

Culinary Arts



2019
ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

1. Program Description

Program or Unit Mission Statement

Utilizing the island's beauty and abundant agricultural potential, Kauai Community College's Culinary Institute of the Pacific provides open-access education and training in a high-quality, ethical, caring, innovative, student-centered, and community-focused environment. The Culinary program curriculum promotes an appreciation for diversity and builds the characteristics for lifelong learning while offering cultural, historical, and contemporary culinary training that prepares graduates to lead responsible, fulfilling, and successful lives as gainfully employed culinary professionals.

Part I. Program Description

Date of Last Comprehensive Review	2017 Reaffirmation of external ACFEF Accreditation
Date Website Last Reviewed/Updated	2019
Target Student Population	Island High Schools, second careers, military veterans
External Factor(s) that Affected the Program or Unit	Low Unemployment (as of June 2019, 2.7%) Lack of staff in the cafeteria Bookstore sales during Summer/breaks- this past summer was the first time we sold food and the sales did not cover expenses.The Culinary Program is addressing this semester in preparation for next summer.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the quantitative indicators. Career and Technical Education(CTE) programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

2019 Kaua'i Community College ARPD

Program: Culinary Arts

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support programs) under review in table format below (EP 5.202 and UHCCP 5.202).

Demand Indicators		2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	518	1495	1474	Healthy
*2.	New & Replacement Positions (County Prorated)	395	381	384	
3.	Number of Majors	40	34	35	
3a.	Number of Majors Native Hawaiian	11	8	9	
3b.	Fall Full-Time	83%	89%	91%	
3c.	Fall Part-Time	17%	11%	9%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	59%	60%	71%	
3f.	Spring Part-Time	41%	40%	29%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	839	763	821	
5.	SSH Non-Majors in Program Classes	5	8	14	
6.	SSH in All Program Classes	844	771	835	
7.	FTE Enrollment in Program Classes	28	26	28	
8.	Total Number of Classes Taught	19	19	19	

Efficiency Indicators		2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	12	11	12	Cautionary
*10.	Fill Rate	62.9%	58%	63.2%	
11.	FTE BOR Appointed Faculty	4	4	4	
*12.	Majors to FTE BOR Appointed Faculty	10	8	9	
13.	Majors to Analytic FTE Faculty	10	8	9	
13a.	Analytic FTE Faculty	3	3	3	
14.	Overall Program Budget Allocation	\$466,585	\$414,702	\$0	
14a.	General Funded Budget Allocation	\$398,749	\$367,282	\$0	
14b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c.	Tuition and Fees	\$67,836	\$47,421	\$0	
15.	Cost per SSH	\$553	\$0	\$0	
16.	Number of Low-Enrolled (<10) Classes	4	12	8	

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Effectiveness Indicators		2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	88%	87%	91%	Cautionary
18.	Withdrawals (Grade = W)	3	9	5	
*19.	Persistence Fall to Spring	76%	78%	89%	
19a.	Persistence Fall to Fall	42%	53%	57%	
*20.	Unduplicated Degrees/Certificates Awarded	33	29	28	
20a.	Degrees Awarded	9	8	7	
20b.	Certificates of Achievement Awarded	28	14	24	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	26	20	19	
21.	External Licensing Exams Passed	0	0	0	
22.	Transfers to UH 4-yr	0	0	0	
22a.	Transfers with credential from program	0	0	0	
22b.	Transfers without credential from program	0	0	0	

Distance Indicators		2016 - 17	2017 - 18	2018 - 19
23.	Number of Distance Education Classes Taught	0	0	0
24.	Enrollments Distance Education Classes	0	0	0
25.	Fill Rate	0%	0%	0%
26.	Successful Completion (Equivalent C or Higher)	0%	0%	0%
27.	Withdrawals (Grade = W)	0	0	0
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%

