



PACIFIC
Research & Evaluation, LLC

Final Evaluation Report

Trade Adjustment Assistance Community College and Career
Training (TAACCCT) Grant: Round 3

Kapi'olani Community College

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Table of Contents

Executive Summary 1

Introduction..... 1

Research Plan..... 1

C3T Program Development 6

C3T Students..... 10

TAACCCT Grant Components..... 13

 C3T Courses and Programs 13

 Student Support Services 15

 Industry Connections 21

TAACCCT Outcomes..... 27

Program Impact..... 30

Evaluation Insights..... 32

Appendix A. Project Team Focus Group Questions

Appendix B. Staff Interview Questions

Appendix C. Staff Survey Questions

Appendix D. HOST 101 Student Survey

Appendix E. APC Student Survey

Appendix F. GoCook! Student Survey

Appendix G. Industry Partner Interview Questions Year 2

Appendix H. Industry Partner Interview Questions Year 4

Executive Summary

Kapi‘olani Community College (KCC) received a \$2.5 million, four-year Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 3 grant from the Department of Labor (DOL) in October 2013 to fund the *Implementing an Island-wide Strategy for Industry Cluster Formation and Community Revitalization in Hawai‘i* (C3T) project.

In April 2015, Pacific Research and Evaluation (PRE) was hired to work with KCC to design and conduct the third-party evaluation of the C3T courses and programs. The assessment was conducted in accordance with DOL requirements to have an outside agency examine each TAACCCT grant using a series of formative evaluation questions. The goals of the evaluation were two-fold: 1) to answer DOL formative evaluation questions, and 2) to assess DOL summative outcomes. PRE designed and executed a comprehensive plan for the implementation and impact evaluation components required by DOL, and collected additional data to inform continuous program improvements throughout the life of the grant. The evaluation plan as performed included an implementation evaluation to assess formative questions, and a concurrent cohort comparison impact evaluation to assess the impact of the C3T programs on participants in terms of key student outcomes.

The C3T project created or modified six courses and programs that provided workforce development and training in three local industry sectors: culinary, hospitality, and health. This included the creation of three new culinary courses or programs including a food safety training offering the nationally recognized ServSafe certificate; the non-credit, 12-week GoCook! Hawai‘i Fast Track Training Program; and the credit-bearing Innovation Kitchen course. In the hospitality sector, the HOST 101 course was enhanced to include a gamification element and the Advanced Professional Certificate in Hospitality Operations Management (HOST APC) was created to provide hospitality students with a third-year certificate opportunity, which also created a pathway for students to articulate into a bachelor’s degree program at a local four-year college. Finally, in the health sector, KCC developed the School Health Aide Level 1 (SHA) training. All of the C3T courses and programs addressed local industry demand and the majority of the students reported positive experiences. Noteworthy student feedback about the new or modified programs included comments about the valuable skills they were gaining, engaging coursework, reports of finding employment, and having access to programs that otherwise would not have been available, particularly with regard to the GoCook! program and APC HOST program.

Aside from the instructional development and enhancements made as part of the C3T project, a significant component of the TAACCCT grants is the student support services offered to advise students academically and to provide career guidance. Overall, PRE’s evaluation showed that the C3T programs provided excellent career guidance to students whether in the form of job fairs, work based learning opportunities, field trips, or informal guidance provided by instructors and regional employers. Although KCC did not use grant funding to support any new advising positions, students did feel that the C3T program was helping them to select the right courses for their career path.

Leveraging partnerships with local industry partners is something that the C3T programs excelled at over the course of the grant. KCC engaged industry partners early in the grant process and consulted with them in developing which courses or programs would be offered through the C3T programs. While staff were positive about the impact of industry partners, several suggested that the partners could be more involved in the recruiting process, which was a struggle for some of the C3T programs during Year 3 of the grant.

Since all of the C3T courses and programs were designed to meet a need in the local community, industry partners were highly engaged throughout the process, and they will be valuable in helping KCC implement its plan to sustain various courses and programs after TAACCCT grant funding ends.

Student academic outcomes supported the success of the grant with 1,075 students completing a C3T course or program and 1,022 participants earning a credential through their participation. Noteworthy results from the impact analysis showed that the HOST 101 gamified course sections produced a significantly higher number of completers than the concurrent non-gamified course sections and also resulted in a higher percentage of students retained in the hospitality program of study. Although employment outcomes were not available, the true employment impact of the C3T programs, and the GoCook! program in particular, is illustrated through qualitative data collected during the evaluation.

Evaluation Insights

Although TAACCCT grant funding at KCC will conclude in September 2017, PRE would like to offer the following insights regarding the C3T programs that will be sustained. These insights are based solely on the data collected through the evaluation activities referenced in this report.

1. KCC successfully maintained strong relationships with industry partners over the course of this grant, and industry partners voiced a desire to continue supporting C3T programs. Although it may not be feasible for partners to support the programs financially, this evaluation showed that the C3T programs benefited from recruitment assistance, help with curriculum design, and work based learning opportunities for students. Industry partners also expressed interest in creating internship programs in partnership with KCC. Overall, it would be beneficial for KCC to continue to collaborate with industry partners in the creation and modification of new programs and courses moving forward.
2. The sustainability of the Hospitality programs at KCC is a strength of the C3T project overall. The gamification of the HOST 101 courses is being integrated across all sections and the HOST APC courses will continue, which includes sustaining four new courses. Evaluation results show that sustainability was at the forefront of the planning for these programs and this grant will continue to impact KCC moving forward. Evaluation results show that the hospitality project team members may have important knowledge to share with other grant funded programs about building sustainable programs and we would encourage this dissemination moving forward.
3. Across all C3T programs, hands-on learning opportunities were noted by students and employers. Several students mentioned these opportunities as a program strength, while industry partners suggested that more hands-on experiences would improve students' skills. Therefore, as programs are designed or sustained, a hands-on learning approach appears to be an important component for preparing students for the workplace.
4. The GoCook! program at KCC should be highlighted as a true program success. The project team responded to a request to serve more unemployed students through the grant by providing this program free of charge and implementing recruitment efforts that brought in students who would really benefit from the program. Students told evaluators that this program changed their lives and multiple industry partners commented on the exceptional quality of students coming out of the

program. The program met the need of the industry while truly making a difference in the lives of participants.

5. The SHA 1 training developed as part of the TAACCCT Round 3 grant at KCC and the SHA 2 training developed as part of the TAACCCT Round 4 grant at KCC have made an important impact at the state level. The State of Hawai'i Dept. of Education Superintendent created a new classification for School Health Aides (SHAs) across the State of Hawai'i. Effective July 1, 2017, SHA will have a new title, School Health Assistant classification in the HGEA's Bargaining Unit 3 will reflect changing duties, responsibilities, and increased job complexity. Without the third round of funding this important change would not have happened. All current SHAs will be grandfathered into the School Health Assistant I, SR-09 level (SHAs are currently SR-08). Incumbents who meet the School Health Assistant II qualifications and satisfactory performance requirements may be reallocated to the level II position.

Introduction

The *Implementing an Island-wide Strategy for Industry Cluster Formation and Community Revitalization in Hawai'i* (C3T) project at Kapi'olani Community College (KCC) was funded through a \$2.5 million, four-year Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 3 grant from the US Department of Labor (DOL). In 2009, the American Recovery and Reinvestment Act amended the Trade Act of 1974 to authorize the TAACCCT Grant Program. On March 30, 2010, President Barack Obama signed the Health Care and Education Reconciliation Act, which included \$2 billion over four years to fund the TAACCCT program.

TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA for Workers program, and prepare program participants for employment in high-wage, high-skill occupations. Through these multi-year grants, DOL is helping to ensure that our nation's institutions of higher education are helping adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting employers' needs for skilled workers. DOL is implementing the TAACCCT program in partnership with the Department of Education (ED). The C3T grant was awarded in October 2013 and supported services at KCC through March 2017.

The C3T project was designed to provide workforce development and training in three industry sectors: culinary, hospitality, and health. The project brought not only new education and training programs in these three industry sectors, but also curricular and program innovations, strong industry engagement, and intensive use of data to better serve the region.

In April of 2015, KCC partnered with Pacific Research and Evaluation (PRE) to design and conduct the third-party evaluation of the C3T project. PRE designed and executed a comprehensive plan for the implementation and impact evaluation components required by DOL and collected additional data to inform continuous program improvements throughout the life of the grant. The evaluation plan as performed is summarized below.

Research Plan

PRE's evaluation methodology included an implementation evaluation to assess formative questions and a concurrent cohort comparison impact evaluation to assess the impact of the C3T courses and programs on participants in terms of key student outcomes.

Implementation Evaluation

The implementation evaluation included a two-step evaluation with a focus on the initial assessment of the program plan and curriculum as well as an ongoing assessment of how the program was implemented. The initial assessment was focused on collecting background data with regard to the development of the C3T project. Specifically, qualitative data were collected to learn more about how the project was designed as well as how curriculum was developed and selected for use in the TAACCCT programs. In order to gather this information, PRE conducted a focus group with the C3T project team and interviews with the partner organizations.

The ongoing formative assessment focused on the operational strengths and weaknesses of the programs upon implementation. Formative data regarding staffing, delivery methods (assessment, recruitment, and

career guidance), participation, and partner contributions were collected from KCC staff, partner organizations, and students through staff and student surveys, interviews, and focus groups as well as partner interviews throughout the grant period. The following table summarizes the methods used and timeline for addressing each of the formative evaluation questions.

Table 1. Evaluation Methods

Evaluation Question	Evaluation Method	Timeline
Analyze the steps taken by the institution to create and run the training program.	Project Team Focus Group	Year 2
Assess the operational strengths and weaknesses of the project after implementation.	Project Team Focus Group Staff Survey/Interviews Student Survey/Focus Groups Industry Partner Interviews	Year 2 Year 3 & 4 Year 3 & 4 Year 2 & 4
How was curriculum selected, used, or created?	Project Team Focus Group Staff Survey/Interviews Industry Partner Interviews	Year 2 Year 3 & 4 Year 2 & 4
How were programs and program design improved or expanded using grant funds?	Project Team Focus Group Staff Survey/Interviews Student Survey/Focus Groups	Year 2 Year 3 Year 3 & 4
What delivery methods were offered?	Student Survey/Focus Groups Staff Survey/Interviews	Year 3 & 4 Year 3 & 4
What was the program administrative structure?	Project Team Focus Group	Year 2
What support services and other services were offered?	Staff Survey/Interviews Student Survey/Interviews	Year 3 & 4 Year 3 & 4
Did grantees conduct an in-depth assessment of participants' abilities, skills, and interests to select participants into the grant program?	Project Team Focus Group	Year 2
Were assessment results useful in determining the appropriate program and course sequence for participants?	Project Team Focus Group	Year 2
Was career guidance provided and if so, through what methods?	Staff Survey/Interviews Student Survey/Focus Groups	Year 3 & 4 Year 3 & 4
What contributions did each of the partners make in terms of: <ul style="list-style-type: none"> • Program Design • Curriculum Development • Recruitment • Training • Placement • Program Management • Leveraging of Resources • Commitment to Program Sustainability 	Project Team Focus Group Industry Partner Interviews Staff Survey/Interviews	Year 2 & 4 Year 2 & 4 Year 3 & 4
What factors contributed to partners' involvement or lack of involvement in the program?	Project Team Focus Group Industry Partner Interviews	Year 4 Year 2 & 4
Which contributions from partners were most critical to the success of the grant program?	Project Team Focus Group Staff Survey/Interviews	Year 4 Year 3 & 4
Which contributions from partners had less of an impact?	Project Team Focus Group	Year 4
How did the project effort support institutional capacity building?	Project Team Focus Groups Staff Survey/Interviews	Year 2 & 4 Year 3 & 4

Data Collection Tools

Table 2 summarizes the methods used for collecting data to address the formative evaluation questions and provide continuous program improvement data over the course of the grant. Each of these methods is described in more detail below.

Table 2. Summary of Data Collection Methods

Activity	Year 2 (2014-15)	Year 3 (2015-16)	Year 4 (2016-17)
Project Team Focus Group	✓		✓
Staff Interviews		✓	
Staff Survey			✓
HOST 101 Student Survey			✓
HOST APC Student Survey			✓
GoCook! Student Survey		✓	✓
GoCook! Student Focus Group		✓	✓
SHA Student Focus Group		✓	
HOST 101 Student Focus Group			✓
HOST APC Student Focus Group			✓
Innovation Kitchen Student Focus Group		✓	
Industry Partner Interviews	✓		✓

Project Team Focus Groups

A project team focus group was conducted in Years 2 and 4 of the grant. Seven members of the project team participated in the Year 2 focus group in June 2015. The focus group addressed topics including the expansion or improvement of courses and programs with grant funding, the selection of course and program curriculum, contributions of partner organizations in course and program design and curriculum development, strengths and weaknesses of the courses and programs, and goals for course and program sustainability.

In March of 2017, nine project team members participated in a final project team focus group. The Year 4 project team focus group addressed questions regarding partners' involvement, critical contributions from partners, unsuccessful partner contributions and plan for program sustainability. The complete focus group protocols for Year 2 and Year 4 can be found in Appendix A.

Staff Interviews

Phone interviews with nine staff members were conducted in March of 2016. Staff from all three industries were interviewed, and several were involved in more than one course or program. The topics of discussion were similar across industries and included course and program strengths and areas for improvement, advising and career guidance, and wishes for course and program sustainability. The complete interview protocol for staff interviews can be found in Appendix B.

Staff Survey

In Year 4, staff from the six C3T programs were asked to complete an online survey. Fourteen staff members took the survey and responded to a set of questions for each C3T course or program they were associated with at KCC. The staff survey included questions about course and program quality, contributions of industry partners, and perceptions of student feedback (see Appendix C).

Student Surveys

PRE distributed online surveys to students enrolled in the gamified HOST 101 course, the HOST APC program, and the GoCook! program. The purpose of these student surveys was threefold: 1) to answer formative evaluation questions posed by DOL to all TAACCCT grantees, 2) to collect data regarding the summative outcomes of interest to DOL, and 3) to collect additional information of interest to inform continuous program improvement.

HOST 101 Student Survey

During the fall 2016 term, 25 students enrolled in the HOST 101 course took the online student survey. Along with gathering demographic information, the HOST 101 student survey asked questions regarding students' experiences and reactions to the gamification of the HOST 101 course. The HOST 101 student survey can be found in Appendix D.

HOST APC Student Survey

During the fall 2016 term, students enrolled in the HOST APC program completed an online survey regarding their reactions to the program, advising services, and expected career outcomes. Out of the 13 students enrolled in the program, eight students (61.5%) took the survey. The APC student survey is located in Appendix E.

