



Self-Study (Part 1 of 2): Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Site Visit Start - End Dates (mm/dd/yy - mm/dd/yy): 04/24/19 - 04/26/19

Institution Information:

IMIS ID (for ACFEF Use): _____ School Type (check one): Postsecondary Secondary Dual

School Name: Kapi'olani Community College

Address: 4303 Diamond Head Road

City: Honolulu State: HI Zip: 96816

Phone Number: (808) 734-9485 Fax: (808) 734-9212 Website Address: kapiolani.hawaii.edu

Contact (Program Coordinator/Lead Instructor) Name: Grant Itomitsu Title: Department Chairperson

Phone: (808) 734-9485 Email: gitomits@hawaii.edu

Name of Institution's President/Principal: Louise Pagotto Title: Chancellor

Programs Seeking Grant of Accreditation:

Program Name: Associate in Science, Culinary Arts with a Specialization in Culinary Arts Check one: Initial Renewal

Program Type (check one): Certificate Diploma Associate Degree Bachelor Degree

Number of Technical Faculty: Full Time 11 Part Time 10 Number of Students: Full-Time 101 Part-Time 120

Years Established: 34 Number of Graduates Last Year: 38 Total Contact Hours: 1575 Total Credit Hours: 70-73

Program Name: Certificate of Achievement, Culinary Arts Check one: Initial Renewal

Program Type (check one): Certificate Diploma Associate Degree Bachelor Degree

Number of Technical Faculty: Full Time 11 Part Time 10 Number of Students: Full-Time 2 Part-Time 7

Years Established: 34 Number of Graduates Last Year: 23 Total Contact Hours: 1175 Total Credit Hours: 44-49

Program Name: Associate in Science, Culinary Arts with a Specialization in Pastry Arts Check one: Initial Renewal

Program Type (check one): Certificate Diploma Associate Degree Bachelor Degree

Number of Technical Faculty: Full Time 11 Part Time 10 Number of Students: Full-Time 61 Part-Time 64

Years Established: 34 Number of Graduates Last Year: 34 Total Contact Hours: 1455 Total Credit Hours: 66-69

Program Name: _____ Check one: Initial Renewal

Program Type (check one): Certificate Diploma Associate Degree Bachelor Degree

Number of Technical Faculty: Full Time _____ Part Time _____ Number of Students: Full-Time _____ Part-Time _____

Years Established: _____ Number of Graduates Last Year: _____ Total Contact Hours: _____ Total Credit Hours: _____

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Program Name: _____ Check one: Initial Renewal
Program Type (check one): Certificate Diploma Associate Degree Bachelor Degree
Number of Technical Faculty: Full Time _____ Part Time _____ Number of Students: Full-Time _____ Part-Time _____
Years Established: _____ Number of Graduates Last Year: _____ Total Contact Hours: _____ Total Credit Hours: _____

Program Name: _____ Check one: Initial Renewal
Program Type (check one): Certificate Diploma Associate Degree Bachelor Degree
Number of Technical Faculty: Full Time _____ Part Time _____ Number of Students: Full-Time _____ Part-Time _____
Years Established: _____ Number of Graduates Last Year: _____ Total Contact Hours: _____ Total Credit Hours: _____

Program Name: _____ Check one: Initial Renewal
Program Type (check one): Certificate Diploma Associate Degree Bachelor Degree
Number of Technical Faculty: Full Time _____ Part Time _____ Number of Students: Full-Time _____ Part-Time _____
Years Established: _____ Number of Graduates Last Year: _____ Total Contact Hours: _____ Total Credit Hours: _____

Program Name: _____ Check one: Initial Renewal
Program Type (check one): Certificate Diploma Associate Degree Bachelor Degree
Number of Technical Faculty: Full Time _____ Part Time _____ Number of Students: Full-Time _____ Part-Time _____
Years Established: _____ Number of Graduates Last Year: _____ Total Contact Hours: _____ Total Credit Hours: _____

Required Signatures:

All documents submitted to the ACFEF by the Educational Institution completing this Self-Study and corresponding Exhibits will be verified to be accurate and truthful, and are the responsibility of the Educational Institution Representative approving and signing this application.

Application Submitted by: Grant Itomitsu _____ 1/23/19
Name of Program Coordinator/Lead Instructor Signature Date
Application Approved by: John Richards DEAN of Culinary _____ 2/22/19
Name of Authorized Educational Institution Representative Signature Date

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American Culinary Federation Education Foundation

School/iMIS:	Kapi‘olani Community College	
Program Coordinator Or Lead Instructor:	Grant Itomitsu	
Site-Visit Date:	April 24th – 26th, 2019	

Table of Contents

(Actual page position will change as Self-Study is filled out)

Section	Page(s)
Institution and Program Information	Refer to Self-Study Part 1 of 2
Table of Contents	2
Self-Study Task Timeline	3-7
Exhibit Checklist	8
Instructions	9
Examples	9
Section 1.0 Standards - Program Eligibility Criteria	10-11
Section 2.0 Standards - Program Mission and Goals	12
Section 3.0 – Organization and Administration	13-16
Section 4.0 Standards - Faculty and Staff	16-19
Section 5.0 Standards – Curriculum	20-27
Section 6.0 Standards – Facilities	27-29
Section 7.0 Standards – Student Services	29-32
Section 8.0 – Standards - Program Assessment	33-35
Section 9.0 – Standards – Bachelor Degree ONLY	36-37
Section 10.0 - Self-Study Summary	38

Self-Study Task Timeline

1. Use the following Self-Study Task Timeline, to ensure tasks for the Self-Study/ Site Visit are completed in a timely fashion.

Time Prior to Site Visit	Date Completed	Self-Study Tasks
12-18 months		ACFEF Certification Application submitted to ACFEF National Office with payment and Section 1.0 of this Self-Study document.
12 months		Determine Site Visit date with the ACFEF Accreditation Department. Site Visit Date: _____
12 months		<p>Establish a Steering Committee composed of administrative and instructional staff, students, program graduates and employers. The Steering Committee has the responsibility of planning and leading the in-depth analysis of each aspect of the program, as it relates to the ACFEF Standards.</p> <p>Select a chair of the Steering Committee who will:</p> <ol style="list-style-type: none"> 1. Facilitate the progress and ensure deadlines are met. 2. Conduct an in-depth analysis of each ACFEF Standard as it relates to your program. 3. Conduct meetings, lead in-depth discussions and disseminate copies of the Self-Study. 4. Guide the Steering Committee in review of the initial drafts for the following: <ol style="list-style-type: none"> a. Does the response accurately address the standard? b. Is supporting documentation available to support the response? c. Is the response complete, clear and concise? 5. Assign the task of reviewing a final draft of each Self-Study section. <p>The Steering Committee will:</p> <ul style="list-style-type: none"> - Plan the work, make assignments, suggest new approaches and finalize the Self-Study - Review each section of the Self-Study. Note: The Steering Committee may form sub-committees to focus on specific areas within a section of the Self-Study.
8-12 months		Review Self-Study template and Exhibit files provided on the thumb drives mailed to you by the ACFEF Accreditation Department. The Exhibit files are to be used for filing the documents as indicated within the Self-Study.
10-12 months		<p>Complete each section of the Self-Study using the Self-Study Template. In addition to the narrative responses required in this Self-Study template, all required Exhibits must be included at the time of submission. Use the Exhibit Checklist in the next section to help verify that you have included all of the required Exhibits.</p> <p>Please be sure Exhibits:</p> <ol style="list-style-type: none"> 1. Are printed and filed in the appropriate sections of your hard copy of the Self-Study. 2. Exhibits are named and filed in the appropriate file labeled on the ACFEF provided thumb drive. 3. Exhibits which answer specific questions are clearly identified and referenced within the narrative. 4. Exhibits do not have any student identification information on them (<i>please remove names, student identification numbers, social security numbers, etc.</i>)

Self-Study Task Timeline (continued)

Time Prior to Site Visit	Date Completed	Self-Study Tasks
60 days		<p>Mail copies of your completed Self-Study and Exhibits on Thumb drives as follows:</p> <ul style="list-style-type: none"> a. Mail one thumb drive to each evaluator (two evaluators for Secondary programs and three evaluators for Post-Secondary programs). b. Mail one thumb drive to: <p>American Culinary Federation Attn: Post-Secondary and Secondary Accreditation Department 180 Center Place Way St. Augustine, FL 32095</p>
60 days		<p>The ACFEF Accreditation Department will send you the ACFEF Site Visit Data Sheet containing evaluator information (two evaluators for Secondary programs and three evaluators for Post-Secondary programs). Once you receive the ACFEF Site Visit Data Sheet please provide the following information:</p> <p><u>Program Contact Information:</u></p> <ul style="list-style-type: none"> - Name: - Email address: - Work phone: <p><u>Hotel Information:</u> Note: The Program is responsible for making hotel reservations and prepaying for a hotel room for each Site Visit Evaluator.</p> <ul style="list-style-type: none"> - Hotel Name: - Hotel Website Address: - Hotel Address: - Hotel Phone #: <p><u>Tour and Reception and/or Dinner Information:</u> Note: If you are having a reception or a dinner for the Site Visit Evaluators, please provide the date, time and location.</p> <ul style="list-style-type: none"> - Tour and Reception and or/Dinner Date: - Tour and Reception and/or Dinner Time: - Tour and Reception and/or Dinner Location: <p><u>Transportation Information:</u> Note: The Program is responsible for making ground transportation arrangements for the Evaluators that are flying to the Site Visit. Transportation is needed to and from the airport/hotel, to and from the reception/hotel, and to and from the school/hotel each day. A rental car is an option by request of the program.</p> <ul style="list-style-type: none"> - Name of person or service picking up Evaluators:

Self-Study Task Timeline (continued)

Time Prior to Site Visit	Date Completed	Self-Study Tasks
14 days		Alert Advisory Committee members, program graduates, and student employers of the date the Site Visit Team is coming and that they may be contacted prior to or during the Site Visit. Note: Interviews can be accomplished though hosting a reception, dinner or lunch during the Site Visit.
14 Days		Inform instructors that they will be interviewed and observed during the Site Visit. They will be asked to produce their course curriculum, the text books and resources (on and off-line) used and their grade books (or on-line grading system). They will also be asked to discuss their role in policy development and/or implementation, outside professional activities, annual technical updating of skill sets, in-service training, formal course work, duties outside teaching, etc.
7 days		Re-confirm all information on the ACFEF Site Visit Data Sheet is correct. If any information has changed, please contact the ACFEF Accreditation Department at (800) 624-9458.
1 day		<p>Arrange for a conference room or private office large enough for the ACFEF Site Visit Team to use as a workroom during their time on campus. The following items should be available for the ACFEF Site Visit Team in the workroom during their visit.</p> <ol style="list-style-type: none"> 1. Minimum 2-6' tables and 4 chairs. 2. Laptop or desktop computer with internet access and access to a printer. 3. Refreshments including: coffee (regular and decaf), tea, bottled water, juice, soft drinks and healthy snacks (fruits, nuts, granola bars, etc.) 4. Self-Study support documents including: <ul style="list-style-type: none"> <input type="checkbox"/> <u>Hard copy</u> of the completed Self-Study and all required Exhibits. <input type="checkbox"/> Current class schedules indicating date, time, course name and number, classroom/lab number of students and instructor name. <input type="checkbox"/> Student files (5 per group). Include active students and graduates. <input type="checkbox"/> Program budgets. <input type="checkbox"/> Faculty and Department Meeting minutes. <input type="checkbox"/> Advisory Committee minutes (history file) <input type="checkbox"/> Documentation of in-service training attended. <input type="checkbox"/> Course Syllabi (Syllabi should reflect the required knowledge competencies). <input type="checkbox"/> Complete lesson plans for all courses. <input type="checkbox"/> Guest speaker and field trip documentation. <input type="checkbox"/> Completed Student Equipment Safety Checklists. <input type="checkbox"/> Program textbooks and online resources use in classes. <input type="checkbox"/> Program catalogs. <input type="checkbox"/> Publications and media that describe the program (i.e. videos, newspaper ads, brochures). <input type="checkbox"/> Inventory or resource list of program periodicals, reference materials, AV equipment, etc. <input type="checkbox"/> Externship files and documentation (if applicable). <input type="checkbox"/> Programmatic Assessments (i.e. instructor peer reviews, student evaluations, etc.).

Self-Study Task Timeline (continued)

Time Prior to Site Visit	Date Completed	Self-Study Tasks
Site Visit Day 1 Flexible		<p><u>2:00 -- 3:00pm</u> - Evaluators arrive (flying or driving) and check into hotel.</p>

American Culinary Federation Education Foundation Inc., Accrediting Commission
Self Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

Itinerary		<p><u>4:00 – 5:30pm</u></p> <ul style="list-style-type: none"> - Evaluators and Program Coordinator or Lead Instructor take tour of culinary facility and work room. - Brief overview of full day visit. - Evaluators begin review of documentation provided in the work room. <p><u>5:30pm – 6:30pm</u></p> <ul style="list-style-type: none"> - Reception: Evaluators meet Advisory Board members, graduates, employers, parents. <p>Note: A welcome reception is not mandatory, but many programs choose this venue to have the evaluating team meet and talk with the Advisory Committee, school administration, employers, and graduates. In lieu of a welcome reception, you may choose to have a luncheon on Day 2 (the full day) of your Site Visit.</p>
Site Visit Day 2 Flexible Itinerary		<p><u>Beginning of the school day – 12:00pm</u></p> <ul style="list-style-type: none"> - Observation lecture and lab classes. - Instructor interviews. - Student interviews. - Tour / interviews Resource Center, Student Services Department, Admissions and Tutoring Lab. - Review student records, course syllabi, lesson plans, assignments, quizzes. <p><u>12:00pm-1:00pm</u></p> <ul style="list-style-type: none"> - On-site Lunch (Note: Student prepared and served lunch is ideal. If any of the team has special dietary needs, they have been advised to inform the Program Coordinator as appropriate. <p><u>1:00pm – End of school day</u></p> <ul style="list-style-type: none"> - Observation of afternoon classroom lecture. <p>Note: The team will divide to observe classroom and lab activities. Advise your instructors not to disrupt class when a team member enters the classroom. The team member should sit or stand in the back of the room for observation – not participation.</p> <ul style="list-style-type: none"> - Observation of afternoon Lab instruction - Student interviews - Evaluating team convenes to begin Team Report. <p><u>End of School Day – Approximately 30-45 min (Secondary Only)</u></p> <ul style="list-style-type: none"> - Exit meeting – Verbal Team Report summary (May include Program Coordinator, Lead Instructor, Principal, CTE Director).
Site Visit Day 3 Flexible Itinerary (Post- Secondary Only)		<p><u>8:00am – 9:00am (Post-Secondary Only)</u></p> <ul style="list-style-type: none"> - Exit meeting – Verbal Team Report summary (May include Program Coordinator, Lead Instructor, Principal, CTE Director).

Self-Study Task Timeline (continued)

Time Prior to Site Visit	Date Completed	Self-Study Tasks
2 Weeks After the Site Visit		<p>The written Team Report Summary will be sent to the program contact for review. Any non-compliance areas that are cited must be responded to in writing to the ACFEF Accreditation Department by the date specified.</p> <p>Note: You should have no further contact with the evaluator(s) regarding the visit. All follow-up questions should be addressed to the ACFEF Accreditation Department.</p>

30 Days After the Site Visit		<p>An invoice will be sent to you with the Evaluator Team expenses incurred during the on-site visit. The invoice must be paid within 30 days of receipt.</p> <p>Note: The invoice must be paid prior to the ACFEF Accrediting Commission meeting (July for Spring Site Visits and January for Fall Site Visits). Programmatic certification letter(s) and certificate(s) will be held until payment is received.</p>
30 Days After the ACFEF Commission Decision in January or July		<p>The ACFEF Commission meets twice per year to review the Site Visit results including the Team Reports and Program Responses.</p> <ul style="list-style-type: none"> - If your program's Site Visit was scheduled in the spring, January-May, the ACFEF Commission will review your program in July. - If your program's Site Visit was scheduled in the fall, September-December, the ACFEF Commission will review your program in January. <p>You will receive an ACFEF Commission Letter / Certificate within 30 days after the Commission Meeting.</p>

Program Notes/Comments:

Exhibit Checklist

1. Use the following Exhibit Checklist to ensure all necessary supporting documentation is included with your Self Study.
2. Save corresponding documents to the appropriate file name on the thumb drive provided by the ACFEF.
3. A divider tab is listed between section. When printing the Exhibits, place the printed hard copy behind the appropriate Tab.

1.0 Program Eligibility
<input type="checkbox"/> Exhibit 1A (Standard 1.1) Copy of legal licensure to operate and a state certificate of approval provided for secondary or post-secondary education by the Department of Education or a comparable government agency. Copy of certification of institutional accreditation. Submit with Application.
<input type="checkbox"/> Exhibit 1B (Standard 1.2) Copy of Post-Secondary Accreditation / Secondary Accreditation Application.
<input type="checkbox"/> Exhibit 1C (Standard 1.3) List 5 recent graduates and their places of employment. Include name, address, email and phone number of the Graduates and employers. Note: Recent graduates must have graduated within the last 5 years.
2.0 Mission and Goals
<input type="checkbox"/> Exhibit 2A (Standard 2.1) Copy of the program's mission and goals.
3.0 Organization and Administration
<input type="checkbox"/> Exhibit 3A (Standard 3.2) Organizational chart for the administrative structure of the program.
<input type="checkbox"/> Exhibit 3B (Standard 3.5 and 3.7) Advisory Committee minutes for past year.
<input type="checkbox"/> Exhibit 3C (Standard 3.6) Roster of Advisory Committee Members including contact information (phone #, email), company name, and title.
<input type="checkbox"/> Exhibit 3D (Standard 3.8) Financial Statement for the program for the last fiscal year (department budget - audited or unaudited).
4.0 Faculty and Staff
<input type="checkbox"/> Exhibit 4A (Standard 4.1) Program Coordinator Job Description and Resume or Professional Development Report.
<input type="checkbox"/> Exhibit 4B (Standard 4.2) Job descriptions for program related staff and faculty.
<input type="checkbox"/> Exhibit 4C (Standard 4.3) Copies of instructor certifications showing expiration dates.
<input type="checkbox"/> Exhibit 4D (Standard 4.3, 4.4, 4.9) Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.
<input type="checkbox"/> Exhibit 4E (Standard 4.8) Faculty Meeting Minutes.
5.0 Curriculum
<input type="checkbox"/> Exhibit 5A (Standard 5.2) Sample syllabi and lesson plans for the following courses: Nutrition, Sanitation and Human Relations Management.
<input type="checkbox"/> Exhibit 1D (Standard 1.4, 5.8 and 5.9) Completed Required Knowledge and Skill Competencies Template for each program to be reviewed.
<input type="checkbox"/> Exhibit 5B (Standard 5.11) Lab Evaluation Form.
<input type="checkbox"/> Exhibit 5C (Standard 5.17) Copy of completed student Equipment Safety Check Sheet
<input type="checkbox"/> Exhibit 5D (Standard 5.20) Sample of required documents used in the supervised work experience portion of the curriculum, if applicable.
6.0 Facilities
<input type="checkbox"/> Exhibit 6A (Standard 6.1) List of major lab equipment.
<input type="checkbox"/> Exhibit 6B (Standard 6.1) Diagram or floor plan of the labs, lecture classrooms and dining space, if applicable.
<input type="checkbox"/> Exhibit 6C (Standard 6.5) Current sanitation report, if required by federal, state or local code.
7.0 Students Services
<input type="checkbox"/> Exhibit 7A (Standard 7.1 and 7.4) Copy of program catalog (hardcopy and/or online).
<input type="checkbox"/> Exhibit 7B (Standard 7.4) Student Handbook.
8.0 Program Assessment
<input type="checkbox"/> Exhibit 8A (Standard 8.01) - Evaluations and Surveys: Provide dates, sample forms, and results from the most recent: - Current student evaluations of courses and faculty - Graduate surveys - Graduate follow-up surveys
<input type="checkbox"/> Exhibit 8B (Standard 8.02) - URL Link for each Program outcomes data on programs website landing page: Postsecondary Only - Student graduation rates. - Job placement rates.

