institute Educational Institute CHE (Certified Hospitality Educator) designation in fall 2006.

**Warren Uchida, Instructor**

Chef Warren is able to utilize the wealth knowledge gained in his experience working in Hawaiʻi’s Hotel Food and Beverage industry while teaching the CULN 222, Asian / Pacific Cuisines course. His work experience include: Executive Sous Chef, Sheraton Waikiki Hotel, Executive Sous Chef, Royal Hawaiian Hotel, Sous Chef, Kahala Hilton Hotel, and Sous Chef, Kahala Mandarin Oriental Hotel. Warren obtained his Culinary Education from both Kapiʻolani Community College and the Apprenticeship Program of the Kahala Hilton Hotel.

**Dan Wetter, Associate Professor**

Dan Wetter currently teaches CULN 155 Intermediate Baking. Chef Wetter has an AS degree in Culinary Arts and Food Service Patisserie, and is an ACF Certified Pastry Chef (CPC). This instructor was once named “Best CULN Department
Instructor” in a student elected poll. His industry experience includes positions as pastry chef for the Grand Wailea Resort and Spa, Hyatt Regency Waikiki, Halekulani Hotel, Hilton Hawaiian Village, and a fry cook for the Four Seasons Resort and Maui Prince Hotel. He was also a Culinary Specialist for the U.S. Coast Guard.

2. Describe faculty workload, including advising, teaching, and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.

The professional responsibilities and workload of the faculty are defined within Article IV of the 2009 – 2015 bargaining unit agreement between the University of Hawai‘i Professional Assembly (UHPA) and the Board of Regents of the University of Hawai‘i (BOR). The standards for teaching assignments and equivalencies for the faculty are determined in accordance with the University of Hawai‘i Board of Regents’ Policy 9-16 – *Teaching Assignments for Instructional Faculty*, the University of Hawai‘i Administrative Policy on *Teaching Assignments for Instructional Faculty*, Office of the President, September 1990, and the Chancellor for Community Colleges Memo (CCCM) # 2250 (Revised August 2002) – *Teaching Assignment Policy*.

According to CCCM #2250, Community College Faculty responsibilities involve two distinct categories of activities, those being instructional and non-instructional.

1. Instructional Activities

   This category refers to teaching and teaching-related activities such as curriculum development; preparing for and conducting class meetings, including: laboratory, studio, clinical, practicum, or shop practice; developing instructional materials; preparing and grading assignments and examinations; conferring with students about course work; non-credit and community services instructional offerings; engaging in other teaching-related activities; academic advising and career counseling of students; recruiting students; evaluating student transcripts and life experience equivalencies; assisting students in planning their programs of study; advising student groups; serving as a mentor to individual students; other related student life and student support activities; and other "hours arranged" such as credit by examination and independent study.
2. Non-Instructional Activities
   a. Professional Development.
   This category refers to those activities that contribute to the continued development of the professional competence of a faculty member. It includes reading that is related to the individual’s discipline and the profession; keeping current with industry standards and technologies; proposal and grant application writing; attending conferences, conventions, seminars, professional meetings, and workshops; significant scholarly activities including taking credit and non-credit courses; engaging in professional discussions with colleagues; participating in staff development activities; etc.
   b. Institutional Service.
   This category refers to a broad spectrum of activities, including: library and academic support service; general administration (serving as department or division head or faculty senate/council chair, writing correspondence, keeping records, preparing budgets, ordering supplies, materials, and equipment, etc.); attending meetings and functions common to university campuses; serving on University committees; system wide special project coordination; acting as a campus public relations liaison; technical systems designer; holding office or serving on committees of faculty senate/councils and other recognized faculty organizations; acting as special project leader or conference coordinator; engaging in major curriculum revision, new program development, institutional assessment, and proposal or grant application writing; assignment as student activities coordinator, student development coordinator, or managing a laboratory, studio, or shop; coordinating with outside agencies; and other academic duties that are part of the assigned responsibilities.
   c. Scholarly Endeavors.
   This category refers to a broad range of intellectual and creative activities related to the faculty member’s professional expertise. These activities typically result in some type of publication, performance, or display that is judged by peers at the state, national, or international levels. Activities in this category include: conducting institutional and/or pedagogical research; writing text
books; writing articles or reviews; development of new instructional methods, procedures or techniques; etc.

d. Professional Service.
This category includes uncompensated service to a state, national, or international organization, related to the faculty member's professional status, as an officer, board member, journal editor, etc.; serving as a mentor to junior faculty members and lecturers.

e. Public Service.
This category refers to uncompensated activities which normally occur outside of the college and are related to the faculty member's professional status. These activities include consulting; making speeches to public groups; playing a leadership role in public organizations; conducting on-campus conferences and workshops for the benefit of the community at large; writing for non-academic publications; providing expert testimony; providing expert technical assistance to federal, state, and/or county agencies; and other related activities that serve the public.

The University of Hawai‘i Board of Regents has established a standard teaching assignment for full-time faculty in the Community Colleges as 27 semester credit hours per year, or equivalent. As a condition of the recent bargaining unit agreement, “Immediately upon the execution of this Agreement, or as soon as is reasonably possible, representatives of the University Vice President for Community Colleges and representatives of the University of Hawaii Professional Assembly shall meet to review the various equivalencies to the semester credit hour standards, set forth in BOR Policy 9-16 (revised), being applied to other modes of instruction and non-instructional activities and duties utilized at the community college campuses.” This has resulted in a tentative agreement on a formula for converting contact hours into teaching equivalency units. As of this date, this agreement is pending approval from the union.

3. Describe faculty/student ratios in both lecture and lab classes. Include a description of teaching assistants and their roles.
The faculty-to-student ratio in the college’s lecture classes is one faculty for every 35 students, while the typical culinary lab class ratio is one faculty for every 20 students. Exceptions exist due to physical constraints of the individual labs and/or safety issues. Examples of this include the Fundamentals of Cooking kitchen where one faculty teaches 24 students, the Advanced Professional Certificate kitchen that has an enrollment limit of 16 students and the Competition kitchen that has a limit of 12 students. Those lecture classes that make extensive use of computers will also be limited by the total number of computers available in the classroom.

Although the department does not employ teaching assistants except on a voluntary basis, Administrative, Professional, and Technical (APT) staff members often serve as operational supervisors in those labs that are also serve as revenue centers. The APT’s also assist the instructors assigned to those outlets and provide input to the instructors on student performance.

4. Describe the program for professional development of faculty. Distinguish between professional developments that focus on technical skills versus instructional skills. Be specific. Include the budget allocation, release time conditions, and how action plans are developed.

Since campus funding for professional development was one of the first things that disappeared during the lean years, the department did embark upon an effort to raise its own funds to sustain the professional development of its instructors and staff. Each year, the Culinary Arts Department partners with the Hospitality Education Department to hold an annual fundraising dinner event that provides us with money that can be used to assist us in this effort. The department regularly budgets $15,000 of the funds raised each year to be utilized for professional development with a cap of $1,500 per person, with a priority provided to those that had not received funds the previous year.

In addition to the department’s professional development funding, both faculty and staff members are encouraged to apply for funds from the college’s limited faculty/staff development fund to support their professional development. The
faculty member can utilize both of these funds for professional development of either technical or instructional skills.

The department also has a policy that it will fund all annual dues and membership fees for active participation in any major professional association/organization by a full-time faculty member.

**Improving technical skills:**

In the 2003 - 2009 collective bargaining union agreement, there was a stipulation that for each semester that an instructor teaches 15 lecture credits, there would be a three (3) credit release time the following semester. As our instructors workload is based upon class contact hours, we felt that it would not make sense to provide the instructor with a teaching assistant for 2.8 hours per week every other semester (equivalent to a 3 credit reduction). In order to provide our instructors with the time required to participate in intensive professional development opportunities, the department obtained permission from the Chancellor to be able to bank those hours. This has resulted in our lab instructors being provide with an entire 8-week module with no teaching assignments every 2.5 years. (One module out of each 10 modules, or 10% of his/her workload) While on contractual workload release, instructors were encouraged to utilize this period to participate in professional development focused primarily on improving their technical skills. In the last bargaining unit agreement, the contractual teaching load reduction for community college instructors was permanently reduced from 30 credits per year to 27 credits per year and the teaching equivalencies for lab instructors is being agreed upon. This will most likely mean that the 1 module with complete teaching load reduction per every 9 modules taught will end and be replaced with reduced contact hours that should allow instructors to pursue professional development on a daily basis.

**Improving Instructional Skills**

Culinary instructors are encouraged to utilize the wealth of resources that are available on campus that focus on improving instructional skills. The Center for Excellence in Learning, Teaching, and Technology (CELT) was created in January 2005 by then-Chancellor John Morton with a goal to “create a Center that uses
learning-college principles to provide faculty with one-stop support for improving learning but also serves as a focal point for leadership in improving teaching and learning. Kapiʻolani Community College staff and faculty help CELTT achieve this broad mission by providing a venue for innovation with goals such as:

- Ensure the quality of teaching and learning through centralized, localized professional development support focused on learning-college pedagogy in classroom and clinical settings.
- Ensure the quality of teaching and learning through technology support.
- Ensure increased learning-centered behavior.
- Promote the scholarship of teaching.
- Support the enhancement of the technology infrastructure across the campus.
- Promote more efficient provision of campus services through the use of technology.”

Other activities that emphasize professional development include the Professional Development Committee for Counselors. The campus Faculty and Staff Development Committee allocates funds to applicants for conferences and workshops. In addition, the Student Services Professional Development Committee continues to arrange on-campus workshops to meet the needs of faculty members.

All probationary faculty members participate in an official evaluation and assessment with the Department Chairperson once every two years during which time they go over the instructor’s professional development plan. Lecturers submit a yearly assessment of their teaching to the Department Chairperson.

5. Describe faculty meetings and other situations where the faculty actively participates in policy formation, program planning and priority setting.

To ensure that faculty and staff have sufficient venues for input in policy formation, program planning and priority setting, all faculty and staff members of the program are encouraged to participate in:

Department Meetings:

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3 http://www.hawaii.edu/kccceltt/
4 KCC 2006 ACCJC/WASC Accreditation Self-Study, pg. 309-310
The primary venue for faculty and staff input in policy, planning and priority setting is through the department level meetings. The department typically conducts its faculty/staff departmental meetings on the third Monday of each month, unless scheduling prohibits it. The department also holds a Wednesday operational meeting for all operational managers, and at which instructional faculty members are also welcome to attend.

**Tactical Planning:**

The department conducts an annual departmental planning session for faculty and staff to evaluate the department’s strengths and weaknesses and also to consider both opportunities and threats to the program. Using the college’s strategic plan as a guide, it then determines the department’s priorities, which are utilized to generate its own tactical plan. The annual tactical plan is submitted to administration where it is reviewed, approved and submitted to the UHCC System office. The College posts the tactical plans of each program on its OFIE website. The tactical plan for KCC Culinary Arts is posted at:


**Strategic Planning:**

According to Dr. Leon Richards, the Chancellor of Kapi`olani Community College, “in October 2007, the college began updating its Strategic Plan as the University of Hawai`i system was achieving consensus on new strategic directions and outcomes. From February 2008 to May 2009, 23 campus representatives and 20 community stakeholders worked to update, align and customize the college’s Strategic Plan.”