GoCook! Student Survey

A student survey was administered to GoCook! students at the conclusion of the 12-week training. A total of 34 students from six participating GoCook! program cohorts completed a survey during their final week of training.¹ The survey asked about students' experiences with the program and included questions regarding program elements, obstacles to program completion, and student characteristics (see Appendix F).

Student Focus Groups

Student focus groups were conducted in Years 3 and 4 of the C3T project. Year 3 focus groups were conducted at the KCC campus in May 2016 with students involved with three C3T funded courses and programs: GoCook!, Innovation Kitchen, and SHA. Three focus groups were conducted at the KCC campus in March 2017 with students in GoCook!, HOST 101, and HOST APC programs. Topics of discussion for all six of the student focus groups were similar and included future career plans, career guidance and advising services provided through C3T programs, additional education plans, and suggestions for program improvement.

¹ The survey was delivered to the 47 students enrolled in the second, third, fourth, fifth, sixth, and eighth cohorts. Due to IRB constraints, evaluators were unable to collect survey data from students in the first cohort; additionally, the survey was not administered to students in the seventh cohort.

Industry Partner Phone Interviews

Partner interviews were conducted during Year 2 and Year 4 of the grant. In June of 2015, the Year 2 interviews were conducted via telephone and in-person with industry partners from the Food Safety (n = 2) program and hospitality (n = 2) industries. The topics for the interviews varied for each industry. Culinary interviews discussed partners' involvement with the food safety component of the grant, program impact on employees, positive elements of the training, and suggestions for improvement. Interviews with hospitality industry partners covered similar topics including partners' level of involvement in the hospitality component of the grant, the program impact on employees, and strengths and barriers of the program. The complete protocol for Year 2 culinary and hospitality interviews can be found in Appendix G.

In February and March of 2017, PRE conducted telephone and in-person interviews with partners from the culinary (n = 6), hospitality (n = 3), and healthcare (n = 2) industries. Year 4 partner interviews were tailored to each program in the industry; however, partners from across industries gave feedback on program strengths, barriers to program completion, and their level of program involvement. The complete protocols for Year 4 interviews can be found in Appendix H.

Impact Evaluation

Due to the fact that participants were enrolled in C3T courses and programs based on eligibility, it was not feasible to conduct an impact evaluation that included true random assignment. Thus, PRE worked with the project team to determine the best possible comparison group for each program. Comparison groups were created for three out of the six C3T programs including: SHA, HOST 101, and HOST APC. Due to the unique nature of the GoCook! and Food Safety programs as non-credit, workforce training programs, there were no comparable programs with relevant student outcomes in the KCC system. Further, Innovation Kitchen is a new course developed with grant funding and is not comparable to other culinary courses offered at KCC. Individual level employment data were not available for C3T students or their comparison cohorts as the state of Hawai'i only reports this information in aggregate. PRE and KCC did not have permission to release University of Hawai'i identification numbers of the comparison group students to the Hawai'i Data Exchange Partnership (DXP) in order to access aggregate comparison group employment data. As a result, employment outcomes are not included in the impact analysis. Using concurrent comparison groups allowed us to compare outcomes for participants in the grant-funded training with participants in concurrent cohorts that were comparable on key dimensions such as learning objectives, credential attainment, and certification outcomes. Table 3 below provides a summary of the C3T courses and programs, their concurrent comparison groups as applicable, and the TAACCCT outcomes relevant or available for each.

Table 3. Impact Analysis Cohorts

C3T Program	Comparison Group	Applicable Outcomes
GoCook!	No Comparison Available	Completion

C3T Program	Comparison Group	Applicable Outcomes
Innovation Kitchen	No Comparison Available	Completion, Credit, Retention in Program of Study, Enrollment in Further Education
Food Safety	No Comparison Available	Completion, Credential Earned
HOST APC	APC in Culinary	Completion, Credential Earned
HOST 101 with Gamification	HOST 101 without Gamification	Completion, Credential Earned, Retention in Program of Study
SHA	Long Term Care/Nurse Aide Certificate	Completion, Credential Earned

C3T Program Development

Three primary components of the C3T grant at KCC will be reviewed below, including: 1) The development or modification of courses programs in the culinary, hospitality, and health fields, 2) The enhancement of student support services, and 3) The leveraging of relationships with local industry partners. The courses or programs that were created or modified through C3T include:

- GoCook!
- Food Safety
- Innovation Kitchen
- HOST 101
- HOST APC
- SHA 1

Course and Program Development

The six courses or program offerings listed above were either added to the KCC course schedule or modified using the grant funding. The sections below detail the steps taken by KCC to create and run each of these courses or programs; the administrative structure of the program; how curriculum was selected, used, or created; how programs were designed or improved using grant funds; and what delivery methods were offered.

What steps were taken by the institution to create and run the training program?

Industry partnerships played an important role in the creation of the C3T training programs. The programs funded by C3T were all designed to address specific industry needs in Hawai‘i. These needs were determined through a needs assessment in some cases as described by a culinary staff member, “When we first considered applying for this grant, we did a needs analysis, and we asked what the current important needs of the industry are and what the future needs of the industry will be.” Once the needs of the

industries were determined, staff worked with organizations within each of the three industries to develop training programs. As one staff member mentioned, “Industry partners give us guidance in terms of how to shape our training content.” For example, KCC staff collaborated with the American Resort Development Association (ARDA) to create the HOST APC curriculum; as one industry partner explained, “ARDA has been the best source of information for the curriculum.”

What is the program administrative structure?

The KCC TAACCCT grant is led by the Principal Investigator, Louise Pagotto, who oversees the design and implementation of the C3T programs. Under the Principal Investigator is the Grant Manager, Stanford Fichtman, who is responsible for grant activities including reporting to DOL and hiring grant staff. In addition, there is a Fiscal Specialist, James Taylor, who assists with budgeting for the project.

Under the project management, each industry area is led by a KCC staff member in the relevant department, charged with creating or updating the grant funded programs. The culinary programs are headed by the department chair for the Culinary Arts Department, Ron Takahashi. The hospitality programs are led by Dave Evans, who is the department chair in the Department of Hospitality and Tourism. The health program is led by the Dean of Health Sciences, Patricia O’Hagan. Finally, there is support staff under each of these individuals who assist in creating and running the C3T programs, including program instructors, and student assistants.

How was curriculum selected, used, or created?

As previously mentioned, KCC staff developed the curriculum for new courses programs relying on input from industry partners. Each grant-funded course or program utilized different levels of partner collaboration, with industry partners in some areas being more heavily involved than others. For instance, the nationally recognized ServSafe curriculum was selected for the Food Safety training after consulting in-depth with local restaurants regarding training needs and limitations, as described by a staff member.

“There was a lot of consulting with the industry on what their needs are. We used to teach a 20 to 30 hour ServSafe course and then when we talked to the restaurants, they couldn’t afford to send their workers out on the training for that long. They wanted something for the average worker. They wanted them to learn the basics so they understand the concepts of food safety are what they needed more than the managerial training, and this is one of the ways we selected the ServSafe Food Handlers training.”

– Year 2 Project Team Focus Group Member

The health component of the grant brought together several partner organizations to assist in the development of the curriculum for the new SHA program. “We brought together the Department of Education (DOE) and the Department of Health (DoH) every two weeks on this campus to design the rubrics and content of the curriculum and come up with how many credits that would be,” the dean of health academic programs mentioned in the Year 2 project team focus group.

In addition to utilizing feedback from partner organizations to assist with curriculum selection and design, KCC staff made use of industry standards or existing curriculum. A key reason for doing this was to increase the credibility of the newly created programs. One staff member involved in the HOST APC program commented on program design, “There are larger scale curriculum that existed from the

American Resort Development Association such as the Timeshare Operation Manual that was used as a template. The curriculum is based on industry established programs so these are credible credentials that will enhance what they'll do in the profession.”

How were programs and program design improved or expanded using grant funds?

The TAACCCT grant at KCC led to the creation of several new programs, as well as the modification of one existing course (see Table 4 below for a list of each of the courses and programs and whether they were modified or created). The majority of C3T funded programs did not exist prior to the TAACCCT grant; three new culinary courses and programs, one new hospitality program, and one new school health aide 1 course were created through the grant.

Using grant funding, the existing introductory course for the Hospitality and Tourism Department at KCC (HOST 101) was updated to include “gamification,” meaning that traditional gaming elements were incorporated into the presentation of the existing curriculum. This was noted by a hospitality faculty member in an interview, “I am involved in developing the gaming mechanism and incorporating it into the curriculum of the introduction course in Hospitality and Tourism (HOST 101).” This modification was made to increase student engagement with the course materials. Of the 23 HOST 101 students who completed the student survey, 87% agreed that the gamification element made the class more engaging and 66.7% indicated that they prefer courses that include gamification to traditional instruction methods.

Table 4. Program Modification or Creation

Course/Program	Industry	Modified	Created	Sustained
GoCook!	Culinary		✓	✓
Innovation Kitchen	Culinary		✓	✓
Food Safety	Culinary		✓	✓
HOST 101	Hospitality	✓		✓
HOST APC	Hospitality		✓	✓
SHA 1	Health		✓	✓

What delivery methods were offered?

KCC used grant funding to implement several new delivery methods. First, the hospitality classrooms were upgraded to include equipment for distance learning. The images below depict some of the equipment found in the upgraded classrooms, which includes SMART Boards, student computers, microphones, and video cameras. This classroom equipment will permit students from neighboring islands to participate in the courses from their home island by allowing them to see and hear class activity in real-time, and interact with instructors and other students during class. This delivery method will be used with the HOST APC, but at this point, no students on neighboring islands have taken advantage of the opportunity. A member of the HOST team mentioned teachers need additional training to feel comfortable utilizing the new technology for distance learning, saying, “We are doing these classes for the first time, so we didn’t push the distance learning piece too much. We didn’t want to have to figure that out. We need to promote it more and to feel more comfortable [with the technology].”

Image 1. Smart Boards

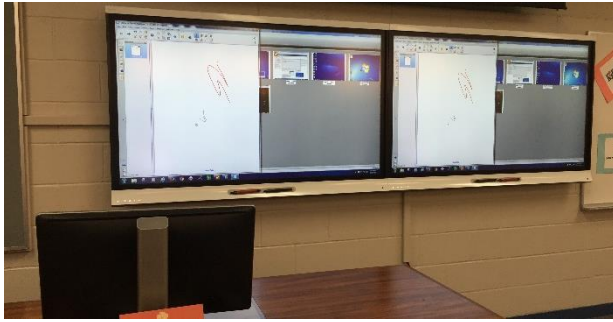


Image 2. Student Computers

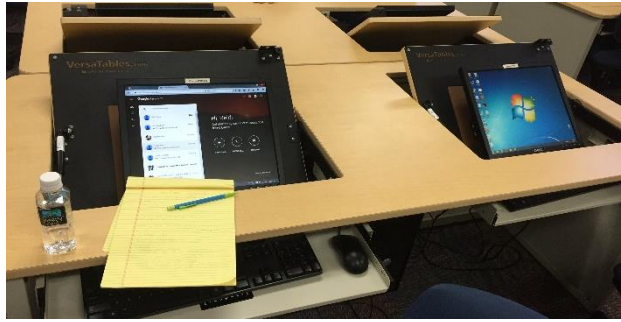


Image 3. Video Camera



Image 4. Microphone



The new technology in hospitality classrooms will also be used for another delivery method that was developed through the C3T grant: the gamification of the HOST 101 course. As previously mentioned, this method for delivering curriculum involves incorporating traditional game elements into curriculum presentation and has already had positive effects on student engagement.

How did the project effort support institutional capacity building?

Faculty members expressed wishes for the sustainability of the new C3T programs as they are meeting critical needs in Hawai'i. Some of the C3T programs, such as the gamification of the HOST 101 course, will be sustained as described by a team member during the Year 4 project team focus group, "The way we constructed the grant was to do all the front end stuff with the funding. None of the instructors are part of the grant, so when the grant ends they're not out of a job. The way we've structured it the classes will be self-sufficient."

Although some of the programs will be sustained after the grant funding ends, staff indicated additional funding is necessary to sustain some C3T courses and programs. Specifically, staff members from the Food Safety, Innovation Kitchen, and SHA courses and programs mentioned the necessity of additional funding for the continuation of the programs. Staff are hopeful that after the end of the grant period, industry partners will provide financial assistance to support the new programs. A faculty member from the SHA course said, "Once the grant ends, students will pay their tuition. If they can't pay it, we are hoping the Department of Education would pay it." In addition, a few staff members suggested a follow-

up grant would be helpful for program sustainability, as one individual commented in an interview, “My wish would be to have a follow-up grant to consolidate and evaluate whether the model we created is appropriate.”

Several culinary industry partners reported they would like to continue their involvement with the GoCook! program, and two partners mentioned a desire to expand their relationship with the program. One partner discussed an idea to work with KCC to have students automatically transition from the program to employment with their company:

“I think if we could partner, we could do bigger things together where graduates of the GoCook! program would automatically flow into our kitchen. We would start them off as assistant cooks with a lot of prepping. What GoCook! is preparing them for would be worthy in our kitchen and it would be successful.”
 – Culinary Industry Partner

In general, partners noted they hope the program will be sustained with several partners making comments like, “I would like to see it continue.” In addition, there may be a greater need for the program in the near future as the job opportunities change over the next few years in Hawai‘i:

“Our situation on the island is that there are so many buildings being built now. Construction is booming, and that is going to end. Everything is going to be built, and there are going to be a whole bunch of construction workers looking for careers and jobs. It is easy for a construction guy to go into kitchens and work. It could snowball on them if they are promoting it outside of the program.”
 – Culinary Industry Partner

C3T Students Characteristics

Program enrollment forms provide demographic data on students entering two C3T programs: GoCook! and SHA.