- Entry level ACF certification by graduation.
9.0 BA Domains Only
<input type="checkbox"/> Exhibit BA1 (Standard 9.01)- Completed Bachelor Degree Domains template.
<input type="checkbox"/> Exhibit BA2 (Standard 9.03) Copy of Bachelor Degree Course Requirements.
<input type="checkbox"/> Exhibit BA3 (Standard 9.05) Sample of required documents used in the experiential learning component, if applicable.
10.0 other
<input type="checkbox"/> Exhibit 10A (Standard n/a) Teaching schedule in effect during the time of the Site Visit

Instructions

Included in the following pages of the Self-Study are a series of questions that pertain to your program in relation to the ACFF Standards and Required Knowledge and Skills Competencies.

Please read each question carefully and provide narrative answers below each Standard listed. Please try to keep yours answers as brief and concise as possible. In addition to your narrative response, Exhibit document(s) may be required. If an Exhibit is required insert a Hyperlink for Exhibit as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Note: All Exhibits must be saved to the master thumb drive (ACFEF copy), prior to creating Hyperlinks in the Self-Study and making copies of the thumb drive files for the evaluators.

Please see the examples below detailing how each standard will appear in the Self Study.

Examples

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>1.02 The program's application for accreditation must be authorized by the institutional chief executive or designee.</i>	1. Exhibit 1B - Copy of Postsecondary and Secondary Application.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Test Hyperlink on thumb drive.doc	
Narrative Response: n/a	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.04 Guest speakers and field trips are utilized to provide program enrichment.</i>	1. Write narrative response describing: a. How the program uses community resources, including field trips and guest speakers. List specifics from the previous year.
Narrative Response: Guest Speakers: 1. College Representatives from The Art Institute, Le Cordon Bleu, Johnson and Wales University. - Students/employees of these post-secondary schools visit our program to share information about their school and the culinary curriculum. 2. Local Chefs and Business Owners from Carrabba's, Downtown Bar-B-Que and The Bakery. - Spoke to students about their experiences in industry and also instructed them in lab experiences. Field Trips:	

- Hospitality Education Foundation of Georgia's annual Hospitality and Career Expo
 - Students are exposed to multiple careers in the Hospitality Industry. The expo provides over 100 companies showcasing their products, services and education.

Section 1.0 - Program Eligibility Criteria

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>1.01 The program must be offered at an institution which is legally authorized under applicable state law to provide Secondary or Postsecondary education and is institutionally accredited by an agency recognized by the U.S. Department of Education or approved by a comparable National or International government agency responsible for the oversight of the Institution.</i></p>	<p>1. Exhibit 1A - Copy of legal licensure to operate and a state certificate of approval to provide Secondary or Postsecondary education by the Department of Education or a comparable National or International government agency.</p> <p>2. Write a narrative response to provide: The contact information (name, address, phone number, email address / website of the Department of Education or a comparable National or International government agency. If a recognized agency has denied accreditation, placed the program on public probationary status, or has revoked the accreditation, provide an account of such action(s).</p> <p>Note: The ACCJC will use this information to conduct due diligence to confirm governmental authority and accreditation status with institutional accreditors through verification on a governmental website or accreditor's website or by telephone calls as needed.</p>

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

Hyperlink:

[Exhibit 1A - Copy of legal licensure ACCJC Accreditation](#)

Narrative Response:

The contact information (name, address, phone number, email address / website of the Department of Education or a comparable National or International government agency. If a recognized agency has denied accreditation, placed the program on public probationary status, or has revoked the accreditation, provide an account of such action(s).

Kapi'olani Community College is currently accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) as part of the Western Association of Schools and Colleges (WASC). In October of 2018, Kapi'olani Community College's site visit from the ACCJC took place over a 4-day period (10/15-10/18/2018). In January of 2019, Chancellor Louise Pagotto is scheduled to address the preliminary report findings of the October ACCJC site visit to the full commission. After this January address by our Chancellor, the ACCJC will provide their full report on the status of our accreditation results.

CONTACT INFORMATION:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, California 94949
Phone (415) 506-0234 | Email accjc@accjo.org | Website <https://accjc.org/>

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

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

Hyperlink:

[Exhibit 1B - Copy of Postsecondary and Secondary Application](#)

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>1.03 The program must have a minimum of 1 year's graduates and a graduation rate that is acceptable by the institution or accrediting body.</i>	<ol style="list-style-type: none"> 1. Exhibit 1C - List 5 recent graduates and their places of employment. Include name, address, email and phone number of the graduates and employers. Note: Recent graduates must have graduated within the last 5 years. 2. Write a narrative response describing: <ol style="list-style-type: none"> a. The institution's graduation rate goals.

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

Hyperlink:

[Exhibit 1C - List 5 recent graduates](#)

Narrative Response:

a. The institution's graduation rate goals.

The University of Hawai'i Community College (UHCC) System has set lofty goals for graduation rates at our campus. Even in a declining enrollment at Kapi'olani Community College (KapCC), the UHCC System has established a yearly 5% increase in its graduation goal. Since 2010, KapCC has experienced a steady decline of 26% in its Fall student enrollment numbers. During the past fiscal year, the college met 82% of its 2018 graduation goals even in light of this steady decrease in enrollment. The UHCC System has set up Performance Funding Measures that incentivized community colleges in meeting these graduation rates. Areas of focus include: (1) Overall Degrees and Certificates Completion, (2) Native Hawaiian Degree and Certificate Completion, (3) STEM Degrees and Certificates Completion, (4) Pell Grant Recipients Degrees and Certificated Completion, and (5) Transfer to Four-Year UH Institutions. 2018 measure fell short in 4 out of 5 areas, STEM degree and certificates being the only Performance Funding Measures.

At the Culinary department level, we have added an articulated degree pathway with UH Manoa in Manoa's BS in Food Science & Human Nutrition - Culinology and also an Advanced Professional Certificate which leads into a Bachelor of Applied Science in Culinary Management at UH West Oahu. Although our numbers are small due to its recent development, these transfer options to four-year universities help with meeting Kapi'olani Community College's Performance Funding Measure.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>International ONLY:</i>	1. Write narrative response listing:

<p><i>Standard 1.04 The Program Coordinator (or main contact) must speak English in order to communicate with the ACEF AC and Site Visit Team. If necessary the Institution would be responsible, at the Institution's expense, provide a translator to speak with the advisory committee and other pertinent staff.</i></p>	<p>a. The personnel the ACEF AC and Site Visit Team will be working with during the process and the languages they speak.</p> <p>b. If a translator is to be used on-site, please list their name as well.</p>
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Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink:

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>International ONLY: Standard 1.05 All Institution / instructor educational information in catalogs, student handbooks and on website and food, health and safety reports must be submitted in English or must be accompanied by a notarized English translation.</i></p>	<p>1. All Self Study and supporting Exhibits provided to ACEF AC must be in English or by a notarized English translation for ACEF confirmation of Standards.</p>

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

Section 2.0 - Program Mission and Goals

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>2.01 The mission and goals of the program are consistent with the philosophy of the institution as well as industry standards.</i></p>	<p>1. Exhibit 2A - Copy of the program's mission and goals.</p> <p>2. Write a narrative response describing:</p> <p>a. The mission and goals of the program and how they coincide with the philosophy of the institution as well as industry standards.</p>

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

[Exhibit 2A - Copy of the program's mission and goals](#)

Narrative Response:

[a. The mission and goals of the program and how they coincide with the philosophy of the institution as well as industry](#)

standards.

Mission Statement: Our mission is to provide a professional culinary and pastry arts education with emphasis in classical techniques for Hawai'i and the global community. This mission is achieved through a progressive curriculum, operational experience, multi-industry alliances, and the promotion of lifelong learning.

The major objective of the Culinary Arts and Pastry Arts 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 strives are 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; and Provide a career ladder curriculum which provides career enhancement for Culinary and Pastry Arts majors.

Vision and Value Statement: The Culinary Arts Department of Kapi'olani Community College embraces the college motto of, "Kulia i ka nu'u", meaning to "strive for the highest" in everything we undertake. 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 key goals:

1. *What can we be the best in the world at?* **Our goal is to be the best state-supported, ACF-certified, 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.** We have developed an Advanced Professional Certificate to further the promotion of Hawai'i Regional Cuisine. In 1991, twelve Hawai'i industry chefs established Hawai'i Regional Cuisine, a culinary movement that mixes Hawaii's diverse, ethnic flavors with the cuisine of the world. Hawai'i Regional Cuisine is our connection to the local culinary scene.

2. *What will the future economic engine of the food industry look like?* **Our goal is to be at the cutting edge of the ever-expansive food industry.** Sustainability, health and wellness continue to be an economic driver and we continue to leverage partnership that promote these areas. Recent partnerships includes: Kaiser Permanente and Walmart creating a healthy lunch truck and working with 7-Eleven Hawai'i on healthy food product development. We are focused on the development of our own Culinary innovation Center.

3. *What are we deeply passionate about?* We are passionate about our students. Their success is our success. Our goal to help students of all levels achieve their culinary dreams through a rigorous yet highly supportive program. Our campus has developed "Student Success Pathways" in which all departments at the College have create initiatives that promote increasing our student's achievement levels.

Section 3.0 – Organization and Administration

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.01 There are clearly defined administrative channels for the program, which allow it to operate effectively.</i></p>	<p>1. Write a narrative response describing:</p> <ol style="list-style-type: none"> The administrative and teaching responsibilities of the person responsible for the oversight of the program (i.e. Program Coordinator, Lead Instructor, etc.). To whom this person reports on matters such as finance, policies, admission and curriculum. Their role in assessing, planning, evaluating and implementing changes to the program.
<p>Narrative Response:</p> <p>a. The administrative and teaching responsibilities of the person responsible for the oversight of the program (i.e. Program Coordinator, Lead Instructor, etc.).</p> <p>The Culinary Arts Department is led by a Department Chairperson, who is appointed by the Chancellor for a two-year term. A mid-term assessment is provided via a survey from among the full-time faculty. Faculty nominations for the Department Chairperson position are collected and all regular faculty members are allowed to vote. The results of the faculty vote are made known and the department’s recommendations are provided to the Chancellor for appointment consideration.</p> <p>The current Department Chairperson (DC) is Grant Itomitsu. He has been a part of the department since the spring of 2003. Current release time for this position is twenty-four (24) Teaching Equivalencies (TE) per Academic Year. This results in 88% of the workload allotted for the DC position. Due to his prior commitment as the CTE Assessment Coach and the ACCJC accreditation visit in October of 2018, he maintained an additional six TE during the Fall 2018 semester. On a normal academic year, the DC position would require only one course to be taught. His current term expires on July 31, 2020.</p> <p>The Department Chairperson’s Administrative Responsibilities:</p> <ul style="list-style-type: none"> - 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; - 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. 	

b. To whom this person reports on matters such as finance, policies, admission and curriculum.

The Department Chairperson (DC) reports on all matters directly to the Dean of Hospitality, Business and Legal Education, John Richards. Matters can be indirectly reported to the Vice-Chancellor for Academic Affairs on curriculum, the Vice-Chancellor for Student Affairs on admissions, the Vice-Chancellor for Administrative Services on matters of finance, and to the Chancellor on matters of policies.

c. Their role in assessing, planning, evaluating and implementing changes to the program.

The Culinary Department Chairpersons 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 to fulfill its vision. This includes overseeing assessment of faculty/adjunct faculty, and course level student learning outcomes along with program learning outcomes. Through the assessment process, identifying areas of needed improvement can be determined. Once identified, the Department Chairperson's role is to facilitate conversation in developing action plans in these areas with faculty. Upon implementation of plans, the department chair will reassess the value of the change to the program.

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

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.03 The Program Coordinator is responsible for ongoing assessment, planning, implementation and evaluation critical to an effective educational program.</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. Statistical Information. b. Planning documents. c. Name and title of designated person responsible for ongoing assessment, planning and evaluation of the program.
<p>Narrative Response:</p> <ul style="list-style-type: none"> a. Statistical Information. <p>Results of Program Learning Outcomes Assessment for 2018 will be completed and uploaded on March 15, 2019, found on the University of Hawai'i Community Colleges Instructional Annual Report of Program Data</p>	

(ARPD). <https://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2010&college=KAP&program=86>

Below are the results of the (2017 ARPD)

PLO#1: 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.

- Fall 2016: 91% Successful

- Spring 2017: 91% Successful

PLO#2: Incorporate within their work ethic the standards in attendance, behavior, grooming, and dress that reflect the mature work attitude expected of industry professionals.

- Fall 2016: 93% Successful

- Spring 2017: 97% Successful

b. Planning documents.

Many of the department's initiatives are in the assessment phase as they have been created by the newly appointed department chairperson. The four areas in which the department is currently focusing on our student enrollment/engagement, faculty and staff recruitment, feedback surveys, and fundraising. Development of planning documents will be posted on the department's Lulima (Learning Management System) page.

A current plan the department has created to be in line with the College and University of Hawai'i Community Colleges system is the Student Success Plan (SSP). The department's plans or "strategies" are connected to several of the college's Strategic Directions along with the UHCC system's performance funding measures.

c. Name and title of the designated person responsible for ongoing assessment, planning, and evaluation of the program.

Grant Itomitsu, Department Chairperson.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.04 Instructors have a balance of teaching, lab coordination, and administrative responsibilities to result an effective educational program.</i></p>	<p>1. Write a narrative response describing:</p> <p>a. How the instructors are able to maintain a balance of teaching, lab coordination, and administrative responsibilities.</p>
<p>Narrative Response:</p> <p>a. How the instructors are able to maintain a balance of teaching, lab coordination, and administrative responsibilities.</p> <p>The professional responsibilities and workload of the faculty are defined within Article IV of the 2017 – 2021 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 RP 9.214 – <i>Teaching Assignments for Instructional Faculty</i>, the University of Hawai‘i Administrative Policy on <i>Teaching Assignments for Instructional Faculty</i>, (Effective Date: July 1, 2017).</p> <p>The Culinary instructional faculty, like all faculty of the University of Hawai‘i have duties and responsibilities that encompass a number of professional activities in addition to teaching. The nature and scope of these additional duties depend on the particular need of the Culinary department. Instruction is the College’s highest priority, however, teaching remains the most important duty of its faculty. Each fulltime teaching faculty has a load of 27 Teaching Equivalencies (TE) per academic year in the community colleges. For most of our fulltime culinary faculty, their teaching load is 30 TE per academic year which results in a 3 TE overload by years end. The UHCC system’s culinary programs have aligned the majority of courses across the state. In doing so, most of the culinary lab classes at Kapi‘olani Community College have increased course hours resulting in an increase of TE. The result is that faculty that teach an 8-week culinary lecture/lab course will have 24 hours spent a week in the kitchen lab. The remaining time is spent on lab coordination and other non-teaching faculty responsibilities including Faculty Senate committee work and departmental taskforce assignments.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.05 The program will have an Advisory Committee whose meetings are scheduled twice per year (one meeting per semester) to advise the program and respond to the employment needs of the industry. Written agendas and minutes which include members in attendance and are available to document this activity.</i></p>	<p>1. Exhibit 3B - Advisory Committee minutes for past year which include:</p> <p>a. Minimum of two written meeting minutes.</p> <p>b. Meeting minutes include: list of Advisory Committee members in attendance (with their titles).</p> <p>c. Meeting minutes include agenda topics:</p> <ul style="list-style-type: none"> - curriculum - facility equipment - student recruitment - graduate placement - externships - funding sources - scholarships - industry needs - ACFEF standards and Required Knowledge and Skills Competencies - examples of major suggestions and results

2. Write a narrative summarizing the Advisory Committee; meetings, members and objectives.

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

Hyperlink:

- [Exhibit 3B - Advisory Committee minutes for past year Fall 2017](#)
- [Exhibit 3B - Advisory Committee minutes for past year Spring 2018](#)
- [Exhibit 3B - Advisory Committee minutes for past year Fall 2018](#)

Narrative Response:

2. Write a narrative summarizing the Advisory Committee; meetings, members and objectives.

Due to the challenges of participation by the Advisory Committee membership, the culinary department is trialing new and innovative ways to increase participation this academic year (AY18-19). In addition, several key changes are notable.

- (1) Advisory committee members will integrate not only with faculty but with other culinary supporters including donors, community partners, board members from other associations, Department of Education high school culinary students and faculty, Administration, sister UHCC Culinary faculty and students, and local ACF chapter members.
- (2) Meeting minutes will be based on individual discussions/conversation between faculty and advisory committee members.
- (3) Discussions/conversation will be prioritized by faculty. Faculty will identify Advisory members to participate in this team along with other possible culinary partners.
- (4) Advisory team will work to identify a course of action, create and implement plans, execute plans through completion, evaluate plan effectiveness, and report back to advisory committee.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.06 Members of the Advisory Committee include a variety of representatives from the hospitality industry (institutional foodservice, restaurants, clubs, hotels, allied foodservice businesses or education) and must include a current student or recent graduate of the program.</i></p>	<p>1. Exhibit 3C - Roster of Advisory Committee Members including contact information (phone #, email), company name, and title. Note: Recent graduates must have completed the program within the last (5) years.</p> <p>2. Write narrative response describing:</p> <ul style="list-style-type: none"> a. Design of Advisory Committee and reason for its composition. b. Criteria and requirements for Advisory Committee members. c. Frequency of meetings. d. Functions and responsibilities. e. Examples of major suggestions and results.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Exhibit 3C - Roster of Advisory Committee Members</p>	
<p>Narrative Response:</p> <p>2. Write narrative response describing:</p> <p>a. Design of Advisory Committee and reason for its composition.</p> <p>KCC's Culinary Arts department has noted a gradual decline in the advisory board member participation. In speaking with other sister campuses, they have had similar challenges. In the past, our department has found that reliance only upon the traditional advisory committee meetings twice per year yielded limited quantity and quality of input. We suspect this is primarily due to the increase in the tourism economy whereby many advisory board members have schedules that make it difficult to attend. Subsequently we have embarked on changes that integrate our advisory committee members with our community supporters, financial donors, administration, state of Hawai'i Department of education, Hawai'i Restaurant Association Educational Foundation Board Members, ACF Honolulu chapter members, potential students, and even our sister college's culinary faculty by engaging them with our faculty and students in a live kitchen experience. ACF Chefs Stafford DeCambra and Chef Derek Spendlove both commented attending the December 2018 advisory meeting and reception was one of the best events that they have attended. As true educators, they also mentioned that they wanted to see more and more students involved. Out of 89 RSVP's, 83 showed up to attend the advisory committee mixer event. During this event, we asked faculty members to document their conversations with guests. From this compilation, we hope to identify directives for our advisory members to be actively involved.</p> <p>b. Criteria and requirements for Advisory Committee members.</p> <p>Membership into the Culinary Advisory Committee is universally open and without a formal process. Typically, faculty and staff can approach the department chairperson and suggest adding a new advisory board member and upon agreement, invite them to attend a biannual meeting. The potential advisory member may then decide if they would like to continue on being a member. There are no minimum attendance requirements for the advisory board.</p>	

c. Frequency of meetings.

Meeting are held biannually at the end of each semester

d. Functions and responsibilities.

KCC's has typically solicited participation from industry members with the focus of the fall meeting to review programmatic issues and the spring session being focused on obtaining industry and stakeholder input that will be incorporated into the department's tactical plans.

e. Examples of major suggestions and results.