**Governance Bodies:**

The faculty and staff of the College continue to have a clearly defined role in the College governance in matters of planning, policy, and development of educational programs. The avenues of this governance role include the Faculty Senate, the Vice-Chancellors’ Advisory Council (VCAC), the Policy, Planning, and Assessment Council, the Counseling and Academic Advising Council (CAAC), and the Staff Council.

**Faculty Senate:** The Faculty Senate is a formal, Board of Regents authorized and constituent-based organization through which faculty can participate in the
governance and policy-making processes of the College. The Senate, composed of representatives from the academic programs and the support units of the College, meets monthly during the academic year. It carries out its mission through seven standing committees; through these committees, the Senate continuously reviews academic standards, curriculum, the College budget, all credit courses, peer review procedures, professional rights and responsibilities, and faculty-student relations. Minutes of the Faculty Senate and its committees are available at the Faculty Senate website.

**Vice Chancellors’ Advisory Council (VCAC):** The Vice Chancellors’ Advisory Council (VCAC) serves as a forum for discussions on the impact of policy on operations, and for problem-solving for operational matters in the areas of instructional activities, student services, workforce development and continuing education. The VCAC makes recommendations to the Vice Chancellors for Academic Affairs and for Student Services and the Dean for Community and Continuing Education. In addition to these administrators, this council includes the academic program deans, department chairs, academic support unit heads, and the college curriculum specialist, who serves as staff to the VCAC. Minutes of the Council’s monthly meetings are published on Quill.

**Policy, Planning, and Assessment Council (PPAC):** The Policy, Planning, and Assessment Council (PPAC) is the largest and most broadly based vehicle for dialogue about continuous improvement in student learning and institutional processes at the College. The PPAC meets monthly and includes a cross section of academic, support, authorized governance organizations, and management personnel, serving as an integrative and centralized mechanism for discussion, analysis, and recommendation related to matters of policy, planning (i.e., program review, tactical plans, strategic and long range plans), budgeting, and program assessment. In addition, the PPAC is charged with disseminating information to members of the groups, programs, and units PPAC members represent, with minutes of the Council meetings published on Quill.

**Counseling and Academic Advising Council (CAAC):** The Counseling and Academic Advising Council (CAAC) includes representatives from counseling faculty
and makes recommendations to the Vice Chancellor for Student Services, as well as the Vice Chancellor for Academic Affairs, and has representation on the PPAC. The charge of the CAAC is to "improve the counseling and academic advising process for current and potential students at Kapiʻolani Community College". Counselors in faculty positions comprise the membership of the CAAC. The CAAC meets monthly and meeting minutes are published on the CAAC website.

**Staff Council:** Staff Council is the forum for the professional and clerical staff to contribute to the ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Until recently, Staff Council met monthly. However, most recently, staff have maintained their dialogue electronically. Staff Council minutes are available at Quill.

**Long Range Development Planning:**

In 2009, the campus began formulating a Long Range Development Plan (LRDP) projecting campus improvements to 2020. This process incorporated the College’s mission statement and the strategic plan outcomes. The LRDP was presented to the Board of Regents and approved on September 16, 2010. Those who contributed to the LRDP considered the needs of a growing student population, specialized requirements of the College’s programs, challenges of localized building restrictions, and limits of buildable land area.

6. **Describe how adjuncts, teaching assistants, part-time faculty are kept informed, are evaluated, participate in program planning, etc.**

   Although not required by collective bargaining union contractual agreements, adjuncts and lecturers are encouraged to participate in all processes available to the regular instructors. Lecturers and temporary instructors are evaluated yearly via a lecturer assessment or an annual contract renewal.

7. **Describe the administrative/clerical and support services available to the program.**

   The department employs numerous full-time and part-time employees whose primary responsibility is to provide support services directly to the department. These employees are paid from a variety of funds, dependent upon their responsibilities.
• 1 FTE Secretary II  UH G-Fund
• 1 FTE Reservationist  UH S-Fund
• 1 FTE General Cashier  UH S-Fund
• 1 FTE Operations Coordinator (vacant)  UH G-Fund
• 1 FTE Food Service Purchaser (vacant)  RCUH - CE
• 2 FTE Sous Chef  RCUH - CE
• 1 FTE Administration Supervisor  RCUH - CE
• 1 FTE Cafeteria Manager  UH S-Fund
• 1 FTE Health & Wellness Coordinator  RCUH - Grant
• 1 FTE Banquet Manager  RCUH - CE
• 1 FTE Cafeteria Cook III  UH S-Fund
• 2 FTE Culinarian III  RCUH - CE
• 3 FTE Culinarian II  RCUH - CE
• 5.5 FTE Culinarian I (1 vacant)  RCUH - CE
• 3 FTE ACF Apprentice (1 vacant)  RCUH - CE
• 3 FTE Cashier/Baristas (1 vacant)  RCUH - CE
• 2.5 FTE Waithelp  RCUH - CE

UH G-fund is the GENERAL fund appropriated by the state Legislature to the University
UH S-Funds are the SPECIAL Funds supported from sources other than legislated
RCUH are special funds used primarily to support the Commercial Enterprise or grant-funded employees

This workforce is supplemented by Student Assistants who are employed in various capacities including cooks, waithelp, cashiers, and clerical help. The primary support staff includes:

**Sally Yamaguchi,** Secretary II is the Administrative Assistant to the Department Chair and overall office manager, handles personnel matters related to the department, provides general supervision of student help and other clerical staff. Responsible for relieving the chairperson of the administrative details of the office, coordination of support functions and services, provides secretarial services such as typing and proofing of materials into final form from written form for the chairperson and faculty in the various culinary program and taking minutes for the departmental, operational, culinary council and internal personnel meetings.
Responsible for receiving and screening telephone calls, correspondence, and visitors for the chairperson; handling and answering routine letters of inquiry and memos; and composing routine as well as writing special correspondence and memos; making all necessary arrangements for meetings, conferences, and individual appointments; informing chairperson of matters requiring immediate attention and concerns relative to appointments, commitments, and deadlines.

**Kristie Kiesel, Reservationist** works under the direction of the Department chairperson and is responsible for the accurate handling of all reservations for the dining room and scheduling of all banquets. She also assists the Department Secretary in office work.

**Holly Wheeles, General Cashier,** under the guidance of the Hospitality Purchasing and Cost Control Instructor, supervises student cashiers and deposits the receipts for the entire program. She is responsible for balancing the daily food service outlet receipts and producing financial reports from obtained from the Management Information System.

**Grant Sato, Sous Chef** leads and supervises the entire non-instructional back-of-house operations of the Ohia Cafeteria and the KCC Banquet operations. He is a former chef instructor for our program and continues to teach for us primarily in our non-credit program. He serves as the supervising chef for all of our ACF Apprentices assigned to this operation. On temporary assignment to cover the Purchasing function of the Department.

**Dave Hamada, Sous Chef** leads and supervises the entire non-instructional back-of-house operations of the Kulia Grill at the John A. Burns School of Medicine. He is a former chef instructor for our program serves as the supervising chef for all of our ACF Apprentices assigned to this operation. On temporary assignment to supervise the operations of the Ohia Cafeteria and the KCC Banquet operations.

**Carol Uyemura, Administration Supervisor** oversees the Kūlia Grill at the John A. Burns School of Medicine for the department. She supervises all of the employees and ensures that the ACF Apprentice assigned to the location receives adequate training in the required competencies. She coordinates with the Sous Chef on all aspects of the Kūlia Grill’s kitchen operation including menus, special events and
cost. She works with the Food Service Purchaser on all food and general supply needs, and with the General Cashier on all accounting and financial matters.

**David Miyamoto, Banquet Manager** is a former Dining Room Instructor for our program who is now in charge of the entire non-instructional front-of-house operations of the KCC Banquet operations. He is responsible for maintaining a high level of customer satisfaction within the dining room and for coordinating all banquet operations.

**Genevieve Seguirant, Cafeteria Manager**, works under the guidance of the Intermediate Cookery Chef Instructor. She provides support in supervising students who prepare food for service in the Cafeteria. In addition to this responsibility, this manager supervises a cook, a cook's helper, and student helpers. The Cafeteria provides food service to more than 7000 students, faculty and staff on campus.

**Daniel Leung, Health and Wellness Coordinator** is fully funded by a USDA grant that is being utilized primarily to coordinate our Health and Wellness initiative and other special projects.

Campus support services available to the department include: Auxiliary Services, Business Office, Human Resources, Information Media Technology Services, CELTT, Holomua, Student Services, Library and Learning Resources, College Advancement, Planning and Institutional Research, Malama Hawai‘i, and the Paul S. Honda International Center.

8. **What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACFEF Accrediting Commission Standards?**

   A major strength of this program in the area of faculty is the high level of industry experience that a majority of them have. In almost all surveys and student evaluations, one of the most positive comments involves the wealth of experience that the instructor brought to the class. Students understand that there is no real substitute for real-world experience. The high level of our faculty's industry experience over academic credentials can also be perceived as a weakness. As the culinary faculty will often be evaluated by faculty members from other liberal arts disciplines where academic credentials are mandatory, it can make obtaining tenure and promotion difficult.
A major strength of this program in the area of staff is the high number of dedicated employees who are willing to go “beyond the call”. There is an extremely low sick and absentee rate among the staff and many are willing to cross-train so that they can cover for those that are not able to make it to work.

One of the major weaknesses of our program is the difficulty we have in recruiting instructors and lecturers who have both the wealth of industry experience that our students expect and the innate qualities that make an excellent teacher. This dilemma is compounded by an inequity in the salary schedule for lecturers who teach a lab class versus those that teach a lecture class. Our lecturers who teach culinary lab classes are paid by credit hours and not by class contact hours unlike their regular hire counterparts. This leads to a payment schedule that is not attractive to lecturers, especially in a tight labor market.

9. How do you plan to use the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

The program will utilize the results of the Self-Study to help in its efforts to provide pay equity for our vocational / technical lecturers who have a workload based upon class contact hours, while being paid by credit hours. As this is a statewide policy, a change would positively impact all culinary programs within our system.

We will continue to stress the importance of having high caliber industry experience as a desirable qualification for all job applicants and will continue to seek means of rewarding those support staff who continue to try their hardest and to do their best and use them for examples for others on this campus.

Required Exhibits:
- Faculty meeting minutes from the last year
  Submitted in Appendix #12
- Personnel data sheets/IPD’s or Personnel development plans for all full and part-time faculty (use Faculty Professional Development report forms provided by the Commission; do not include resumes);
  Submitted in Appendix #13
• *Teaching schedule in effect for time of the on-site visit.*
• Submitted in Appendix #14

5.0 CURRICULUM  *Standards 5.1 - 5.11*

1. Summarize the manner in which the curriculum:
   a. fulfills the stated objectives of the program
   b. provides opportunities for students to become familiar with the profession of culinary arts and the relationship of culinary arts to other professions.

   In its efforts to fulfill the major objective of the Culinary and Patisserie programs, which is to prepare students both technically and academically for careers in the culinary and hospitality industries, the program has created a curriculum that:
   • is founded upon the competencies established by the American Culinary Federation,
   • adheres to the standards set by the American Culinary Federation,
   • takes into consideration the specialness of our island’s location,
   • is reflective of the current needs of the industry,
   • understands the diversity of our student population in categories like ethnicity, age, economic status, educational background and educational goals,
   • assists the college in fulfilling its mission and strategic plan,
   • is committed to assessing student learning.