Perkins Indicators		Goal	Actual	Met
29.	1P1 Technical Skills Attainment	93	92.31	Not Met
30.	2P1 Completion	55	76.92	Met
31.	3P1 Student Retention or Transfer	81.9	86.36	Met
32.	4P1 Student Placement	66.25	90.48	Met
33.	5P1 Nontraditional Participation	23.5	22.86	Not Met
34.	5P2 Nontraditional Completion	23	25.93	Met

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Performance Indicators	2016 - 17	2017 - 18	2018 - 19
35. Number of Degrees and Certificates	37	22	31
36. Number of Degrees and Certificates Native Hawaiian	7	6	10
37. Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38. Number of Pell Recipients ₁	12	11	19
39. Number of Transfers to UH 4-yr	0	0	0

The Overall Program Health is Cautionary

(Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).)

(Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?)

Our Culinary program runs as a cohort. Students enter in the fall semester and together progressively take courses in which the students build upon and ultimately meet the American Culinary Federation Education Foundation (ACFEF) competencies. ACFEF is a Nationally recognized accrediting agency that validates the quality of approved culinary programs.

Overall the Culinary Arts program remains Cautionary. The Efficiency fill rate increased in 2018-19 to 63.2%, up from previous years 58% in 2017-18, and 62.9% in 2016-17. Majors to FTE BOR Appointed Faculty remain steady at 9, however there is a slight reduction in the number of degrees awarded.

	16-17	17-18	18-19
Unduplicated degrees and Certificates	33	29	28
Degrees awarded	9	8	7

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Certificates awarded	28	14	24
Other Certificates awarded	26	20	18

Demand

Demand is healthy. The Demand Indicator shows 384 new positions and replacement county positions, and 1,474 New and Replacement State positions. This is important for graduates seeking employment in the culinary field upon graduation. Due to this high demand, there are not enough graduates to fill available positions. Fall full-time students have increased by 2 percentage points to 91% while part-time students decreased by the same to 9%. Number of majors dipped slightly to 35 and program measures are in place to actively recruit more students via hosting high school students during onboarding events, conducting workshops, and producing marketing tools such as the Culinary Arts brochure, program video, website, as well as participating in numerous community events to promote the program.

The Culinary program no longer schedules a Summer Math 100 class and will instead offer a recently created technical culinary math course, CULN 100. CULN 100, a technical culinary math was offered as a 199V course in summer 2019, and will be offered beginning spring 2020, which should address the following issues:

- a) Providing the necessary technical math skills to complete required competencies;
- b) Ensuring students take a college-level mathematics class to fulfill the graduation requirements; and
- c) Allowing students to carry a full course load.

This speaks to a program strength of having students grouped into cohorts.

Efficiency

The program Efficiency Indicator score is Cautionary. The average class size over the past 3 years has been 12, 11, and 12. Like other programs that have courses that build upon each other throughout the curriculum, attrition occurs and available seats cannot be filled because students must meet course prerequisites, which can only be earned through successful CULN course completion. Hence, the fill rate of our program and average class size appear low when compared to other academic programs across campus. Another factor contributing to the cautionary score is the number of low-enrolled courses. Although there is no policy determining the faculty to student ratio for lecture or lab classes at Kaua'i Community College, previous Culinary Arts faculty, the Business Education division Chairperson, and the former Dean of Instruction (the title of this position is now the Vice Chancellor for Academic Affairs) determined the faculty to student ratio based on a safe learning environment in the various CULN lab courses. The Culinary Arts program may admit a maximum of 20 students every fall. With the program's design as a cohort model, all of the CULN lecture classes have a maximum class size of 20 students. As a result, courses sometimes fall below 10 students due to attrition.

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Additionally, some students exit the program prior to AAS attainment because their academic goal was a certificate of competency or achievement, which are sufficient for gainful employment.

Effectiveness

Effectiveness indicators for the culinary arts program are Cautionary as well. However Successful Completion is at a favorable 91%--higher than previous years. Fall to spring persistence is healthy at 89%, rising from 2017-18's 78% and 2016-17's 76%. Persistence fall to fall has also improved from 42% in 2016-17 to 57% in the current year.