At the 2017 fall advisory committee meeting, during the round table discussion, a committee member brought up the idea of creating a "supervisor course in the certificate/degree". This idea has culminated into the Hawai'i Management Apprentices Program (HI-MAP) which is slated to be offered in April of 2019 pending Department of Labor Industrial Relations (DLIR) approval as part of a grant funded non-credit program. If HI-MAP is successful in the non-credit realm, this may ultimately be a crossover into our creating an Associate's degree.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.07 The Advisory Committee assists to ensure the program responds to the needs of the industry, including job skills, equipment and continues to meet the ACFEF Standards.</i></p>	<p>1. Exhibit 3B - Advisory Committee for past year (at least 2).</p> <p>2. Write narrative response describing:</p> <ul style="list-style-type: none"> a. How the Advisory Committee assists the instructors and faculty to ensure the program responds to the needs of the industry including job skills, equipment. b. How the Advisory Committee ensures the program continues to meet ACFEF standards. c. The programs student outcomes, mission, and learning objectives are reviewed annually and reflected in the minutes.

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

Hyperlink:

- [Exhibit 3B - Advisory Committee for past year \(at least 2\) FALL 2017](#)
- [Exhibit 3B - Advisory Committee for past year \(at least 2\) SPRING 2018](#)
- [Exhibit 3B - Advisory Committee for past year \(at least 2\) FALL 2018](#)

Narrative Response:

a. How the Advisory Committee assists the instructors and faculty to ensure the program responds to the needs of the industry including job skills, equipment.

Advisors are key in providing insight into new trends in the industry, the need for necessary updated training of their employees, and providing feedback on our students entering into the food service workforce in order to keep our curriculum updated. Some of our advisory members serve as internship sites where a more formal evaluation can be provided.

b. How the Advisory Committee ensures the program continues to meet ACFEF standards.

Updates to proposed curriculum changes are provided to advisory committee members for their review. This area is a challenge for our advisory members as almost all of our members do not have experience working with curriculum and comprehending competencies, learning outcomes, and program outcomes. Those that do submit feedback are often times members of the Department of Educations (DOE) teaching secondary education in middle or high schools. Though well versed in curriculum issues, they are looking to us for the guidance of their culinary programs. The industry relies on Kapi'olani Community College to produce quality individuals for the Hawai'i culinary workforce. Though no overt concerns about our graduates, we need to take the opportunity to identify and engage our Advisory committee members in comprehending ACFEF standards.

c. The programs student outcomes, mission, and learning objectives are reviewed annually and reflected in the minutes.

During spring semester advisory committee meetings, the department routinely covers its Annual Report on Program Data (ARPD). Included in the ARPD review is the Program Mission with a statement and brief description of the program, including a listing of program level Student Learning Outcomes (SLOs).

Standard # and Description	E Evidence of Compliance – Program to Provide the Following Information
<p><i>3.08 There is evidence of continuing financial support commensurate with the resources of the institution and appropriate to the needs of the program.</i></p>	<p>1. Exhibit 3D - Financial Statement for the program for the last fiscal year (department budget - audited or unaudited).</p> <p>2. Write narrative response describing:</p> <ul style="list-style-type: none"> a. If you receive any outside funding (i.e. government or private industry grants). b. At what point you believe the program will be self sufficient. c. If program will be able to continue if outside funding expires. d. If the program operates an income producing business (i.e. catering, cafeteria, restaurant, vending), how those funds relate to the program's operations and provides for capital expenditures.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink: Exhibit 3D - Financial Statement</p>	
<p>Narrative Response:</p> <p>a. If you receive any outside funding (i.e. government or private industry grants).</p> <p>Outside Funding Sources:</p> <p>According to the <i>2016 College Affordability Diagnosis</i> by the University of Pennsylvania Graduate School of Education, the University of Hawai'i Community Colleges are some of the most affordable two-year public higher education institutions in the nation. However, being affordable unfortunately often translates to having very little tuition and fee revenue, with the remainder of the costs having to be funded either through the State of Hawai'i or through external sources. Given the limited funds provided to the program by the State of Hawai'i, the Culinary Arts Department of Kapi'olani Community College has made it a priority to obtain funds from a number of external sources including: grants, contracts, donations and fundraising efforts in order to continue to provide the highest level of culinary education to our students and to address the needs of both the industry and the community that we serve.</p> <p>The Culinary Arts Department obtains funding from a number of external sources of including:</p> <p>Grants & Contracts:</p> <p>During the seven years since its last accreditation self-study in 2011, the department has been able to obtain extramural funds excluding donations and fundraising totaling \$3,625, 208, with the following breakdown:</p> <ul style="list-style-type: none"> - Grants: \$2,911,723 - Contracts: \$713,485 <p>Funds from these grants and contracts have been used primarily to allow the Department to continue its emphasis on training our students, industry professionals, and our community partners in these following areas:</p> <ul style="list-style-type: none"> - Cooking for Health and Wellness / Combating Childhood Obesity, - Workforce development through Apprenticeship, - Educational opportunities for under-served populations, 	

- Food Innovation and Entrepreneurship, and
- Creating models of Sustainable Food Service practices.

Fundraising & Donations:

- Annual Hawa'i Food and Wine Festival – Proceeds donated to the department have offset faculty professional development expenses.
- 2016 and 2018 ACF Student Culinary Competition - A private donation funded expenses of hosting this biennial event.

b. At what point you believe the program will be self sufficient.

As this is a State of Hawai'i higher education institution, self-sufficiency is not a stated long-term goal. The University of Hawaii's mission, as approved by the Board of Regents, 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.

c. If program will 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 in funding sources. 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 necessary.

d. If the program operates an income producing business (i.e. catering, cafeteria, restaurant, vending), how those funds relate to the program's operations and provides for capital expenditures.

The department has several income producing businesses including: the Ka Ikena Restaurant that serves both lunch and dinner, the 220 Grille that serves lunch, the 'Ōhi'a Cafeteria that serves breakfast and lunch, a booth at the on-campus farmer's market, and a Banquet and Catering operation. These revenue centers are operated either by our instructional staff as a practical laboratory for their classroom instruction or by our Commercial Operations unit if they do not fit within our instructional program. The department is looking to further embed the instruction into the cafeteria operations.

Section 4.0 - Faculty and Staff

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

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.02 There are written job descriptions for program staff.</i></p>	<p>1. Exhibit 4B - Job descriptions for program related staff and faculty including:</p> <ul style="list-style-type: none"> a. Instructors b. Person responsible for matters such as finance, policies, admission and curriculum (i.e. CTE Director, Principal, Dean, etc.). c. Faculty and support staff.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Exhibit 4B - Job descriptions for program related staff and faculty</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.03 The faculty has professional preparation relevant to their areas of responsibility, and has demonstrated and documented professional participation in those areas.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 4C - Copies of instructor certifications (i.e. ServSafe) showing expiration dates. 2. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors. 3. Write narrative response describing: <ol style="list-style-type: none"> a. Each faculty member's background strengths and how they relate to the courses for which they are responsible. b. The faculty workload, including counseling, teaching, and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink: A. Chau ServSafe A Chau A Tsuchiyama ServSafe H. Holthaus ServSafe H. Holthaus ServSafe Instructor J.Santamaria ServSafe Alcohol J.Santamaria ServSafe (expired) Renewal Planned R. Casale Sommelier Cert L. Tamamoto ServSafe L. Tamamoto ServSafe Proctor</p> <p>Hyperlink: Exhibit 4D - Copy of Professional Development Reports Tamamoto Brown Casale Chau Coppola O'Malley Hamada Holthaus Inafuku Part I Inafuku Part II Itomitsu Shinsato Liechty Peel Leong Santamaria Sato Takahashi Wetter</p>	
<p>Narrative Response:</p> <p>3. Write narrative response describing:</p> <p>a. Each faculty member's background strengths and how they relate to the courses for which they are responsible.</p>	

Dave Brown, Assistant Professor

Dave Brown is the mainstay professor of 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 Hawai'i 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, and has helped coach our ACF student competition teams. Dave has a special interest in sustainability and has become our resident expert in our edible gardens and our sustainable food service initiative.

Robert Casale, Lecturer

There are several courses that fit Mr. Casale's professional experience, thus we have used his talents in our non-credit courses along with credit courses. For starters, having created and taught a non-credit equivalent to Intro to the Culinary Industry, CULN 111, and for the apprenticeship program, he is well positioned to teach this course. He also has many years in restaurant management, coupled with owning his own small food and beverage consultation and event planning company, so we have utilized him in the upcoming semester to teach the Menu Merchandising, CULN 115. Dining room Service, CULN 160, directly relates to his skills as he actively and presently train his business staff and also with his work as a sommelier. Additionally, Mr. Casale has also instructed our Beverage Service Management, CULN 360.

Aaron Chau, 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.

Salvatore Coppola, Lecturer

Chef Salvatore Coppola, a native son of Italy, and a classically trained at Amerigo Vespucci Culinary Institute, has worked in Italy, Germany, Austria, France and Monaco. He has lived in Naples, Milan, and Trieste, so he has an excellent knowledge of Italy's regional cuisines. Furthermore, Chef Salvatore worked for 24 years as the personal chef for H.R.H. Princess Caroline of Monaco. Upon coming to Hawai'i he started teaching at Gros Bonnet Culinary Academy, a private culinary school in Honolulu. Chef Salvatore has taught both credit and non-credit Fundamentals of Cookery courses. Currently he is teaching CULN 221 Continental Cuisine as well as Garde Manger CULN 240.

Kevin Donnelly, Instructor

Kevin teaches the HOST 293 Internship class where he is able to utilize his industry contact 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 Hawai'i at Manoa and he is also was trained as an Emergency Medical Technician at Kapi'olani Community College.

Dave Hamada, Lecturer

Chef Hamada will be returning back to the classroom teaching the CULN 120 Fundamentals of Cookery, a class he has taught before. He has a BA degree in History from UH Manoa, and was the executive chef for Sam Choy's BLC. He is currently the sous chef in the cafeteria and executive chef for our banquet and catering operation. He also serves as the procurement specialist for the department.

Henry Holthaus, Lecturer

Chef Holthaus is a certified executive chef and certified sanitation instructor, who has taught both the Fundamental and intermediate cookery courses, Safety and Sanitation, Menu Merchandising, and the apprenticeship program on campus. In 2005 he began offering a cable-TV option for students unable to attend CULN 112 classes which he now offers as part of distance education. Mr. Holthaus has industry experience as a restaurant owner and a culinary professional. His affiliation and collaboration with the State health department authorities have proven to be valuable in maintaining standards in our sanitation and safety programs.

Louise Inafuku, Lecturer

Louise Inafuku is a Registered Dietitian and Certified Athletic Trainer. She has graduated from the University of Northern Colorado with dual Bachelors in Dietetics and Kinesiology with an emphasis in Athletic Training and also holds a Master's Degree in Nutritional Sciences from the University of Hawai'i at Manoa. She has over 11 years of experience in Geriatric Nutrition, 8 years in acute hospital Medical Nutrition Therapy and 15 years as an Athletic Trainer.

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 Biological 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 dietitian with Kuakini Medical Center, St. Francis Medical Center-West & Straub Hospital (Sodexo) and Hale Nani Rehabilitation and Nursing Center, and a RD consultant at Kamehameha Schools. He is currently the acting Department Chairperson for the Culinary Arts department starting his tenure in the Fall of 2018. As Chairperson, he represents the department on both the Chancellor's Advisory Committee and the Academic Affairs Council.

Cyndi Koh, Lecturer

Work history includes 17 years in acute care hospital including St Francis Medical Center, Hawai'i Medical Center, Pali Momi Medical Center, Straub Hospital and Rehab Hospital of the Pacific. 7-year experience in outpatient counseling with a

focus on diabetes. Nineteen years of experience as a private consultant dietitian working with nursing homes and assisted living. Lecturer at Kapi'olani Community College since Aug 2015 teaching the Food Science and Human Nutrition course. Received a Master's Degree in Nutrition in May 2016.

Barbara Liechty, Lecturer

Barbara Liechty teaches distance education sections of FSHE 185 Science of Human Nutrition, via Lulima. 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 e-blast, 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 of 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.

Gale O'Malley, Lecturer

Chef O'Malley received an Associate's Degree in Baking/Pastry from the Culinary Institute of America and is certified as an Executive Pastry Chef. He is a member of the American Culinary Federation, the American Academy of Chefs, and was a member of the United States Culinary Olympic Team. In 1981, Chef O'Malley received the Medal of the French Government, making him the youngest and first American-born pastry chef to do so. This award is considered to be the most coveted award given to a chef in the United States. Before coming to Kapi'olani CC, Chef O'Malley served as the Executive Chef for the Los Angeles Country Club in California, the Hilton Short Hills in New Jersey, the Greenbrier Resort in West Virginia, the Hilton Hawaiian Village, and the Plaza Hotel in New York City. He currently teaches our CULN 150 and 155 courses, Fundamentals of Baking and Intermediate baking.

Jason Peel, Instructor

Chef Jason Peel has been teaching at Kapi'olani Community College since 2014. He has been the lead chef of the Advanced Professional Certificate for 4 years and is now taking the reins of the Asian-Pacific cuisine course. Chef Peel has taken the lead chef for the Culinary Competition team over the past four year taking our students to regionals and nationals. Prior to his work with Kapi'olani Community College, he earned his AS CULN degree from our program, then garnered his 15 years of industry experience first working at Michel's at the Colony Surf then at Roy's Restaurants as Executive Chef. He has also played an active role in the annual Hawai'i Food and Wine Festival as the Executive chef working with chefs from all around the world for three weeks of 15 events with over 200 student volunteers. His role was critical to bridge the gap between local producers, UHCC Culinary Arts programs, purveyors and guest chefs and to procure food and equipment helping the chefs to realize their dishes utilizing the local products.

John Santamaria, Assistant Professor

John Santamaria teaches the evening CULN 160 Dining Room Service and Stewarding Procedures aside from teaching CULN 111 Intro to Culinary Industry and HOST 100 Career/Customer Service Skills. He has taught the laboratory portion of CULN 271 Purchasing and Cost Control course. John Santamaria brings a wealth of experience from his previous careers as an Operations Director, Restaurant Manager, Assistant Banquet Manager, and as a Bar Manager. John holds a BS in Hotel and Restaurant Administration, an MBA, and is a certified Dining Room Master (DRM).

Grant Sato, Instructor

Currently, Chef Grant Sato is an instructor teaching Garde Manger and Asian Cuisine courses. He is one of our most versatile chefs having taught our 300 level Contemporary Cuisines course, a 100 level Fundamentals of Cookery and Intermediate Cookery course along with our 200 level Continental Cuisines course. For five seasons, this AS CULN graduate of our program was the host and executive producer of a local hit culinary show filmed at Kapi'olani Community College called "What's Cooking Hawai'i" which featured many of our students and faculty. In 2015, he competed in and won the international "Global Taste of Korea" competition in Seoul, Korea. Chef Sato has also been with Kapi'olani Community College Culinary Department in various capacities including sous chef of the Cafeteria and banquet operations.

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 of Coca-Cola Bottling Company of Hawai'i.

Ronald Takahashi, Professor

Currently 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. A graduate of the University of Hawai'i 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. Mr. Takahashi serves as the financial/budget advisor for the department and serves as the department's representative in the Faculty Senate. He was selected to be the campus champion on the Community College Leadership Development initiative and also is Principle Investigator for several grants.

Lauren Tamamoto, Instructor

Dr. Lauren Tamamoto is a RCA Certified Culinary Scientist and an IFT Certified Food Scientist with Food Manufacturing Research and Development experience. Her college degrees and research focus on Nutrition, Food Science, Culinary Arts, and Food Safety. She is a Lead Instructor (FSPCA) in Preventive Controls for Human Foods and is a certified ServSafe Instructor and proctor. Dr. Tamamoto currently teaches Culinary Arts courses at Kapi'olani Community College. These courses include: CULN 112 Sanitation and Safety, CULN 231 Food Innovation, CULN 380 Nutritional Cuisines, CULN 330B Food Science and Modernist Cuisines, and CULN 310 Current Food Trends. Dr. Tamamoto's extensive training in Food Safety, corporate food manufacturing experience, and Culinary training are incorporated in the curriculum she teaches in all her courses.

Alan Tsuchiyama, 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 Kapi'olani 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 served as ACF student competition coach, and has motivated many students to enter culinary scholarship competitions which he coordinated, 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.

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.

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

Under the University of Hawai‘i Community College Policy (UHCCP) Section 9-14, standard teaching assignment load is established as 27 semester credits per academic year or teaching equivalent (TE) for full-time Community College instructional faculty. The UHCCP further defines the equivalencies for modes of instruction other than lecture and for non-instructional assignments. Many of the culinary arts courses (kitchen labs) are assigned under the “Shop” designation. Shop is described as a method of instruction where faculty provide supervised instruction to students engaged in applying hands-on experience of skills in areas such as the trades and culinary arts. Thus, calculations are done differently from standard lecture courses based on the agreed upon designation. In addition, the UHCCP also establishes the criteria for the general duties and responsibilities of department chairs, provides the general criteria by which chairs are to be compensated, and provides the general criteria by which teaching equivalencies will be determined for chairs to perform their duties and responsibilities.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.04 All program faculty in the technical phase of the program must meet the following qualifications:</i></p> <p><i><u>For Secondary Programs:</u></i></p> <p><i>a. Certifiable at the ACF Certified Sous Chef (CSC) level or Certified Secondary Culinary Education (CSCE) level.</i></p> <p><i>or</i></p> <p><i>b. Has an Associate Degree in a related discipline.</i></p> <p><i><u>For Post-Secondary Programs:</u></i></p> <p><i>a. Certifiable at the ACF Certified Sous Chef (CSC) level.</i></p>	<p>1. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.</p> <p>2. Write narrative response describing:</p> <p>a. If any of your full-time technical instructors do not meet the ACF certifiable levels and what actions are being taken to achieve these certifiable levels.</p> <p>Note: Adjunct instructors, whose hours add up to a full time position, are considered to be full time equivalent faculty.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink:</p> <p>. Exhibit 4D - Copy of Professional Development Reports (PDRs)</p> <p>Tamamoto</p> <p>Brown</p> <p>Casale</p> <p>Chau</p> <p>Coppola</p> <p>O'Malley</p> <p>Hamada</p> <p>Holthaus</p> <p>Inafuku Part I Inafuku Part II</p> <p>Itomitsu</p> <p>Shinsato</p> <p>Liechty</p> <p>Peel</p> <p>Leong</p> <p>Santamaria</p> <p>Sato</p> <p>Takahashi</p> <p>Wetter</p>	
<p>Narrative Response:</p> <p>a. If any of your full-time technical instructors do not meet the ACF certifiable levels and what actions are being taken to achieve these certifiable levels.</p> <p>While all chefs do not have their ACF certification, all meet the ACF certifiable levels. The department fully supports faculty seeking ACF credentialing. Professional development funds are available for faculty and staff who desire to obtain credentialing. During the AY2017-18, primarily due to proceeds from the Hawai'i Food & Wine Festival, \$3500 was allotted</p>	

to faculty, \$100 per credit for lecturers.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p>4.05 <i>The personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution</i></p>	<p>1. Write narrative response describing: a. How personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.</p>
<p>Narrative Response:</p> <p>a. How personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.</p> <p>The college treats the culinary faculty in the same manner and as any other faculty on campus. We are held accountable to the same requirements as other faculty at Kapi’olani Community College at outlined in the professional responsibilities and workload of the faculty, defined within Article IV of the 2017 – 2021 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 RP 9.214 – <i>Teaching Assignments for Instructional Faculty</i>, the University of Hawai’i Administrative Policy on <i>Teaching Assignments for Instructional Faculty</i>, (Effective Date: July 1, 2017).</p> <p><i>III. Policy: A. The instructional faculty of the University of Hawai’i has duties and responsibilities that encompass a number of professional activities in addition to teaching. The nature and scope of these additional duties depending on the particular mission of the unit and program and the relationship of that mission to the faculty member’s professional qualifications. As instruction is the university’s highest priority, however, teaching remains the most important duty of its faculty. This policy sets standards for the assignment of the instructional component of faculty responsibilities.</i></p> <p><i>1. Except as otherwise provided herein, the standard teaching assignments for full-time instructional faculty shall be as follows:</i></p> <ul style="list-style-type: none"> <i>a. 24 semester credit hours per academic year at the University of Hawai’i at Mānoa,</i> <i>b. 24 semester credit hours per academic year at the University of Hawai’i at Hilo,</i> <i>c. 24 semester credit hours per academic year at the University of Hawai’i - West O’ahu, and</i> <i>d. 27 semester credit hours per academic year in the community colleges.</i> <p>The current full-time equivalent (FTE) for 9-month faculty is 27 teaching equivalency (TE). Recently the University of Hawai’i Community College (UHCC) System has worked on the alignment of courses so that student may experience a more seamless transfer within the UH System. In doing so, many courses within the Kapi’olani Community College Culinary Program has seen an increase in credits and thus TE’s. All full-time faculty who teach instructional lab courses once each module throughout the Fall and Spring semester will incur a 3.0 TE overload. This entails the majority of our full-time faculty.</p>	

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 textbooks; 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 Hawai'i 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.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p>4.06 <i>The Program needs to have the faculty adequate in number to implement the instruction and related activities of the program effectively and safely. The number of Faculty is based on the institutional requirements of the student/faculty ratio.</i></p>	<p>1. Write narrative response describing:</p> <p>a. The student to faculty ration for lecture classes. Student: <u> 35 </u> Faculty: <u> 1 </u></p> <p>b. The student to faculty ration for lab classes. Student: <u> 20 </u> Faculty: <u> 1 </u></p> <p>c. Describe teaching/Lab assisants and their roles with the program.</p> <p>d. Where in the institution's policies and procedures are the student / faculty ratios requirements documented.</p>
<p>Narrative Response:</p> <p>1. Write narrative response describing:</p> <p>a. The student to faculty ration for lecture classes. The faculty-to-student ratio in the Culinary lecture classes is one faculty for every 35 students which is a standard set by the college. Those lecture classes that make extensive use of computers will also be limited by the total number of computers available in the classroom. Currently, lecture classes held in the 'Ōhelo 124 computer lab is limited to 30 students due to the aforementioned.</p> <p>b. The student to faculty ration for lab classes.</p>	

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.

c. Describe teaching/Lab assistants and their roles with the program.