   The curriculum provides our students with opportunities to become familiar with the culinary profession and the relationship to other professions by:
   • the inclusion of internships and/or culinary competitions,
   • utilizing actual restaurant operations as learning laboratories,
   • the inclusion of volunteerism and/or service learning within the majority of courses,
   • encouraging classes to utilize field trips and guest lecturers,
   • exposing them to visiting chefs and special events.
2. Describe how the curriculum develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds.

All of the AS Degrees in our program meet the following requirement of the College.

The Associate in Science (AS) degree is a two-year 21st century career degree, consisting of at least 60 semester credits. This degree will provide students with skills and competencies for gainful employment. According to the KCC College Catalog, “Graduates of Kapi‘olani Community College who complete an associate in science degree should be able to:

- Employ skills and understanding in language and mathematics essential to fulfill program requirements,
- Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work,
- Recognize effects of technology and science on the natural and human environments,
- Understand contemporary issues and problems and respond to the impact of current conditions,
- Demonstrate proficiency in conceptual, analytic, and critical modes of thinking,
- Develop insights into human experience and apply them to personal, occupational, and social relationships,
- Recognize relevance of career choices to lifelong learning, and
- Demonstrate competence in a selected program of study.\(^5\)

Within our AS degrees, students are required to take courses that address the following competencies:

<table>
<thead>
<tr>
<th>Areas of Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>ENG 100 Composition I, or ESL 100 Composition I, or</td>
</tr>
</tbody>
</table>

\(^5\) KCC Catalog Fall 2006 – Spring 2007, pg. 40
3. Describe the program’s use of community resources, including field trips and guest speakers. Be specific.

The utilization of field trips and guest speakers are encouraged in all levels of courses as a means of bring the students in touch with the profession that they are embarking upon. It is used extensively at the introductory level, especially in CULN 111, Introduction to Culinary Arts / Career Preparation course. To encourage field trips to various sites such as fresh fish auctions, produce farms, and production plants, the department has utilized a USDA grant to purchase two 15-passenger vans that can be utilized for that purpose.

KCC’s Culinary Arts department is extremely fortunate to have an endowment from the late Lyle and Grace Guslander that we can utilize to bring to our campus some of the great chefs and restaurateurs from both Hawai`i and around the world. The Lyle and Grace Guslander Visiting Chef program allows each guest chef to provide workshops and demonstrations for our students so that they can learn from the best. We normally budget a minimum of $30,000 annually towards this purpose.
KCC Culinary Arts has also formed a partnership with the Hawaii Culinary Education Foundation. The Hawaii Culinary Education Foundation provides Hawaii’s culinary students and professionals access to cutting-edge knowledge and techniques through programs featuring visiting chefs, educational opportunities, and special fundraising events. The Hawai`i Culinary Education Foundation is dedicated to:

- Demonstrating the contribution of the culinary profession to Hawai`i’s economy and its people,
- Supporting the development and promotion of culinary training programs at the University of Hawai`i Community Colleges throughout the State,
- Promoting Hawai`i’s unique culinary traditions that sets Hawai`i apart as a visitor destination,
- Promoting the multi-cultural attributes of the Hawai`i culinary experience.

In this partnership, KCC Culinary allows the Hawaii Culinary Education Foundation free use of its demonstration kitchen for the HCEF guest chef demonstrations. The HCEF is also allowed to seek the assistance of one of our faculty to sponsor the visiting chef travel through the program’s Guslander Endowment fund. In return, our faculty and staff are allowed to attend all professional sessions free-of-charge, and the students are provided with their own separate demonstration session. The program often will broadcasts these special student demonstrations to our sister culinary programs via polycom.

4. What is the rationale for the organization and sequencing of courses in the program(s)?

Since the program does not operate cohorts, the need for the proper sequencing of courses is accomplished by having classes that introduce competencies as prerequisites for those classes where students must practice them, which in turn become prerequisites for those classes where students must demonstrate them. As the student goes through the program, there becomes a higher order of learning as student learning progresses through the levels within the cognitive domain.
5. Are there any areas of the ACFEFAC “Required Knowledge and Competencies” which are not completely met by your program? **NO** If yes, describe.

6. What are the general requirements for the certificate or degree from the institution offering the program?

As per UHCC Guidelines CCCM 6004, a graduate of a University of Hawai‘i Community College who completes the Associate in Science Degree in a Technical / Occupational /Professional (TechOP) program should be able to:

- employ skills and understanding in language and mathematics essential to fulfill program requirements and to prepare for employment.
- understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
- recognize effects of technology and science on the natural and human environments.
- understand contemporary issues and problems and respond to the impact of current conditions.
- demonstrate abilities of conceptual, analytic and critical modes of thinking.
- develop insights into human experience and apply them to personal, occupational and social relationships.
- recognize relevance of career choices to life-long learning.
- demonstrate competence in a selected program/plan of study.

a. What are the specific requirements for graduation from the program?

**AS DEGREE, CULINARY ARTS WITH A SPECIALIZATION IN CULINARY ARTS (70 - 72 Credits)**

**General Education Requirements (18 credits)**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100 Composition I or ENG 160 Business and Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>SP 181 Interpersonal Communication or SP 151 Personal and Public Speech</td>
<td>3</td>
</tr>
<tr>
<td>KCC AS/SS A.S. Social Sciences Elective (100 level or higher)</td>
<td>3</td>
</tr>
<tr>
<td>KCC AS/AH A.S. Arts &amp; Humanities Elective (100 level or higher)</td>
<td>3</td>
</tr>
<tr>
<td>FSHE 185 The Science of Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BUS 100 Using Mathematics to Solve Business Problems or PHIL 110 Introduction to Deductive Logic or MATH 100 Survey of Mathematics or higher level mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>
### Culinary Arts & Hospitality Courses (52 - 54 credits)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULN 111 Introduction to the Culinary Industry</td>
<td>2</td>
</tr>
<tr>
<td>CULN 112 Sanitation and Safety</td>
<td>2</td>
</tr>
<tr>
<td>CULN 120 Fundamentals of Cookery</td>
<td>5</td>
</tr>
<tr>
<td>CULN 130 Intermediate Cookery</td>
<td>5</td>
</tr>
<tr>
<td>CULN 115 Menu Merchandising</td>
<td>2</td>
</tr>
<tr>
<td>CULN 150 Fundamentals of Baking</td>
<td>5</td>
</tr>
<tr>
<td>CULN 160 Dining Room Service/Stewarding Procedures</td>
<td>5</td>
</tr>
<tr>
<td>CULN 240 Garde Manger</td>
<td>5</td>
</tr>
<tr>
<td>CULN 221 Continental Cuisine</td>
<td>5</td>
</tr>
<tr>
<td>CULN 222 Asian/Pacific Cuisine</td>
<td>5</td>
</tr>
<tr>
<td>CULN 271 Hospitality Purchasing and Cost Control</td>
<td>5</td>
</tr>
<tr>
<td>HOST 290 Hospitality Management</td>
<td>3</td>
</tr>
<tr>
<td>HOST 293E Hospitality Internship II or CULN 209 Principles of Culinary Competition I</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**TOTAL 70-72**

### AS DEGREE, CULINARY ARTS WITH A SPECIALIZATION IN PASTRY ARTS (65 CREDITS)

#### General Education Requirements (18 credits)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100 Composition I or ENG 160 Business and Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>SP 181 Interpersonal Communication or SP 151 Personal and Public Speech</td>
<td>3</td>
</tr>
<tr>
<td>KCC AS/SS A.S. Social Sciences Elective (100 level or higher)</td>
<td>3</td>
</tr>
<tr>
<td>KCC AS/AH A.S. Arts &amp; Humanities Elective (100 level or higher)</td>
<td>3</td>
</tr>
<tr>
<td>FSHE 185 The Science of Human Nutrition</td>
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</tr>
<tr>
<td>BUS 100 Using Mathematics to Solve Business Problems or PHIL 110 Introduction to Deductive Logic or MATH 100 Survey of Mathematics or higher level mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Culinary Arts & Hospitality Courses (47 credits)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULN 111 Introduction to the Culinary Industry</td>
<td>2</td>
</tr>
<tr>
<td>CULN 112 Sanitation and Safety</td>
<td>2</td>
</tr>
<tr>
<td>CULN 120 Fundamentals of Cookery</td>
<td>5</td>
</tr>
<tr>
<td>CULN 115 Menu Merchandising</td>
<td>2</td>
</tr>
<tr>
<td>CULN 150 Fundamentals of Baking</td>
<td>5</td>
</tr>
<tr>
<td>CULN 155 Intermediate Baking</td>
<td>5</td>
</tr>
</tbody>
</table>
b. If program credit or hour requirements exceed those required by the state or institutional accrediting body, what is the rationale?

Chancellor of the Community College Memo CCCM# 6004 (Revised February 1, 2002), provides the following requirement for an Associate in Science (A.S.) degree: “A two-year technical-occupational-professional degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment, entirely at the baccalaureate level. The skills and competencies should be in conformance with the recommendations listed in the "Report of the Associate in Science (AS) Degree Task Force". The issuance of an A.S. degree requires that the student must earn a GPA of 2.0 or better for all courses applicable toward the degree.”

All degrees within the Culinary Arts program exceed this minimum expectation, based upon the rationale that the additional credits are needed in order to achieve our mission of providing a quality education in the culinary and pastry arts with an emphasis on blending the classical techniques with the global influences of our unique geographic location. This mission is achieved through a progressive curriculum, operational excellence, multi-industry alliances, and the promotion of lifelong learning while emphasizing health, wellness and sustainability.

7. Describe how your courses correlate theory and actual practice in the lab.

CULN 111 – Introduction to Culinary/Career Preparation (2 credits)

This course provides an overview of the culinary industry within the aspects of the entire hospitality industry. It provides students with an introduction to the historical, social, and cultural forces that have affected and shaped the industry of today. Students will identify job qualifications, professional standards, communication skills and attitudes essential for successful workers in the
hospitality industry. Students create a web-based electronic portfolio that will be utilized throughout their educational experience to demonstrate and showcase their learning outcomes. This course utilizes both field trips and guest lecturers to help correlate theory and industry practices.

**CULN 112 – Sanitation & Safety (2 credits)**

A variety of in class demonstrations are used along with videos created by the nationally recognized program Servsafe, from the Educational Institute of the National Restaurant Association. Chef Henry Holthaus offers a hybrid distance education version of this course and has worked with CELTT to create a “Shig Happens” TV series on food borne illness. Students gather samples from a variety of sources and analyze actual cultures. The course culminates with the students taking an industry recognized certification exam from the Educational Institute of the National Restaurant Association.

**CULN 115 – Menu Merchandising (2 credits)**

This course studies the factors involved in planning effective menus for a variety of food service operations. The curriculum includes the design, format, selection, costing, pricing, and balance of menu items based on an understanding of the needs of various target markets. Instruction is reinforced with field trips, group discussions, guest speakers, and videos. A menu project correlates theory with actual practice.

**CULN 120 – Fundamentals of Cookery (5 credits)**

This course relies heavily on instructor demonstrations with significant lab time devoted for the students to practice, then display fundamental skills and knowledge. The high level of hands-on work with the various food products reinforces the competencies of this course. Student must demonstrate proficiency of the skills and competencies with a final practical exam at the conclusion of the course. This course features a high level of technology that is utilized to support student learning.