GoCook! Student Characteristics

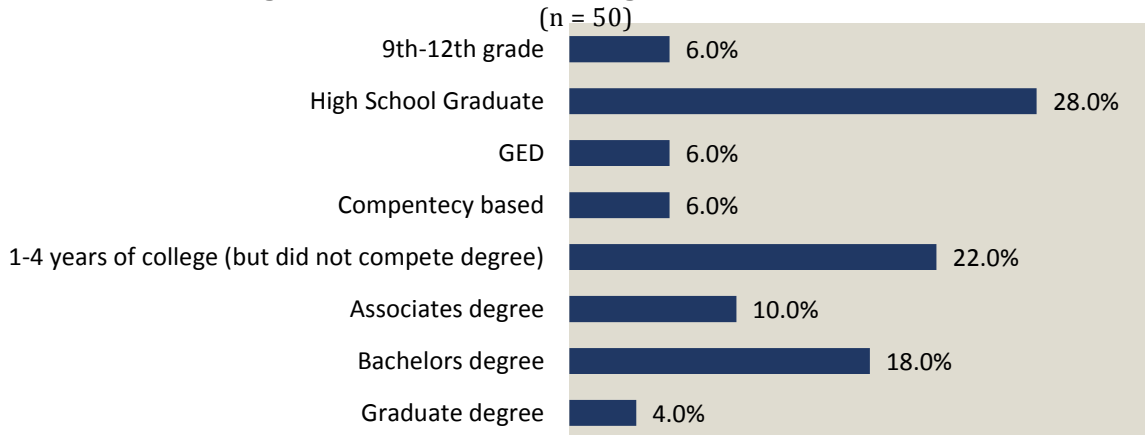
GoCook! student characteristics were gathered through program enrollment forms. The following data provide a comprehensive representation of the demographic characteristics of the eight cohorts that have participated in the program since its implementation. Table 5 shows the number of students completing enrollment forms in each cohort.

Table 5. Number of Students in GoCook! Cohort

Cohort	Number of Students
Cohort 1 (9/28/15)	9
Cohort 2 (1/4/16)	4
Cohort 3 (3/14/16)	6
Cohort 4 (5/31/16; GoBake!)	9
Cohort 5 (5/31/16)	8
Cohort 6 (8/1/16)	10
Cohort 7 (10/1/16)	6
Cohort 8 (1/17)	10

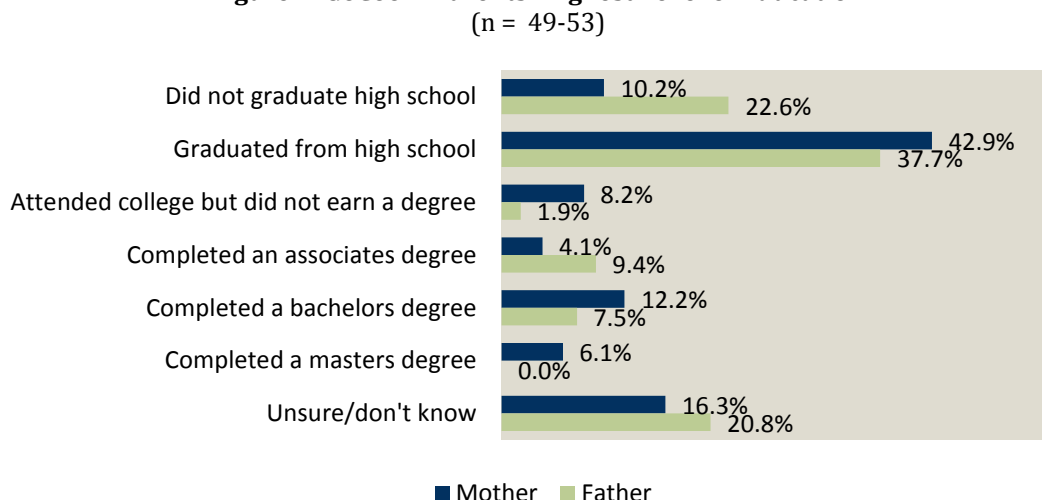
Out of the 62 students completing enrollment forms, two students listed themselves as eligible veterans, six reported having a disability, and seven had registered for the selective service. At the time of enrollment, GoCook! students ranged in age from 16 to 66 years and the average age was 41 years old. In addition to varying in age, most GoCook! students entering the program were unemployed (77.4%). The three most commonly reported races were Caucasian (n = 15), Japanese (n = 12), and Native Hawaiian / Part-Hawaiian / Mixed Hawaiian (n = 10). The majority of GoCook! students indicated they had not completed a college degree (68%); however, approximately a quarter of students had completed a bachelor's degree or higher at the time of enrollment (see Figure 1).

Figure 1. GoCook! Students' Highest Level of Education



In addition to their own level of education, students reported the highest level of education completed by each of their parents, as displayed in Figure 2. More than half of the students' mothers did not complete a college degree, while almost a quarter of fathers did not graduate from high school.

Figure 2. GoCook! Parents' Highest Level of Education



The demographic information collected from the GoCook! enrollment forms suggest this program reaches a specific group of students to meet a need in the local culinary industry. The majority of students taking advantage of this program are unemployed, without a college degree, and many are the first in their

families to pursue education past high school. Without the GoCook! Program, few of the students from the group would have had the opportunity to gain culinary employment. Through the implementation of the GoCook! program, KCC has worked with the culinary industry to determine and meet a need in the community.

SHA Student Characteristics

Students in the SHA course also completed enrollment forms which allows for a more detailed description of this student population as well. The program enrollment forms were provided for three of the four cohorts that have participated in the program since its creation. Table 6 shows the number of students completing enrollment forms in each cohort. It is important to note that the SHA1 program continued under the TAACCCT Round 4 grant after the Summer of 2015.

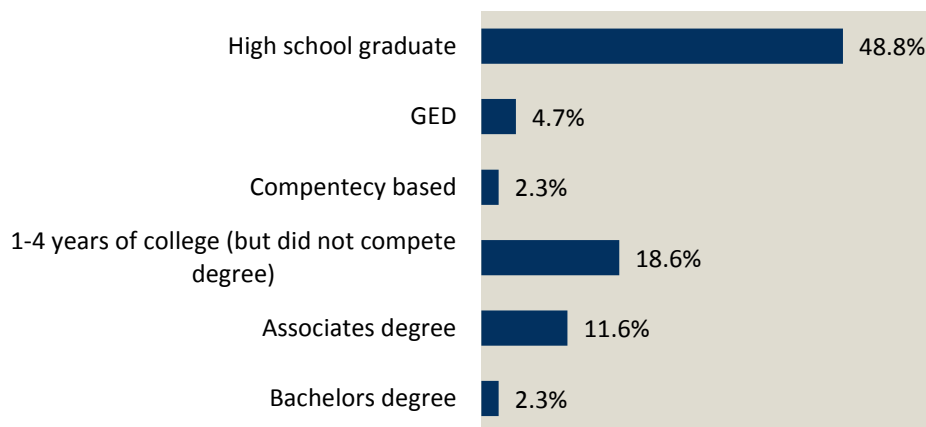
Table 6. Number of Students in SHA Cohorts

Cohort	Number of Students
Cohort 1 (Summer 2014)	26
Cohort 2 (Fall 2014)	22
Cohort 2 (Spring 2015)	19
Cohort 3 (Summer 2015)	7

Of the 52 students completing enrollment forms for the SHA program, only one student indicated they were an eligible veteran. SHA students ranged in age from 26 to 64 years old and the average age was 47 years old. The majority of students entering the SHA course were employed (92.3%) as SHAs and reported learning about the SHA course primarily from the Hawai‘i State Department of Health.

As shown in Figure 3, all of the students that reported their educational attainment had at least graduated from high school. Approximately three-quarters of students indicated they had not completed an associate degree, bachelor’s degree, or graduate degree prior to enrolling in the SHA course.

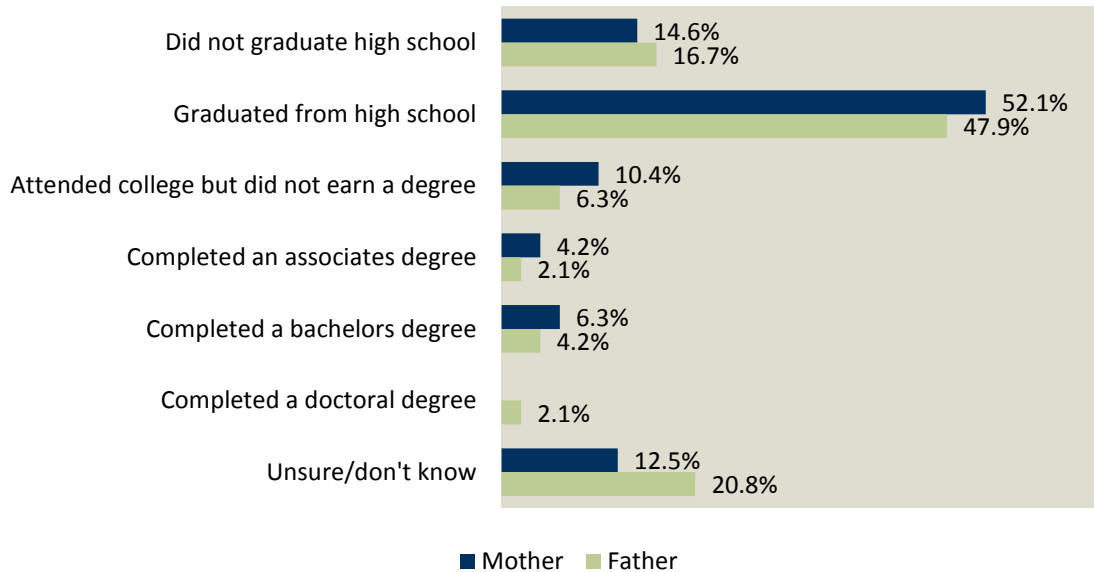
Figure 3. SHA Students' Highest Level of Education
(n = 43)



In addition to their own level of education, students reported the highest level of education completed by each of their parents (see Figure 4). More than half of the students’ mothers (66.7%) and fathers (64.6%) did not attend college.

Figure 4. SHA Parents' Highest Level of Education

(n = 48)



The SHA course successfully reaches local residents who are employed as school health aides. As seen in the demographic information gathered from the SHA enrollment forms, students entering this program vary in age; however, the majority are older than the traditional college student. In addition, many SHA students are pursuing higher education outside of high school for the first time. With support from the Hawai'i Department of Health, KCC has implemented a program to address a need in the health care industry, while providing non-traditional students with training to facilitate their development as school health aides.

TAACCCT Grant Components

C3T Courses and Programs

A series of courses and programs were developed through C3T at KCC. Each of these courses or programs is described in more detail below, including plans for sustaining programs moving forward.

GoCook! Hawai'i Fast Track Training Program

The GoCook! Hawai'i Fast Track Training Program (GoCook!) is a 12-week, non-credit course designed to prepare unemployed or underemployed individuals for careers in the culinary industry by teaching students basic cooking or baking skills in a live kitchen setting. This training is provided to students at no cost through grant funding. GoCook is currently continuing through TAACCCT Round 4 funding. In order to make the program sustainable long term, the Culinary Department at KCC is adjusting the GoCook! program to address changes in the food industry. For instance, a Year 4 project team focus group member mentioned local schools are shifting toward hiring trained culinary workers, "We are looking at an approach to see if we can apply the GoCook! training method in school service kitchens. We are looking at using the same method of rotating people through a station within a short time, and doing a specialized group of trainees." In addition to creating new programs, KCC is also looking at

modifying its existing apprenticeship program. Similar to the original GoCook! program, the Culinary Department would continue to train local residents with no food service experience:

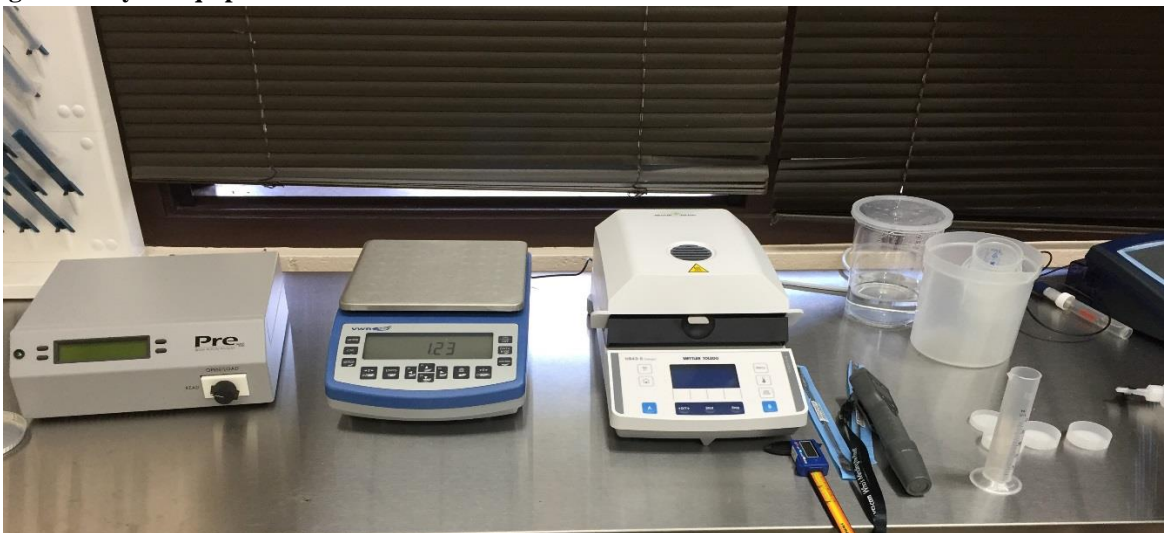
“GoCook is going to live on because it is going to get tweaked. The apprentice program will have a life of its own as the industry is scrambling for workers. By sending new workers with no culinary experience to us for one day a week, at the end of the year, a food service company will get a highly trained cook that has the same ability, skills, and knowledge as our credit students.”
– Year 4 Project Team Focus Group

Innovation Kitchen

The Innovation Kitchen is a one-term, credit-bearing course that focuses on training students in creating shelf-stable, added-value food products. The course was developed as an elective in the Culinary Arts Department with grant funding. In addition, the grant funded the purchase of preservation and analytic equipment for the course that will also be used by community members. A sampling of this equipment is shown in the image below. The machines from left to right are: water activity analyzer, precision scale, and moisture analyzer.

A new Culinary Innovation Center will support and evolve the training offered in the Innovation Kitchen course. Equipment purchased with the C3T grant will be used in the new center to train people in different sectors of the culinary industry, including food manufacturing. In the Year 4 project team focus group, one staff member said, “We couldn’t implement the programs without the infrastructure and equipment incurred through the grant. The cook chill equipment will incubate a whole food manufacturing industry in Hawai‘i. Stuff that we bought with this grant we will use to train people. Otherwise, there would be no place to train in that equipment.” Innovation kitchen is sustained through partial inclusion of the program into the course catalogue for those in culinary. Furthermore, a fee-for-service model is being created to provide continued funding for CIC operations after the grant is done.