Although the department does not employ teaching assistants except on a voluntary basis, volunteer lab assistants help the chefs organize of the kitchen, assist with demonstrations, and assist students as needed. They are not involved in the grading of students in any way nor are they purview to student grades as a whole due to Family Educational Rights and Privacy Act FERPA regulations. In revenue generating operations, APT (Administrative, Professional, and Technical) staff members often serve as supervisors in these classes. The APT's also assist the instructors assigned to those outlets and provide feedback to the instructors on student performance.

d. Where in the institution's policies and procedures are the student / faculty ratios requirements documented.

The areas in which courses must document student capacity/course size are the Kuali Student Course Management System (KSCM) and the Annual Report of Program Data (ARPD). Course updates are mandatory at least once every five years per the College's policy. Course updates are entered into KSCM which requires the submission of course capacity. All student capacity that falls below 35 students are required to document a rationale for this smaller ratio. In the ARPD, as part of "Efficiency Indicators" average class size is taken into consideration. The data may be skewed in that all Culinary classes, whether lecture or kitchen lab, are averaged.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.07 There is evidence of participation and attendance at regularly scheduled faculty meetings. Meeting minutes are available for review.</i></p>	<p>1. Exhibit 4E - Faculty Meeting Minutes.</p> <p>2. Write narrative response describing:</p> <p>a. Faculty meetings where the faculty actively participate in policy formation, program planning and priority setting.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink:</p> <p>Exhibit 4E - Faculty Meeting Minutes Aug 2018</p> <p>Exhibit 4E - Faculty Meeting Minutes Sep 2018</p> <p>Exhibit 4E - Faculty Meeting Minutes Oct 2018</p> <p>Exhibit 4E - Faculty Meeting Minutes Nov 2018</p> <p>Exhibit 4E - Faculty Meeting Minutes Dec 2018</p> <p>Exhibit 4E - Faculty Meeting Minutes Jan 2019</p>	
<p>Narrative Response:</p> <p>1. Describe faculty meetings and other situations where the faculty actively participates in policy formation, program planning and priority setting.</p>	

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 and taskforces, Faculty Senate Committees and through campus-wide administrative advisory committees.

The Culinary Department meetings are the primary venue for faculty (adjunct included) and staff to provide input on policy, planning and prioritize issues stemming from department level. The department conducts its faculty/staff departmental meetings, also known as the “Meeting of Minds” (MOM), on the third Monday of each month. The goal is to incorporate as many voices into the conversation in the decision-making process. Faculty and staff also are part of various taskforces aiming to identify solutions to issue the department is currently strapped with the ultimate goal of resulting in program improvement. The following are taskforces that have been developed:

ENGAGEMENT TASKFORCE: (Increasing Enrollment).

Focus: Ideas to generate student interest in culinary and support feeder schools in mentoring faculty and students.

Target Groups: Secondary Education, DOE Culinary Programs, Military, Returning Adult Learner

Members: Alan Tsuchiyama, Dan Wetter, Jason Peel, Daniel Leong, Marcus Fikse (Chairperson)

FUNDRAISING TASKFORCE (Department Budget)

Focus: Developing a plan for supporting and offsetting costs related to faculty and staff professional development and supporting equipment needs for functional classrooms.

Identify the type of fundraising event, target supporters, possible dates for the event.

Members: Daniel Leung, Aaron Chau (Co-Chairperson), David Brown, Jason Peel, Grant Sato (Co-Chairperson)

SURVEY TASKFORCE (Student Success)

Focus: Identify possible barriers that affect a student’s ability to succeed in the Culinary Arts program.

Review various surveys provided through the department and identify (3) strategies that can be implemented to support students.

Members: Dan Swift, John Santamaria, Lori Maehara (Chairperson)

POSITIONS TASKFORCE (Longterm Personnel Planning)

Focus: Identify departments needs in filling permanent positions.

Focus: Review open positions, prioritized based on department needs, review job descriptions (MQ’s & DQ’s).

Members: Dan Swift, Aaron Chau, Dan Wetter (Chairperson), Ron Takahashi, Lauren Tamamoto

FACULTY SENATE COMMITTEE SERVICE:

In addition, each full-time faculty is required to serve on a Faculty Senate Committee. Listed below are the faculty and their committee assignment.

COMMITTEES OF THE FACULTY SENATE	AY 2018-19	AY 2017-18
Faculty Senate	Ron Takahashi	John Santamaria

Senator, Alternate		Dan Swift
Admission, Academic Standards and Graduation	Lori Maehara	Dan Swift
Budget	John Santamaria	Warren Uchida
Curriculum	Dan Wetter	Dan Wetter
Curriculum, Alternate	John Santamaria	Warren Uchida
Distance Education	Grant Itomitsu / Lauren Tamamoto	Grant Itomitsu
Evaluation	Grant Sato	Grant Sato
Faculty Student Relations	Alan Tsuchiyama	Frank Leake
Professional Rights and Responsibilities	Aaron Chau	Aaron Chau
Student Learning Outcomes	Lauren Tamamoto	Lauren Tamamoto
Sustainability	David Brown	David Brown

CAMPUS WIDE INPUT

Throughout the Campus, there are a multitude of areas in which our faculty and staff may provide input into policies and issues pertaining to campus decisions. The following are additional way in which our Culinary faculty and staff may provide input into the “Shared Governance” model as the College and the UHCC have established policies and procedures that authorize administrators, faculty, staff, and students to participate in making decisions. There is a specific manner through which individual stakeholders bring forth ideas and work together on policy, planning, and special-purpose committees. Of recent, the Chancellor’s Advisory Council (CAC), composed of the chancellor, the vice chancellors, the deans, department chairs, unit heads, administrative services section heads (e.g. Human Resources, Business Office, etc.), the director of the Office of Institutional Effectiveness, the chair of the Counseling and Academic Advising Council, and the chairs of the four AGOs. It is the broadest and most comprehensive council at the College. All members are responsible for keeping their respective constituents informed of matters discussed in this Council. Special task forces or workgroups support the CAC by researching problems, making recommendations, and/or implementing procedures. For example, the CAC Budget Workgroup plays an integral part in resource allocation recommendations. Currently (AY2018-19), several culinary requests are set to be funded. These requests were generated in the AY 2017-18, due to the need for equipment to serve academic kitchens, cafeteria services, and support the CIP’s lack of receiving facilities. While membership of the CAC is limited to these individuals, meetings are open to all employees of the College and agendas and minutes are shared broadly. The current Culinary Representative of this committee is the department chairperson.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
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4.08 The program faculty must show evidence of professional growth on an annual basis in the area of instructional and technical skills.

1. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.
2. Write narrative response describing:
 - a. Faculty professional development activities and include budget allocation, release time conditions, and how action plans are developed.

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

Hyperlink:

Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.

[Tamamoto](#)

[Brown](#)

[Casale](#)

[Chau](#)

[Coppola](#)

[O'Malley](#)

[Hamada](#)

[Holthaus](#)

[Inafuku Part I](#) [Inafuku Part II](#)

[Itomitsu](#)

[Shinsato](#)

[Liechty](#)

[Peel](#)

[Leong](#)

[Santamaria](#)

[Sato](#)

[Takahashi](#)

[Wetter](#)

Narrative Response:

a. Faculty professional development activities and include budget allocation, release time conditions, and how action plans are developed.

Campus funding for professional development still remains meager, and the department has continued to identify a way in which to raise funds to help provide adequate funding for professional development as well as offset some of the high costs of a culinary program. The Culinary Arts Department has been asked to discontinue its annual fundraiser in order to support the Hawai'i Food and Wine Festival. This opportunity has also allowed students to "rub elbows" with renown chefs around the world via the event. This has allowed the department to significantly increase the allotment of professional development funds for faculty, staff, and lecturers.

The department also funds all annual dues and membership fees for active participation in any major professional association/organization, such as the American Culinary Federation, by full-time faculty members.

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 fully supports faculty seeking ACF credentialing. Professional development funds are available for faculty and staff who desire to obtain credentialing. During the AY2017-18, faculty, \$19,457.49 was utilized for professional development and membership. They have included, ACF National Convention, Research Chefs Association-Higher Education Summit, ServSafe Alcohol Training, Beer Making, American Diabetes Association Workshop, Academy of Nutrition and Dietetics National Conference and Expo, Great Teachers Seminar, Fermentation Course, Garnishing and Knife Skills Course, Food Resilience Seminar, USHA/NIFA ANNH Project Directors Conference, Introduction into Apprenticeship US DOLETA, Apprenticeship in Hospitality, Assessment 101: Meaningful Assessment for Student Learning, Modern Japanese Cooking with Harumi Kurihara, and the Hawai'i Culinary Education Foundation demonstration by Chef Joanne Chang.

Much of the professional development on campus is offered without cost to the faculty and staff. The annual Hawai'i Student Success Institute brings together faculty, staff, and administrators from the seven colleges and system office of the University of Hawai'i Community Colleges and engages in best practices, innovations, and strategies that lead to increased student success. In addition to exploring what our colleges are doing, participants learn about system-wide progress and national student success trends in higher education. At the campus level, the Center for Learning, Teaching, and Technology offers "Refresh Technology Day" and "Teaching Online Prep Program".

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.9 Support services and personnel are provided to meet the needs of the program and to facilitate the work of the culinary faculty.</i></p>	<p>1. Write narrative response describing: a. The administrative support services available to the program.</p>
<p>Narrative Response:</p> <p>a. The administrative support services available to the program.</p> <p>At the department level, the Culinary Arts' academic unit is supported by several full-time and part-time employees whose primary role is to support the program's functional operation. These include:</p> <p>Secretary II (1-position) responsible as 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, takes minutes for the departmental, culinary advisory committee meetings. This position has been recently vacated and is in the process of being filled. It is being temporarily filled by another staff member</p> <p>Reservationist (1-position) 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. Currently, this position is vacant due to the reservationist temporarily filling the Secretary II position.</p> <p>Educational Specialist (3-positions). Currently, we have a chef instructor tasked with maintenance of the ACFEF Culinary Apprenticeship program. We also have a chef instructor overseeing our Go Cook! Program which is a non-credit 3-month fast track training program. Our third education specialist manages our facilities repairs and equipment procurement. Lastly, we also have an educational specialist supporting the faculty lead of the Culinary Innovation Center.</p>	

General Cashier (1-position) 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 obtained from the Management Information System.

General Manager (1-position) oversees, commercial enterprise’s banquets and catering along with assisting the OCET non-credit courses.

Health and Wellness Coordinator (1-position) Coordinator is fully funded by a USDA grant that is being utilized primarily to coordinate our Health and Wellness initiative and other special projects.

Storeroom Purchaser (1-position) handles the aspects of food delivery and dissemination of food products to educational outlets.

Banquet Manager (1-position) is in charge of the entire non-instructional front-of-house operations of the KCC Banquet operations is responsible for maintaining a high level of customer satisfaction within the dining room and for coordinating all banquet operations.

Campus support services available to the department include: Auxiliary Services, Business Office, Human Resources, Kekaulike Information and Service Center or Admissions and Records, Mental Health and Wellness, TRiO, Center for Excellence in Learning, Disability Student Services, Teaching and Technology, Student Services, Library & Learning Resources, Office for Institutional Effectiveness, Maida Kamber Center and the Paul S. Honda International Center.

Section 5.0 – Curriculum

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.01 The curriculum implements the program mission, goals and objectives.</i></p>	<p>1. Write narrative response describing: a. How the program fulfills the stated mission and goals and objectives of the program.</p>

Narrative Response:

a. *How the program fulfills the stated mission and goals and objectives of the program.*

Mission Statement: Our mission is to provide a professional culinary and pastry arts education with an emphasis in classical techniques for Hawai’i and the global community. This mission is achieved through a progressive curriculum, operational experience, multi-industry alliances, and the promotion of lifelong learning.

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 ladder curriculum which provides career enhancement for Culinary and Pastry Arts majors.

(1) *What can we be the best in the world at?* **Our goal is to be the best state-supported, ACF-certified, 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.** We continue to identify progressive ways to support our students including the noted development of the APC 3rd year program. Focusing on advanced techniques in Asian, Modernist, Nutritional and Contemporary cuisines, we create opportunities for students to develop their own creative skills. They become problem solvers and leader rather than followers. We have also become one of the leaders on campus with real-world application of sustainability practices. Herb gardens, earth tubs, vermiculture, biodiesel, water utilization, pre, and post-consumer waste, utilizing sustainable and local products, Aina (place) based learning are a list of ways our student can become stewards of our island.

(2) *What will the future economic engine of the food industry look like?* **Our goal is to be at the cutting edge of the ever-expansive food industry.** As noted above, we continue to identify various areas to support our credit students. In addition, we have expanded to create a Food Service Management program in the expectation that we will bring this into our credit program. This will allow us to identify

(3) *What are we deeply passionate about?* We are passionate about our students. Their success is our success. Our goal to help students of all levels achieve their culinary dreams through a rigorous yet highly supportive program. Our campus has developed “Student Success Pathways” in which all departments at the College have created initiatives that promote increasing our student’s achievement levels.

Our goal is to 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.

- 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,

Our goal is to be at the cutting edge of the ever-expansive food industry.

- is reflective of the current needs of the industry,
- exposing them to visiting chefs (Chef Alex Atala, Chef Ed Lee, Chef Joann Chang) and - special events (Hawai’i Food and Wine Festival).

Our goal to help students of all levels achieve their culinary dreams through a rigorous yet highly supportive program.

- 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.
- Āina (Hawaiian for “Place”) based learning.

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

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

Hyperlink:

Exhibit 5A - Sample syllabi and lesson plans for the following courses for each program being reviewed

a. Year 1 Food and/or Baking Preparation

[CULN 120 Fundamentals](#)

[CULN 130 Intermediate](#)

[CULN 252 Confiserie](#)

[CULN 253 Patiserie](#)

b. Year 2 Food and/or Baking Preparation

[CULN 221 Continental Cuisine](#)

[CULN 221 Continental Schedule](#)

[CULN 221 Continental](#)

[CULN 222 Asian Cuisine](#)

c. Nutrition

[FSHE 185 Nutrition](#)

d. Sanitation

CULN 112 Sanitation

e. Human Relations Management

[HOST 280 HR](#)

Narrative Response:

a. How syllabi and lesson plans are developed to contain the following information:

CELTT has recently created a customizable course syllabus for anyone who wishes to use as for their classes. This

template is neither official nor mandatory but has been created to fall into compliance with Accrediting Commission for Community and Junior Colleges (ACCJC) standards. The document is ADA compliant and includes important policy info. There are planning and accessibility considerations embedded throughout, and all of the program and institutional information has been shifted to the end in order to highlight your course-specific information up front.

- goals and objectives of the course.

At the course level for the culinary class, the outcomes are based on ACF competencies. These outcomes (goals) are the main driver at the course level. We use assessment as a means to systematically examine the degree to which students attain the course learning outcomes/competencies as evidenced through demonstrated student learning. Assessment results may suggest curriculum modifications, exploration of various pedagogical tasks, and/or adjustments to assessment practices. In order to make changes to curriculum, including changing of outcomes (goals), the campus requires the course go through the curriculum review process.

- text and reference materials required.

As part of the curriculum review process, required and recommended textbooks entered into Quali Curriculum Management System. The member(s) of the Faculty Senate curriculum committee member will review various areas of the course including currency of textbooks. Granted not all textbooks are revised frequently nor need to, nonetheless it offers checks and balances for providing relevant reading materials. In addition, the department will periodically entertain ideas of utilization of books. Academic freedom allows faculty to use various textbooks, however, we do keep in mind the importance of continuity and also the oftentimes high cost of textbooks for students.

- evaluation methods

Each faculty instructor may employ various forms of evaluation. Within the Taskstream Assessment Management System, faculty are able to determine the method of evaluation. Common methods of evaluation include: written examinations, oral presentations, practical examinations, observations, quizzes, and homework.

- laboratory or classroom policies

Laboratory policies are inclusive in the course syllabus. These include attendance, grooming, disability notice and Title IX Disclosure.

- schedule of materials to be covered.

The culinary program has two specific duration of courses in the spring and fall semesters; an eight-week format for lab classes and a 16-week format for lecture courses. Schedules may be broken down by daily, weekly, or topic based. Per the curriculum review process, the subject matter may not exceed 10%.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.03 Opportunities are offered through the curriculum, to strengthen the student's competence in communications,</i>	1. Write narrative response describing: <ol style="list-style-type: none"> a. How the curriculum develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds.

critical thinking, problem solving, leadership and human relation skills.

Narrative Response:

a. How the curriculum develops competence in communication, problem-solving, leadership, and ability to interact with individuals from varying backgrounds.

The Associate in Science (AS) degree is a two-year career-technical education degree, consisting of a minimum of 60-semester credits, which provides students with skills and competencies for gainful employment. This degree is awarded to students successfully completing a program of career and technical education courses along with related general education courses.

The purpose of the AS program is to prepare students for gainful employment. A secondary purpose for some of the AS degrees is to prepare students for continuing education. Our culinary courses are transferable to baccalaureate programs at University of Hawai'i West Oahu Bachelor of Applied Science in Culinary Management and UH Manoa's BS in Food Science and Human Nutrition - Culinology.

AS degree outcomes for 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 fulfilling program requirements.
- Understand the attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
- Recognize the 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 the relevance of career choices to lifelong learning.
- Demonstrate competence in a selected program of study.