**CULN 130 – Intermediate Cookery (5 credits)**

Students begin to put into practical application the foundations they learned in the Fundamentals of Cookery class by producing products for the 220 Grille. In addition to the introduction of short order cookery, breakfast cookery and quantity
food cookery, emphasis is placed on product selection, menu planning, and merchandising. Students are introduced to the concepts of sustainable food service practices. This class is often the students first experience in correlating theory with an actual restaurant operation.

**CULN 150 – Fundamentals of Baking (5 credits)**

In this hand-on lab class, course content is delivered via instructor lectures and demonstrations. Lab time allows students to practice with guidance and evaluation from the instructor. Products produced are used in the on-campus fine dining rooms and periodic bake sales allow the students to create and market products for on campus and surrounding community customers and correlate theory and actual practice.

**CULN 155 – Intermediate Baking (5 credits)**

Students begin to put into practical application the foundation they learned in the Fundamentals of Baking class by producing products for the 2nd Cup Café and the Ka`Ikena Dining Room. Emphasis is placed on techniques and presentations in the creation of a variety of layer cakes, tortes, tarts, tartlets, pies, baked custards, and cookies for retail sale.

**CULN 160 – Dining Room Service/Stewarding (5 credits)**

This course studies and applies a variety of service styles and techniques practiced by industry with special emphasis on the importance of the relationship coordination between the front and the back of the house. It also includes the study of stewarding procedures and of the principles and practices of profitable beverage operations and the responsibilities and liabilities associated with alcohol service. Theory is applied in the actual operation of a fine dining restaurant.

**FSHE 185 – The Science of Human Nutrition (3 credits)**

This course is an integration of natural science concepts with an emphasis on the nutrient requirements of healthy individuals, and fulfills the college’s Natural Science requirement for the AS degrees in the program. Considerable emphasis is placed on assignments that bring to life complex, technical topics. Students have the opportunity to develop their own nutritional plans for either weight gain or weight loss and evaluate contemporary diet plans like the Hawai‘i diet. Students use a
computer program to do nutritional analysis and the instructor brings in extensive samples to use as examples in demonstrations.

CULN 207 – Principles of Culinary Competition I

This course prepares students with the knowledge, skill, techniques, managerial principles and attitudes necessary to compete in a culinary salon or state ACF culinary competition. The student is this course is expected to be able to synthesize the theories learned in previous classes under the pressure of an actual competition.

CULN 208 – Principles of Culinary Competition II

This course prepares students with the knowledge, skill, techniques, managerial principles and attitudes necessary to compete in a regional and/or national ACF culinary competition. This course is required for all those wishing to participate in an ACF culinary hot food competition. Participation by all of the candidates for the College’s Culinary Team is required. Students will participate in the planning and implementation of a mock culinary competition which will be located at an unannounced offsite location. Students will develop an ePortfolio of the entire course experience with a detailed overview of the stages leading to competition/s. The students are expected to synthesize the culinary and managerial concepts and theories learned in a real-world environment under the highest level of pressure.

CULN 221 – Continental Cuisine (5 credits)

This course expands upon the skills gained in the Fundamentals and Intermediate Cookery courses, emphasizing creativity. Refinement and perfecting of the skills and techniques required in the specialization of cook to order dishes typically served in hotels and fine dining restaurants. Emphasis is placed on European and American regional cuisines with the students participating in the creation and delivery of the products for the on-campus dining rooms. Providing the food for the fine dining restaurant allows students to correlate theory with practice.

CULN 222 – Asian/Pacific Cuisine (5 credits)

Due to the nature of this course topic, the teaching style employed encourages students to grasp the significant aspects of how the world’s geography, history, and cultures infuse, synthesize and influence the development of a cuisine. Students are
challenged to use applied mathematics, critical thinking, interaction, and
collaborative learning in problem solving for decision making. Students in the class
have the opportunity to participate in a number of special campus dinners featuring
ethnic specialties.

**CULN 240 – Garde Manger (4 credits)**

Designed as a hands-on lab class which allows students to learn and prepare
items such as aspics, chaudfroids, forcemeats, pates, terrines, galantines, mousses,
vegetable carving as well as ice and tallow sculpturing. Products created by the
class are often incorporated into the restaurant operations.

**CULN 252 – Patisserie (5 credits)**

Instruction takes place in a well-outfitted specialty lab that allows the students a
hands-on opportunity to use current state-of-industry equipment. A demonstration
style of teaching presents the concepts to the students and the live production lab
allows students to practice skills and techniques under the supervision and
guidance of the instructor. Desserts produced are featured in the meal service of the
on-campus restaurant.

**CULN 253 – Confiserie (5 credits)**

Building on the foundation laid in the Patisserie course, students are challenged
to apply learned techniques and skills in planning, preparing and arranging
showpieces made from chocolate, pastillage, and nougat. Emphasis is placed on
learning color and design theory as well as chocolate spraying techniques. This
course provides an in-depth study of classical and international confection and
dessert preparation. Students’ creations are featured in the dining rooms and are
the centerpiece of the many seasonal special events put on by the department.

**CULN 271 – Purchasing & Cost Control (5 credits)**

This course is designed as an eight-week module course to coincide with the
operational dining room labs. In conjunction with the on-campus rooms, students
cost out recipes, handle the cashiering functions using computer point-of-sale
systems, reconcile receipts and create financial reports. Theory is reinforces by
students participating in actual hands-on stations featuring issuing and receiving in
the storeroom, facilitating the MIS function of the program and cashiering in one of the outlets.

8. **How does the program provide flexibility to adapt to individual differences among students (e.g., honors programs, remedial instruction, peer tutoring, etc.)?**

Because of its open access, the College enrolls students who are underprepared for college as well as those who are high achievers.

**Programs Based on Educational Preparation:** To address the needs of students unprepared to take transfer-level courses (determined by Compass Placement Test scores in English and Math), the College has established the Kahikoluamea department, whose mission is to promote student engagement and improve student success in remedial/developmental education in preparation for success in transfer-level courses. The department was created by combining three components: Holomua, which offered pre-transfer level courses in English (writing and reading) and Math; Mālama Hawai‘i, a Native Hawaiian coalition of faculty and staff focused on promoting Native Hawaiian success in college; and First Year Experience (FYE), with its focus on engaging students during their first semester and year in college through student activities and technology.

To address the needs of students who are speakers of languages other than English, the College offers four levels of intensive ESOL courses to prepare students for entry into transfer level courses.

The College also offers an Honors Program. Students receive letters of invitation when they have completed 11 or more credits at 100-level or above and have attained a cumulative GPA of 3.5 or above. The program offers two types of Honors courses: (1) small seminar classes in which all students are participants in the program and (2) honors cohorts within regular classes in which honor students, in addition to completing the regular class requirements, work with the instructor to design and complete an honors component.

Independent study courses are provided for students who have successfully completed all or a substantial portion of the regular credit courses offered in a
subject. These students may work with instructors to design courses and learning experiences geared to their interests, aptitudes, and desired learning outcomes.

**Services for a Diverse Student Body:** In addition to the traditional academic counseling and advising, career counseling and financial aid assisting with loans and grants, the College provide services for special needs identified in its diverse student body, including the following:

- **Mālama Hawai‘i Center:** The Mālama Hawai‘i Center is a gathering place for students interested in the study of Native Hawaiian and Pacific Islands languages, cultures, and histories. The Center’s mission is to provide a passionate, positive, and productive learning experience for staff and students as well as the community at large.

- **Single Parents/Displaced Homemaker:** The program assists eligible single parents and displaced homemakers in gaining marketable skills that will lead to economic self-sufficiency.

- **Office of International Affairs:** provides services, activities and support of international students.

- **Mental Health Program:** With the increasing number of students and their needs for mental health services a full-time Mental Health Counselor was brought on board to help plan, develop and maintain a mental health program at the College.

- **Veterans Affairs Center:** A full-time counselor position was allocated to the unit to head up the center based on the growth in the number of veterans and their family members registering at the college.

- **TRIO-Student Support Services:** Funded by the U.S. Department of Education, TRIO-SSS provide support for students who meet one or more of the following criteria: (1) qualify for KCC financial aid or meet the Federal TRIO Programs Annual Low Income Levels; (2) are a first generation student in college (neither parent has a baccalaureate degree); (3) have a documented disability.

- **Disability Support Services Office (DSSO):** The program provides needed services to students with disabilities and maintains the college’s compliance with federal disability laws. DSSO focuses on testing services, student note taking, special
accommodations and participation in online classes for students with disabilities.

- **Kapi'olani Deaf Center (KDC):** KDC along with the Gallaudet University Regional Center and the Intensive Preparatory Program for Deaf and Hard of Hearing provides services for deaf and hard of hearing students and other members of the deaf community in Hawaii and the Pacific Rim. The College has the largest population of deaf and hard of hearing students among all the campuses in the University of Hawai‘i System and offers courses in American Sign Language and Deaf Studies.

- **Student Success Mentoring Program (SSMP):** Funded by a Title III Grant, the SSMP utilizes peer mentors to assist students in multiple areas. Mentors provide information about the college to students, parents, faculty, campus staff, high school counselors, and the general public. They advise prospective and admitted transfer students.

- **Ho’okele Student Engagement:** Under the coordination of a full-time faculty member, the student engagement program includes the Student Activities, the Board of Student Publications, and Student Congress.

9. **Discuss instructional techniques and/or strategies used in the program.**

To ensure currency of its education offerings, and their compatibility with the needs of students, the College:

1) engages in extensive assessment of instruction and instructional methods,

2) provides a wide range of traditional and nontraditional learning opportunities, and

3) engages in a cycle of review of its curriculum that includes scrutiny of the delivery systems and modes of instruction.”

Instructors are encouraged to use multiple instructional techniques and/or strategies to address the variety of learning styles of our students such as:

- Lectures
- Demonstrations
- Laboratory Exercises
- Reflection via Electronic Portfolios
- Service Learning
- Team Exercises

As Culinary and Pastry Arts students learn primarily by doing, the Department felt that it was important that the program incorporates hands-on work in an actual operation into as many of the classes as possible.

10. Discuss grading procedures in both lab and lecture courses. Include a description of how students are kept informed of their progress.
Assessing Student Learning Outcomes

The Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs), established in fall 2006, has provided the campus with a definition of SLOs, created an assessment framework and plan for program and course-level assessments.

The faculty has developed and aligned course competencies, program outcomes and general education outcomes and integrated this alignment into the curriculum review process. To ensure a collegiate level for its outcomes, some Career and Technical programs (including Culinary) have developed outcomes in consultation with external accrediting agencies and industry-community advisory boards. These outcomes have been designed to meet the collegiate-level standards recognized by these groups.

The Culinary Arts department did establish a student learning outcome that requires the students to “practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.” As this requires us to assess the students’ attitude, behavior and attendance, we have established a standard grading policy within all lecture and lab classes whose enrollment are primarily Culinary students. It was also recommended that laboratory course grades be based upon the following breakdown:

- Laboratory Performance 20 - 30%
- Exams, quizzes and written assignments 60 - 70%
- Professionalism and Attendance 10%

Instructors in all lab class have been instructed to provide each student with a practical exam within their final week of class and to report on those outcomes. Instructors have also been instructed to provide regular grade checks and updates to all students so that they are kept informed on their progress.