Image 5. Analytic Equipment



Food Safety Training

The Food Safety training is a two hour, non-credit course based on ServSafe curriculum that focuses on teaching basic food safety to food service workers. To deliver the training, staff hired through the grant

travel to restaurants to conduct a presentation and train students on basic food handling and safety information. Employees are able to earn a nationally-recognized ServSafe certificate if they pass the exam at the end of the training. Food Safety Training is being sustained through inclusion as part of the Hawai'i Cook Apprentice program, in which employed workers are given certification as part of their 20-week training program on campus.

HOST 101 Gamification

The HOST 101 course is the credit-bearing introductory course for the Hospitality and Tourism Department that is completed by all students in the Hospitality and Tourism program. Through the grant, the course is undergoing gamification, which is the incorporation of elements of game-play into the presentation of the curriculum to increase student engagement with course materials. In addition, equipment was purchased through the grant to support the integration of the gaming elements into the classroom and to allow for distance learning. The gamification has been built into the existing courses and will be sustained moving forward.

Hospitality Advanced Professional Certificate

The Advanced Professional Certificate (APC) in Hospitality Operations Management is a third year of Hospitality curriculum that was designed for students who have achieved an associate degree in Hospitality and Tourism at KCC, and the development of this certificate was funded through the C3T grant. This 18-credit program includes six courses: two already in place at the college, and four that were developed specifically for the APC through the grant. Two of the new APC courses were launched in the spring 2016 term, and two were launched in fall 2016. KCC has also developed an articulation agreement with University of West O'ahu to allow students with the APC to earn credits toward a bachelor's degree in Hospitality Operations Management. The HOST APC program will be sustained moving forward.

School Health Aide Level 1

The School Health Aide Level 1 (SHA) program is a five-credit course that was developed through the C3T grant. Prior to the grant, there was no formal training for school health aides, and the program was designed to standardize practices across the state as well as to create a pathway for additional employment and education opportunities. This program was offered to current school health aides at no cost with grant funding. After the first four cohorts, this program was transferred to the TAACCCT Round 4 grant program and the SHA Level 2 course was added. As part of the grant, a School Health Assistant Manual 2017 has been completed and is currently being reviewed through the Office of Curriculum, Instruction and Student Support, State of Hawai'i Dept. of Education process.

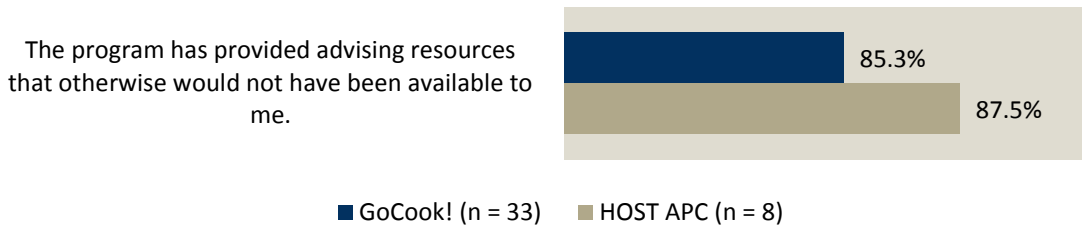
Student Support Services

Aside from the instructional development and enhancements made as part of the C3T courses and programs, student support services are a significant component of the TAACCCT grant, and provide both academic advising and career guidance as detailed below.

What support services and other services were offered?

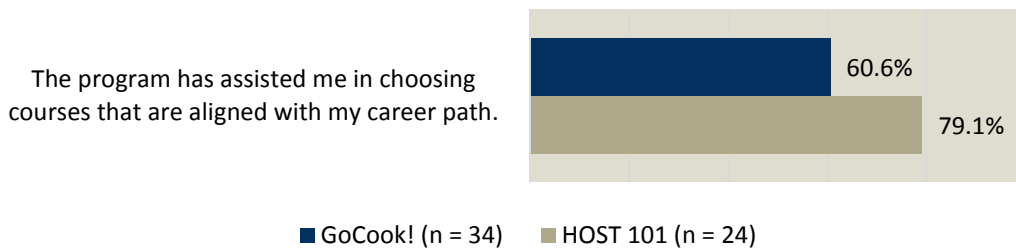
C3T students have access to support services in the form of academic advising and career guidance. Although KCC did not directly fund any advising positions using grant funds, over 85.0% of students in the GoCook! and HOST APC programs indicated they received advising resources through the programs that otherwise would have been unavailable to them (see Figure 5).

Figure 5. Student Reported Advising Resources
(% Agree/Strongly Agree)



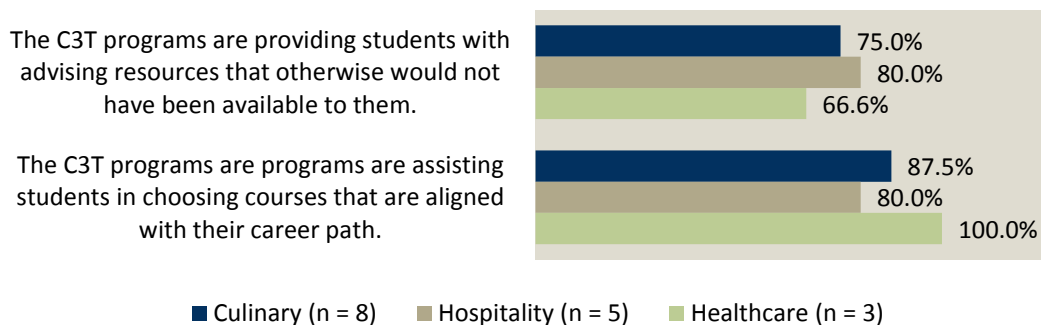
In conjunction with providing advising services, the C3T project helped students enroll in courses aligned with their career goals. In particular, 79.1% of students in the HOST 101 program stated that advisors helped them choose courses aligned with their career path (see Figure 6). One of the factors contributing to this, is that an advisor came into the HOST 101 course to explain the STAR program: “I learned about the STAR program which is basically a way to see your classes and projected classes in the future. That was really tech smart.”

Figure 6. Student Reported Advising Courses
(% Agree/Strongly Agree)



Staff feedback on advising services was similar to that reported by the students. As shown in Figure 7 the majority of staff involved in the C3T programs agreed that students are receiving advising resources that otherwise would not have been available to them. Across industries, staff reported high levels of agreement that C3T courses and programs helped students select courses aligned with their career interests.

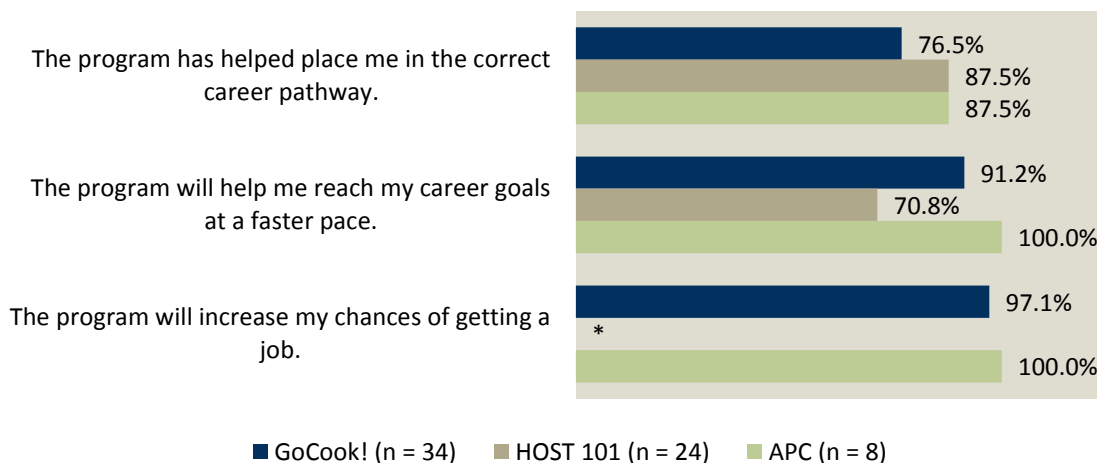
Figure 7. Staff Perceptions of Advising Services
(% Agree/Strongly Agree)



Was career guidance provided, and if so, through what methods?

Career guidance was provided to students both formally and informally as part of C3T. Whether it was informal or formal, students agreed that career guidance impacted their time in the C3T courses and programs. As shown in Figure 8, more than three-quarters of students credit the program with helping place them on the correct career pathway as mentioned by one HOST 101 student, “When the instructor mentions something you’re interested in, you realize you’re in the right class — you’re on the right path.” Another student commented that the HOST APC program increased their chances of getting a job, “Every one of us wants to be a manager one day, to be up there in the hotel industry. This program focuses in detail on what being a top manager will be.” The majority of students also reported that the program helped them to reach their career goals at a faster pace, and all students in the HOST APC program credited the program with increasing their chances of getting a job.

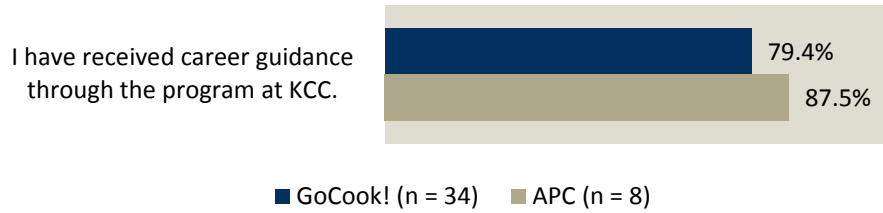
Figure 8. Student Reported Career Guidance
(% Agree/Strongly Agree)



*Indicates that survey question was not asked for this student group

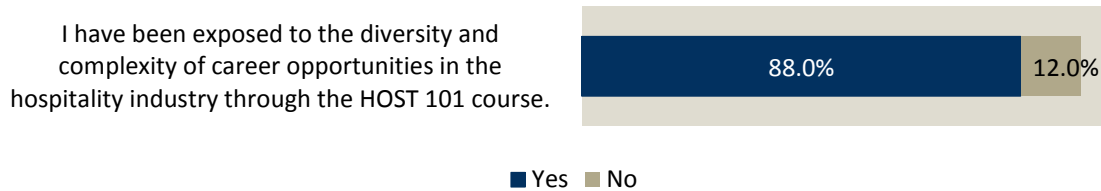
GoCook! and HOST APC students were asked if they receive career guidance through the program and the majority of students completing surveys indicated they have (see Figure 9). The GoCook! program provides a job fair at the end of the training program where potential employers interact with students in a “speed dating” type setting as described by an industry partner involved with the GoCook! program, “When everyone graduates they hold a job fair which has been really helpful. We have hired two to three cooks every time. We found that most of the people who have gone through the program qualify for a line cook, which is more skilled than an entry-level prep cook.” Other programs provided career guidance opportunities as well. Specifically, students in the Innovation Kitchen course discussed visiting local employers at the end of the class and one SHA student commented, “The instructor said this is a step towards whatever medical field you want to go into.”

Figure 9. Student Reported Career Guidance
(% Yes)



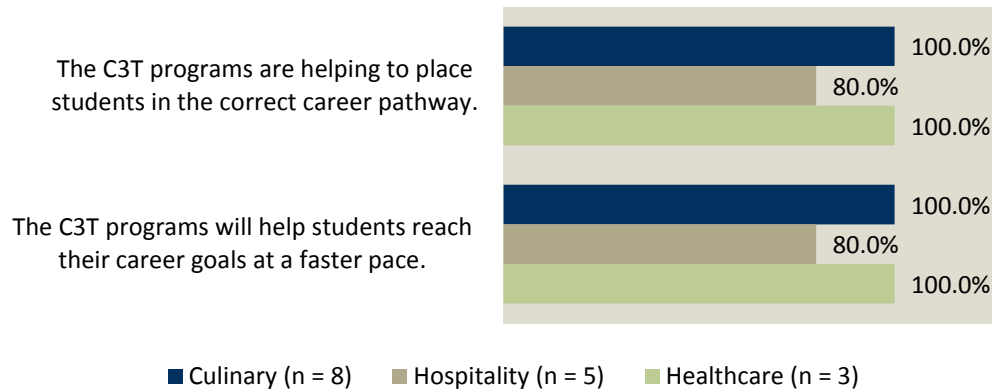
As an introductory course the HOST 101 course strives to familiarize students with the many local job opportunities in the hospitality industry. The majority (88.0%) of HOST 101 students completing the survey reported that the course introduced them to the complexity of career opportunities in the industry (see Figure 10). The HOST 101 course has also helped students decide on pursuing a career in hospitality as noted by one focus group participant, “I came in to the HOST 101 course not knowing what I wanted to do in life. Taking HOST 101 helped me to narrow down what I wanted to do, and after taking this class, my mind is set on accomplishing that.”

Figure 10. HOST 101 Student Perceptions of Career Opportunities
(n = 24)



Staff also reflected on the career guidance students received from the C3T courses and programs. All of the staff involved with the culinary and healthcare fields agreed that the C3T programs helped place students in the correct career pathway, and helped them reach their career goals at a faster pace. While there was less agreement, most staff members also credited the C3T programs for assisting students in choosing courses aligned with their career path (see Figure 11.) One staff member wrote, “The APC program in particular provides our students with unique coursework not yet available in other UH campuses. It is industry relevant and geared to prepare students for current trends and operations.” A staff member involved with the GoCook! program also commented on informal career guidance: “We have three instructors in our program providing training and guidance and they come from different parts of the food service industry. They are able to gauge each student’s individual skills, ability, and aptitude. We help them make choices in terms of what kind of jobs they could get that would best match their personal ability.”