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

Areas of Competence	Courses
Communication	ENG 100 Composition I, or ESL 100 Composition I, or SP 181 Interpersonal Communication, or SP 151 Personal and Public Speech, or SP 251 Principles of Effective Public Speaking

<p>Problem Solving</p>	<p>PHIL 110 Introduction to Deductive Logic, or MATH 100 Survey of Mathematics, or higher CULN 272 Purchasing & Cost Control CULN 272L Purchasing & Cost Control Lab</p>
<p>Leadership</p>	<p>HOST 280 Hospitality Management</p>
<p>Ability to interact with individuals from varying backgrounds</p>	<p>KCC AS/SS Social Science Elective (100 or above) KCC AS/AH Arts & Humanities Elective (100 or above) HOST 293 Hospitality Internship</p>

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.04 Guest speakers and field trips are utilized to provide program enrichment.</i></p>	<p>1. Write narrative response describing: a. How the program uses community resources, including field trips and guest speakers. List specifics from the previous year.</p>
<p>Narrative Response:</p> <p>a. How the program uses community resources, including field trips and guest speakers. List specifics from the previous year.</p> <p>The utilization of field trips and guest speakers are encouraged in all levels of courses as a means of bringing 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. Our faculty and students have visited various sites such as fresh fish auctions, produce farms, large hotels F&B Departments, slaughterhouse, “loī” Hawaiian taro growing land, production plants such as 7-Eleven and Zippy’s, and Chinatown in downtown Honolulu.</p> <p>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. Of recent, we were able to bring in Chef Alex Atala from Brazil and Chef Ed Lee from Kentucky.</p> <p>KCC Culinary Arts have also formed a partnership with the Hawai’i Culinary Education Foundation. The Hawai’i 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.</p> <p>The Hawai’i Culinary Education Foundation is dedicated to:</p> <ul style="list-style-type: none"> -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. <p>In this partnership, KCC Culinary allows the Hawai’i Culinary Education Foundation free use of its demonstration kitchen for the HCEF guest chef demonstrations. Recently in Fall of 2018, Chef Joanne Chang of Boston’s Flour Bakery provided a demonstration to our baking students.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.05 There is a rationale for the organization of the curriculum and the course requirements for the program. The course requirements are organized and sequenced so that knowledge and skills are developed progressively throughout the program.</i></p>	<p>1. Write narrative response describing:</p> <ol style="list-style-type: none"> What the rationale is for the organization and sequencing of courses. How the course requirements are organized and sequenced.

Narrative Response:

a. What the rationale is for the organization and sequencing of courses.

General course sequencing has 100-level courses being considered as an introductory course and the subsequent 200-level courses will build upon the 100-level introductory course(s). Prerequisites are also used and indicate that introductory level of competence needs to be obtained in order to qualify for entry. The scaffolding of courses moves into our 300-level courses in which student are now tasked with the development of their own ideas.

b. How the course requirements are organized and sequenced.

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.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, CULINARY ARTS (39-44 CREDITS)		• = Suggested Semester			
Course	Title	Credits	1	2	3
General Education Requirements (9 credits minimum)					
ESOL 94 or ENG 22 or higher-level English	Advanced ESOL Introduction to Composition	3-7	•		
PHIL 110 or MATH 82 or higher-level mathematics	Introduction to Deductive Logic Algebraic Foundations	3-4	•		
FSHE 185	The Science of Human Nutrition	3		•	
Culinary Arts Courses (30 credits)					
CULN 111	Introduction to the Culinary Industry/Career Preparation	2	•		
CULN 112	Sanitation and Safety	2	•		
CULN 115	Menu Merchandising	2		•	
CULN 120	Fundamentals of Cookery	4	•		

CULN 130	Intermediate Cookery	4		•	
CULN 150	Fundamentals of Baking	4			•
CULN 160	Dining Room Service/Stewarding Procedures	4		•	
CULN 221	Continental Cuisine	4			•
CULN 240	Garde Manger	4			•
TOTAL		39 minimum			
<p><i>The issuance of a Certificate of Achievement requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i></p> <p><i>Please note: For the Certificate of Achievement in Culinary Arts, a grade of "C" or higher is required in all CULN courses. CULN courses are typically offered as 8-week modular classes.</i></p>					

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, CULINARY ARTS WITH A CONCENTRATION IN CULINARY ARTS (75-78 CREDITS)		• = Suggested Semester					
Course	Title	Credits	1	2	3	4	5
General Education Requirements (18 credits minimum)							
ENG 100 or ESL 100	Composition I Composition I	3	•				
FSHE 185	The Science of Human Nutrition	3	•				
SP 151 or SP 181 or SP 251	Personal and Public Speech Interpersonal Communication Principles of Effective Public Speaking	3			•		
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher).	3	•				
KCC AS/SS	AS Social Science Elective (100 level or higher)	3				•	
PHIL 110 or MATH 100 or higher-level mathematics	Introduction to Deductive Logic Survey of Mathematics	3-4		•			
Culinary Arts & Hospitality Courses (57-59 credits)							
CULN 111	Introduction to the Culinary Industry/Career Preparation	2	•				
CULN 112	Sanitation and Safety	2	•				
CULN 115	Menu Merchandising	2		•			
CULN 120	Fundamentals of Cookery	5		•			
CULN 130	Intermediate Cookery	5		•			
CULN 150	Fundamentals of Baking	5				•	
CULN 155	Intermediate Baking	5			•		
CULN 160	Dining Room Service/Stewarding Procedures	5			•		
CULN 221	Continental Cuisine	5			•		
CULN 222	Asian/Pacific Cuisine	5				•	
CULN 240	Garde Manger	4				•	
CULN 272	Hospitality Purchasing and Cost Control	5					•

CULN 272 L	Hospitality Purchasing and Cost Control Lab	1						•
HOST 280	Hospitality Management	3			•			
CULN 207 or HOST 293	Principles of Culinary Competition I Hospitality Internship	3-5						•
TOTAL	75 minimum							

The issuance of an Associate in Science degree requires that the student must earn a Grade Point Ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please refer to the “Degree and Certificate Programs” section for lists of AS Humanities and AS Social Sciences elective courses. Please note: For the AS degree in Culinary arts, a grade of “C” or higher is required in all CULN courses. Students choosing to continue in the AS degree program in Culinary Arts with a concentration in Culinary Arts must complete the certificate of achievement in culinary arts with a 2.0 or higher GPR. CULN courses are typically offered as 8-week modular classes.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, CULINARY ARTS WITH A SPECIALIZATION IN PASTRY ARTS (66-68 CREDITS)		• = Suggested Semester						
Course	Title	Credits	1	2	3	4	5	
General Education Requirements (18 credits minimum)								
ENG 100 or ESL 100	Composition I Composition I	3	•					
FSHE 185	The Science of Human Nutrition	3	•					
SP 151 or SP 181 or SP 251	Personal and Public Speech Interpersonal Communication Principles of Effective Public Speaking	3			•			
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher).	3				•		
KCC AS/SS	AS Social Science Elective (100 level or higher)	3			•			
PHIL 110 or MATH 100 or higher-level mathematics	Introduction to Deductive Logic Survey of Mathematics	3-4		•				
Culinary Arts & Hospitality Courses (48-50 credits)								
CULN 111	Introduction to the Culinary Industry/Career Preparation	2	•					
CULN 112	Sanitation and Safety	2	•					
CULN 115	Menu Merchandising	2	•					
CULN 120	Fundamentals of Cookery	5		•				
CULN 150	Fundamentals of Baking	5			•			
CULN 155	Intermediate Baking	5			•			
CULN 160	Dining Room Service/Stewarding Procedures	5		•				
CULN 252	Patisserie	5					•	
CULN 253	Confiserie	5					•	
CULN 272	Hospitality Purchasing and Cost Control	5				•		

CULN 272 L	Hospitality Purchasing and Cost Control Lab	1				•	
HOST 280	Hospitality Management	3				•	
CULN 207 or HOST 293	Principles of Culinary Competition I Hospitality Internship	3-5					•
TOTAL		66 minimum					
<p><i>The issuance of an Associate in Science degree requires that the student must earn a GPR of 2.0 or higher for all courses applicable toward the degree. Please refer to the “Degree and Certificate Programs” section for lists of AS Humanities and AS Social Sciences elective courses.</i></p> <p><i>Please note: Upon acceptance into the Culinary Arts programs, students are required to complete a computerized skills inventory assessment conducted by the program. For the AS degree in Culinary Arts with a specialization in Pastry Arts, a grade of "C" or higher is required in all CULN courses applicable toward the degree. CULN courses are typically offered as 8-week modular classes.</i></p>							

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p>5.06 <i>The allocation of credit for lecture and lab hours is consistent with the expectation of the institution.</i></p>	<p>1. Write narrative response describing:</p> <p>a. How the allocation of lecture and lab hours are determined.</p>
<p>Narrative Response:</p> <p>a. How the allocation of lecture and lab hours are determined.</p> <p>BOR Policy, Section 9-14, establishes the standard teaching assignment for full-time Community College instructional faculty as 27-semester credits per academic year or equivalent. This UHCCP defines the equivalencies for modes of instruction other than lecture and for non-instructional assignments. This UHCCP also establishes the criteria for the general duties and responsibilities of division/department chairs, provides the general criteria by which chairs are to be compensated, and provides the general criteria by which teaching equivalencies will be determined for chairs to perform their duties and responsibilities.</p> <p>Teaching Equivalency is defined for each course based on the contact hours divided by the basis multiplied by 15 where the contact hours equal the faculty contact hours for the course. This calculation may result in a fractional teaching equivalency. The following two categories are the most commonly used basis for determining Teaching Equivalency:</p> <ul style="list-style-type: none"> - Lecture or lecture discussion is organized instruction where the faculty presents information and leads discussions. The basis for these courses equals 15. - Shop is a method of instruction where faculty provides supervised instruction to students engaged in applying the hands-on experience of skills in areas such as the trades and culinary arts. The basis for these courses equals 24. 	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.07 The program must exhibit evidence of meeting the competencies as specified in the ACEF “Required Knowledge and Skill Competencies”, which are designed to include both hands-on and theoretical culinary instruction.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 1D - Completed Required Knowledge and Skill Competencies Template for each program to be reviewed. (Copied from Section 1.0) 2. Write narrative response describing: <ol style="list-style-type: none"> a. How instructors document student achievement of the Required Knowledge and Skills Competencies. 3. Have the following supporting documents available during site-visit: <ol style="list-style-type: none"> a. Syllabi b. Lesson plans c. Assignments d. Quizzes e. Tests f. Lab evaluations
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Exhibit 1D - Completed Required Knowledge and Skill Competencies Template Baking Culinary</p>	
<p>Narrative Response:</p> <p>a. How instructors document student achievement of the Required Knowledge and Skills Competencies.</p> <p>There are several common ways in which faculty document competencies including the use of written, verbal or demonstrated work. Evaluations are done throughout the course often focuses on common tools such as presentations, quizzes, written and practical exams, assignments, final cumulative exams, and observations. Also, within Taskstream Assessment Management System (AMS) faculty have also documented student learning outcomes (SLO) obtainment. In CULN 120, the syllabi also indicate methods in which competencies are covered in class.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.08 Nutrition, Sanitation and Human Relations Management competency areas must meet the minimum number of contact hours as listed below:</i></p> <p><i><u>Secondary Programs:</u></i> <i>Minimum of 15 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 7 hours directed by an instructor.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 1D - Completed Required Knowledge and Skill Competencies Template for each program to be reviewed. (Copied from Section 1.0)

<i>Post-Secondary Programs: Minimum of 30 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 15 hours directed by an instructor.</i>	
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink: Exhibit 1D - Completed Required Knowledge and Skill Competencies Template Baking Culinary</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.09 Program completion requirements are documented and conform to the institution or accrediting body standards.</i>	<p>1. Write narrative response describing:</p> <ol style="list-style-type: none"> What are the general requirements for students to receive a diploma, certificate or degree from the institution. What the specific requirements for graduation from the program. How students are made aware of these requirements.
<p>Narrative Response:</p> <p>a. What are the general requirements for students to receive a diploma, certificate or degree from the institution.</p> <p>Associate in Science (AS) degree in Career and Technical Education Programs:</p> <p>The associate in science (AS) degree is a two-year career-technical education degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. The associate in science degree is awarded to students successfully completing a program of career and technical education courses along with related general education courses.</p> <p>The requirements for the associate in science degree are:</p> <ol style="list-style-type: none"> Required credit hours: 60 to 65 credits, unless external requirements exceed this number. Minimum cumulative grade point ratio: A student must have a cumulative GPR of 2.0 (“C”) or higher. Some programs may have additional minimum course grade requirements. Minimum general education course requirements: AS degrees include a minimum of 15 credits of general education courses. Refer to the listing of humanities, natural sciences, and social sciences courses acceptable for the AS degree and individual program curricula. Minimum communications and mathematics and logical thinking skills requirements: Refer to individual program curricula to satisfy the minimum required communications and mathematics/logical thinking skills. Courses required by major program. Electives: As needed to meet total credit hour requirements. 	

b. What the specific requirements for graduation from the program.

PROGRAM CURRICULA

Course descriptions including learning outcomes, credits, and prerequisites can be found in the KCC catalog. In addition, a detailed course syllabus will be issued to students on the first day of class. For all program courses having the alpha CULN, a “C” or better is required in all CULN courses unless otherwise stated, and a grade of “D” or better is required in non-CULN general education courses over 100 level.

AS - ASSOCIATE in SCIENCE DEGREE (CULINARY ARTS) 70-73 Credits (effective fall 2018)

This AS CULN-Culinary leads to the UHWO BAS-CULM. Contact Lmaehara@hawaii.edu for BAS advising.

ENG 100 or ESL 100	Composition I	3
PHIL 110, or MATH 100 or higher	Intro to Deductive Logic or Survey of Mathematics, or higher level	3-
KCC AS/AH (see p. 8) –see above	AS Arts and Humanities elective (100 level or higher)	3
KCC AS/SS (see p. 8) - see above	AS Social Science elective (100 level or higher)	3
SP 151 or SP 181 or SP 251	Personal and Public Speech or Interpersonal Communication or Principles of Effective Public Speaking	3
FSHE 185	The Science of Human Nutrition	3
CULN 111	Introduction to the Culinary Industry	2
CULN 112	Sanitation and Safety	2
CULN 115	Menu Merchandising	2
CULN 120	Fundamentals of Cookery	5
CULN 130	Intermediate Cookery	5
CULN 150	Fundamentals of Baking	5
CULN 160	Dining Room Service/ Stewarding Procedures	5
CULN 221	Continental Cuisine	5
CULN 222	Asian/ Pacific Cuisine	5
CULN 240	Garde Manger	4
CULN 272	Hospitality Purchasing & Cost Control	5
CULN 272L	Hospitality Purchasing & Cost Control Lab	1
HOST 280	Hospitality Management	3
CULN 207 (5 cr) or HOST 293 (3 cr)	Culinary Competition I or Hospitality Internship	5 or

CA - CERTIFICATE of ACHIEVEMENT (CULINARY ARTS) 44-49 Credits (effective fall 2018)

ESOL 94, or ENG 98 or higher level English.	Advanced ESOL - 7 credits, or Introduction to Composition (previously ENG 22) – 3 credits	3- Cr.
PHIL 110 or Math 82, or higher level math	Introduction to Deductive Logic Algebraic Foundations, or higher level math	3-
FSHE 185	The Science of Human Nutrition	3
CULN 111	Introduction to Culinary Arts/Career Preparation	2
CULN 112	Sanitation & Safety	2
CULN 115	Menu Merchandising	2

CULN 120	Fundamentals of Cookery	5
CULN 130	Intermediate Cookery	5
CULN 150	Fundamentals of Baking	5
CULN 160	Dining Room Service/ Stewarding Procedures	5
CULN 221	Continental Cuisine	5
CULN 240	Garde Manger	4

AS - ASSOCIATE in SCIENCE DEGREE (Pastry Arts) 66-69 Credits (effective fall 2018)

ENG 100 or ESL 100	Composition I	3
PHIL 110, or MATH 100 or higher	Introduction to Deductive Logic, or Survey of Mathematics or higher level Math	3
KCC AS/AH (see p. 8)	AS Arts and Humanities elective (100 level or higher)	3
KCC AS/SS (see p. 8)	AS Social Science elective (100 level or higher)	3
SP 151 or SP 181 or SP 251	Personal and Public Speech or Interpersonal Communication or Principles of Effective Public Speaking	3
FSHE 185	The Science of Human Nutrition	3
CULN 111	Introduction to the Culinary Industry	2
CULN 112	Sanitation and Safety	2
CULN 115	Menu Merchandising	2
CULN 120	Fundamentals of Cookery	4
CULN 150	Fundamentals of Baking	4
CULN 155	Intermediate Baking	4
CULN 160	Dining Room Service/ Stewarding Procedures	4
CULN 252	Patisserie	4
CULN 253	Confiserie	4
CULN 272	Hospitality Purchasing & Cost Control	5
CULN 272L	Hospitality Purchasing & Cost Control Lab	1
HOST 280	Hospitality Management	3
CULN 207, or HOST 293	Culinary Competition I - 5 credits Hospitality Internship – 3 credits	5 or 3

c. How students are made aware of these requirements.

The campus will provides a three part series of New Student Orientation (NSO). As part of the mission of the First-Year Experience Program (FYE), the NSO is offered to welcome and support first-year students of all levels of preparedness and experience in their transition to Kapi'olani Community College by exposing them to the broad range of educational opportunities and essential campus support programs. FYE collaborates with the campus community to help students achieve academic and personal success and to increase retention and persistence through the first year.

In NSO Part I, students complete an in-person at Kapi'olani or via an ONLINE Webinar. It is mandatory. Students

will learn:

- What degrees and programs are offered at Kapi’olani
- Placement procedures
- Health clearance procedures
- About the KCC App
- About career assessments and take one
- How to pay for college
- Tips from current college students
- About the new student process

At NSO Part II, students are placed into groups based on their career interest and future goals. Thus, Culinary students will have an opportunity to learn more about the department and the various offering we have within the Culinary Arts Program. This is one of the ways in which they are made aware of general and specific programmatic requirements. NSO Part II is held at the Kapi’olani Community College campus and is also mandatory and students will learn how to:

- Use STAR and create an academic plan
- Select and register for your classes
- Maintain satisfactory academic progress
- Get your Financial Aid Award
- Pay for classes

The **NSO Part III** will be held at the Kapi’olani Community College campus the week before classes begin. The purpose of NSO Part III is to welcome students to the campus through engagement activities and meaningful interactions with other student, faculty, and staff. NSO Part III is also **mandatory**. At NSO Part III students **will**:

- Be introduced to Title IX and Student Conduct Policies
- Be introduced to Laulima
- Learn about Student Life on campus, such as clubs, job opportunities, leadership positions, and more
- Attend workshops to help prepare for college
- Determine their career readiness
- Learn more about Kapi’olani ’s programs and services

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.10 <i>There are well-defined, verifiable, and consistent measurement strategies utilized in</i>	1. Exhibit 5B - Lab Evaluation Form. 2. Have the following supporting documents available during site-visit:

<p><i>the grading procedures in both lecture and lab courses.</i></p>	<ul style="list-style-type: none"> a. Syllabi b. Lesson plans c. Assignments d. Quizzes e. Tests f. Lab evaluations g. Grade books and/or access to on-line grading system
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink:</p>	
<p>Narrative Response:</p> <p>All course syllabi contain criteria in which students will be evaluated along with the grading policy. Measurement tools are left to the faculty's discretion.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.11 Students are kept informed of their performance and progress in both lecture and lab courses.</i></p>	<p>1. Write narrative response describing:</p> <ul style="list-style-type: none"> a. The grading procedures in both lecture and lab courses. Include a description of how students are kept informed of their progress.
<p>Narrative Response:</p> <p>a. The grading procedures in both lecture and lab courses. Include a description of how students are kept informed of their progress.</p> <p>Each course has individual grading criteria found in the course syllabus for both lecture and lab courses. Standard is to use a percentage scale where 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D and ≤59% results in an F. Student are kept abreast of their course status via the use of the Lulima Learning Management System (aka Sakai).</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.12 The curriculum provides for correlation of theoretical and practical learning experiences.</i></p>	<p>1. Write narrative response describing:</p> <ul style="list-style-type: none"> a. How your courses correlate theory and actual practice in the lab.
<p>Narrative Response:</p> <p>a. How your courses correlate theory and actual practice in the lab.</p> <p>Culinary labs most commonly start with the explanation of cooking theory/concepts such as sautéing, simmering, grilling, or stewing. Often first exposure comes through didactic learning such as reading a textbook (when applicable) and then accompanied by a lecture. Demonstrations are commonplace where students can observe the theory in practice by their instructor. This connects didactic learning to practice and also provides sensory input so students make connections with the appearances, smells, sounds, and tastes to provide a comprehensive understanding of the</p>	

theory. Students will then practice what they have learned by attempting the concept on their own with the close observance from the faculty. Formative feedback will be provided in order for students to improve on their application of the theory. Follow up reflections help to assess student's true understanding of the cooking concept while summative practical exams help to assess retention of and proper application of the cooking theory.