11. Discuss how high standards of professional practice are taught, emphasized and evaluated in the kitchen laboratories in regard to sanitation and safety. Include a description of the program’s use of Material Safety Data Sheets (MSDS) and its compliance to state and federal regulations.

The successful completion of CULN 112 Sanitation and Safety is required for enrollment in all culinary or pastry arts labs. CULN 112 includes the study and
application of the principles and procedures of sanitation and safety in the hospitality industry. It includes the study of food borne illnesses, biological, chemical, and physical hazards, and cross-contamination as they may occur during the flow of food. An introduction to HACCP (Hazard Analysis Critical Control Point) and other sanitation and safety programs is also presented. Material Safety Data Sheets (MSDS) and other safety issues and OSHA (Occupational Safety and Health Administration) guidelines and standards are covered as they apply to the hospitality industry. The sanitation and safety component is reinforced in all culinary labs as they pertain to that individual operation.

On the first day of each lab class, the instructor goes over the MSDS sheets and equipment safety checklist for that particular kitchen.

KCC’s Culinary Arts department employs a Operations Manager (currently vacant) who has among his many responsibilities, the priority of ensuring that the sanitation and safety of all operations conforms to established guidelines.

12. Describe how audio-visuals and other resources are used to support the teaching program.

The department constantly seeks both internal and external funding to provide our instructors with state-of-the-art audio-visual and computer technology infrastructure required to support student learning. We recently utilized grant and CIP funds to upgrade the AV resources in most of our classrooms and instructional kitchens.

**AV & Technology Support**

The actual acquisition and upgrading of technology is not currently handled in a centralized fashion, although it is facilitated and coordinated by staff from the Center for Excellence in Learning, Teaching and Technology (CELT), which offers the following services:

**Upgrading, Maintaining, and Acquiring Technology Resources**

CELT plans for systematic upgrading, maintenance, and acquisition of resources to support and expand the campus technology infrastructure. The dynamic state of the technology industry is such that planning beyond two or three years is considered
long-range. As funds become available, upgrades to be made within that fiscal year are planned and executed.

**Computer-Equipped Classrooms**

For departments without their own lab managers, CELTT provides technical support for computer-equipped classrooms. Larger units such as Library and Learning Resources employ their own educational specialists, who serve as primary technical support for computer-equipped classrooms and labs. In those cases, specialists from the Center act as secondary support staff. Upgrades of classroom equipment are made as funds become available in the departments that house and use the classrooms. For example, the Business Education department has several classrooms that are under the responsibility of their lab manager. As the department acquires special funds for technology, faculty in that department decide about upgrades and acquisitions based on curricular needs. Incorporating new equipment into the campus network is coordinated by the department’s lab manager and staff of the Center.

**E-Sources**

College specialists in Information Technology research product reviews of hardware and software, test products, and assist faculty and staff in decision-making. The specialists also assist with the procurement process on an ad hoc basis and train staff in the use of on-line purchasing systems and tools. The College benefits by a cohesively engineered system. The University of Hawai‘i at Mānoa, as well as all of the sister community colleges, share commitments and rights to a number of software licensing contracts. The University also provides faculty, staff, and students of Kapi‘olani CC with access to a range of software applications at the Office of Information Technology Home Page (http://www.hawaii.edu/infotech/getsoftware.html).

**Laboratory Technology Resources**

The College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The Lab Coordinators are quite consistent about accounting for the status and future needs for instruments and submit requests accordingly. Allocation of funding for the
requests is determined at the department chair and administration level. Sustaining the present mode of planning for the technological infrastructure should support the reasonably high quality of facilities and equipment.

**Library and Learning Resources Support**

The Library and Learning Resources Unit (Library and Testing Center) supports the vision and curriculum of Kapi‘olani CC by providing an innovative environment for learning and research. As an additional means towards supporting students with their pursuit of information literacy, the library webpage is at the following address: [http://library.kcc.hawaii.edu](http://library.kcc.hawaii.edu).

To assess the effectiveness of the library’s commitment to meet students’ needs with regard to quality, quantity, and depth of resources, the Library administers an annual survey; this survey is later reviewed and discussed to implement suggested changes for Library administrators, faculty, and staff.

To achieve the Library and College’s mission, the Library & Learning Resources Unit strives to incorporate practices and services that facilitate it being identified with the following mission statement:

- Providing access to and instruction in the use of information tools and resources;
- Collaborating with faculty, staff, students, and community to enhance instruction, learning, and research;
- Serving as a gathering place—physically and virtually—for cultural exchange and diversity in learning through development of collections, creation of original content, and participation in exhibits and performances.

Setting up the library as a “one-stop-go-to” place that addresses a variety of student needs casts the library as a “hub” of the campus and works to invite students to access and use tools they may not have otherwise. This approach transitions the idea of a library from one of a place solely utilized to conduct research and study to a more encompassing role as a student engagement center.

13. (If applicable) Describe how career related employment and/or experience (e.g. on-the-job training, externships, fellowships, 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.

To enable our students in obtaining career-related work experience, our program utilizes internship experiences coordinated through the Hospitality and Tourism department’s HOST 293E Hospitality Internship course, which is part of most of our AS degree emphasis. The HOST 293E instructor is responsible for the monitoring of the internship experience to ensure that it meets the established guidelines and criteria.

14. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACFEF Accrediting Commission Standards?

One of the major strengths of our program is its commitment to continuous program improvement and its goal of being an innovator and not a follower. We are proud of our progressive curriculum and feel that it is well balanced in terms of both methods of delivery and assessment. We are campus leaders in electronic portfolios, utilizing technology in teaching, and providing for real-world models in sustainability. As a department, we feel that we are well on our way to achieving our mission of providing a quality education through a progressive curriculum.

One of the weaknesses is the general education courses that are being taught in a non-contextual manner. This makes it difficult for Culinary students to relate directly to the concepts being taught in those courses.

15. How do you plan to use the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

The program will seek to reinforce a culture of Continuous Quality Improvement in all areas of our curriculum. Along these lines, we are working with our faculty to improve and enhance their curriculum development skills, which will be used to revise and update their courses. We will continue to take the lead on our campus for the championing of student learning outcomes and practical assessments.

To help offset our weakness, the program will take the lead in helping to develop contextualized general education courses that are relevant to our students.

Required Exhibits:
• Completed ACFEFAC “Required Knowledge and Competencies” specific to each program being reviewed, with referenced course syllabi attached. (If applicable, Baking and Pastry programs have a separate set of competencies which are available from the ACFEF Accreditation office);

• Submitted in Appendix #15

• Sample of all required documents used in the supervised work experience portion of the curriculum (if applicable);
• Submitted in Appendix #16

• Sample of daily lab evaluations.
• Submitted in Appendix #17

• Sample of a completed Equipment Safety Check Sheet
• Submitted in Appendix #18

• Documented schedule of the last two year’s guest lectures and student field trips.
• Submitted in Appendix #19

6.0 FACILITIES Standards 6.1 - 6.4

1. Describe how the facilities support the educational needs of the program. Your description should include:
   a. equipment
   b. classroom space
   c. lab space
   d. resources (including the library)
   e. faculty offices
   f. cafeteria/dining room
   g. other

   In August 1988 the Ohi’a building, the first of two buildings which housed the food service program was completed and two courses were conducted in this new building while the rest of the program remained at the Pensacola Campus. This 36,311 square foot facility, also known as the Campus Center Building, houses a 365-seat student cafeteria and an 83-seat coffee shop both used as training kitchens for short order cookery and quantity food preparation. The building also includes a beginning food preparation lab and a 130-seat demonstration kitchen/auditorium and several faculty offices. The Ohia building also houses the campus bookstore, the
office of student affairs and other miscellaneous offices. Construction costs for the Ohia building totaled $4.76 million.

In August 1990 the ‘Ohelo Building, the second of the two buildings that housed the food service program was completed. At that time, the remaining program moved from the Pensacola Campus over to the Diamond Head Campus. This is the main food service instructional building with an area totaling 32,400 square feet. The second floor facilities include the Continental Cuisine kitchen, a fine dining restaurant and banquet facilities, the Advanced Professional Certificate kitchen, the Patisserie kitchen, the Confiserie kitchen, a retail bakery outlet and two classrooms. The first floor facilities include a Culinary Competition kitchen, a Garde Manger laboratory, a Fundamentals of Baking laboratory, the Cost Control laboratory, the computerized Nutrition classroom, the main storeroom facilities, the departmental office and workroom, the culinary student lounge, and student lockers and restrooms. Total construction costs were $4.36 million. Initially all labs were fully equipped with state-of-the-art kitchen fixtures and all necessary equipment to train students and operate the restaurant facilities.

In April 2005, Kapi‘olani Culinary Arts signed an agreement to lease the restaurant facilities from the newly built $150 million UH John A. Burns School of Medicine (JABSOM) in Kaka‘ako. In an effort to obtain a win-win situation that focused on the strengths of both programs, representatives from JABSOM proposed that the Culinary Arts Department of Kapi‘olani Community College operate the food service facility at their new location. This proposal was attractive as it dovetailed with KCC Culinary Art’s plan to institute an American Culinary Federation certified apprenticeship program that mandated three (3) years of full-time employment for all of its participants. According to the business plan that was presented to the Chancellor, “The apprenticeship program was being initiated to satisfy several distinct needs of the culinary program”, in that it would:

- Serve the educational needs of a student population that due to academic qualification, financial ability, or a desire for a more experiential vocational education, seeks quality culinary training other than through the pursuit of a traditional AS degree.
• Provide the workforce required to conduct the catering needs of the campus, which would generate a profitable revenue stream that can help subsidize the instructional costs of the program.
• Provide the workforce required to make available to the Kapi`olani campus a continuous source of quality food and beverage that is unhindered by the constraints of the academic calendar.  

All faculty members are provided with offices based upon their position, with a private office provided for most full time instructors (unless office was build for more than one occupant) and part-time instructors, lecturers, coordinators, and staff typically sharing offices. Those instructors who only teach online courses usually work from their homes and do not normally require on-campus offices. We also have separate “faculty and staff only” facilities including lockers, change rooms and restrooms. The faculty mailboxes are located in the faculty workroom, which also includes a copier and fax machine.

The Kapi`olani Community College library was completed in 1992 when the College relocated from downtown Honolulu to a new campus at the foot of Diamond Head in East Honolulu, overlooking Waikiki. The Library introduced a new concept in library design in the early 90's. The facility spatially integrates print, video, and computerized materials. The Library’s innovative design allows students to follow a topic from its most current state, through recent stages, and finally to in-depth study.

Students entering the library encounter NewsWare, a large-screen television that transmits continuous national, international, and local newscasts (CNN), providing up-to-the-minute information from around the world. In Current Periodicals, adjacent to NewsWare, students can use computerized workstations to locate recent magazine and journal articles discussing news and events. Students can also access information about books, government documents, multimedia and other materials held in libraries throughout the UH System through Hawai`i Voyager. Additionally, periodical databases containing full-text articles, and ebooks are available through the Web.

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6 JABSOM Business Plan, Pg. 3
2. Describe procedures for maintenance and replacement of equipment.