The program met four of the six Perkins core indicators in 2018-2019, with unmet Perkins indicators addressed below under analysis for any unmet Perkins Core Indicators.

The reduction of degrees and certificates awarded is due in part to the lower number of majors. Also, student reading completion could be improved if reading was geared more towards the culinary interest of the student. This suggestion has been expressed by culinary graduates in our annual Culinary Graduate Focus Group, held each year in May.

(Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

The Program is fully articulated with all UHCC Culinary programs. CULN course numbers were changed through the curriculum process in order to align with the updated articulation agreement. We also designed and implemented a CULN Technical Math course, CULN 100, to improve student learning outcomes in culinary math.

(Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.)

One unmet Perkins indicator is 1P1 Technical skills attainment. The evolving system program goal was 93 and our actual skills attainment indicator of 92.3 approximated the goal. Over the course of this last year, this indicator vastly improved from an actual of 80.92 to 92.3. Since the number drastically improved and is very close to the goal, no action will be taken.

The other unmet Perkins indicator is the Nontraditional Participation with a goal of 23.5 and actual of 22.86. This is due to the male/female ratio of students with this year being much higher in male enrollment. Some years the ratio is 50-50. We encourage students of all genders to attend the program with High School mentoring and on-campus job shadowing. In researching other UHCC culinary programs, all other campuses met the Nontraditional Participation goals.

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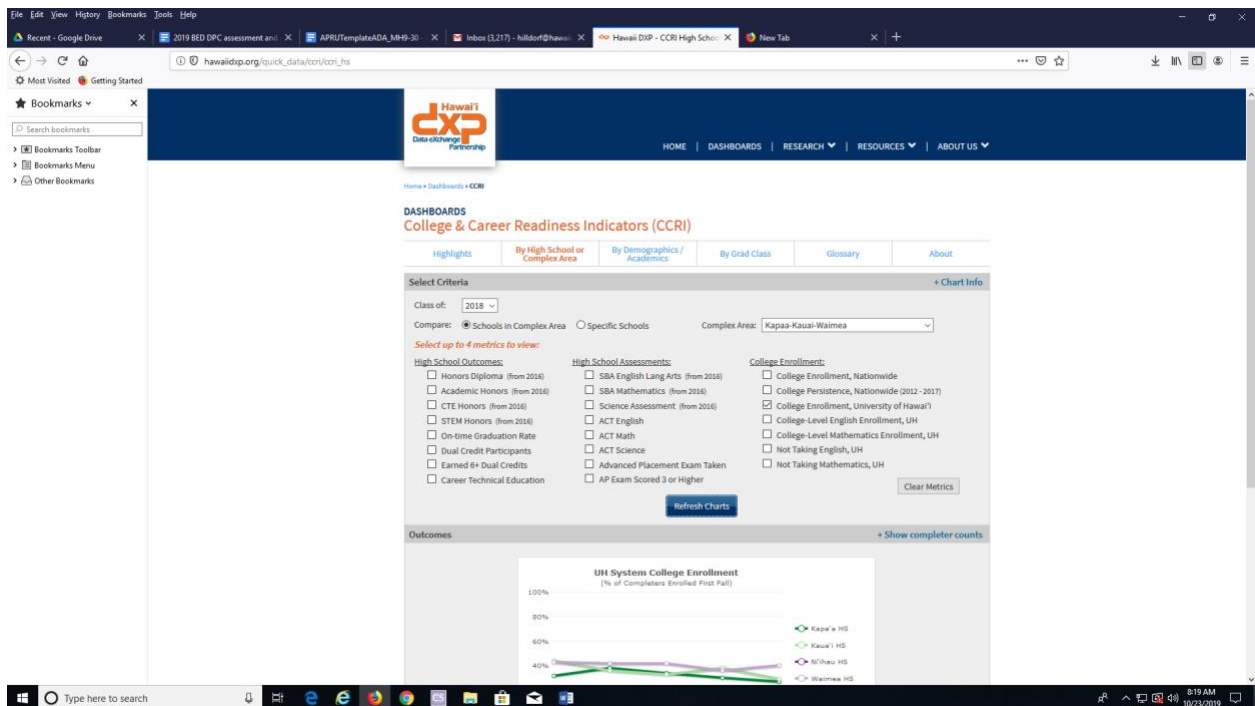
Program: Culinary Arts