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.

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 in 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 a portfolio 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 272 and 272L – 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 reinforced 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.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.13 The lab experiences and dining facilities, if applicable, reflect high standards of professional appearance by instructors and students to ensure sanitation and safety policies are being met.</i></p>	<p>1. Write narrative response describing:</p> <ul style="list-style-type: none"> a. The institution's lab uniform policy. Include where this policy is visible to students. b. The institution's dining room uniform policy, if applicable. Include where this policy is visible to students. c. If the students are responsible for providing the required uniforms or if the uniforms are provided by the school. d. How the uniform policies are enforced.
<p>Narrative Response:</p> <p>a. The institution's lab uniform policy. Include where this policy is visible to students.</p> <p>The purpose for these standards is to present students with the expected and required dress code, personal grooming standards, and acceptable behavior for all Culinary/Patisserie Arts majors. We all understand the importance of making a favorable first impression, image and presentation, therefore these standards were developed by culinary or hospitality instructors with support from our industry advisory committee members in accordance with sanitation, safety, and professionalism in mind. The culinary and patisserie policy is found in the Student Culinary Handbook and also found on the course syllabus.</p> <p>b. The institution's dining room uniform policy, if applicable. Include where this policy is visible to students.</p> <p>The dining room service uniform policy is found in the Student Culinary Handbook and also found on the course syllabus.</p> <p>c. If the students are responsible for providing the required uniforms or if the uniforms are provided by the school.</p> <p>Uniforms are the responsibility of the students. The Culinary education at Kapi'olani Community College remains one of the best values in the college. We believe that the cost of uniforms are not a hardship on the students and may promote greater professionalism as they take great care in the upkeep of their personal belonging.</p> <p>d. How the uniform policies are enforced.</p> <p>Uniforms are enforced by the faculty. Student are evaluated for compliance at the start of classes and it is part of laboratory class grading.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.14 The lab experiences reflect high standards to ensure sanitation and safety policies are being met.</i></p>	<p>1. Write narrative response describing:</p> <ul style="list-style-type: none"> a. How safety and sanitation practices are included in the lesson plans. b. How safety and sanitation practices are monitored and enforced in the labs.
<p>Narrative Response:</p> <p>a. How safety and sanitation practices are included in the lesson plans.</p> <p>Chefs will include safety and sanitation throughout the course. Embedded are daily checklist which includes proper safety and sanitation. In addition, faculty will go over commonly used major equipment during the start of the module emphasizing proper use and safety.</p> <p>b. How safety and sanitation practices are monitored and enforced in the labs.</p> <p>Students are monitored via a daily checklist which includes areas of proper safety and sanitation practices. Should a student fall short in the application of proper safety and sanitation, faculty will take immediate corrective action. Students are allotted daily points for complying with sanitation regulations. Violation will result in point deductions.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.15 Employees and students are trained in the correct handling and use of hazardous materials, substances, or wastes. Safety Data Sheets (SDS) or Comparable International Guidelines are available in each of the lab and are reflective of current inventory.</i></p>	<p>1. Write narrative response describing:</p> <ul style="list-style-type: none"> a. How students are trained in the correct handling and use of hazardous materials, substances, or wastes. b. Where Safety Data Sheets (SDS) or Comparable International Guidelines are available in each lab. c. The process for keeping the Safety Data Sheets (SDS) or Comparable International Guidelines updated based on corresponding current inventory of chemicals.
<p>Narrative Response:</p> <p>a. How students are trained in the correct handling and use of hazardous materials, substances, or wastes.</p> <p>The successful completion of CULN 112 Sanitation and Safety is required for enrollment in all culinary or pastry arts labs. 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. Safety Data Sheets (SDS) 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 components are reinforced in all culinary labs as they pertain to that individual operation.</p> <p>In the CULN 111 these principles are taught through lectures and reading and are assessed through assignments and quizzes. These principle competencies are then put into practice in the lab courses where students will need to demonstrate the proper handling, use and in case of emergencies, proper protocol for treatment.</p> <p>b. Where Safety Data Sheets (SDS) or Comparable International Guidelines are available in each lab.</p>	

Every culinary lab has an SDS located within the kitchen or is located in the adjacent classroom or hallway. ‘Ōhelo 106 upon entry on right side wall, ‘Ōhelo 107 upon entry on left side wall, ‘Ōhelo 207 along hallway next to storage 207B, ‘Ōhelo 211 along rear wall, ‘Ōhelo 120 on Door, ‘Ōhi’a 118 left side near kitchen demo exit, ‘Ōhi’a 109 in kitchen next to right refrigerator, CIP 100 along door entry, CIP 200 along door entry.

c. The process for keeping the Safety Data Sheets (SDS) or Comparable International Guidelines updated based on corresponding current inventory of chemicals.

Storeroom clerks order hazardous materials and chemicals and are responsible for updating the SDS sheet on an annual basis.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.16 Students are trained in the proper use of lab equipment with documentation and evidence of training available for review and kept on file. (Equipment Safety Check Sheet).</i>	1. Exhibit 5C - Copy of the Equipment Safety Check Sheet.

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

Hyperlink:

Exhibit 5C - Copy of the Equipment Safety Check Sheet

[Ka Ikena Front](#)

[Ka Ikena Kitchen](#)

[Pastry Lab](#)

[220 Grille](#)

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.17 The program and curriculum are sufficiently flexible to provide for individual differences among students.</i>	1. Write narrative response describing: a. How the program provides flexibility to adapt to individual differences among students (i.e. honors programs, remedial instruction, peer tutoring, disabilities, etc.).

Narrative Response:

a. How the program provides flexibility to adapt to individual differences among students (i.e. honors programs, remedial instruction, peer tutoring, disabilities, etc.).

The College’s Disability Support Services Office(DSSO) identifies students with challenges and notifies faculty of the necessary accommodation needed to support the student. Students will need to self-identify themselves to the faculty and will review accommodations.

Infrequently students may ask the instructor to develop a writing intensive component to the currently offered class to increase the rigor necessary to meet the writing criteria.

The college's The Lamakū Learning Center provides tutoring assistance in various science, math and English courses. Student's may also obtain instructional support facilitation through the department's counselor. Although the Culinary department does not have a tutoring program, faculty will always find time to meet with students even outside of set faculty office hours. Faculty also employs unique ways in grouping student in order to pair the strong students with those that may need additional support. This type of indirect peer mentorship helps with student that are not always confident in ask faculty for support.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.18 The curriculum provides for a variety of instructional techniques, strategies, and a variety of media with emphasis on student involvement in the teaching / learning process.</i></p>	<p>1. Write narrative response describing:</p> <ul style="list-style-type: none"> a. What instructional techniques and strategies are used in the program. b. How audio-visuals and other resources are used to support the teaching program.
<p>Narrative Response:</p> <p>a. What instructional techniques and strategies are used in the program.</p> <p>Various instruction pedagogy that is utilized includes high impact practices such as hybrid/flipped classroom, computerized simulation, animation and place-based learning known as ‘āina based learning. The primary strategies focuses on engagement. A large part of our demographics are students in their teens and mid to early twenties, thus most have grown up utilizing technology in their everyday lives. Though technology is used heavily in the modern-day learner, in the culinary arts, credence must be provided in the hands on learning aspect and thus ‘āina-based provides this learning engagement opportunity. The Center for Excellence in Learning, Teaching, and Technology (CELTT) continually provides courses in technology training. Of note, and part of the Student Success Plan includes training in the Teaching Online Prep Program (TOPP) which prepares instructors to teach online utilizing best practices.</p> <p>b. How audio-visuals and other resources are used to support the teaching program.</p> <ul style="list-style-type: none"> - The follow link provides an example of in to the instructional outcomes of using ‘āina based learning. https://www.youtube.com/watch?v=mUhp71brxd0 - Prosim!, simulation program from Knowledge Matters, is utilized in the cost control class as part of their practical examination. - Hybrid/Flipped Classroom Utilized in the Nutrition classroom. - Developed by Kapi’olani Community College’s animation program for food science and human nutrition hybrid course. Here is the link to the animation. https://vimeo.com/202161511/eb725ba788 - Culinary instructor, Dabney Gough, was part of the first cohort of TOPP trained instructors. Here is a link explaining TOPP. https://www.youtube.com/watch?v=eeHko2IBTyo 	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.19 Externship, internship, co-op, or apprenticeship training program must include a written agreement which meets the objectives of the total program. Documentation on file must include documented and signed training agreements, employer evaluations of students, instructor evaluations of students, and students' evaluations of work stations and experience.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 5D - Sample of required documents used in the supervised work experience portion of the curriculum, if applicable. 2. Write narrative response describing: <ol style="list-style-type: none"> a. How career related employment and / or experience (i.e. on-the-job training, externships, cooperative training) provide the opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink: Exhibit 5D - Sample of required documents used in the supervised work experience portion of the curriculum Coversheet Internship Log Employer Final Assessment Student Evaluation Online Student Evaluation Chef Documentation Training Agreement</p>	
<p>Narrative Response:</p> <p>a. How career related employment and / or experience (i.e. on-the-job training, externships, cooperative training) provide the opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.</p> <p>Although we have several live classes that serve the public, students are always in the controlled confines of the education system. Internships allow students to experience the real-world practical experiences encountered every day in the food industry. The purpose of this Internship Program is to assist culinary students in training and preparing for initial career development by providing meaningful job-related learning experiences that complement their formal education, and involving educators and industry to make the occupational curricula relevant for students seeking career opportunities in the culinary industry.</p> <p>The objectives of the Program are:</p> <ol style="list-style-type: none"> 1. To assist students in acquiring additional culinary skills beyond their classroom education by means of a practical training agreement. 2. To assist students in developing or improving job skills and attitudes by means of learning experiences and observations of industry workers and stations. <p>To establish work-related experiences for students to fulfill graduation requirements.</p> <p>Monitoring of the programs starts with the internship coordinator who is the main facilitator in setting up the criteria for the internship agreement. Throughout the semester the internship coordinator will respond to the needs of the student and well as internship site preceptor. Student are evaluated by their internship site in much of the same way employees</p>	

are including: attendance, punctuality, work ethic, attitude, initiative, time management, team work and communication. In addition, students also evaluate the internship site as well as their own performance at the evaluation site. Thus the internship provides insight from all parties (faculty, student and preceptor) for monitoring the effectiveness of the student and internship site.

Section 6.0 – Facilities

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.01 The facilities and equipment of the institution are adequate for the needs of the program.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 6A - List of major lab equipment. 2. Exhibit 6B - Diagram or floor plan of the labs, lecture class rooms and dining space, if applicable. 3. Write narrative response describing: <ol style="list-style-type: none"> a. Procedures for the maintenance and replacement of equipment.

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

Hyperlink: [Ka Ikena Front](#), [Ka Ikena Kitchen](#), [Pastry Kitchen](#), [220 Grille](#)

Hyperlink: [Floor Plan](#)

Narrative Response:

a. Procedures for the maintenance and replacement of equipment.

Kapi'olani Community College has invested significantly in the culinary program's facilities and equipment. In AY 2016-17, the campus unveiled the Culinary Institute of the Pacific (CIP) at Diamond Head investing nearly \$28 million in the first phase of the project which lays near the footsteps of the main campus. The CIP focuses on advanced programs of culinary arts and food innovation. The facility indicates the long-term investment of the college and the University of Hawai'i Community College system in becoming a globally recognized innovative culinary program. Since that time the campus continues to invest in the program in various ways including the renovation of the 'Ōhi'a Auditorium kitchen and design of the CIP's flagship restaurant.

The department along with the campus' auxiliary services work together in the maintenance and repair of kitchen equipment. Chef Dave Hamada serves as the Culinary department's equipment procurement specialist. Larger projects and Capital Improvement Projects will involve the campus' Auxiliary services personnel including Christopher Edmonds (Auxiliary and Facilities Services Manager) and Aric Larsen (Physical Plant Management Officer) as well as Vice Chancellor for Administrative Services Brian Furuto.

Maintenance and Replacement Cost: Small Items

Due to the challenges with of obtaining state funds for the maintenance and replacement of equipment, the department seeks external funds to ensure that the R&M needs of the program are met. The repair of equipment occurs on an as-needed basis, with priority given to those items that impact the health and safety of either students or the general public.

The Department Chairperson (DC) prioritizes the department’s needs based upon requests from the faculty, and if appropriate, input from the Commercial Enterprise unit and the department’s procurement specialist. The DC 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 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 needed repairs and/or purchases.

Maintenance and Replacement Cost: Large Ticket Items

The procedure for replacing or acquiring larger cost equipment and materials is directed through the College’s Planning and Assessment Integrated with Resources Allocation (PAIR) process. This process is the campus-based budget process, where the college’s various departments and units make a wide range of requests for new funding dependent on program needs and existing resources. The department ranks their needs and, as noted, health and safety rank as the highest priority. Overall institutional priorities are vetted and voted on by the Chancellor’s Advisory Council (CAC). This process assures the effective utilization of resources to support programs and services while achieving the College mission.

Capital Improvement & Deferred Maintenance Projects:

Over the years the Campus has been highly supportive in providing support for these types of projects. They are generally funded through legislative appropriation and include the following: capital improvement program (CIP) projects, minor CIP projects, and capital renewal and deferred maintenance projects. Projects are prioritized at the UHCC system level by weighing the relative importance of each project amongst the needs of the seven UHCC campuses. Project priorities are determined by considering multiple factors which include work order occurrences, failure of systems, complaints from users, backlog/useful life information, long-range plans for the campuses, and space needs.

During the AY 2018-19, major projects & equipment purchased include:

- The 220 Grille operated by the CULN 130 and 160 class: renovation to the dining room and expediting area.
- The ‘Ōhi‘a Cafeteria utilizing ACF Apprentices, Go Cook Program and CULN 130: renovations to dining room area and servery.
- ‘Ōhelo 202 Bakeshop utilized by CULN 150 & 155: floor resurfacing, replace drainage, equipment replacement of proof box and deck oven
- ‘Ōhelo 205 Confiserie Lab utilized by CULN 252 & 253: floor resurfacing
- ‘Ōhelo 106 Garde Manger Lab utilized by CULN 240, CULN 150, 155: floor resurfacing
- Plans for updating of all kitchen’s fire suppression units which includes 12 of 13 kitchens.
- Commercial Floor Scrubber for CIP.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
6.02 Classroom space is available to support the program objectives.	1. Write narrative response describing: a. If available classroom space is adequate to support the objectives of the program.

Narrative Response:

a. If available classroom space is adequate to support the objectives of the program.

The classroom space is more than adequate to execute our program’s objectives. Due to the new Culinary Institute of the Pacific (CIP) facility, we were able to maintain the same number of lab classes even in light of major renovations to several of our kitchens. Once all kitchens are reopened, it will provide additional spaces for our non-credit culinary programs and catering services. Our banquet and catering employ apprentices as well as student help in culinary and hospitality programs.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.03 Office space is provided for the program coordinator, faculty members and staff to adequately meet the program need and there is access of office space that provides privacy for student advisement.</i></p>	<p>1. Write narrative response describing:</p> <ul style="list-style-type: none"> a. The office space available to program coordinator, faculty and staff. b. The office space available to program coordinator and other faculty that allow privacy when needed (i.e. counselling students).

Narrative Response:

a. The office space available to program coordinator, faculty and staff.

Offices of faculty and staff are found in one of three buildings (‘Ōhi’a, ‘Ōhelo, Culinary Institute of the Pacific). The main culinary office in ‘Ōhelo 101 houses the department chairperson (DC) who as serves as the program coordinator, the department’s secretary along with the program’s reservationist. The DC’s office is within the main office in ‘Ōhelo 101, thus private conversations can be held as well as storing of confidential documents.

b. The office space available to program coordinator and other faculty that allow privacy when needed (i.e. counselling students).

Full time faculty are provided their own individual office spaces. Adjunct faculty have shared office spaces, however, should private spaces be necessary for consultation or other needs, the department will identify spaces for use on their behalf.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.04 United States, United States Territory and International programs must meet or exceed safety and sanitation guidelines as established through the United States Department of Labor’s Occupational Health and Safety Administration (OSHA), federal, state, and local codes, United</i></p>	<p>1. Exhibit 6C - Current sanitation report, if required by federal, state or local code.</p> <p>2. Write narrative response describing:</p> <ul style="list-style-type: none"> a. How the lab facilities meet or exceed safety and sanitation guidelines as established through the United States Department of Labor’s Occupational Health and Safety Administration (OSHA) and United States FDA Food Code and / or guidelines established by International Government Agencies to monitor safety and sanitation. b. List any issues that may require consultation regarding, and resolution of conflicts between, accreditation standards and state or local laws governing the institution or program seeking accreditation.

States FDA Food Code and / or guidelines established by International Government Agencies to monitor safety and sanitation.

Hyperlink: Exhibit 6C: [Sanitation Report I](#), [Sanitation Report II](#)

Narrative Response:

a. How the lab facilities meet or exceed safety and sanitation guidelines as established through the United States Department of Labor’s Occupational Health and Safety Administration (OSHA) and United States FDA Food Code and/or guidelines established by International Government Agencies to monitor safety and sanitation.

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 department consults with the VCAS and the Auxiliary Services. An evaluation of the issue will be discussed with vested parties typically including the Culinary department chairperson, the Dean, the Culinary department's procurement and maintenance specialist and the Culinary Operations Manager. The group will 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. Of recent concern was a visit from the Fire Marshall who cited the department for the lack of an up to date fire suppression system inspection. Due to the age of many of the campus kitchen, it was noted that most of the units required upgrading to meet current codes and thus were not recertified by our outside fire inspectors. The campus is now in coordination with the University of Hawai’i to address this major retrofitting in order to meet fire safety codes. Our first priority is to obtain quotes from various local vendors and address cost factors, then to identify priority areas. The campuses VCAS is diligently looking at possible funding for this extensive and likely costly project.

The University of Hawai’i by the University of Hawaii’s Environmental Health and Safety Office (EHSO) also provides information on Lab Safety, Occupational Health and Safety, Environmental Compliance, Hazardous Materials Management, Radiation Safety, Driving Safety, and Fire Safety. The UH ESHO function is to help ensure a safe campus environment through the development and administration of health and safety programs critical to the college experience.

b. List any issues that may require consultation regarding, and resolution of conflicts between, accreditation standards and state or local laws governing the institution or program seeking accreditation.