Figure 11. Staff Perceptions of Career Guidance
(% Agree/Strongly Agree)



Work Based Learning Opportunities

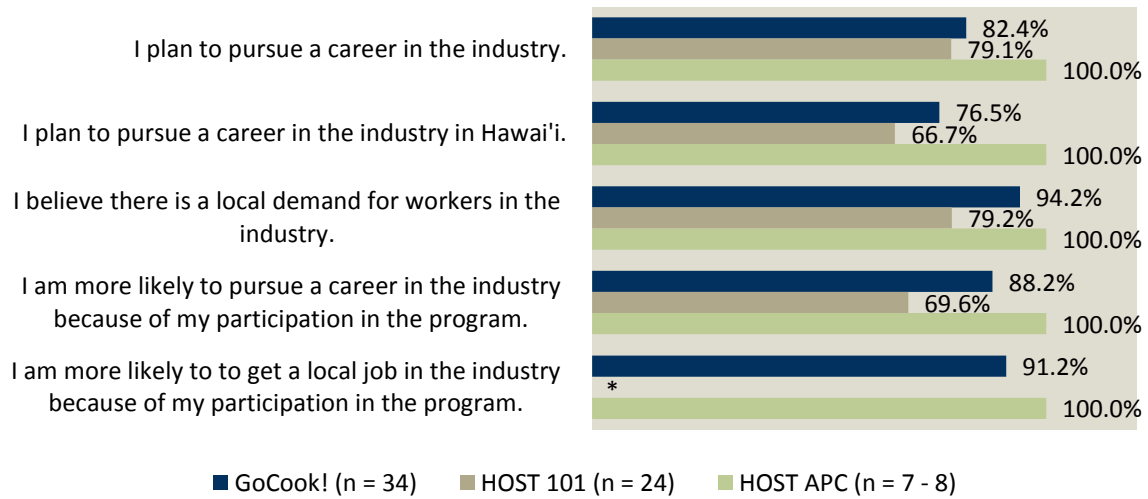
Work based learning opportunities are an extension of the classroom into a working environment that is similar to the students’ future employment. Several C3T courses and programs included a work-based learning opportunity either through field trips or in-class experience. For example, the HOST 101 course required students to engage with local industry professionals, "We have this presentation where you have to go to a real company and you have to interview someone in there who has a job you would want. I went into a hotel and I interviewed the top dog, the manager. I could see myself doing that. I’m glad that was one of the projects. It opened up my mind.” Other students indicated that work-based learning opportunities were critical to their success in their programs. Specifically, students discussed how the GoCook! program provided training at a hotel banquet that allowed them to apply what they were learning in their courses. One student in the GoCook! program commented, “To me, the banquet is about learning how to be more professional, and being more presentable to clientele. In the back of the kitchen no one can see what we are doing. When we’re out there and serving them, that’s when they see what we’ve learned.”

“This program has built my confidence in the job that I’m doing. It is giving me great skills. Now I understand certain things I will be doing and how they are connected to things we are learning here. I know I can learn to do tasks, such as cutting lettuce better and in a professional way. That’s the great thing about this program, it builds you up.”
-GoCook! Student

Career Preparation

Figure 12 provides a snapshot of C3T student perceptions regarding their preparation for careers. Across programs, at least three-quarters of students reported that they planned to pursue a career in the industry. Similarly, over 90.0% of students in the GoCook! and HOST APC programs agreed that they were more likely to get a job in their industry as a result of their participation in the C3T programs. HOST APC students had the highest rates of agreement across all career preparation questions showing that this program is really meeting a need for hospitality students at KCC.

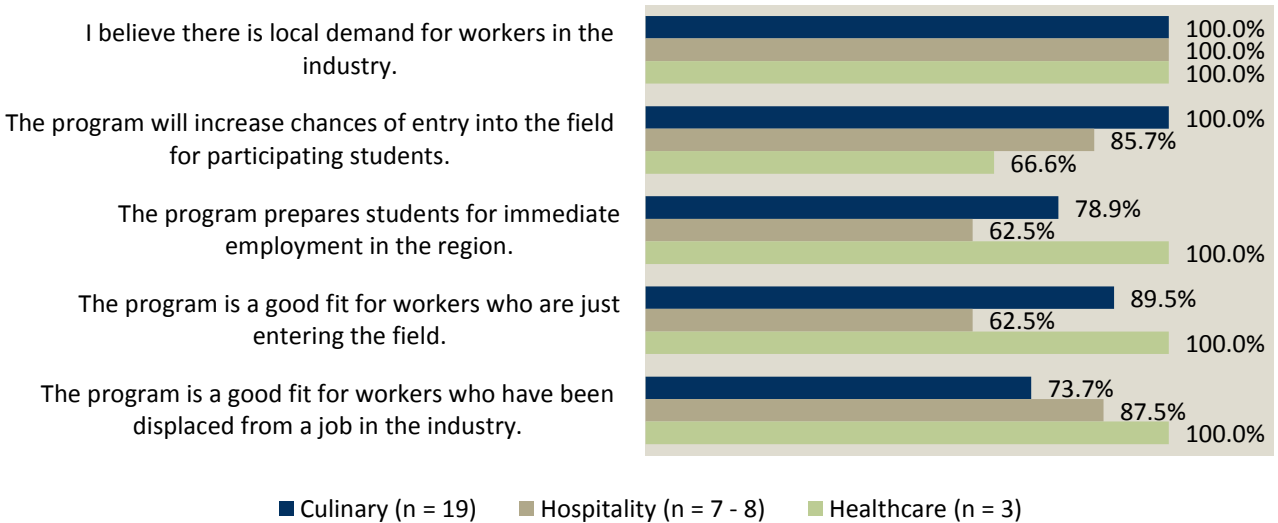
Figure 12. Student Perceptions of Career Preparation
(% Agree/Strongly Agree)



*Indicates that survey question was not asked for this student group

Staff also responded to a series of questions about how the C3T courses and programs are meeting local demand and preparing students for immediate employment in the region. As shown in Figure 13, the majority of staff surveyed believe there is local demand for workers and that the programs are increasing students' chance of entry and immediate employment in the field of healthcare. All of the staff members agreed that there is local demand for workers in the industry, and one staff member noted, "These types of programs merit continued funding to connect people with certain skills to employers who need those skills."

Figure 13. Staff Perceptions of Career Preparation
(% Agree/Strongly Agree)



Industry partners also had positive comments about students' career preparation and reported that the C3T students are better prepared to enter the field. For instance, there is a manual that school health aides receive that addresses policies and procedures. One partner involved with the SHA program remarked, "Even though we go over some aspects of the manual, it wasn't until students had to listen and be graded that they were surprised it was there. They are all adult learners and there are different criteria of hiring of our SHAs, but overall, it was a positive impact." While the SHA program helped reinforce career preparedness amongst students, the GoCook! program sought to prepare unemployed students for the culinary industry. In accordance with the program's aim, culinary industry partners consistently praised the GoCook! students for having the fundamental skills to succeed in the workplace. Through the GoCook! program, industry partners were able to hire professional and skilled employees.

"We can hire out of the GoCook! program with zero experience, because we know they have those basic skills they need to know, whether that is cutting, time and temperature knowledge, cross contamination knowledge, and all those little things that are pretty important in the food industry."

– *Culinary Industry Partner*

Overall, PRE's evaluation showed that the C3T programs provide excellent career guidance to students, whether in the form of informal guidance provided by instructors, formal career guidance through job fairs, or work-based learning opportunities. In addition, students felt that the C3T programs helped them to select the right courses for their career path. As one hospitality staff member stated, courses are an integral part of career preparedness, "The four courses we developed as part of HOST APC at KCC, are going to better prepare students than what they can get elsewhere."

Industry Connections

From the beginning of the grant, KCC excelled at leveraging partnerships with local industry. Students, staff, and project team members referenced industry involvement throughout the course of the C3T courses and programs. KCC engaged industry partners early in the grant process and consulted with them in determining which courses or programs would be offered. KCC industry partners engaged in program design, curriculum development, and recruiting as well as in the training of instructors. Both staff and industry partners were asked to reflect on the contributions that the partners made to the C3T programs in terms of:

- Program Design
- Curriculum Development
- Recruitment
- Training
- Placement
- Program Management
- Leveraging of Resources
- Commitment to program sustainability

What contributions did each of the partners make in terms of: Program Design, Curriculum Development, Recruitment, and Commitment to Program Sustainability?

Due to the nature of the courses programs developed or modified by the C3T grant, partner organizations were involved at different levels with the various programs. As noted previously throughout the report, partners were highly involved with course and program design and curriculum development in all three

industry sectors. Specifically, for the culinary GoCook! program, employer partners assisted with developing the curriculum for the course to meet their needs. For example, at one point during the grant employers mentioned the need for a baking GoCook! course, so KCC staff worked with bakeries to design a version of the program that would generate graduates to meet local workforce needs of bakeries. In addition, with the SHA course, employees from the DOH and DOE were guest speakers during the course sharing their expertise in immunization, vector control, and privacy and confidentiality of health records. One partner involved in the SHA course commented on the ease of working with KCC, “KCC was very respectful and the best collaboration I have ever had. Everyone came in as an equal partner, and everyone was heard. They respected the health aides and started to make some adjustments because of the input they were getting from the health aides.” Finally, several hospitality partners participated in an advisory board for the HOST APC program, helping to inform the program’s development as explained by one industry partner, “We have an active advisory board and everyone is so willing to give to these young students who they know will one day hopefully be managers with them.”

In terms of recruitment, both the DOE and DOH helped with the recruitment of students for the SHA program. Public health nurses (employees of the Department of Health who oversee SHAs) contacted SHAs in their district to inform them about the training. In addition, the DOE provided a contact in the main office who alerted new SHA substitutes about the class at KCC. Partner involvement with recruitment was more limited for the culinary programs with the exception of the food safety program as noted by one staff member, “The bigger employers are the only ones that really wanted us because they wanted everyone trained. We don’t do the recruitment. They set it up for us and we just bring the instructor there.” Increased industry involvement in recruitment may have helped to increase the number of students enrolled in the GoCook! program. When culinary partners were asked about involvement in the programs, several mentioned a desire to be involved in some type of culinary internship program; however, partners recognized that they have limited resources.

“We have an executive chef here that is really experienced on how to train. We would like to set up a program with internship training for people with no experience. We would like to talk about setting up other recruiting methods like having our chef come to the class and talk or maybe our chef getting involved with the actual class.”

– Culinary Industry Partner

Sustaining the C3T programs will require a joint effort between staff and industry partners. As one Year 4 project team member mentioned, some partners cannot contribute financially to the programs, “Our partners tend to be alumni from the department and not from large corporations. They can’t give a lot of money, but they help support us, promote us, love our participants, and hire our graduates as much as possible.” While financial support is not always possible, partners repeatedly stated the importance of the programs. One industry partner said, “I’m glad we were able to experience and be a part of the GoCook! program. I really hope that it can stay because it does really change these people’s lives. We have noticed that they are trying to get back into the workforce and learn a skill. They just needed that boost to equip them and to make them more confident.”

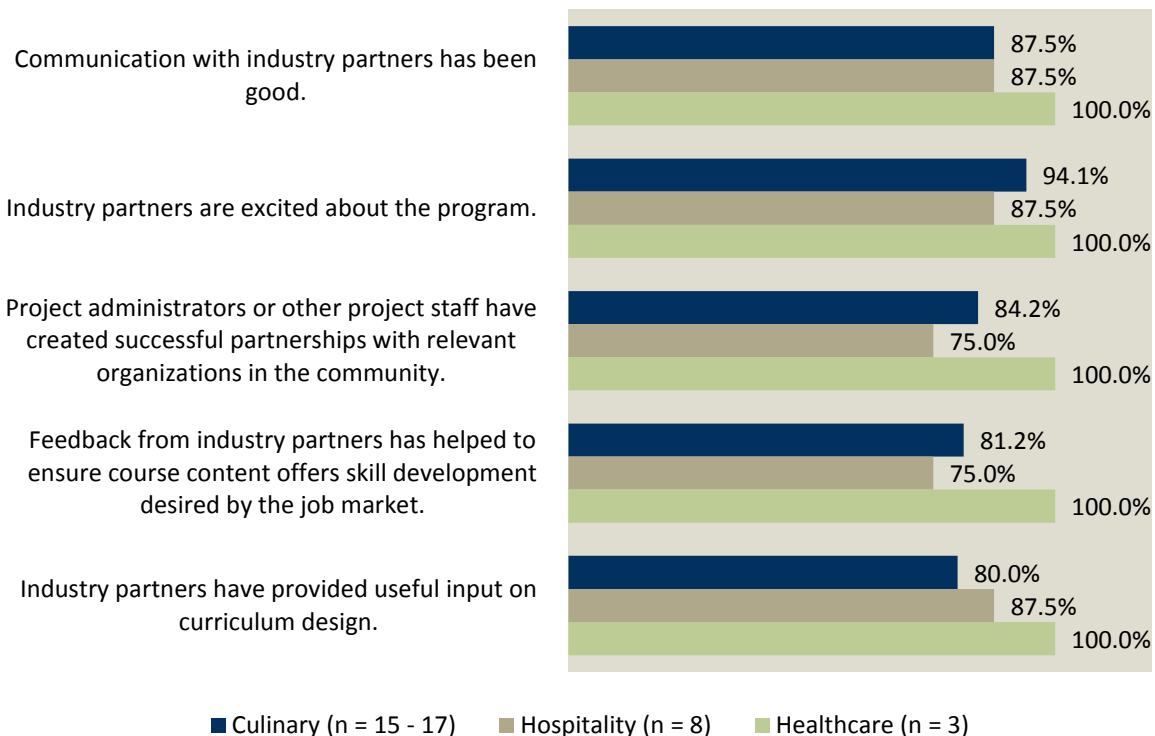
KCC staff are hopeful that partners will provide funding for programs once the grant period is over, as mentioned during the project team focus group, “As a university institution, we pilot but we can’t carry that program through the long term so we are working on potential funders and foundations so once we create this demonstration project they are willing to invest.”

What factors contributed to partners' involvement or lack of involvement?

The main limiting factor for industry partners' involvement with C3T programs is time constraints. One partner from the hospitality industry said, "The industry is known for long days and long hours, so getting everyone to assemble is most difficult. We could participate more if things were done electronically rather than in person, but so much good comes out of that [meeting in person]." Project team members also echoed the impact of time constraints, due to the nature of the fast-paced industries. For example, one of the project team members said, "It is hard for the restaurant industry to be heavily involved because they operate seven days a week. It is hard for them to take a day off and assist you, but we have a lot of chefs and restauranteurs that have given back to our program." Although time was a limiting factor in their involvement, partners indicated they were pleased with their level of participation in the programs.

Staff rated the involvement of industry partners in the C3T courses and programs as shown in Figure 14. The majority of staff members provided positive feedback, and staff involved with the SHA program unanimously agreed with each statement regarding industry involvement. Across programs, at least 87.5% of staff agreed that communication with industry partners has been good and industry partners are excited about the program. Based on feedback from culinary and hospitality staff, there was still room for industry partners to improve their feedback and involvement in developing course content to improve desired skills in the job market.

Figure 14. Staff Perceptions of Industry Involvement
(% Agree/Strongly Agree)



Which factors from partners were most critical to the success of the grant program?

Program staff reported the most critical partner contributions to program success were those related to curriculum development. One staff member involved with the SHA program mentioned, “Getting their perspective on what they thought the school health aide needed to know was the most useful aspect of working with the partners.” Partner involvement in curriculum development helped ensure that new programs address industry workforce needs, as stated by a staff member involved in the GoCook! program, who said, “We have a very good relationship with the food industry including hotels, restaurants, and institutional food services. When we designed our training program we knew exactly what they needed.”