The department is responsible for the maintenance and repair of all kitchen equipment. As the State of Hawaii does not usually provide operational funds for the maintenance and replacement of equipment, the department usually seeks external funds to ensure that the R&M needs of the program are met. The repair of equipment occurs on as-needed basis, with priority given to those items that impact the health and safety of either students or the general public. The procedure for maintaining, replacing, and acquiring equipment and material is determined by the administrative policies and procedures of the University of Hawai‘i procurement system.

The Department Chairperson prioritizes the department’s needs based upon requests from the faculty, and if appropriate, input from the Commercial Enterprise unit and the Executive Steward. He takes into consideration the sum total available from all sources of funds that can be utilized towards this purpose. This prioritization also takes into consideration both the operational and the instructional needs of the program and the college. All procedures to properly encumber and expend these funds are then followed by the department for initiating the repairs and/or purchases.

We have been fortunate in our ability to obtain external funding (including: federal grants, private grants, private donations, funds from department fundraising efforts, and State Capital Improvement Project funds) to help replace, repair, and maintain equipment and to renovate facilities including within the last four years:

- Replacement of all 13 grease traps with 4 large grease interceptors and renovating the facilities to put the department in compliance with revised city codes.
- Replacement of the multi-deck oven in the Patisserie kitchen.
- Replacement of the obsolete or broken kitchen equipment in Continental kitchen.
- Replacement of the broken electric ranges in Ohia 109 kitchen with gas ranges.
- Replacement of obsolete or broken kitchen equipment in the Cafeteria.
- Replacement of obsolete or broken kitchen equipment in the 220 Grille
- Replacement of all exhaust and fresh air fans and roof top ducting and re-roofing of the Ohia Building.
- Replacement of all walk-in refrigerators and freezers in both buildings.
- Installation of an online refrigeration monitoring system.
- Replace two (2) dishwashers.
- Renovation of Ka Ikena Dining Room to include new carpeting, wall covering and the installation of an operable wall.
- Renovation of the Asian/Pacific operational kitchen into an instructional kitchen.
- Installation of instructional kitchen equipment and instructor demonstration station in APC kitchen.
- Installation of instructional video-camera system in the new APC kitchen
- Purchase of three (3) vacuum packaging machines.
- Replacement of all eight (8) ice machines.
- Upgrade of audio system in Ohia 109 kitchen.
- Installation of computer technology and AV system in Ohia 112
- Installation of two (2) reach-in refrigerators in Ohia 112.
- Installation of Combi-steamer in Ohia 109
- Installation of two (2) galley condiment stations in Ohia Cafeteria
- Installation of high volume rotating rack oven in bakeshop
- Installation of ten (10) SS tables in APC, Garde Manger and Competition kitchens
- Installation of five (5) vermi-composting bins
- Installation of an Earthtub forced-air composting bin
- Conversion of the back lawn into an edible garden plot
- Upgrade of entire Point of Sale system (ongoing)
- Installation of inventory management software (Spring 2012)
- Installation of 2 new ranges in Competition kitchens (Spring 2012)
- Replace all broken kitchen equipment in Ohia 109 (Spring 2012)
- Replace all dining room tables and chairs (Spring 2012)
- Replace all Banquet tables and chairs (Spring 2012)
• Installation of instructional video-camera system in Ohia 109 kitchen. (Spring 2012)
• Installation of AV system in Ka Ikena Dining Room (Spring 2012)

3. Describe how the facilities are maintained in a safe and sanitary manner.

Each year, the Department Chairperson submits a Capital Improvement Project request to the Dean, who then compiles the needs for the unit, providing priority to those needs that would impact the health and safety of students or the general public.

If there is a question about the safety of a facility, the College consults with the UHCC Environmental Health and Safety (EHS) Officer, a member of the EHSO staff. The EHS Officer assists the College to identify compliance issues related to occupational health and safety, lab safety, fire safety, and hazardous materials management established by UH System, state and federal policies. The EHS Officer intermittently does site visits to campus. If an instance of non-compliance is found, he notifies appropriate authorities on campus for immediate remediation and resolution.

Annual workshops are conducted by the EHS Officer at the College on the proper labeling, storage, transportation and disposal of chemical substances used in teaching and research. All faculty who actively work in a laboratory or similar environment with possible chemical exposure, and Auxiliary and Facilities staff who use industrial chemicals are required to attend. All new faculty and staff with similar exposure must go through a more complete training when they are hired. Training for biological safety is conducted as part of the UH System Biological Safety Program, a unit within the Office of Research and Graduate Education. A log of all workshop attendees is maintained.

Training to assist in compliance with OSHA standards are usually held system-wide twice per quarter or more as seen needed. All Auxiliary and Facilities Services staff are required to attend. OSHA workshops are conducted by the EHS Officer. In the event of a relevant incident, OSHA and HIOSH often initiate an investigative
follow-up. There have not been any significant OSHA incidents at the College since 2006.

4. What are the major strengths and weaknesses of your program(s) as it /they relates to this section in comparison to the ACFEF Accrediting Commission Standards?

   The major strength of the program in this area is the ability of the program to obtain additional internal and external funding that has been reinvested into the facility. The total amount of funds spent over the last four years on renovations, improvements, repairs and maintenance and replacing equipment totals over $6.5 million.

   A major weakness is that there is little emphasis on preventive maintenance. There could be significant savings if the preventive maintenance were conducted on a regular basis by in-house personnel, but the program does not have the support staff with the skills required of doing so.

5. How do you plan to use the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

   The program plans to seek permission and funding to obtain an in-house maintenance position whose job will be to conduct preventive maintenance on its kitchen equipment. This should extend the life of the equipment and free-up money to make program improvements rather than to fix things.

   **Required Exhibits:**

   - *List of major equipment used in the program;*
   - Submitted in Appendix #20
   - *Diagram/floor plan of kitchen and/or lab facilities;*
   - Submitted in Appendix #21
   - *Most recent sanitation inspection.*
   - Submitted in Appendix #22

**7.0 STUDENT SERVICES Standards 7.1 - 7.5**

1. State the criteria and policies established for admission to the program.
Kapiʻolani Community College is an open access college. Applicants to the culinary arts program follow the college’s admission policies. Admitted applicants must be 18 years, or older or have earned a high school degree or equivalent. The Culinary Arts program is an open admission program which meets EEO standards, and has no current program prerequisites. In our most recent program and curriculum proposals, we have requested a prerequisite for admission to our program of the completion of PCC 20 or qualification for ENG 21 or higher on the KCC placement test and the completion of PCM 23 or qualification for MATH 24 or higher on the KCC placement test. The rational for this was to enable our students to have the basic skills in both communications and math that will allow them to be successful in both their educational and their career pathways.

**ENG 21 Developmental Reading (3)** is designed to develop reading, vocabulary, and study skills essential for successful academic achievement.

**MATH 24 Elementary Algebra I (3)** - An introduction to basic algebra topics, MATH 24 is the first course in a two semester sequence of Elementary Algebra courses. Instruction includes units on operations with signed numbers, linear equations and inequalities in one variable, the coordinate plane, and linear systems in two variables.

Potential applicants may find information on the process online at [http://www.kcc.hawaii.edu/object/apply.html](http://www.kcc.hawaii.edu/object/apply.html), by calling the department or KISC, by emailing the department for application information, or by accessing the Department’s website at: [http://culinary.kcc.hawaii.edu/index.php/academics/admissions](http://culinary.kcc.hawaii.edu/index.php/academics/admissions).

2. What is the program’s policy on accepting transfer credits?

**Evaluation Process**

KCC accepts credits from institutions fully accredited by U.S. regional accrediting associations, provided that such credits are substantially equivalent to courses at KCC and have been completed with a grade of "D" (not "D-") or better. Only course credits are accepted in transfer. Grades and grade points from other institutions do not transfer. Students may access detailed information regarding the acceptance of transfer credits at [http://www.kcc.hawaii.edu/object/transfercredits.html](http://www.kcc.hawaii.edu/object/transfercredits.html).
**Transfer Credit Search Website**

KCC uses the UHM Transfer Credit Search website as a guide to evaluate general education credits.\(^7\)

a. Does your program give advanced standing or credit by exam? \(\text{YES}\)________

If so, based on what criteria?

**Advanced Placement (AP) Credit**

Through high school AP courses or independent study, high school students have the opportunity to earn credits at Kapiolani Community College (KCC) by taking standardized subject exams administered by the College Board. For more information, see "College Board AP Test" or "College Board Tests" under the [Related Links](http://kapiolani.hawaii.edu/object/transfercredits.html) section. Letter grades are not granted. Instead, "CR" (credit) is used and will not be calculated into your grade point average.

**Minimum Scores for College Credit**

The minimum score depends on the exam taken. KCC accepts the same AP exams, minimum scores, and course waivers and equivalencies as the University of Hawaii at Manoa. For more information, go to "UHM Advanced Placement Exams" under the [Related Links](http://kapiolani.hawaii.edu/object/transfercredits.html) section.

**Credit by Exam:**

Credit by Examination assesses previous learning. Credits earned through this process are equivalent to passing a cumulative, end-of-the semester exam. Examinations vary depending on the course being challenged. Some courses may not be challenged. A course may be challenged once. Credit by Examination is not an option for courses in which a person is currently enrolled as a regular student. Tuition and fees for these classes are the same as for other classes.

Eligibility: Students may apply for Credit by Examination if they can present evidence of having attained, through experience or training, the equivalent competencies of a course offered at Kapiolani Community College. Each department decides if a course is eligible. For specific course information contact the instructional department offering the course. Application forms are available at

\(^7\) [http://kapiolani.hawaii.edu/object/transfercredits.html](http://kapiolani.hawaii.edu/object/transfercredits.html)
from the instructional department offering the course. Application and registration must be completed within the first six weeks of the semester or within the first two weeks of special term or summer classes. Registration must be completed at the Kekaulike Information and Service Center. The instructor administering the examination will arrange the test date and time. Credits: Students successfully challenging a course will not receive a letter grade. Instead, "CR" (credit) will be used and will not be calculated into their grade point average. The credit will not count toward a student's full or part-time status. Students should check with their program counselor to see if these credits may be used toward meeting degree requirements. These credits may not be used to meet the last 12-credit residency requirement for the major, unless the department dean waives the requirement.

3. Discuss the attrition and retention of students for the last five years or since the inception of the program, whichever is less.
   a. What are the trends?
   b. What methods are utilized to increase retention?

   The program has seen a 30% increase in its enrollment within the last five years from 345 majors in the 2006-2007 AY to 449 majors in 2010 – 2011. Within that period, persistence of the majors from the fall semester to the spring semester has increased from 69% in 2006 to 74% in 2011. Utilizing Perkins IV Core Indicators, 3P1 Retention as the prime method of determining retention in school, it has averaged around 78% over the last three years that the revised Perkins measures have been calculated. These results along with the insights provided through the department’s annual review of program data indicate a program that has grown from one that had been classified as being cautionary into one that can now be classified as a being a healthy program.

4. Include all publications having to do with the program, including brochures, advertisements, etc., and the address of institution's website.