P-20 data (see charts below) indicates National enrollment into post-secondary schools from Kauai High schools: Female averaged 70%, Males 70%.

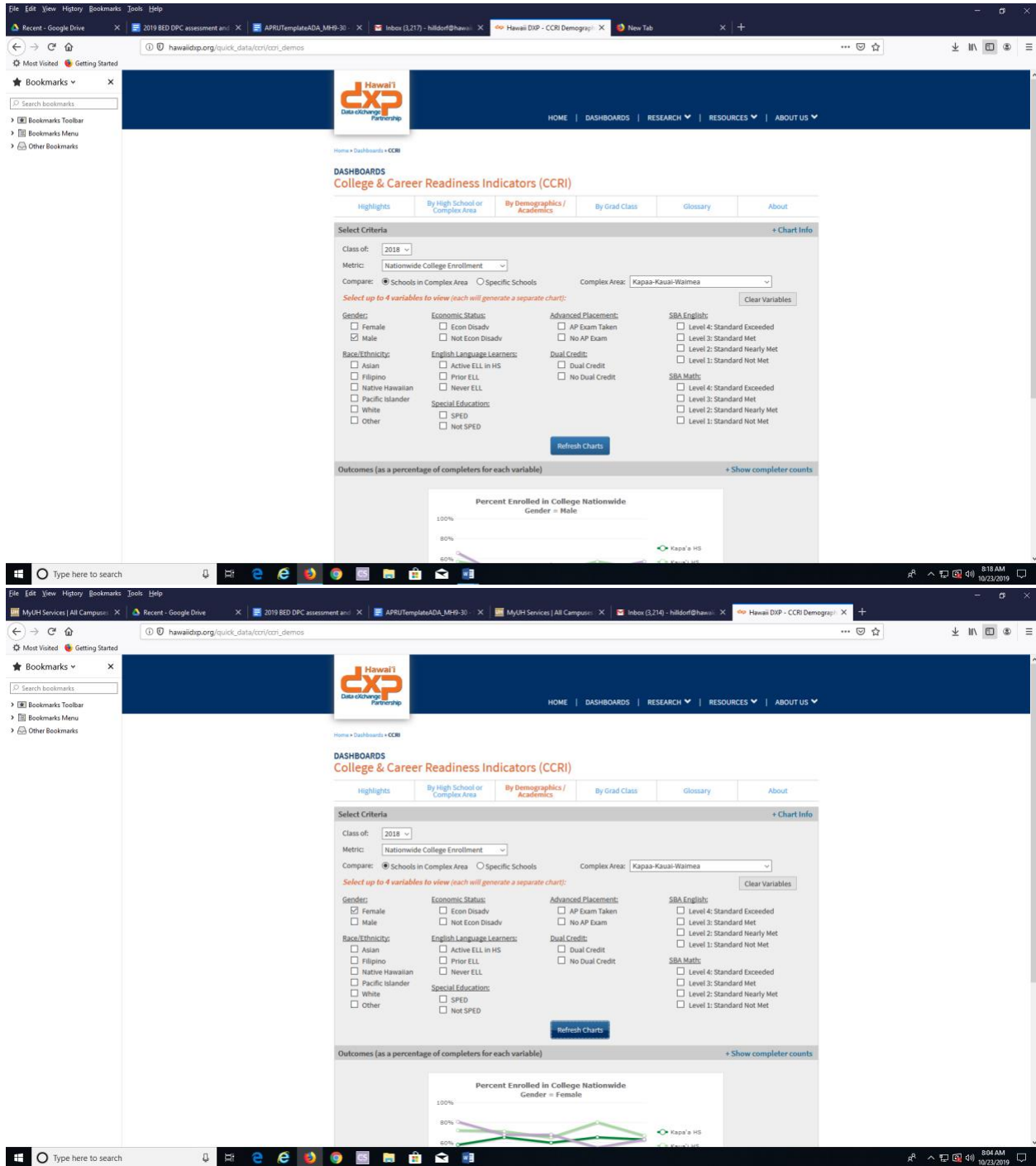
Total enrollment into post-secondary schools averaged 50%.