“We have been able to develop stronger relationships with local growers and farmers. We are able to offer them valuable services that would otherwise not be available to them on a cost-effective basis.” – *Innovation Kitchen Staff Member*

Program Strengths

Noteworthy program strengths reported by staff, industry partners, and students include improved student outcomes, connections with industry partners, meeting workforce needs, program-specific strengths, and program flexibility. Each of these themes is described in more detail below.

Student Outcomes

Multiple staff reported that programs are leading to improved student outcomes including employment and career advancement as well as increased classroom engagement. One C3T culinary staff member noted, “The program is good for the students because they get a certificate and it helps them keep their job and maybe move up. It helps those who don’t have a job to get one.” Students also anticipate positive outcomes as a result of program participation as evidenced by 100% of GoCook! survey participants indicating they are more likely to get a local job in the culinary industry after participating in the program. This sentiment was also echoed by the hospitality industry partners, and one partner discussed how the hospitality program is preparing students to do well in both further education and employment.

“I feel KCC students have a better handle on what is practical out there. They come out of the program and they are aware of the effort it takes to be in a successful business operation. There are others that have gone on to four year colleges that have done really well, and KCC provided them with a good foundation.”

– *Hospitality Industry Partner*

Industry Partnerships

Another major strength of the C3T courses and programs are the multiple connections with industry partners, as noted by a hospitality partner, “KCC has very experienced faculty that worked in the industry and still have contacts in the industry that overflow into the classroom. Those partnerships and contacts help them realize what is needed in the curriculum and what the students are lacking.” Staff members also see the connections with the industry as a strength of the programs, and a faculty member involved with a C3T culinary program encapsulated this by saying, “Industry partners give us guidance in terms of how to

shape our training content, and in terms of tweaking part of the training to meet each of the industry needs, their feedback is very valuable.”

Meeting Workforce Demand

One of the most important strengths of the C3T programs is that they are successfully meeting the needs of the local workforce. This sentiment was repeated by staff, industry partners, and students. A staff member involved with the Food Safety training stated, “Hawai‘i is one of the few states without required training for food service workers in safety/sanitation and this has resulted in a lot of problems within the industry. We are providing the training to restaurants who have a great need to get their employees to understand the concepts of food safety.” This idea of the programs meeting industry need was repeated by a student in the Food Innovation program.

“The whole process of creating different things with your leftovers fills the economic gap because you now have a way of balancing out your supply and demand. The other thing it does is help you use time differently, so in your slow times you can create these shelf-stable products. This class solves these economic issues.”

– *Innovation Kitchen Student*

Program-Specific Strengths

A strength specific to the SHA program is that it will create consistency in the training and expectations for school health aides across the state. As one school health aide put it, “I am going to do subbing and I know I have this under my belt. So whichever school I go to, we will be on the same page regarding understanding what is going on.” In addition, SHAs mentioned the class provided a feeling of camaraderie and community with other SHAs. Most importantly, the SHA 1 training developed as part of the TAACCCT Round 3 grant at KCC and the SHA 2 training developed as part of the TAACCCT Round 4 grant as KCC has made an impact at the state level. Specifically, the State of Hawai‘i Dept. of Education Superintendent Matayoshi issued a memo on Wednesday, June 21, 2017, regarding a new classification for School Health Aides (SHAs) across the State of Hawai‘i. Effective July 1, 2017, SHA will have a new title, School Health Assistant. Classification in the HGEA's Bargaining Unit 3 will reflect changing duties, responsibilities, and increased job complexity. The new classification series are titled: School Health Assistant I, SR-09, for entry level; and School Health Assistant II, SR-11 for full performance. This is based on the Skill Level I curriculum developed in TAACCCT round 3 and Skill Level II in TAACCCT round 4. Without the third round of funding this important change would not have happened. All current SHAs will be grandfathered into the School Health Assistant I, SR-09 level (SHAs are currently SR-08). Incumbents who meet the School Health Assistant II qualifications and satisfactory performance requirements may be reallocated to the level II position.

Specific to the GoCook! program, both staff and students mentioned the hands-on learning environment as a strength of the program. Interviews with GoCook! industry partners also highlighted the high quality students that the program is producing. Three GoCook! industry partners reported their company had hired between three and six graduates of the GoCook! program. These organizations were mostly cooking for the purposes of mass production, rather than short order food service. This seemed to be where GoCook! students were the best fit. A common theme from employers is that students have the basic skills necessary to be successful employees. As one industry partner mentioned, “We like GoCook! students because we get the benefit of getting somebody who has basic cooking and knife skills. Of

course, they will learn more as they get more experience in their field, but they have those basic skills down, where a lot of people off the street might not have that.” Employers mentioned that these skills made it possible to hire GoCook! students with no experience and that they were pleasantly surprised some students are qualified for higher positions. One employer said, “We have positions that don’t require a lot of experience (like prep cook), and we found that the people who have gone through the

“They are much more professional. They all passed their three-month probation, and to pass your probation you have to be punctual, efficient on your knife work and prep cook work, and speedy because our restaurants are busy. There is never a down time, there are constant customers, so for them to survive here shows a lot of skill that they learned from the program. We have hired people off the street who don’t have any formal training and a lot of them don’t make it.”

– Culinary Industry Partner

program qualify for a higher position like line cook. We were expecting for that short of training they would only be at a prep cook level.” Another employer commented on how GoCook! students are performing at a high level:

Additionally, employers mentioned they had high rates of retention for GoCook! employees, “The retention rate for people who don’t go through a program is about 20%, whereas so far GoCook is 100%.”

Program Flexibility

Finally, staff mentioned that a strength of the programs is the flexibility they have to deliver the content in a way that meets the needs of the industry and/or students. An example of this is the Food Safety training which is held at the restaurant where the students work, rather than at the school, and is done at a time most convenient for the employer. This flexibility allows for more people to utilize the training, as mentioned by one culinary staff member, “We made it as easy and as flexible as possible and bring everything to them. We made it cost effective and easy for the industry to utilize this training.”

Program Constraints

In addition to the many strengths discussed regarding C3T courses and programs, there were several constraints that were mentioned by staff and students as well, including aspects of the grant structure, low student enrollment, program-specific challenges, and obstacles to completion.

Grant Structure

Staff mentioned several aspects of the grant structure that have presented barriers to the implementation of C3T programs. These issues are out of KCC’s control, and include the timeline of the grant as well as bureaucratic issues around purchasing. During the project team focus group, a staff member said, “The rule under DOL where even though we have budgeted equipment and got it accepted, we still need to get prior approval again is a weakness. You take a slow process and make it even slower.” Another team member echoed concerns about the timeline saying, “The timeframe might be a weakness; they are expecting a lot in three years.”

Student Enrollment

Another area of improvement for C3T courses and programs was student enrollment. Staff reported that several courses and programs including SHA, Innovation Kitchen, and GoCook! were experiencing low student enrollment, as represented by the following quote from a GoCook! staff member, “One of the

problems we have is not the curriculum or the teaching, but actually finding students. A lot of students don't know what they want, and since it is a free program they have nothing invested in it. They say they will come but they don't show up." While this is still a problem for several programs, GoCook! had success increasing enrollment by advertising through different channels.

Program Specific Challenges

A specific challenge for the gamification of the HOST 101 course is related to getting all the faculty who teach the course on board with the new method of teaching. As one staff member put it, "The faculty are very shy about using the technology; it is too confusing to them. Not all faculty will embrace the new technology." In addition, a faculty member who is already incorporating the gamification technique mentioned it can be difficult to be consistent with the use of the gamification techniques and language.

Students reported what they believed to be the biggest obstacles to completion of the GoCook! program on the student survey. These included time, financial resources, and personal issues. Some of these issues were mentioned by students in other programs as well, including a member of the SHA focus group who said, "Time is a barrier. The first class was during the summer, so our cohort gave up our summer to take this class. A few of us who took the class worked at year-round schools, so they had to take vacation to take the class."

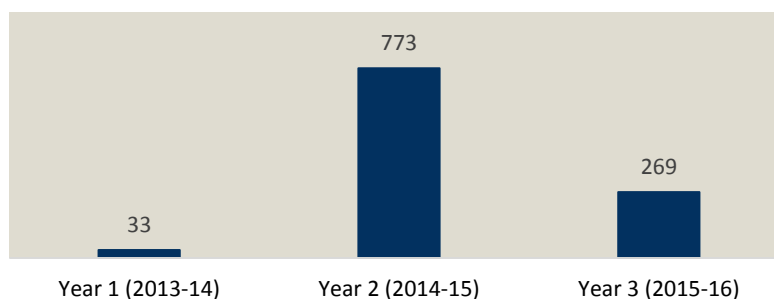
TAACCCT Outcomes

TAACCCT grants are geared toward the attainment of both academic and employment outcomes for participants. Education outcomes include program completion, continued enrollment, credential earned, credit attainment, and further enrollment in education. Employment outcomes include wage increases for incumbent workers as well as entered and retained employment for non-incumbent workers. The education and employment outcomes specific to the C3T participants are detailed in the sections below.

Education Outcomes

At the time of this report, education outcome data for C3T participants were available for all participants through Year 3 of the grant (n=1,075). PRE also included a series of questions related to continuing education on the annual student survey. Figure 15 below breaks down the number of C3T students who completed their course or program of study during each year of the grant. Completion was lowest in Year 1 when programs were just getting started.

Figure 15. Number of C3T Participants by Year



Credentials Earned

Credential attainment includes both certificates earned from KCC and industry recognized credentials. Through Year 3 of the grant, 1,022 participants received credentials as part of a C3T programs. Year 2 showed the highest number of credentials earned, which can be attributed to the SHA course and the Food Safety training. Figure 16 breaks down credential attainment by program year and industry.

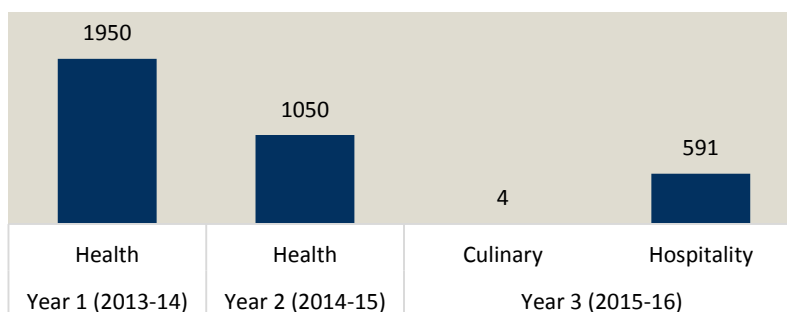
Figure 16. Credentials Earned by Year



Credit Attainment

For C3T credit-bearing programs, the average number of credits earned by year is presented in Figure 17. In Years 1 and 2, SHA students comprised the credit bearing groups and in Year 3 the HOST 101, HOST APC, and Innovation Kitchen course awarded credit hours.

Figure 17. Total Number of Credit Hours Completed (aggregate across all enrollees)

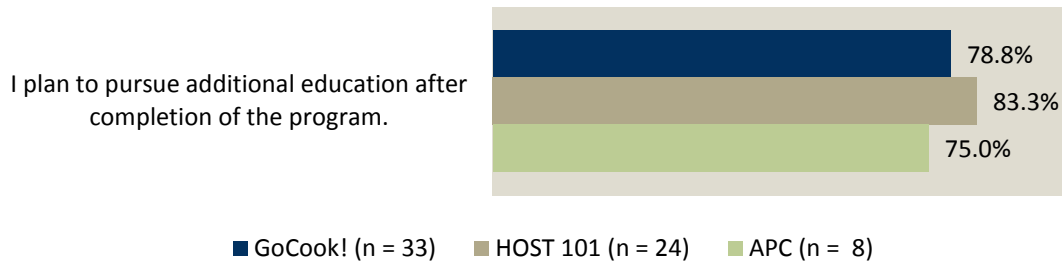


Enrollment in Further Education

C3T courses and programs provided students with pathways to earn additional degrees. During Year 1 of the grant, 26 students in the SHA program pursued further education after completing the TAACCCT program of study. In Year 3, 233 hospitality students and one culinary student went on to pursue further education.

Figure 18 below shows that over 75% of students completing the GoCook!, HOST 101, and HOST APC surveys anticipate pursuing additional education after completion of the program. A student in the HOST 101 course commented on transferring to a four-year institution, “I would like to do my bachelor's degree and go straight into a Manager in Training program at one of the local hotels, like the Four Seasons.”

Figure 18. Student Reported Continuing Education Plans
(% Yes)



Students in the HOST APC program were also asked about their plans to transfer to a four-year institution upon completion of the certificate. As seen in Figure 19, the majority (75.0%) of these students indicated they plan to pursue a bachelor’s degree or higher.

“I was beyond thrilled when I found out KCC was offering the APC in Hospitality Operations Management. It allowed me the opportunity to continue my education at KCC with the confidence that the instructors were the most competent in their field of study, with excellent classroom management skills, and tons of industry experience. Being able to take these courses at KCC that are applicable to my bachelor’s degree at University of Hawai’i West O’ahu is also financially beneficial to me as the lower tuition will lessen my total education costs.”

– Host APC Student Focus Group Member

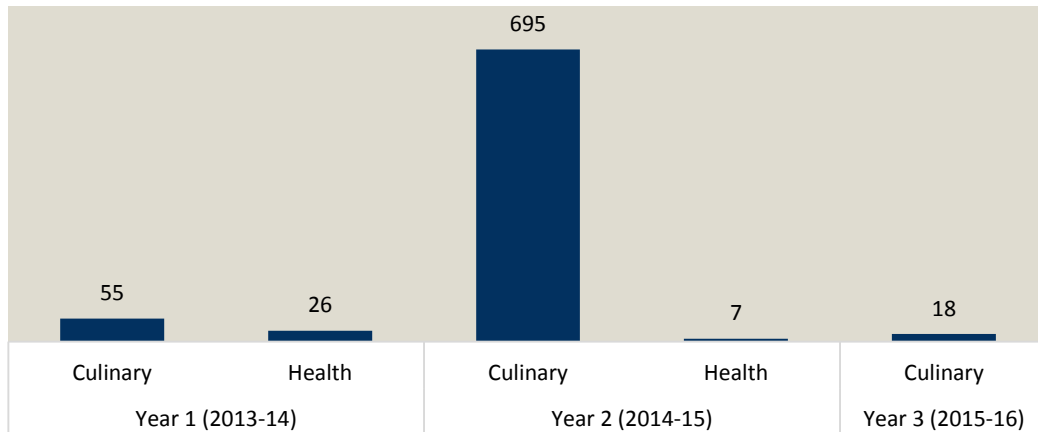
Figure 19. APC Student Reported Education Plans
(n = 8)



Employment Outcomes

Figure 20 presents the number of C3T students employed after completing their program of study. The high number in Year 2 can be attributed to the participants who completed the food safety course.