   The primary communication and marketing tool of the program is its Culinary website. This website was created based upon the recommendation of the students
obtained during a student forum and funded by an external grant and can be viewed at:

http://culinary.kcc.hawaii.edu/

5. Describe the procedures of the program regarding student grievances.

Policy on Academic Grievances: The process of addressing academic grievances is described in the Academic Grievance Procedures. Concerned students may first attempt to resolve the grievance on an informal level with the faculty member. Should the grievance not be resolved at this level, they then ask the appropriate department chair to review the case. If a satisfactory solution is not reached, students may appeal to the dean. If satisfactory solution is still not reached, students have the right to request a hearing before the Academic Grievance Committee, a body of faculty and students. The decisions of the committee are final within the University. Copies of the academic grievance procedures are available in the Office of the Vice Chancellor for Student Affairs, ‘Ilima 205.

6. Describe the advising services available to students.

The Department does have 1 FTE counselor on staff who is assisted by a pool of counselors that reside in a centralized counseling center, which include counselors for special populations including: Deaf Students, Disabled Students, First Year Experience Students, High School Transitions, International Students, Native Hawaiian Students, Single parents / Displace Homemakers, Veterans, or for special purposes such as mental health & wellness.

As per the College catalogue, Counselors are responsible for:

- Assisting students to identify their academic values and goals, consistent with their capabilities, interests, and educational backgrounds
- Clarifying pertinent information and discussing the implications toward students’ academic success
- Being accessible and available to students to respond to their questions and concerns
- Clarifying academic policies, college regulations, program requirements, procedures, and other college information
• Maintaining professional integrity, confidentiality, respect, and sensitivity in advising
• Helping students define and develop educational plans; assisting in the selection of appropriate course work and opportunities to achieve students’ goals
• Respecting students’ individual needs and diversity
• Assisting students to independently monitor their progress toward achieving their educational and career goals
• Being knowledgeable about, promoting and referring students to appropriate campus and community resources and services
• Informing students of the roles and responsibilities of the advisor/student relationship
• Maintaining currency in academic advising trends and techniques through professional development

7. Describe any scholarship programs available to students in this program(s). (Include industry scholarships)

The KCC campus services provided by KISC’s Financial Aid office offers a wealth of information to students via the web at http://kcc.hawaii.edu/object/finaid. The culinary arts department awards over $70,000 annually in departmental scholarships. The following scholarships are available exclusively to our students:

**KAPI‘OLANI COMMUNITY COLLEGE**

**Culinary Arts Major Private Scholarships**
(Source: Lori Maehara, March 2012)

<table>
<thead>
<tr>
<th>Account Title</th>
<th># of Awards Year or Semester</th>
<th>Amount of Award</th>
<th>Criteria – Unless stated otherwise, scholarships have the following criteria plus others stated in this column.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1) Have a 2.0 GPA; and 2) Show financial need. Open to students who are working towards a Certificate of Achievement or an Associate in Science degree in CULN.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a) Show accomplishments/improvement in course of study; b) Demonstrate interest in Culinary Arts career;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c) Participation in Culinary Arts activities; d) Academic achievement</td>
</tr>
<tr>
<td>Scholarship Name</td>
<td>Varies</td>
<td>Amount</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kap CC Culinary Arts Scholarship</td>
<td></td>
<td></td>
<td><a href="#">Note: This fund houses scholarship donations which fall below the minimum donation required for a “named” scholarship.</a></td>
</tr>
<tr>
<td>Gas Company Scholarship</td>
<td></td>
<td>$500-1000</td>
<td></td>
</tr>
<tr>
<td>Shimaya Scholarship KapCC</td>
<td>2-6</td>
<td>$200-800</td>
<td></td>
</tr>
<tr>
<td>Kyo-ya Scholarship KapCC</td>
<td>1-2</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Charles Whitney Smith Scholarship</td>
<td></td>
<td>$500+</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a) Must have successfully completed at least 55 of the 70 credits of Culinary Arts Program;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b) Have a minimum of 3 years work experience in the culinary field;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>c) Show proof of application for graduation during the current spring semester;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d) Have a 3.0 GPA</td>
</tr>
<tr>
<td>Scheiss Greenbrier Scholarship</td>
<td></td>
<td>$500+</td>
<td>Provide financial assistance to qualified students to cover travel to The Greenbrier in White Sulphur Springs, West VA for a required interview.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a) Successful completion of at least 55 credits in the Culinary Arts Program, with a 3.0 GPA;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b) Show proof of graduation;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c) Must have 3 years of work experience in culinary field</td>
</tr>
<tr>
<td>Tsui Scholarship KapCC</td>
<td></td>
<td>$1000-8000</td>
<td>Award for the Mel B. Arellano Scholar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a) Graduate of a Hawai‘i high school, Hawai‘i resident;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b) Completed AS degree in Culinary Arts at KapCC;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c) Be accepted for advanced study at a quality institution for culinary training; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d) Show high degree of potential for success as a culinarian.</td>
</tr>
<tr>
<td>KapCC Culinary Arts Award</td>
<td></td>
<td>Varies</td>
<td>Reward winners of Culinary Arts Expo with an all-expense trip to compete in one of two culinary competitions on the mainland.</td>
</tr>
<tr>
<td>Marie &amp; Jim Williamson Scholarship</td>
<td>1-4</td>
<td>$750 - 1500.00</td>
<td>Open to fulltime majors in Culinary Arts program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a) Priority given to local high school graduates;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b) Student must be striving for a career in culinary arts as attested by a written statement and a faculty/counselor recommendation</td>
</tr>
<tr>
<td>Leake Culinary Award</td>
<td>1-2</td>
<td>$500+</td>
<td>Open to part time and fulltime students in the Culinary Arts program.</td>
</tr>
<tr>
<td>Scholarship Name</td>
<td>Amount</td>
<td>Eligibility</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Chaine des Rotisseurs Scholarship</td>
<td>$500+</td>
<td>Open to part-time and full-time students enrolled in the Culinary Arts program.</td>
<td></td>
</tr>
<tr>
<td>Pamella Young Mixed Plate Scholarship</td>
<td>1-5</td>
<td>$600(1) $200(3) Open to part-time and full-time culinary arts majors who win the “Mixed Plate Competition” judged by a panel of celebrity guests.</td>
<td></td>
</tr>
<tr>
<td>Annie Yee Pianaia for KapCC</td>
<td>1-2</td>
<td>$500 Open to part-time and full-time Culinary and/or Pastry Arts majors of Hawaiian Ancestry. This scholarship is awarded via a $500 in reimbursement of culinary arts equipment.</td>
<td></td>
</tr>
<tr>
<td>Grant Sato Scholarship</td>
<td>Varies</td>
<td>TBA Open to students who are currently enrolled in KapCC’s Culinary Arts program.</td>
<td></td>
</tr>
<tr>
<td>KapCC ACF Jr Chapter Team</td>
<td>Varies</td>
<td>Varies Open to student members of the ACF Hot Food traveling competition team. Used to offset costs to travel to the ACF Western Regional competition and/or ACF National competition.</td>
<td></td>
</tr>
<tr>
<td>Blossom Young Tyau Scholarship</td>
<td>Varies</td>
<td>$200+ Open to part-time or full-time students enrolled in Culinary Arts.</td>
<td></td>
</tr>
<tr>
<td>Stanley Takahashi Scholarship (Expendable portion of this endowment available ea. Yr.)</td>
<td>1-2</td>
<td>$500 Student must be registered full-time in the Culinary Arts program.</td>
<td></td>
</tr>
<tr>
<td>Hirakawa Memorial Scholarship</td>
<td>1 for Culinary 1 for BusEd</td>
<td>$550 Open to full-time students enrolled in Culinary Arts and Business Education programs.</td>
<td></td>
</tr>
<tr>
<td>Hazel Theodore Endowed Scholarship</td>
<td>Varies</td>
<td>$200+ Support for part time or fulltime students in culinary arts program.</td>
<td></td>
</tr>
<tr>
<td>Daniel and Jane S. Katayama Scholarship (formerly)</td>
<td>Varies</td>
<td>$200+ Open to part time and fulltime students enrolled in the Culinary Arts program.</td>
<td></td>
</tr>
<tr>
<td>Kikuo and Shizue Sato Scholarship</td>
<td></td>
<td>a) Must have successfully completed the Fundamentals of Cooking class with a grade of “B” or better.</td>
<td></td>
</tr>
<tr>
<td>Scholarship Name</td>
<td>Amount</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Rod and Anne Miller Scholarship</td>
<td>$500+</td>
<td>Open to continuing part time or fulltime students enrolled in the culinary arts program. Applicant must submit an essay to the senior faculty teaching the Fundamentals of Cooking class explaining the importance of receiving a scholarship.</td>
<td></td>
</tr>
<tr>
<td>Randall and Jean Jaycox Scholarship</td>
<td>$500+</td>
<td>Open to part time or fulltime students enrolled in the culinary arts program. Applicant must submit an essay to the senior faculty teaching the Fundamentals of Cooking class explaining the importance of receiving a scholarship.</td>
<td></td>
</tr>
<tr>
<td>D. Otani Produce Scholarship</td>
<td>$1000+</td>
<td>Scholarship is for graduates of KapCC’s Culinary Arts program and who wish to pursue advanced studies in food service. Applicant must show proof of enrollment in an institution that provides advanced studies in food service.</td>
<td></td>
</tr>
<tr>
<td>Malaghan Culinary Arts Scholarship</td>
<td>Varies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotary Ala Moana Culinary Arts</td>
<td>Varies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kusuma Cooray Culinary Arts</td>
<td>Varies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KapCC Maui Island Culinary Arts</td>
<td>Up to $5000.00 per semester, $25K max per student</td>
<td>Scholarship for graduates of a high school on the Island of Maui. Preference given to graduates of Baldwin High School (on Maui)</td>
<td></td>
</tr>
<tr>
<td>Seki Culinary Arts Scholarship</td>
<td>Varies</td>
<td>Scholarship for members of the ACF Competition team to help offset travel costs to compete in the ACF Western Regional and/or ACF National student competition.</td>
<td></td>
</tr>
<tr>
<td>CMAA (Club Managers Association of America) Scholarship</td>
<td>Varies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACFEF Accrediting Commission Standards?

One of the greatest strengths of the program is our ability to make a quality culinary education within the reach of every one of our students. With over $70,000 in scholarships given out each year, the Program has the highest percentage of scholarship dollars per student in the entire college, if not the system.
A major weakness is that the combination of our increased enrollment and the addition of the Advanced Professional Certificate is stretching our counseling service extremely thin. With only 1 program counselor per 442 students versus the average of 1 program counselor per 183 students for the rest of the Career and Technical Education (CTE) programs on our campus, there is an obvious need for more counseling assistance within the department.

9. How do you plan to use the results of this section of the Self-Study to maximize the strengths of the program and to minimize any identified weaknesses?

We plan to utilize the results of this section to justify our request for additional funding to obtain another counseling position from the College. We fully believe that the key to success for our students is to guide them on the proper academic pathway that will dovetail with their career goals and then to provide them with the academic and student support necessary for them to complete the process.

Required Exhibits:

- Retention statistics for the last two years;
- Submitted in Appendix #23
- Copies of all current advertising and promotional materials used by the school including radio, television, yellow pages, newsprint, flyers, surveys, scripts, video tapes, and the address of the school’s web page.
- Submitted in Appendix #24

8.0 PROGRAM ASSESSMENT Standards 8.1 - 8.5

1. Describe the system used and provide dates, sample forms and results for assessment of:
   a. Faculty

   The Culinary Arts Department is committed to the concept of continuous quality improvement based upon the regular assessment of all stakeholders. As noted within the 2006 ACCJC/WASC Accreditation Self Study, “Programs to enhance student learning and institutional processes are subject to a structured and ongoing dialogue within and among four primary stakeholders (students, faculty, administrators, and staff) that constitute the College. Integral to the organizational
structure of the College, this dialogue is essential to the College self-assessment and the durability of self-improvement.