As noted above, the college is creating a plan addressing the concern with outdated fire suppression systems. Note, all fire suppression systems are functional, however, the age of the systems prevents the fire suppression unit inspectors from recertifying them.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.05 There is access to a Resource Center with adequate and accessible materials, in print or online, which supports the objectives of the program.</i></p>	<p>1. Write narrative response describing:</p> <p>a. The resources available at the Resource Center and methods used to encourage students to utilize the resources available to them regarding the objectives of the program.</p>
<p>Narrative Response:</p> <p>a. The resources available at the Resource Center and methods used to encourage students to utilize the resources available to them regarding the objectives of the program.</p> <p>The Lama Library provides a repository for course textbooks and supplementary reading. They include course materials for the following course: CULN 111, 112, 115, 120, 150, 155, 160, 207, 240, 272, 272L, 310, 360. In addition, the Library has also acquired several publications that are not extensively tied into courses, however, they are areas of interest for students and faculty including titles such as Modernist Cuisine: The Art and Science of Cooking, Modernist Cuisine at Home, Eating Architecture and Modernist Bread.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.06 There is a written institutional policy for first aid, emergency services and student and faculty safety and security. The faculty, staff and students are trained in the institutional policy for first aid and emergency services.</i></p>	<p>1. Write narrative response describing:</p> <p>a. The institution's policy for first aid and emergency services.</p> <p>b. Emergency policies and procedures training for faculty, staff and students.</p> <p>c. Consistent postings of emergency procedures are available throughout the facility.</p>
<p>Narrative Response:</p> <p>a. The institution's policy for first aid and emergency services.</p> <p>Kapi'olani Community College maintains an emergency plan utilizing our Safety and Emergency Management (SEM) team. This unit is tasked with ensuring campus safety by providing procedures for managing and responding to emergencies. The SEM team is on duty 24 hours per day, seven days per week, 365 days per year. The SEM unit serves as a center for various support calls. Campus constituents use SEM as the first point of contact for a broad range of issues, including issues related to both physical safety and facilities safety. The SEM Unit ensures a safe campus and working and learning environment. The SEM office is located on the ground floor of the 'Ōhi'a (Cafeteria) Building. On-duty Campus Security personnel are available at (808) 734-9900 or through any of the emergency call boxes. The SEM web site includes a link to a map with emergency call box and AED locations as well as other safety and security information. Standard security and safety protocols provide the framework for SEM's routine and daily responsibilities. In the event of disaster or emergency, the College's Emergency Management Plan guides the unit's response.</p> <p>b. Emergency policies and procedures training for faculty, staff and students.</p> <p>Some of our faculty have been trained in first aid, CPR, or AED. Admittedly, some of the certifications have lapsed,</p>	

however, we are in the process of setting up classes for recertification for those that need them. Students are not currently required to be certified or trained in this area. Students are educated on fire safety, the location of first aid supplies, use, and proper identification and use of materials found on SDS sheets. We will invest time evaluating this component.

c. Consistent postings of emergency procedures are available throughout the facility.

SDS sheets are found throughout our kitchen facilities. The department is currently working on updating “in case of emergency” as some of the information was identified as being outdated. Through the development of our Culinary Student Laulima site, we will create a section on mental health and Title IX.

Section 7.0 – Student Services

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.01 The following program information is accurate and publicly available: mission, goals, requirement for entrance, advancement requirements, descriptions of course, kitchen/lab experiences, withdrawal and refund of fees.</i></p>	<p>1. Exhibit 7A - Copy of Program Catalog (hardcopy and/or online).</p> <p>2. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. How the program goals and objectives are kept current with the industry’s requirements. Include the frequency and methods of your review in your answer. b. Where the program information is made evident to students and perspective students. c. What objectives and measures are used to achieve the goals within the program. d. What other hospitality or foodservice programs are available at the institution, that are not being reviewed during this site visit.

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

Hyperlink:

- [Exhibit 7A - Copy of Program Catalog CULN](#)
- [Exhibit 7A - Copy of Program Catalog FSHE](#)
- [Exhibit 7A - Copy of Program Catalog HOST](#)
- [Exhibit 7A - Copy of Program Catalog PROGRAM](#)

Narrative Response:

a. How the program goals and objectives are kept current with the industry’s requirements. Include the frequency and methods of your review in your answer.

Every year the program is required to complete an annual report reviewing various area of the Culinary program including our mission, vision and value statements; demand, efficiency, and effectiveness indicators; and Perkins core indicators. The data provides insight into our ability to meet the employment demands of the industry.

In addition, during the spring Advisory committee meetings, the department will provide the advisory board with updates and concerns on curriculum matters. Advisory board members will provide insight into the needs of the culinary industry.

Our faculty are engaged in professional development which keeps them up to date on current issues and trends in the culinary industry. Faculty can then share knowledge with others in hopes of redesigning curriculum to reflect the demand and trend of the industry. Faculty are also appointed by the department chairperson to attend workshops in order to support the development of the program. Currently, with the development of the Culinary Innovations Center (CIC), we have asked our lead professor to attend conferences across the State and US Mainland to support the development of the CIC.

b. Where the program information is made evident to students and perspective students.

Program information is found in various areas including:

The College's website: <https://www.kapiolani.hawaii.edu/academics/programs-of-study/culinary-arts-program/>

The Culinary Student Handbook

Laulima LMS Student Culinary Site

During a recent student survey, it was noted that students may not have a clear understanding of the various culinary pathways. Thus, the department is developing a pathway poster connecting the various certificates and degrees which will benefit current and prospective students.

c. What objectives and measures are used to achieve the goals within the program.

- Our goal to help students of all levels achieve their culinary dreams through a rigorous yet highly supportive program.

Measure: Tracking persistence and graduation rates.

- Our goal is to be the best state-supported, ACF-certified, 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.

Measure: Maintain top ten ranking for College Affordability Diagnosis by the University of Pennsylvania (currently #3) and rank in the top 30 culinary schools in the nation. (currently unranked)

d. What other hospitality or foodservice programs are available at the institution, that are not being reviewed during this site visit.

- Office of Continuing Education and Training (OCET) contains the non-credit components of the culinary arts.

<https://continuinged.kapiolani.hawaii.edu/>

- Hospitality and Tourism Department:

<https://www.kapiolani.hawaii.edu/academics/programs-of-study/host-program/>

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.02 Additional costs of the program, beyond the basic fees of the institution, are clearly stated (i.e liability insurance, facility use fees, transportation).</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. What additional costs students may incur beyond the basic fees of the institution. b. Where the additional costs, if applicable, are listed and available for public viewing.
<p>Narrative Response:</p> <p>a. What additional costs students may incur beyond the basic fees of the institution.</p>	

Beyond per-credit tuition and campus student fees, the culinary arts students require uniform and cutlery.

b. Where the additional costs, if applicable, are listed and available for public viewing.

Bookstore site. <http://www.bookstore.hawaii.edu/uhkcc/SiteText.aspx?id=15225>

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.03 Announcements, advertising, and student recruitment practices accurately reflect the program offered.</i></p>	<p>1. Write a narrative response describing: a. Student recruitment practices and the advertising practices of the program. b. Where announcements are listed and available for public viewing.</p>

Narrative Response:

a. Student recruitment practices and the advertising practices of the program.

At the University of Hawai'i system level, recruitment and marketing have been done extensively over television media. Over the years, several television ads have focused on culinary programs statewide and also specifically on Kapi'olani Community College (<http://uhcc.hawaii.edu/videos/videos.php>). At the campus level, we offer various Campus tours, attend Career Fairs, and have had community visits for awareness of the college's programs. Target audience range from primary education, to secondary education as well as neighboring community members. At the department level, we have directed our efforts in various areas including some of the aforementioned areas. In addition, the department has created an Engagement Taskforce, which focuses on ways to increase enrollment as noted previously. The Culinary Arts counselor also works directly with campuses. The department posts the "UHCC Non-Discrimination Policy for Career & Technical Education Programs" poster. The department posts the "UHCC Non-Discrimination Policy for Career & Technical Education Programs" poster.

b. Where announcements are listed and available for public viewing.

Campus announcements are provided in various formats including Kapi'olani Community College Daily Updates which is sent via email to all that subscribe; additional announcements are found on the Kapi'olani CC home page (www.Kapi'olani.hawaii.edu) under the "Events Calendar" along with routine campus schedule and deadlines under "Academic Calendar". The Culinary Arts Department has its' own webpage where academic information can be obtained. The department is also developing a site utilizing the Learning Management System called Lulima (Sakai). It will provide information on educational events, volunteer options, and important announcements. The idea behind this came from a student who was asking about where to find information to volunteer in the culinary program and realizing that there were no simple way to for students to identify these opportunities. Launch of this site is scheduled for March 2019.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.04 Criteria and procedures for the selection of students for the program are publicly available.</i></p>	<p>1. Exhibit 7A – Copy of Program catalog (hardcopy and/or online). 2. Exhibit 7B – Copy of Student Handbook. 3. Write a narrative response describing:</p>

- a. Where the criteria and procedures for selecting students is publicly located.
- b. The criteria and procedures for the selection of students.

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

Hyperlink: **ADD**

Hyperlink:

Exhibit 7A – Copy of Program catalog

[Exhibit 7A - Copy of Program Catalog CULN](#)

[Exhibit 7A - Copy of Program Catalog FSHE](#)

[Exhibit 7A - Copy of Program Catalog HOST](#)

[Exhibit 7A - Copy of Program Catalog PROGRAM](#)

[Exhibit 7B – Copy of Student Handbook](#)

Narrative Response:

a. Where the criteria and procedures for selecting students is publicly located.

As a community college of the University of Hawai'i System, Kapi'olani CC has an open door policy (College's Mission Statement <https://www.Kapi'olani.hawaii.edu/about-kcc/Kapi'olani-community-college-mission/>). The Culinary Department maintains the capacity to meet the needs of our students pursuing a degree or certificate and thus, does not employ a selective application process for the Culinary Arts program. Thus, there is no limit on the number of students that can select Culinary Arts programs as their major.

b. The criteria and procedures for the selection of students.

The general criteria for the program is, "Any Person" age 18 years of age or older, as well as persons 17 years of age with a high school diploma or GED may apply to the Culinary Arts and/or Pastry Arts programs". The process involves filling out an online application form. The application requires eight steps including: (1) Campus Selection, (2) Name of Applicant, (3) Address, (4) General Personal Information, (5) High School Information, (6) College Information, and (7) Residency Information. KCC's Culinary Arts programs are general programs, which are open to all who meet the college's admission criteria above. There is no limit on the number of students that can select Culinary Arts programs as their major.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.05 There is an established and documented method for improving retention of students in the program.</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. Retention policies and procedures. b. The attrition and retention of students for the last three years or since the inception of the program, whichever is less. c. The trends. d. Methods utilized to increase retention. e. The advising services available to students.
<p>Narrative Response:</p> <p>1. Write a narrative response describing:</p> <p>a. Retention policies and procedures.</p> <p>Although we do not have a retention policy per se, the campus does retain system allocations based on “Performance-based funding”. Performance-based funding is used to incentivize campuses in meeting set measure in which retention of students helps to achieve (completion of Degrees & Certificates, Transfers to 4-year UH Institution). This type of funding is aimed at generating greater campus accountability and attainment of set measures. Recently the campus hired a retention coordinator.</p> <p>b. The attrition and retention of students for the last three years or since the inception of the program, whichever is less.</p> <p>The Persistence for Fall semester to Spring semester.</p> <p>AY 15-16 76.9%</p> <p>AY 16-17 72%</p> <p>AY 17-18 75%</p> <p>Number of Withdrawals</p> <p>AY 15-16 141</p> <p>AY 16-17 121</p> <p>AY 17-18 94</p> <p>c. The trends.</p> <p>The department does note the extreme challenges of retention of culinary students due to the very low unemployment rate and the industry demand for workers even in light of minimal training. The rigor in our program makes our students highly desirable and is evidenced by the frequency of industry requests to fill culinary job vacancies.</p> <p>d. Methods utilized to increase retention.</p> <p>On a larger scale, the campus is focusing on improving retention and persistence through guided pathway and early intervention systems (STAR). STAR aims to identify the most efficient pathway to graduation thus keeping students on track for their degree and/or certificate completion while also identifying and notifying students if they are subject to falling significantly behind in their course(s). The campus has also identified barriers in retention and persistence including lack of financial support and cost of textbooks. Through the student success pathway, the culinary department has focused on one</p>	

of these areas. The department chose to increase the number of Zero Textbook Cost offering. Currently, 12 of 21 courses offering, over half, do not have mandatory textbook costs. We have been extremely proactive in training culinary faculty in Distance Education practices that will enhance engagement and hopefully improves success rates these often times high attrition courses. As of Fall 2019, 86% of our faculty that teaches or have taught online, have participated in the campus' Teaching Online Prep Programs (TOPP). As for the second identified barrier, the Culinary Arts Department provides significant amounts of scholarships to our students. Last year's total was \$107,000.

e. The advising services available to students.

The Culinary Arts department has a full-time dedicated counselor to the program. As opposed to most of the Culinary Arts faculty which are appointed as 9-month positions (Fall and Spring Semesters), the counselor position is an 11-month faculty position thus includes summer coverage. The full-time counselor will advise students in certificate and degree, apprenticeship, Advance Professional Certificate, and Bachelor of Applied Science programs falling under the departments umbrella.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.06 There are current signed agreements or an institutional policy in place which allows student credits to be awarded and accepted for previous educational experiences.</i></p>	<p>1. Write a narrative response describing: a. The institutions written policy which allows student credits to be awarded and accepted for previous educational experiences.</p>
<p>Narrative Response:</p> <p>a. The institutions written policy which allows student credits to be awarded and accepted for previous educational experiences.</p> <p>The College recognizes that learning experiences outside the traditional college setting can provide college-level competency and has established methods to assess these experiences through examinations, portfolios, and records of non-college courses and training, such as articulation with high schools and prior learning assessments. Currently, the Culinary Arts department is working with the State of Hawai'i Department of Education (DOE) on creating articulation with high school DOE Culinary Academy courses. Upon completion of DOE high school Culinary I and Culinary II year-long programs, once articulation occurs, incoming high school students will receive credits for the Introduction to Culinary (CULN 111), Sanitation (CULN 112) and Menu Merchandising (CULN 115) classes.</p> <p>Kapi'olani Community College follows UHCC Policy 5.302 Assessment of Prior Learning in awarding college credit for students' prior learning experiences. At the college, two options have been primarily used: (1) examinations based on course content and (2) a rubric-based review and assessment of a portfolio submitted by the applicant. Both options determine the attainment of the course learning outcomes for which the student is seeking credit.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.07 Students and graduates have access to files maintained by the program relating to their performance.</i></p>	<p>1. Write a narrative response describing: a. The policy and procedures of how students and graduates are apprised of their performance throughout the program including graduation.</p>
<p>Narrative Response:</p> <p>a. The policy and procedures of how students and graduates are apprised of their performance throughout the program including graduation.</p> <p>The STAR degree audit program allows students to track their progress toward completion of their program. Students are asked to seek either email or in-office advising with the counselor prior to each registration period. STAR records are maintained by the college, and the counselor and chair have access to academic records, from initial enrollment, past graduation.</p> <p>The STARFISH Early Alert program enables faculty to “flag” students who are not engaged in a course. Interventions include contact by the course instructor, and if needed, a counselor.</p> <p>In-progress grades and class points are viewable by the student in the Laulima student portal for current classes. Faculty and the counselor work together to get non-engaged students back on track.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.08 Services for placement, program and industry advisement, and guidance are available for students.</i></p>	<p>1. Write a narrative response describing: a. The services available to students regarding; placement (if applicable), program and industry advisement and guidance.</p>
<p>Narrative Response:</p> <p>a. The services available to students regarding; placement (if applicable), program and industry advisement and guidance.</p> <p>In 2015, the college established the College Employment Prep Center (EPC) to support students in identifying and communicating their skills, interests, personality, and values that align with their personal, academic, and career goals. The college provides resources and events to help students make informed academic and career decisions. Collaboration with faculty, staff, and our community partners to connect our diverse students and graduates with opportunities. The EPC provides multiple services including: career assessments, job search, skills building, and resume development. The UHCC Job Center Online is available for access to job postings, career events, and resources.</p> <p>Our faculty, primarily faculty Chefs, have been one of the best ways in which students have been able to connect with the culinary industry. Although highly informal, our chefs have established a great rapport with the culinary industry and are able to guide students in finding employment that will help support their career goals.</p> <p>We are currently looking into developing a skills assessment with our advisory committee with the intent of identifying core skills needed in various areas of the culinary industry.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.09 Scholarship information is available to students.</i></p>	<p>1. Write a narrative response describing:</p> <ol style="list-style-type: none"> a. What scholarship information is available to students. b. Where is this information available for students to view.
<p>Narrative Response:</p> <p>a. What scholarship information is available to students.</p> <p>Over the years, the system, college, and department have sought out ways to simplify financial support. The University of Hawai‘i system has developed the UH System Common Scholarship Application website whereby students need only fill out one application to have access to the various scholarships in which they qualify for.</p> <p>At the department level, scholarships are awarded via a points system and thus student need only to keep track of their scholarship points. One scholarship point is awarded for every one hour of non-paid departmental volunteer service. Scholarship points are totaled toward the end of the semester and scholarship donors are matched to the student recipient. Over \$107,000 was awarded to KCC Culinary Arts majors in AY 2017-18. All culinary arts majors who applied were awarded scholarships.</p> <p>Students may go to https://uhsys.scholarships.ngwebsolutions.com/scholarx_scholarshipsearch.aspx to view available scholarships within the University of Hawai‘i System. Department scholarships are matched by faculty to pair students with donors. Thus, students do not have to apply individually to each scholarship. The Culinary Arts department has been blessed with the generosity of donors that all students that submit their UH scholarship applications and meet the 2.0 GPA criteria are able to receive some level of financial support.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.10 There is a published grievance procedure that students may use to address concerns and needs.</i></p>	<p>1. Write narrative response describing:</p> <ol style="list-style-type: none"> a. The published student grievance policy and procedures. Include how students have access to the grievance policy and procedures.
<p>Narrative Response:</p> <p>a. The published student grievance policy and procedures. Include how students have access to the grievance policy and procedures.</p> <p>The process of addressing allegations of misconduct or acts of discrimination is described in the Academic Grievance Procedures. A downloadable and form fillable version of the Student Guide to the Academic Grievance Procedures can be found on https://www.Kapi'olani.hawaii.edu/regulations-policies-and-data/grievance-procedures/. Paper copies are available at the Student Services Office, 'Ilima 205. 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, an appeal to the Dean of the academic program may be made. If a 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 recommendation of the Academic Grievance</p>	

Committee is sent to the Chancellor who will come to a decision regarding the grievance. The Chancellor's decision is final within the College.

Section 8.0 - Program Assessment

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>8.01 There is an ongoing system for collecting, and documenting programmatic assessment data from a variety of sources. Graduate placement (college, workforce, military), student retention, and student education achievements for each accredited program, in verifiable and consistent ways, including graduate surveys, graduate follow-up surveys, employer surveys, student completion rates, job placement rates and ACF certification rates.</i></p>	<p>1. Write narrative response describing:</p> <ul style="list-style-type: none"> a. The system used, provide dates, sample forms and results for assessment of program's: <ul style="list-style-type: none"> - Faculty - Curriculum - Effectiveness - Graduation Rates - Certification Rates - Job placement rates <p style="margin-left: 40px;">Note: Have supporting documentation available for the evaluators at the Site Visit.</p> b. The most recent overall evaluation of the program. c. What changes were effected as a result of the evaluation. d. How is this data made publicly available <p>2. Exhibit 8A - Evaluations and Surveys: Provide dates, sample forms, and results from the most recent:</p> <ul style="list-style-type: none"> - Current student evaluations of courses and faculty - Graduate surveys - Graduate follow-up surveys <p>Note: Remove all student identification information from documentation submitted in exhibits.</p>

Hyperlink:

Exhibit 8A - Evaluations and Surveys

[Survey I](#), [Survey II](#), [Survey III](#), [Survey IV](#), [Sample Student Evaluation of Faculty](#), [Demographics](#)

Narrative Response:

a. The system used, provide dates, sample forms and results for assessment of program's:

- Faculty:

Contract renewal: used annually for lecturers and twice during the tenure process

Tenure: during 5th year of tenure track

Promotion: during 5th year of tenure track, on 3rd years in new rank

Student Evaluation: Course Evaluation System provided at end of the term for each course taught

- Curriculum:

Kuali Curriculum Management System (presently being used): curriculum update required at least once every 5 years

Taskstream (2014 to 2018): Student learning outcomes assessment

- Effectiveness:

Annual Report on Program Data (presently being used)

- Graduation Rates:

Annual Report on Program Data (presently being used)

- Certification Rates:

Annual Report on Program Data (presently being used)

- Job placement rates:

Annual Report on Program Data (presently being used)

b. The most recent overall evaluation of the program.