Figure 20. Number Employed After Program of Study Completion



Additional employment data were collected through student surveys. Of those GoCook! students completing the survey at the end of the program (n = 34), 20.6% of students indicated they are currently employed and 57.1% of them were currently employed in the culinary industry. GoCook! students were also asked about whether they anticipate receiving a wage increase upon completing the program and two of the seven employed students said they did anticipate a wage increase. In the focus group, one GoCook! student said, “I could not work for 15 or 17 years, and this is the first opportunity for me to get a job. It is something a lot of people out here need.” For the HOST APC students, 100% of those completing the student survey anticipate that the additional education and credentials earned from the APC will improve their chances for promotions and salary raises in the future. Finally, as a result of the state of Hawai‘i’s new School Health Assistant classification, SHA students reported that they can now obtain a salary increase with a career pathway open to them which had not been in place prior to the new classification.

Program Impact

In order to examine the impact of three C3T programs on student education outcomes, PRE utilized a quasi-experimental comparison cohort design with concurrent comparison groups. This method allowed us to compare outcomes for participants in the grant-funded training with participants in concurrent cohorts who were comparable on key dimensions such as learning objectives, credential attainment, and certification outcomes. PRE worked closely with the C3T project leads to determine the best comparison group for each of the treatment groups. Table 9 below presents the treatment and comparison cohorts selected for the impact analysis. For the impact study, a subset of participants was selected from the various C3T program cohorts based on the availability of academic data. PRE worked closely with institutional research at KCC to determine treatment cohorts based on program length, availability of outcome data, and cohort size. The student cohorts listed in Table 9 below will be compared on the following outcomes as applicable to each course or program:

- Program Completion
- Retained in Program of Study
- Credential Earned
- Continued Enrollment

Treatment Cohort	n	Concurrent Comparison Cohort	n	
SHA Summer 2014	26	LTC Spring 2014	15	Completion; Credential Earned
SHA Fall 2014	22	LTC Fall 2014	23	Completion; Credential Earned
SHA Spring 2015	17	LTC Spring 2015	17	Completion; Credential Earned
HOST 101 Fall 2016	151	HOST 101 Fall 2016 (Not Gamified)	56	Completion; Retained
HOST 101 Spring 2016	65	HOST 101 Spring 2016 (Not Gamified)	86	Completion; Retained
HOST APC Fall 2016	13	CULN APC Fall 2016	37	Completion; Credential Earned

Academic Impact

In order to examine the impact of the C3T courses or programs on student academic outcomes, PRE compared completion rates, retention rates, credential earned, and continued enrollment as applicable for each treatment and comparison cohort. A chi-square test of independence was conducted to test for significant differences between groups and the threshold for significance was $p < .05$. The tables below present this information and an asterisk denotes a significant difference between cohorts.

Completion

The two HOST 101 gamified treatment cohorts showed significantly higher completion rates when compared to non-gamified comparison cohorts. Three of the four SHA treatment cohorts showed higher completion rates than the Long Term Care comparison group but these differences were not significant. For the HOST APC cohort, there were minimal differences when compared to the Culinary APC comparison group.

Table 7. Program Completion

Treatment Cohort	n	%	Concurrent Comparison Cohort	n	%
HOST 101 Gamified Fall 2016	138/151	91.4%*	HOST 101 Non-Gamified Fall 2016	41/56	73.2%
HOST 101 Gamified Spring 2016	62/65	95.4%*	HOST 101 Non-Gamified Spring 2016	64/86	74.4%
SHA Summer 2014	26/26	100%	LTC Spring 2014	13/15	86.7%
SHA Fall 2014	20/22	90.9%	LTC Fall 2014	23/23	100%
SHA Spring 2015	17/17	100%	LTC Spring 2015	15/17	88.2%
HOST APC Fall 2016	13/13	100%	CULN APC Fall 2016	36/37	97.3%

Credential Earned

All treatment group cohorts showed slightly higher rates of credentials earned when compared to the concurrent cohorts as shown in Table 8 below. These differences were minimal and not significant.

Table 8. Credential Earned

Treatment Cohort	n	%	Concurrent Comparison Cohort	n	%
SHA Summer 2014	26/26	100%	LTC Spring 2014	13/15	86.7%
SHA Fall 2014	20/22	90.9%	LTC Fall 2014	23/23	100%
SHA Spring 2015	17/17	100%	LTC Spring 2015	15/17	88.2%
HOST APC Fall 2016	13/13	100%	CULN APC Fall 2016	36/37	97.9%

Retention in Program of Study

Since HOST 101 is a single course, the outcome of retention in program of study was applicable for the impact analysis. Both of the HOST 101 treatment cohorts had higher rates of retention within the program of study when compared to the non-gamified concurrent cohorts (See Table 9 below).

Table 9. Continued Education within Program of Study

Treatment Cohort	n	%	Historical Comparison Cohort	n	%
HOST 101 Gamified Fall 2016	124/151	82.1%*	HOST 101 Non-Gamified Fall 2016	29/56	51.8%
HOST 101 Gamified Spring 2016	52/65	80.0%	HOST 101 Non-Gamified Spring 2016	58/86	67.4%

Employment Impact

Individual level employment data were not available for C3T students or their comparison cohorts as the state of Hawai'i only reports this information in aggregate. PRE and KCC did not have permission to release UH identification numbers of the comparison group students to the DXP in order to access aggregate comparison group employment data. As a result, employment outcomes are not included in the impact analysis.

Evaluation Insights

Although TAACCCT grant funding at KCC will conclude in September 2017, PRE would like to offer the following insights regarding the C3T programs that will be sustained. These insights are based solely on the data collected through the evaluation activities referenced in this report.

1. KCC successfully maintained strong relationships with industry partners over the course of this grant, and industry partners voiced a desire to continue supporting C3T programs. Although it may not be feasible for partners to support the programs financially, this evaluation showed that the C3T programs benefited from recruitment assistance, help with curriculum design, and work based learning opportunities for students. Industry partners also expressed interest in creating internship programs in partnership with KCC. Overall, it would be beneficial for KCC to continue to collaborate with industry partners in the creation and modification of new programs and courses moving forward.
2. The sustainability of the Hospitality programs at KCC is a strength of the C3T project overall. The gamification of the HOST 101 courses is being integrated across all sections and the HOST APC

courses will continue which includes sustaining four new courses. Evaluation results show that sustainability was at the forefront of the planning for these programs and this grant will continue to impact KCC moving forward. Evaluation results show that the hospitality project team members may have important knowledge to share with other grant funded programs about building sustainable programs and we would encourage this moving forward.

3. Across all C3T programs, hands-on learning opportunities were noted by students and employers. Several students mentioned these opportunities as a program strength, while industry partners suggested that more hands-on experiences would improve students' skills. Therefore, as programs are designed or sustained, a hands-on learning approach appears to be an important component for preparing students for the workplace.
4. The GoCook! program at KCC should be highlighted as a true program success. The project team responded to a request to serve more unemployed students through the grant by providing this program free of charge and implementing recruitment efforts that brought in students who would really benefit from the program. Students told evaluators that this program changed their lives and multiple industry partners commented on the exceptional quality of students coming out of the program. The program met the need of the industry while truly making a difference in the lives of participants.
5. The SHA 1 training developed as part of the TAACCCT Round 3 grant at KCC and the SHA 2 training developed as part of the TAACCCT Round 4 grant at KCC has made an important impact at the state level. The State of Hawai'i Dept. of Education Superintendent created a new classification for School Health Aides (SHAs) across the State of Hawai'i. Effective July 1, 2017, SHA will have a new title, School Health Assistant classification in the HGEA's Bargaining Unit 3 will reflect changing duties, responsibilities, and increased job complexity. Without the third round of funding this important change would not have happened. All current SHAs will be grandfathered into the School Health Assistant I, SR-09 level (SHAs are currently SR-08). Incumbents who meet the School Health Assistant II qualifications and satisfactory performance requirements may be reallocated to the level II position.

Appendix A. Project Team Focus Group Questions

Year 2

1. Can you tell us about the steps that were taken by the institution to create and/or run this training program?
2. Can you summarize how programs have or will be improved or expanded using grant funds?
3. What is the administrative structure of the program?
4. How was the curriculum for the programs selected or created?
 - a. How is it being used?
5. What are your expectations for students in the funded programs?
 - a. How do you expect this program to affect TAA-eligible individuals? (e.g., re-entry into the workforce, fast completion)
6. At this point, what contributions have partner organizations made in terms of program design and curriculum development?
 - a. What level of involvement would you like to see from partners over the course of the grant?
7. At this point, what would you identify as the strengths of this training program?
 - a. How about the weaknesses?
8. Thinking long term, what are your goals for program sustainability?

Year 4

1. How have the C3T programs met your expectations for students who participated?
2. How have the C3T programs met the employment demands in the region?
3. What contributions did partnering organizations make?
 - a. Program design
 - b. Curriculum development
 - c. Recruitment
 - d. Training
 - e. Placement
 - f. Program management
 - g. Leveraging of resources
 - h. Commitment to program sustainability
4. What factors contributed to partners' involvement or lack of involvement in the programs?
 - a. Which contributions from partners were most critical to the success of the grant program?
 - b. Which contributions had less of an impact?
5. What successes stand out from your implementation of the C3T programs over the past few years?
6. What have been some of the barriers to successful implementation of these programs?
7. What are your plans for sustainability of the C3T programs?
 - a. To what extent are practices being imbedded into broader institutional policy and practice?
8. Do you have any other comments?

Appendix B. Staff Interview Questions

1. Can you briefly explain your role in the C3T program at KCC and how long you have been involved?
2. What do you see as the strengths of the program at this point in time?
3. How does the program prepare students for entry into the field?
4. In what ways is this program a good fit for workers who have been displaced from jobs in the field?
 - a. How about for those workers just entering the field?
5. What, if any, advising resources have been made available to students through this program?
6. Can you discuss how students have received career guidance through the program?
7. What has been the most useful aspect of working with Industry Partners for this program?
8. What are the areas for improvement in the program at this point in time?
9. What are your wishes for sustainability of this program?
10. Do you have any additional comments about the C3T program?

Appendix C. Staff Survey Questions

1. Please indicate which program area(s) you have been involved with in the C3T project at KCC.
(Check all that apply.)

- GoCook! Hawai'i Fast Track Training Program
- Innovation Kitchen
- Food Safety Training
- Hospitality Advanced Professional Certificate (APC)
- HOST 101 Gamification
- School Health Aide (SHA) Level 1

2. Please describe your role in the C3T project at KCC.

3. When did your involvement in the C3T project at KCC begin?

GOCOOK! CAREER PREPARATION AND STUDENT FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
4. ...is a good fit for workers who are just entering the culinary field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ...is a good fit for workers who have been displaced from culinary jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ...prepares students for immediate employment in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ...will increase chances of entry into the culinary field for participating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I believe there is local demand for workers in the culinary industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students are excited about the GoCook! Hawai'i Fast Track Training Program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students have had positive reactions to GoCook! Hawai'i Fast Track Training Program curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GOCOOK! INDUSTRY PARTNER FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
11. Project administrators or other project staff have created successful partnerships with relevant organizations in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Industry partners have provided useful input on curriculum design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Industry partners are excited about the GoCook! Hawai'i Fast Track Training Program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Communications with industry partners regarding the GoCook! Hawai'i Fast Track Training Program has been good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. What has been the most useful aspect of working with GoCook! Hawai'i Fast Track Training Program industry partners?

INNOVATION KITCHEN CAREER PREPARATION AND STUDENT FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
17. ...is a good fit for workers who are just entering the culinary field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ...is a good fit for workers who have been displaced from culinary jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. ...prepares students for immediate employment in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. ...will increase chances of entry into the culinary field for participating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I believe there is local demand for workers in the culinary industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Students are excited about the Innovation Kitchen course at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Students have had positive reactions to Innovation Kitchen course curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INNOVATION KITCHEN INDUSTRY PARTNER FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
24. Project administrators or other project staff have created successful partnerships with relevant organizations in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Industry partners have provided useful input on curriculum design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Industry partners are excited about the Innovation Kitchen course at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Communications with industry partners regarding the Innovation Kitchen course has been good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. What has been the most useful aspect of working with Innovation Kitchen course industry partners?

FOOD SAFETY TRAINING CAREER PREPARATION AND STUDENT FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
30. ...is a good fit for workers who are just entering the culinary field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. ...is a good fit for workers who have been displaced from culinary jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. ...prepares students for immediate employment in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. ...will increase chances of entry into the culinary field for participating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I believe there is local demand for workers in the culinary industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Students are excited about the Food Safety Training program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Students have had positive reactions to the Food Safety Training program curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOOD SAFETY TRAINING INDUSTRY PARTNER FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
37. Project administrators or other project staff have created successful partnerships with relevant organizations in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Industry partners have provided useful input on curriculum design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Industry partners are excited about the Food Safety Training program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Communications with industry partners regarding the Food Safety Training program has been good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. What has been the most useful aspect of working with Innovation Kitchen course industry partners?

HOST APC CAREER PREPARATION AND STUDENT FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
43. ...is a good fit for workers who are just entering the hospitality field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. ...is a good fit for workers who have been displaced from hospitality jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. ...prepares students for immediate employment in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. ...will increase chances of entry into the hospitality field for participating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I believe there is local demand for workers in the hospitality industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Students are excited about the Hospitality APC program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Students have had positive reactions to the Hospitality APC program curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HOST APC INDUSTRY PARTNER FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
50. Project administrators or other project staff have created successful partnerships with relevant organizations in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Industry partners have provided useful input on curriculum design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Industry partners are excited about the Hospitality APC program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Communications with industry partners regarding Hospitality APC program has been good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. What has been the most useful aspect of working with HOST APC program industry partners?

HOST 101 CAREER PREPARATION AND STUDENT FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
56. ...is a good fit for workers who are just entering the hospitality field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. ...is a good fit for workers who have been displaced from hospitality jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. ...prepares students for immediate employment in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. ...will increase chances of entry into the hospitality field for participating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I believe there is local demand for workers in the hospitality industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Students are excited about the gamification of the HOST 101 course at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Students have had positive reactions to new or modified HOST 101 curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HOST 101 INDUSTRY PARTNER FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
63. Project administrators or other project staff have created successful partnerships with relevant organizations in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Industry partners have provided useful input on curriculum design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Industry partners are excited about the Hospitality APC program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Communications with industry partners regarding Hospitality APC program has been good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. What has been the most useful aspect of working with HOST 101 program industry partners?