Probationary faculty members are assessed by their students, their peers, their Department Chairs, their Deans, the Vice-Chancellor of Academic Affairs, and by the Chancellor. Forms utilized include:

- The Peer Evaluation Form, which includes two parts: teaching responsibilities and non-teaching responsibilities. The teaching responsibilities portion reviews preparation and organization of teaching material and classroom performance. The non-teaching portion reviews the faculty’s department and campus responsibilities, professional development and self-improvement activities, and job-related personal qualities. These factors related directly to the Tenure and Promotion document that map out the primary and additional responsibilities of all faculty.

- The Student Feedback Survey Form assesses the instructor's course organization, preparation, delivery, evaluation methods, accessibility, and recommendations for improvement from the standpoint of the student.

Both the Peer Evaluation Form and the Student Feedback Survey Form serve as tools to prepare their contract renewal and their tenure and/or promotion application. Contract Renewal Guidelines provide a checklist for tenure-track probationary faculty in preparation of their biennium contract renewal and eventually their tenure applications.

Lecturers utilize a simplified Lecturer’s Assessment template to complete their annual evaluation of their teaching responsibilities. Assessment tools used to complete this assessment typically include the teaching only portion of the Peer Evaluation Form and the Student Feedback Survey Form.

b. Curriculum

According to the Board of Regent’s policies, all established community college programs must be reviewed on a five-year cycle, but in reality, curriculum assessment is an ongoing process. The department takes into consideration the needs of all stakeholders during the assessment of its curriculum, including
students, faculty, staff, administration, the industry and our accrediting bodies. 100% of the Culinary Arts Department’s curriculum has been reviewed within the last 5 years.

c. program effectiveness

Assessment data on program effectiveness is provided by the UHCC Institutional Research Office for Annual Review of Program Data (ARPD) and the College’s Comprehensive Program Reviews. The ARPDs are posted at the UHCC Institutional Research Office and at the College’s Office for Institutional Effectiveness.

2. What were the results of the most recent overall evaluation of the program?

In the most recent evaluation of the program, the Culinary Arts Department was deemed to be “HEALTHY” however, an action plan was developed to support our efforts to seek continuous program improvement.

a. What changes were effected as a result?

In its 2010 Annual Review of Program Data, the Department identified several action steps that it plans to take to increase retention and the health of the program.

ACTION PLAN

Although our program is rated as being HEALTHY, we will institute a series of pro-active action plans to make continuous improvements in demand, efficiency and effectiveness.

Demand Action Plan

According to Hawaii’s Department of Business, Economic Development and Tourism (DEBDT), “Based on the most recent development in the national and global economy, the performance of Hawaii’s tourism industry, the labor market conditions in the state, and growth of personal income and tax revenues, Hawaii’s economy is expected to continue positive growth for the rest of 2011 and into 2012. Overall, the current DBEDT forecast is more optimistic compared with the previous forecast.” (Hawaii Department of Business, 2011) As the local economy improves, we anticipate that the number of jobs available in Hawaii will also increase. Based upon the countercyclical relationship to college enrollment, this will probably cause an overall reduction in demand that must be countered through aggressive marketing.
KCC Culinary Department’s new website will be up and running by the start of 2012. This website will be the Department’s primary communication and marketing tool and be a one-stop site for anyone interested in Culinary Education in Hawaii. We are also investing in professionally designed marketing collateral that will be utilized primarily to attract out-of-state and International students to our program.

**Efficiency Action Plan**

As we are about to begin to offer our 300 level classes, we anticipate a reduction in all of our efficiency indicators due to the limit of 16 students per class and the need to run the Advance Professional Certificate (APC) program as a cohort. When running a cohort schedule, even if we were able to fill the entire cohort of 16 students, we would not be able to fill in seats if students dropped before the year’s cohort was completed. To minimize the impact of attrition, we are planning on taking in ½ of the cohort each semester rather than one cohort per year. This will allow for replacements to enter each semester and for students to rest a semester if extenuating circumstances should arise.

**Effectiveness Action Plan**

We will continue to seek means of improving our completion and persistence ratios by eliminating or reducing gatekeeper courses, utilizing technology to increase student learning, and providing students with increased resources from which they can obtain both academic and student support. Specifically, during this upcoming year, we plan to seek external funding for the upgrade of audio-visual and technology equipment within the Department to include:

- The installation of closed circuit cameras over the demo stations in both the Fundamentals of Cookery and Advanced Professional Certificate kitchens that will allow students to view the demonstration directly from their cooking stations.
- The installation of a computer projection panel and motorized screen in the Kalikena Dining Room that is used as the classroom for the Dining Room class.
- The purchase of a *Bioelectrical Impedance Analysis (BIA) devise to be utilized in the Nutrition labs*
- The establishment of an Etextbook option of our primary textbook to be utilized in all of our Fundamentals of Cookery classes that will also provide our incoming students access to state-of-the-art learning resources via a Department-loaned Ipad/tablet.

3. Provide dates, sample forms, and results from the most recent:
   a. *graduate surveys*
      Fall 2009 (four responses)
   b. *employer surveys*
      Although a position for a job development officer for the CTE programs has been funded, the position has not yet been filled. There are currently no employer or job placement surveys available.
   c. *job placement survey*
      Internship Placemen Survey included for Fall 2010 – Spring 2012
   d. *student evaluations of courses and faculty*
      According to the Culinary Departmental Policies, “all instructional faculty members regardless of rank shall provide their students with a means of providing an evaluation of their instructional performance. This evaluation could be accomplished utilizing the College’s standard student evaluation tool or another written tool that meets all of the criteria for an impartial evaluation. The results, interpretations and responses to these evaluations shall be utilized by each instructional faculty member in all faculty reviews including promotion and senior faculty reviews. This evaluation process is provided during each module throughout the year. Results of the surveys are considered to be confidential.

4. What are the major strengths and weaknesses of your program(s) as it relates to this section in comparison to the ACFEF Accrediting Commission Standards?
   One of the major strengths of the program is its annual review of program data that allows the department to measure its demand, effectiveness and efficiency on
an annual basis and plan action steps to correct any program health issues. One of its major weaknesses is the lack of a regular means of measuring student and employer satisfaction. Information is available on an anecdotal basis, but there is no access to hard data. The Department Counselor is stretched very thin and is unable to conduct employer surveys on a regular basis.

5. How do you plan to use the results of this section of the Self-Study to maximize the strengths of the program(s) and to minimize any identified weaknesses?

The program will utilize the results of this self-study to push hard for the vacant job development officer position to be filled.

Required Exhibits:

- Gradient placement statistics for the last two years;
- Submitted in Appendix #25
- Summary of recent assessment data and surveys: e.g., employer surveys, graduate follow-up studies, student evaluations, placement statistics, state reviews, etc.
  Blank forms are only a portion of this exhibit.
- Submitted in Appendix #26
- Evidence that the physical facility meets fire and safety standards (copy of certificate (s) of insurance showing all coverage carried by the school/institution e.g. title page of insurance certificate
- Submitted in Appendix #27

9.0 SUSTAINABILITY PRACTICES

1. What are the current sustainability practices currently implemented in your program(s)?

The program has sustainable food service practices embedded into two of its outlets, the Kulia Grill at JABSOM and the 220 Grille on the campus of Kapi‘olani Community College. Within those two operations, biodegradable disposables are utilized whenever feasible. It has utilized external funding to install two separate models of composting for the students and professionals to learn from including vermi-composting (worm composting) and forced-air composting using an Earthtub. It has established two herb gardens and an edible garden outside of its
restaurants from which the students harvest fresh herbs and vegetables on a regular basis for use within the program. The edible garden adheres to the guidelines of the USDA’s Good Agricultural Practices (GAP) to ensure food safety. The Department does recycle its waste fryer oil to an outside company, but some of it is provided to the Science, Technology, Engineering and Math (STEM) program to convert to biodiesel, which is utilized in our diesel garden cart.

The program is also part of a system initiative to conserve energy and has converted all restrooms to low-flow fixtures, changed all lights to energy efficient bulbs and installed variable speed sensors on the overhead hoods in the Ohia Building.

2. Do you have plans to implement additional sustainability practices in your program(s)? If so, please describe.

The program will be revising its curriculum to include sustainable practices in several of our courses, primarily in the CULN 130, Intermediate Cookery class that runs out of the 220 Grille. It is also assisting the Continuing Education unit to develop a series of workshops on Sustainable Food Service Practices that will be offered free-of-charge to our students and industry professionals, utilizing C3T funding. The program is planning to install an aquaponic system that will produce both fresh fish and gourmet greens for our program and installing a Commercial-quality biodiesel processing unit that will be capable of converting all of our waste oil into biodiesel.
SUMMARY

1. Summarize the major strengths and weaknesses of your program(s) in comparison to the ACFEF Accrediting Commission Standards identified through this Self-Study.

   It is our belief that we have been true to our vision of “kulia i ka nu'u”, or to strive for the highest in everything that we undertake. In order to be the best that we can be, we have embarked upon a strategy of excellence that guides us in all our decisions.

   We are convinced that we are on the way to becoming the best state-supported, ACF-certified, two-year culinary institution in the world that focuses on the blending of Western and Asian/Pacific cuisines with an emphasis on cooking for health and wellness and sustainability.

   Although we no longer are in charge of our continuing education and training, we still look upon our operational programs and grants as mechanisms that generate the profits needed to not only sustain our programs in an atmosphere of declining state funding, but to reinvest into and fund continuous improvement for the future.

   Our faculty, staff and students have proven to the world that they are passionate about culinary and pastry arts, but most of all, we are proud that we have demonstrated that we are passionate about our students.

   Our weakness is that we are a state institution of higher education, which means that paradigm shifts are hard to accomplish.

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 weaknesses?

   The goal of the Department is to be able to utilize this self-study to convince administration that in order for the program to continue to grow and prosper, campus support has to be increased.

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

   In the spring semester of 2011, six ACF accreditation subcommittees were formed. Each subcommittee was assigned a standard and asked to meet to review
the previous accreditation self-study for that standard and then conduct its own self-study. Rough drafts were due by Fall 2011 to the DC who would serve as the editor.

a. **Who was involved in reviewing the program(s) in preparation for this Self-Study?**

Each subcommittee was composed of at least two faculty members, one staff member, one advisory committee member and one student member.

b. **Who compiled the document and identified strengths and weaknesses?**

The Department Chair together with the Department Secretary compiled the document. The Department Chairperson determined the strengths and weaknesses and authored the responses.

c. **Who reviewed the Self-Study once it was completed prior to submission to the ACFEF Accrediting Commission?**

The Faculty, Staff, Unit Dean and Vice-Chancellor reviewed the document.

4. **What does accreditation by the Accrediting Commission of ACFEF mean to your program(s)?**

Accreditation by the ACFEF validates the quality of our program. We firmly believe that if it were not for the standards set by the accrediting commission, we would not be anywhere near the quality of program that we are today. We understand that regular organizational self-examination is a key in improving a program’s effectiveness and efficiencies.