- Comprehensive program review: 2016 review most recent

<http://ofie.kapiolani.hawaii.edu/program-review/>

c. What changes were effected as a result of the evaluation.

- Due to declining enrolment trend, discussions between HOST and Culinary took place to substantiate the development of a Restaurant and Catering management course. The decision was made to house the potential program under Culinary Arts. The Hawaii Management Apprentice Program (HiMAP) has a tentative April 2019 start date pending grant funding approval. A trial of the management course on the credit side will be done this Fall 2019 as a special independent studies course headed by our credit programs professor (CULN 299 Independent Study Restaurant Management).

d. How is this data made publicly available

The information can be found under the Office for Institutional Effectiveness (OFIE)

<http://ofie.kapiolani.hawaii.edu/program-review/>

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
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8.02 There is a process for collecting programmatic assessment data from a variety of sources. 8.02 There is an ongoing system for program student outcomes and success measurements. Student achievement data for all ACFEF accredited programs must be made PUBLICLY accessible on the programs website landing page. Publicly assessable data relates to students graduation rates, Students job placement rates and students obtaining entry level ACF certification by graduation.

CHEA Information:

Postsecondary Programs only!

Your program must have an ongoing system for collecting, documenting and producing programmatic assessment data that is made easily accessible through a URL link on your culinary arts, baking and pastry or hospitality website landing page.

CHEA standard 12.B.1 mandates that all accredited ACFEF programs provide a URL that is designed to take the public directly to the your programmatic assessment data for their review.

Write narrative response describing:

- a. The system for collecting program outcomes and success measurements data.
- b. How is this data made publicly available.

The ACFEF provides the assessment Criteria required to be collected consistently from all ACFEF accredited programs. See below for assessment data required.

1. **Exhibit 8B** - program outcomes and success measurement data collected for: (2 academic years prior to reporting for each program and must show A, B, C)

- a. Student graduation rates.
- b. Job placement rates.
- c. Entry level ACF certification by graduation.

URL link for each ACFEF Accredited Program showing the assessment data needed for exhibit 8B:

American Culinary Federation Education Foundation Accreditation Commission (ACFEF-AC)

ACFEF AC Program Success Outcomes are require by CHEA (Council For Higher Education Accreditations) for Accreditation compliance.

CHEA Standard 12.B.1 requires that the accreditor have accreditation standards or policies that require institutions or programs routinely provide reliable information to the public on their performance, including student achievement as determined by the institution or program.

To officially comply with this CHEA Standard, the ACFEF AC has created guidelines, supported by policy to ensure proper submittal and publishing Program Success Outcomes. Our goal is to comply with the CHEA standard and to provide your program with guidelines for being in compliance.

The following REQUIRED Program Success Outcomes data must be made PUBLICLY accessible through a web link on the programs website landing page. Each culinary arts or baking and pastry programs must each have their own web link.

Outcome data:

- 1. Student's graduation rates
- 2. Student's job placement rates
- 3. Student's obtaining entry level certification by graduation

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

Hyperlink:

[Exhibit 8B - ARPD](#)

[Exhibit 8B - Graduation and Enrollment Statistics](#)

Narrative Response and URL links for each accredited program:

a. The system for collecting program outcomes and success measurements data.

Student success data is collected by the UHCC and found in the College's Annual Report of Program Data (ARPD) and Comprehensive Program Reviews (CPR). Areas included are course success rates, fall-spring re-enrollment, fall to fall re-enrollment, the annual number of certificates and degrees, annual number of transfers, percentage of students completing a certificate or degree in three years, and percentage of students transferring in three years.

Program and course student learning outcomes assessment has been collected in the Taskstream Assessment Management System (AMS). Data for course learning outcomes are still contained in Taskstream. Program learning outcomes have been routinely collected by the department chairperson and complied. The two current program learning outcomes (PLO) being assess are (1) 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, and (2) Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals. AY 2017-18 PLO data is to be compiled and entered as part of the ARPD data which will go live on March 15th.

b. How is this data made publicly available.

The ARPD can be found at the following publicly accessible site.

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=analysis&year=2018&college=KAP&program=62>

c. Entry level ACF certification by graduation.

This has always been noted to be a challenge for students because of cost and lack of understanding of credentialing. The Department Chairperson who is also the Chairman of the Board for the ACF has asked the ACF Honolulu Chapter to set a rate at the lowest amount by ACF national requirements. The chapter has agreed to set at the lowest rate. The DC has also asked that awards be given out a free membership to students which, in the past, we have done for a student. Nonetheless, students still do not feel the value of having an ACF membership and credentialing. Currently very few students aside from the ACF Hawaii Student Team has their ACF membership which would automatically align them to receive their certification upon graduation.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>8.03 There is an ongoing system for assessing faculty performance.</i></p>	<p>1. Write narrative response describing:</p> <p>a. The policies and procedures for assessing faculty performance.</p> <p>Note: Do not include faculty personnel files.</p>
<p>Narrative Response:</p> <p>a. The policies and procedures for assessing faculty performance.</p> <p>The Culinary Arts Department is committed to the concept of continuous quality improvement based upon the regular assessment of all stakeholders. Programs to enhance student learning and institutional processes are subject to a structured and ongoing dialogue within and among primary stakeholders (students, faculty, administrators). Integral to the organizational structure of the College, this dialogue is essential to the College self-assessment and the idea of perpetual of self- improvement.</p> <p>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:</p> <p>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.</p> <p>Students will provide feedback via the University of Hawai’i Course Evaluation System (CES) has replaced the previous Electronic Course and Faculty Evaluation system (eCafe). 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.</p> <p>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 the preparation of their biennium contract renewal and eventually their tenure applications.</p> <p>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 a portion of the Peer Evaluation Form and the Student Feedback Survey Form.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>8.04 There is an ongoing and documented system for assessing validity of curriculum by students, faculty, and Advisory Committee.</i></p>	<p>1. Write narrative response describing:</p> <p>a. The policies and procedures for assessing the validity of curriculum by students, faculty, and Advisory Committee including:</p> <p>- Surveys</p>

- Faculty meeting minutes
- Advisory Committee meeting minutes

Narrative Response:

a. The policies and procedures for assessing the validity of curriculum by students, faculty, and Advisory Committee including:

Kapi’olani Community College is committed to delivering high-quality instructional programs. The currency of course content, course and program outcomes, and program curriculum are critical to maintaining quality. In order to ensure the currency of course and program content and delivery, all courses and programs shall be submitted for review and approval at least “once every five years.” The Curriculum Committee conducts a thorough review of the curriculum and carries out robust discussions about the quality of each course and program proposal. Once the Curriculum Committee approves curriculum, the appropriate program dean, the vice chancellor for academic affairs, and the chancellor also review and approve all curriculum submissions. The following are ways in which the faculty, students and advisory committee member are involved.

FACULTY:

Faculty are involved in the curriculum review process as part of the Faculty Senate (FS) Curriculum Committee. Admittedly the curriculum review process at the college takes close to 14 months from start to approval. The current FS Curriculum Committee is working diligently to streamline the process for curriculum review and subsequent approval. As of this date, the Culinary Department is looking to its faculty to lead this change. We have looked to experts external to the department and have secured a commitment from the campus’ Assessment Coordinator and FS Curriculum co-chair for assistance and support.

- (1) Course Alignment between community colleges
- (2) Update ACF competencies to current curriculum
- (3) Summer taskforce to work on program revision
- (4) Submission of updated curriculum by Fall 2019 deadline

The FS recently voted to change assessment tools from Taskstream assessment management software to a previously used word document format. Assessment data from courses can still be view in Taskstream.

STUDENTS:

The department chairperson along with members of the Survey Taskforce released a student survey at the beginning of the AY 2018-19. Within the survey, students were asked a variety of questions including the relevancy of the program’s curriculum. In this survey, 72% noted relevancy of the curriculum to be at “very relevant” or “perfect level of relevancy” with only 2% noted as “somewhat not relevant” (the remaining were new students 17% or indicated program was somewhat relevant 9%). In addition, students were asked about the various addition they would like us to consider in our program. Through this initial survey, we will use the data to target areas in need of revision to better align the program with ACF outcomes, advisory expectations, and student input.

ADVISORY COMMITTEE:

In Fall of 2018, the department trialed a new format with the advisory committee focusing on one-on-one conversations. From these individual conversations with faculty, minutes were generated. Conversations were insightful and varied based on the individual's area of expertise and interest. Although many of the conversations revolved around the success of the new format, we were interested in identifying advisory members (and finding new ones as well) that wanted to become more involved in their role. We are also in the process of surveying our advisory committee on identifying what qualities the industry prefers for an entry-level position in the culinary. Through this survey, we will be attempting to create a skills tests which tie in some ACF competencies along with expected industry standards.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>8.05 The assessed data findings specific to each accredited program are publicly available and used in the program planning and programmatic changes which involve the administration, faculty, students, Advisory Committee, employers and graduates affiliated with the program.</i></p>	<p>1. Write narrative response describing:</p> <p>a. How assessed data findings are used in the program planning involving:</p> <ul style="list-style-type: none"> - Administration, faculty - Students - Advisory Committee - Employers - Graduates affiliated with the program <p>b. How plans developed, based on the assessment of data, are implemented for programmatic change. List specific changes that have been implemented.</p> <p>c. How/where your institution offers the public information on student performance: link to website, brochure, annual report, etc.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p>	
<p>Hyperlink: https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=analysis&year=2018&college=KAP&program=62</p>	
<p>Narrative Response:</p> <p>a. How assessed data findings are used in the program planning involving:</p> <p>- Administration, faculty</p> <p>An assessment report is a requirement of the contract renewal and tenure and promotion dossier which flows to the administrative level. All faculty will collect data on the learning outcome. Only full-time faculty are required to develop assessment plans. However, the goal is to actively involve both full-time faculty and lecturer in the assessment process. Upon obtaining results, faculty will then discuss findings and determine if a plan will be implemented. Should outcomes fall short of intended goals, an intervention would typically be put into place in hope of improving the learning outcome. New data will be collected to identify if the intervention was associated with the improvement of the outcome. Faculty will then discuss findings, and if successful, will continue the practice and share with faculty their results. The idea of faculty assessment of learning outcomes is that it is a perpetual process.</p> <p>- Students</p> <p>Students are the barometer for learning outcomes assessment. Measurement of student success is predicated on assessing student learning outcomes. Aside from the traditional assessment tools, faculty can utilize indirect assessment to obtain data on learning outcomes achievement. Such as in the internship program, students are provided surveys to evaluate themselves. Unlike direct assessment measurement, his type of data helps to identify if students personal ideas of success is in line with their preceptors.</p> <p>- Advisory Committee</p> <p>The advisory committee provides an indirect assessment of our students and employees in the culinary field. Our setup of some of the previous meeting is in line with that of focus groups. The advisory committee provides valuable feedback into the culinary industry, where the department should focus it training, and the demands of the workforce to name a few. Currently, the department is working on creating a skills test based on the advisory committee members determination of what skills are most important to employers.</p> <p>- Employers</p>	

Many employers are part of our advisory committee and may provide feedback during the advisory committee venue. Feedback is also received from internship sites. They survey each student and can provide valuable

- Graduates affiliated with the program

Admittedly, we do not a great job of following our students after they graduate. Previously, we had been using LinkedIn for graduate tracking purposes. This was cut due to funding challenges. However, we are current recreating a new LinkedIn account at no cost to be able to track our graduate more consistently.

b. How plans developed, based on the assessment of data, are implemented for programmatic change. List specific changes that have been implemented.

Many of the changes have occurred within the classroom whether it may have been pedogeological.

- Development of animation videos to help improve understanding of difficult concepts in nutrition class. Assessed via program learning outcome #1: 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.

- Based on negative student feedback on student surveys, a course was redesigned to implement student engagement best practices including 'Āina based learning. Attrition rates significantly improved in the course.

c. How/where your institution offers the public information on student performance:

link to website, brochure, annual report, etc.

The ARPD can be found at the following publicly accessible site and indicate degree completion and persistence rates.

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=analysis&year=2018&college=KAP&program=62>

Section 9.0 – Bachelor Degree ONLY

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.01 The program must exhibit evidence of meeting all of the competencies as specified “Bachelor Degree Domains”.</i>	1. Exhibit BA 1 - Completed Bachelor Degree Domains template.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink:</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.02 the program must include a minimum of 180 quarter credits or 120 semester credits for a Bachelor degree.</i>	1. Write a narrative listing the total number of credits for the Bachelor Degree program as listed in the Institution's catalog.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink:</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.03 The program must contain at least the equivalent of one 3 or 4 credit hour course at an upper division level in each of the domain areas.</i>	1. Exhibit BA 2 - Copy of Bachelor Degree course requirements.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink:</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.04 The curriculum requires utilizing a variety of research methods and resources i.e. library, online references, interviewing techniques, etc.</i>	1. Write a narrative response describing how students are required to utilize a variety of research methods and resources as part of curriculum.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink:</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.05 Documentation must be available on file and must include documented and signed training agreements, employer evaluations of students, instructor evaluations of students, and students' evaluations of work stations and experience, etc., if the program requires one of the following: - 3 or 4 credit practical capstone course. - 3 or 4 credit culinary Internship/Externship course. - Zero credit experiential learning</i>	<p>1. Exhibit BA3 - Sample of required documents used in the experiential learning component, if applicable.</p> <p>2. Write a narrative response describing expectations for one of the following: - 3 or 4 credit practical capstone course. - 3 or 4 credit culinary internship/externship course. - Zero credit experiential learning</p> <p>3. Describe how the Internship / Externship or experiential learning component provides the opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink:</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.06 The program will have methods to verify that students who transfer into the Bachelor program with an Associate degree have achieved the Required Knowledge and Skill Competencies.</i>	<p>1. Write a narrative response describing:</p> <p>a. How the Institution's admission procedures confirm that the student has met the required pre-requisites, which should include an AAS Degree in the Culinary Arts / Baking & Pastry.</p> <p>b. Where in the student catalog and website the information is publicly available.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink:</p>	

Self-Study Summary

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

Response Narrative:

The self-study solidifies the direction the culinary department is attempting to head towards. We feel strongly that our program is fit to move our student in the direction of being highly employable due to the education they receive at Kapiolani Community College. We also realize in order to achieve a higher level, we must continue to look introspectively on how we as a department can improve. The self-study provides the guidance needed to look at quality perpetual improvement.

Strengths

- The strength of our program is our faculty who have extensive backgrounds and always continue to seek self-improvement.
- Taking the programs mission and values to heart.
- The support provided to our department in light of a challenging economic times for higher education.
- The department's ability to obtain extramural funding to offset some of the high costs of a culinary program.
- Be proactive in identifying culinary trends and workforce needs.
- Faculty's willingness to take targeted risks to improve the quality of the program.
- Students trust in faculty guidance.

Areas of improvement

- Ability to respond quickly to academic course and program revisions.
- Emphasizing the importance of faculty of certification. (First aid, CPR, AED, ServSafe, ACF Credentialing)
- Alignment of programs and courses
- Streamlining data collection

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

Response Narrative:

Understanding our deficiencies have become the starting point for our quality perpetual improvement. During this semester we will start with many of our low hanging fruit (updating certifications, simplifying and streamlining processes) and then, as previously planned, work to revise the program's curriculum, align functions between courses, purposefully engage our supporters, market our program to improve enrollment, improve student success through persistence and graduation, and applaud our alumni and engage them to support the programs mission and values for future students.

The leadership that has been provided to us since the inception of the culinary program at the original Kapiolani Community College campus at "Pensacola", has positioned us to be a premier culinary program destination. The legacy keeps us motivated to improve as noted in one of the campus' values, Mālama-Protecting and perpetuating ancestral

knowledge. Never letting go of what has got us here

3. Describe the process by which this Self-Study was prepared including:
 - a. who was involved in reviewing the program(s) in preparation for this Self-Study?
 - b. Who compiled the document and identified strengths and areas for improvement?
 - c. Who reviewed the Self-Study once it was completed prior to submission to the ACFEF Accrediting Commission?

Response Narrative:

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

The process involved all lead faculty in culinary, hospitality, and food science human nutrition. Faculty were integral in documenting how ACF competencies were being met in the classroom settings. The former department chairperson provided insight into completing the self-study and also provided expertise on extramural funding as the health and wellness grant manager. The culinary counselor provided data on students and helped with writing several areas related to her areas of expertise. She was also integral in proofreading the self-study. Various faculty were also involved in providing descriptions on how different standards were being met in the classroom, within committees, and on campus. Complication of strength and shortcomings was an honest look into the program and compiled by the current department chairperson. Once compiled, the draft was review by both the Dean of Culinary Arts and the Vice Chancellor for Academic Affairs. Edits and corrections were made and the self-study was finalized.

 - a. who was involved in reviewing the program(s) in preparation for this Self-Study?
Ron Takahashi, Former department chairperson and Grant Itomitsu, Current Department Chairperson
 - b. Who compiled the document and identified strengths and areas for improvement?
Grant Itomitsu, Department Chairperson
 - c. Who reviewed the Self-Study once it was completed prior to submission to the ACFEF Accrediting Commission?
Lori Maehara, Counselor; Dean John Richards; VCAA Susan Kazama

4. How will the Accreditation/ Certification by the Accrediting Commission of ACFEF affect your program(s)?

Response Narrative:

We will use the accreditation process to support the necessary changes needed to be considered an elite program in the culinary arts. We understand difficult changes will need to be made to continually improve our growth. The ACF has a longstanding history of being recognized by the culinary industry and emphasizes a level of excellence which elevates our program's status as being a first-choice destination for culinary education. By putting our students needs first, and building them into successful culinarian and great people, we can continue to build upon the legacy that makes us the proud educational leaders of the Kapiolani Community College Culinary Art Program.

2019 CPR Addendum Culinary Arts Program

Prepared by:

John Richards

Dean – Career and Technical Education

Part VII. Tactical Action Plan (2020-2023)

CTE Internship Collaboration Model

The CTE programs at Kapi`olani (ACC, CULN, HOST, IT, MKT, LAW) are collaborating around an innovative solution for a hospitality workforce urgent need. The goal is to create a powerful academic and operations partnership that delivers an enhanced training component to the current academic programs course sequences increasing energy and excitement for students to better persist and complete while providing them a direct pipeline to the hospitality industries employment demand for all CTE career pathways.

The HosT Sector Partnership is an industry-led collaboration of CEOs and Executives of Hospitality and Tourism organizations in Hawaii. The Partnering with Education Committee has been collecting information on hospitality industry training programs, enrollment, and graduation for the sector's highest in-demand jobs. (October 2018). They would like to now focus on identifying critical occupations and streamlining internships, externships and other work-based learning opportunities.

The Collaborative "Ignite" Internship Experience is a collaboration of CTE programs, faculty, administrators, program coordinators, and students... an "Interdisciplinary Innovation Center" that leverages the culinary and hospitality industry as a powerful connection for our CTE students who are seeking and discovering a career pathway with upwardly mobility opportunities for career expansion and earning opportunities for the "Ignite" internship experience completers.

CTE programs have submitted and received approval (April-2019) for a \$200,000 collaborative Perkins Grant along with growing corporate partnerships to provide support for the development, engagement, scaling of the concept, and sustainability strategy for the Ignite Collaborative Internship Program.

Part VIII. Resource and Budget Implications

The CTE programs at Kapi`olani CC (ACC, CULN, HOST, IT, PARALEGAL, and MKT) all share the following resource needs:

- Awareness outreach support
- Student Success Pathways support
- Tutor support
- Summer advising support
- Technology resources