SHA1 CAREER PREPARATION AND STUDENT FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
69. ...is a good fit for workers who are just entering the healthcare field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. ...is a good fit for workers who have been displaced from healthcare jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. ...prepares students for immediate employment in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. ...will increase chances of entry into the healthcare field for participating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. I believe there is local demand for workers in the healthcare industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Students are excited about the SHA Level 1 program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

75. Students have had positive reactions to new or modified SHA Level 1 curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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SHA1 INDUSTRY PARTNER FEEDBACK

Please rate your agreement with the following items:	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
76. Project administrators or other project staff have created successful partnerships with relevant organizations in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Industry partners have provided useful input on curriculum design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Feedback from industry partners has helped to ensure course content offers skill development desired by the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Industry partners are excited about the SHA Level 1 program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Communications with industry partners regarding SHA Level 1 program has been good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

81. What has been the most useful aspect of working with SHA Level 1 program industry partners?

C3T PROJECT FEEDBACK

Thinking about the C3T programs in general, please rate your level of agreement with the following items. The C3T programs...	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
82. ...are helping to place students in the correct career pathway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. ...are providing students with advising resources that otherwise would not have been available to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. ... are assisting students in choosing courses that are aligned with their career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. ... will help students reach their career goals at a faster pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. ...are the only training programs of their kind in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. ...provide training to staff and faculty involved in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. Please discuss the strengths of the C3T programs at KCC.

89. Please discuss areas for improvement for the C3T programs at this point in time.

90. Do you have any additional comments about the C3T programs at KCC?

Appendix D. HOST 101 Student Survey

1. Are you currently employed?

- Yes
 No

If you answered **No** to the previous question, please move on to question **3**.

2. Are you currently employed in the hospitality industry?

- Yes
 No

Please respond to each statement below by indicating whether or not it applies to you.	Yes	No
3. I was already or planned to be a KCC student before I enrolled in the HOST 101 course at KCC.	<input type="radio"/>	<input type="radio"/>
4. I was already employed in the hospitality industry before enrolling in the HOST 101 course at KCC.	<input type="radio"/>	<input type="radio"/>
5. I intended to pursue a career in hospitality regardless of these offerings at KCC.	<input type="radio"/>	<input type="radio"/>
6. I plan to pursue additional education after completion of the HOST 101 course at KCC.	<input type="radio"/>	<input type="radio"/>
7. I have been exposed to the diversity and complexity of career opportunities in the hospitality industry through the HOST 101 course at KCC.	<input type="radio"/>	<input type="radio"/>

CAREER AND EDUCATION PLANS

Please tell us how much you agree/disagree with each statement regarding your career and educational plans.	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
8. I plan to pursue a career in the hospitality industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I plan to pursue a career in the hospitality industry in Hawai'i.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I believe there is a local demand for workers in the hospitality industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I am more likely to pursue a career in hospitality since participating in the HOST 101 course at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COURSE FEEDBACK

Please tell us how much you agree/disagree with the following statements about the HOST 101 course at KCC. The HOST 101 course at KCC...	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
12. ...has helped place me in the correct career pathway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. ...has provided exposure to the careers and jobs in the hospitality industry that otherwise would not have been available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. ...has assisted me in choosing course that are aligned with my career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. ...will help me reach my career goals at a faster pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ...is the only hospitality course with gamification in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us how much you agree/disagree with the following statements about the HOST 101 course at KCC.	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
17. The gamification of the HOST 101 course made the class more engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I prefer courses with gamification to those with traditional instruction methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am more interested taking additional courses in the hospitality department at KCC after completing this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I found the gamification techniques made this course more challenging than a course without the gamification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I found the gamification techniques made this course more competitive than other classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I was motivated to come to class as a result of the gamification techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I found the gamification techniques useful in my success in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Do you have any other comments about the HOST 101 course at KCC?

Thank you for completing this survey! We appreciate your feedback.

Appendix E. APC Student Survey

1. How many APC courses have you completed? _____

2. Please indicate which of the following APC courses you have completed:

- Current Trends in the Culinary Industry
- Beverage Service Management
- Strategic Hospitality Leadership
- Lodging Industry Analytics
- Sustainable Hospitality Facility Design & Operations
- Vacation Club & Condominium Ownership Hospitality Operations

3. Are you currently employed?

- Yes
- No

If you answered **No** to the previous question, please move on to question 7.

4. Are you currently employed in the hospitality industry?

- Yes
- No

If yes, please indicate the sector you are employed in:

- Lodging
- Food and Beverage
- Airlines
- Tourism
- Attractions
- Tour and Travel
- Other: _____

5. I anticipate that the additional education and credentials earned from the APC will improve my chances for promotions and salary raises in the future.

- Yes
- No

6. I have already received new job opportunities as a result of the additional education and credentials earned from the APC.

- Yes
- No

Please respond to each statement below by indicating whether or not it applies to you.	Yes	No
7. I was already employed in the hospitality industry before entering into the APC in Hospitality Operations Management program at KCC.	○	○
8. I intended to pursue a career in hospitality regardless of these offerings at KCC.	○	○
9. I plan to transfer to the University of Hawai'i at West O'ahu to pursue a bachelor's degree in Hospitality Operations Management upon completion of this certificate.	○	○
10. I have received career guidance through the APC in Hospitality Operations Management program at KCC.	○	○

CAREER AND EDUCATION PLANS

Please tell us how much you agree/disagree with each statement regarding your career and educational plans.	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
11. I plan to pursue a career in the hospitality industry.	○	○	○	○	○
12. I plan to pursue a career in the hospitality industry in Hawai'i.	○	○	○	○	○
13. I believe there is a local demand for workers in the hospitality industry.	○	○	○	○	○
14. I am more likely to pursue a career in hospitality since pursuing the APC in Hospitality Operations Management.	○	○	○	○	○
15. I am more likely to get a local job in the hospitality industry upon receiving the APC in Hospitality Operations Management from KCC.	○	○	○	○	○
16. I would recommend this certificate to other students pursuing a career in the hospitality industry.	○	○	○	○	○

PROGRAM FEEDBACK

Please tell us how much you agree/disagree with the following statements about the APC in Hospitality Operations Management program at KCC. The APC in Hospitality Operations Management program at KCC...	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
17. ...has helped place me in the correct career pathway.	○	○	○	○	○
18. ...has helped place me in the correct academic pathway.	○	○	○	○	○
19. ...has provided advising resources that otherwise would not have been available to me.	○	○	○	○	○
20. ...will increase my chances of getting a job.	○	○	○	○	○
21. ...will help me reach my career goals at a faster pace.	○	○	○	○	○
22. ...is the only program of its kind in the region.	○	○	○	○	○
23. ...has created a pathway that encouraged me to continue my education and pursue a bachelor's degree.	○	○	○	○	○

Please tell us how much you agree/disagree with the following statements about the APC in Hospitality Operations Management program at KCC. The APC in Hospitality Operations Management program at KCC...	Strongly Agree				
					Agree
				Neutral	
			Disagree		
	Strongly Disagree				
24. ...is addressing trends and changes in the hospitality industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. ...is providing me with education on valuable topics that will open opportunities for me in the hospitality industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Do you have any other comments about the APC in Hospitality Operations Management?

Thank you for completing this survey! We appreciate your feedback.

Appendix F. GoCook! Student Survey

1. Are you currently employed?

- Yes
 No

If you answered **No** to the previous question, please move on to question **5**.

2. Are you currently employed in the culinary industry?

- Yes
 No

3. I anticipate a salary increase at work upon completion of this program.

- Yes If yes, how much per hour? _____
 No

4. I have already received a salary increase at work because of my enrollment in this program.

- Yes If yes, how much per hour? _____
 No

Please respond to each statement below by indicating whether or not it applies to you.	Yes	No
5. I was already or planned to be a KCC student before I enrolled in the GoCook! Hawai'i Fast Track Food Service Training Program at KCC.	<input type="radio"/>	<input type="radio"/>
6. I was already employed in the culinary industry before entering into the GoCook! Hawai'i Fast Track Food Service Training Program at KCC.	<input type="radio"/>	<input type="radio"/>
7. I intended to pursue a career in culinary regardless of these offerings at KCC.	<input type="radio"/>	<input type="radio"/>
8. I plan to pursue additional education after completion of the GoCook! Hawai'i Fast Track Food Service Training Program.	<input type="radio"/>	<input type="radio"/>
9. I have received career guidance through the GoCook! Hawai'i Fast Track Food Service Training Program.	<input type="radio"/>	<input type="radio"/>

CAREER AND EDUCATION PLANS

Please tell us how much you agree/disagree with each statement regarding your career and educational plans.	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
10. I plan to pursue a career in the culinary industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I plan to pursue a career in the culinary industry in Hawai'i.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I believe there is a local demand for workers in the culinary industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am more likely to pursue a career in culinary since participating in the GoCook! Hawai'i Fast Track Food Service Training Program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. I am more likely to get a local job in the culinary industry because of my participation in GoCook! Hawai'i Fast Track Food Service Training Program at KCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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PROGRAM FEEDBACK

Please tell us how much you agree/disagree with the following statements about the GoCook! Hawai'i Fast Track Food Service Training Program at KCC. The GoCook! Hawai'i Fast Track Food Service Training Program at KCC...	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
15. ...has helped place me in the correct career pathway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ...has provided advising resources that otherwise would not have been available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ...has assisted me in choosing course that are aligned with my career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ...will increase my chances of getting a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. ...will help me reach my career goals at a faster pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. ...is the only program of its kind in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Do you anticipate completing the GoCook! Hawai'i Fast Track Food Service Training Program at KCC?

- Yes
- No

If no, what will prohibit you from completing the program? _____

22. What are the biggest obstacles to program completion? _____

Thank you for completing this survey! We appreciate your feedback.

Appendix G. Industry Partner Interview Questions Year 2

Culinary Partner Interview Questions

1. Can you start by talking about how you have been involved in the Food Innovation component of KCC's grant over the past year?
 - a. Employee participation
 - b. Any input/feedback on training content?
2. How have your employees been impacted by this program at KCC?
 - a. How many have been through the training?
 - b. Additional expectations for how this training will impact your company?
3. How do you see this program impacting the culinary industry in your region?
 - a. Would you recommend the training to another organization?
4. Are there other culinary certificates or trainings that could benefit your employees?
 - a. Suggestions for additional training from KCC?
5. What was the most positive element of the training offered by KCC?
6. Do you have suggestions for improving this training in any way?
7. Do you have any other comments about the training received by KCC?

Hospitality Partner Interview Questions

1. Can you start by talking about how you have been involved in the Hospitality component of KCC's grant over the past year?
 - a. Have you contributed to the design of the program or curriculum?
 - b. Have you provided input on coursework to be offered?
 - c. Assisted with recruitment?
2. What factors have contributed to your level of involvement in the Hospitality component of KCC's program? Are there things that have made it easier or more difficult for you to participate?
 - a. Would you like more or less involvement in the coming year?
3. How do you anticipate your employees will be impacted by this program at KCC?
 - a. Any input/feedback on course content?
 - b. Does what they are doing make sense for industry?
 - c. Additional expectations for how this will impact your company?
4. How do you see this program impacting the hospitality industry in Hawai'i?
5. What are the strengths of program development at this point in time?
6. What are the barriers or challenges to the development of this program at this point in time?
7. Do you have any other comments about this program at KCC?

Appendix H. Industry Partner Interview Questions Year 4

GoCook! Industry Partner Interview Questions

1. Can you start by talking about how you have been involved with the GoCook! program at KCC?
 - a. Were you involved with the design of the program or curriculum?
 - b. Did you assist with recruitment?
 - c. Other areas of involvement?
 - i. Was your organization involved in the “mini job fair”?
2. Is there anything you would have liked to be more involved in?
 - a. What factors contributed to your involvement or lack of involvement in the program? Are there things that have made it easier or more difficult for you to participate?
3. Have you made any hires out of the GoCook! program at KCC?
 - a. Do you notice any differences in these employees compared to other hires?
4. Has this program impacted the culinary industry in your region? If so, how?
5. How do you feel about the fact that the GoCook! program at KCC will not be sustained after the grant?
 - a. How do you envision being involved with the culinary program at KCC moving forward?
6. What stands out as the strengths of the GoCook! program?
7. From your perspective, what have been some of the barriers to the successful implementation of the GoCook! program?
8. Do you have any other comments about the GoCook! program at KCC?

HOST 101 Industry Partner Interview Questions

1. Can you start by talking about how you have been involved with the HOST 101 course at KCC?
 - a. Were you involved with the design of the program or curriculum?
 - b. Did you assist with recruitment?
 - c. Other areas of involvement?
2. Is there anything you would have liked to be more involved in?
 - a. What factors contributed to your involvement or lack of involvement in the program? Are there things that have made it easier or more difficult for you to participate?
3. How do you envision being involved with the hospitality program at KCC moving forward?
4. What stands out as the strengths of the gamification of the HOST 101 course?
5. From your perspective, what have been some of the barriers to the successful implementation of the updates to the HOST 101 course?
6. Do you have any other comments about the HOST 101 course at KCC?

Innovation Kitchen Industry Partner Interview Questions

1. Can you start by talking about how you have been involved with the Innovation Kitchen course at KCC?
 - a. Were you involved with the design of the program or curriculum?
 - b. Did you assist with recruitment?
 - c. Other areas of involvement?
2. Is there anything you would have liked to be more involved in?
 - a. What factors contributed to your involvement or lack of involvement in the program? Are there things that have made it easier or more difficult for you to participate?
3. How do you envision being involved with the culinary program at KCC moving forward?
4. What stands out as the strengths of the Innovation Kitchen course?
5. From your perspective, what have been some of the barriers to the successful implementation of the Innovation Kitchen course?
6. Do you have any other comments about the Innovation Kitchen course at KCC?

SHA Industry Partner Interview Questions

1. Can you start by talking about how you have been involved with the SHA1 program at KCC?
 - a. Did you contribute to the design of the program or curriculum?
 - b. Assist with recruitment?
 - c. Other areas of involvement?
2. Is there anything you would have liked to be more involved in?
 - a. What factors contributed to your involvement or lack of involvement in the program? Are there things that have made it easier or more difficult for you to participate?
3. Has this program impacted the healthcare industry in your region? If so, how?
4. How do you envision being involved with the SHA1 program at KCC after the grant ends?
5. What stands out as the strengths of the SHA1 program?
6. From your perspective, what have been some of the barriers to the successful implementation of the SHA1 program?
7. Do you have any other comments about the SHA1 course at KCC?