Census data indicates the Hawaii Gender Ratio is 102 men to 100 women (102:100) or 1.02. Hawaii's gender ratio is higher than the national average of 97 men to 100 women (97:100). Kauai County has a gender ratio of 100 men to 100 women.

Finally, in data provided by an Emsi Occupation Snapshot report of all 5 Hawaii counties, the occupational breakdown in percentage of jobs ratio is 83.9% male to 16.1 % female. The Program feels these data reflect an accurate portrayal of the culinary workforce.



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The Culinary Arts program was designed as a career ladder program with clear points of exit as well as a pathway to the Associate in Applied Science (AAS) degree. All culinary students complete the fall semester CULN courses (14 credit hours) that lead to a Certificate of

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Competence (CO) in Culinary Arts Food Prep. This initial certificate provides students with a better understanding and practice for an entry-level position as a prep cook in the culinary industry. In addition, students will also have an overview of various types of jobs that are available in the industry, good fundamentals of sanitation and food handling practices, and the understanding of basic cooking methods. Students are then eligible to apply for the Culinary Arts Certificate of Achievement (CA; 24 credit hours), which takes an additional semester (spring) to complete. This certificate provides students with the basic fundamental skills for an entry level position in either front-of-the-house or back-of-the-house careers in the culinary industry with skills in customer service, baking, and cooking. Successful completers may then apply for the Certificate of Achievement in Advanced Culinary Arts, which is two semesters in length and a total of 32 credit hours. This advanced certificate provides students with knowledge and skills to progress into a management or chef position in the culinary industry. Students will learn the fundamentals of managing a restaurant. Completers of the advanced certificate will be able to earn their AAS degree after successfully completing a college-level English and Math course. Earning an AAS degree not only provides the graduate baccalaureate transfer options, but also career advancement opportunities within the culinary field.

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

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PSLO	During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
#1 Communicate with guests, co-workers, and supervisors by using oral, written, and nonverbal skills required in food services operations.	Y	Met benchmark of 70% or higher	none	2020
#2 : Demonstrate reasoning and decision-making skills that reflect critical thinking (problem-solving, creative thinking, quantitative reasoning, application, and resource management) and the current state of culinary arts/science.	Y	Met benchmark of 70% or higher	Implemented new Culinary Math course, CULN 100. This course is designed as a technical math, mirrored after the Culinary math taught at UH Maui college.	2020
#3 Use print materials, personal communications, observations, and electronic media efficiently and ethically to locate, retrieve, evaluate, organize, and present information needed to meet educational, personal, and professional objectives.	Y	Met benchmark of 70% or higher	none	2020
#4 Apply work ethics, attitudes, and professional codes of conduct in the workplace with guests and with members of the culinary team including co-workers and supervisors.	Y	Met benchmark of 70% or higher	none	2020
#5 Demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards.	Y	Met benchmark of 70% or higher	none	2020

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Plan	Anticipated Outcome	Actual Outcome
Hire new Instructor	Fulfill the needs of the program and campus.	TBD
Address: Technical skills attainment. Our goal was 93, our actual was 92.31	Meet goal	Not met by .69 Last years goal was 92.9 to Actual of 80.92
Address: Nontraditional Participation with a goal of 23.5 and actual of 22.86.	Meet goal	Not met by .64

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

One Culinary Instructor intends to retire effective August 1, 2020. The program is requesting a replacement for that position effective August, 2020.

Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

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Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
CULN 100/1,6,7	N	8 graduates	Maintain or increase by 5% (8 graduates) completion from 17/18	7 graduated with a degree, 1 with a certificate	Number of graduates.
Staffing/11/Operational	N	1 manager 1 cook 1 cashier 2 student helpers	100% staffing completion from 17/18	Staffing incomplete due to low unemployment and the length of time it takes UH system to hire.	Staffing complete
Cafeteria renovation/Operational	Operational	Renovate cafeteria	Approved/bid and awarded	Bid awarded	Due to lack of funding by State Legislature, the Culinary Program will put this goal on hold.

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

The culinary program believes the CULN 100 has impacted the students in a positive manner, however, this was the first offering, and the program will track student performance impact over the next 3 years.

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

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Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Hire Instructor	1,2,3,4,5,6,8,9,10,11,12,13,16,18,19,20,21	4 FTE faculty	Instructor in place by August 1 2020		2020
CULN 100	1,6,7	8 graduates	Maintain or increase by 5% (8 graduates) completion from 17/18	8 graduated to 8.4 Graduates	2019
Staffing	11/Operational	1 manager 1 cook 1 cashier 2 student helpers	100% staffing completion from 17/18	Staffing completed	no
Cafeteria renovation	Operational	Renovate cafeteria	Approved/ bid and awarded	Bid awarded	no

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

Program Goal	1,2,3,4,5,6,7,10,11,17,18,10,20
Resource Requested*	Replacement for 2 retiring faculty, 1 imminent
Cost and Vendor	\$55,000-&60,000 annual w/ increases per CBA
Annual Recurring Cost	Dependent upon UHPA/ BOR CBA
Useful Life of Resource	10-20 years
Person(s) Responsible and Collaborators	PC's/DivChair/VCAA
Timeline	August 1 2020

*An approved ITAC Request Form must be attached for all technology requests

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By August 1, 2020, we expect one faculty to retire and are requesting replacement to avoid lack of instructors to teach and continue the program. See submitted Position Request for one faculty replacement, including rationale for the position and supporting data demonstrating the need for this position.

Program Goal	1,6,7,17,.
Resource Requested*	1 each 3 cr lecturer for CULN 100
Cost and Vendor	\$3,000-\$4,000
Annual Recurring Cost	\$3,000-\$4,000
Useful Life of Resource	n/a
Person(s) Responsible and Collaborators	DC/ PC
Timeline	ongoing

***An approved ITAC Request Form must be attached for all technology requests**

To uphold UHCC Culinary Program's articulation beginning Fall 2019, our culinary program has decided to mirror the technical Math taught at UHMaui College. A - credit lecturer is needed to teach the course. This should increase student persistence, retention, and completion.

Program Goal	1,7,11,14
Resource Requested*	Increase Tuition/Special Fees funding (TSFS)
Cost and Vendor	Increase from \$18,000-\$24,000 due to increased costs
Annual Recurring Cost	annual
Useful Life of Resource	1-3 years
Person(s) Responsible and Collaborators	VCAS/ PC's
Timeline	2019/2020

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Program: Culinary Arts

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Cost of Goods (CoG) has increased annually. We also have lowered pricing in the cafeteria as to better serve our student population. The decision to lower the cost of lunch served on campus was spearheaded by the VCAS who noted tuition, fees, books, and food were some reasons students could not stay in school. In Spring 2018 a program was implemented to offer a substantial (up to 25%) discount on meals to students, faculty, staff, and OCET learners. The team (Culinary Faculty, Culinary Staff, VCAS, and APT support) benchmarked the cost over the semester and found it operating at a slight deficit, which was expected. Volume (guest count or number of meals sold) increased by close to 30%. This indicated to us that the campus was utilizing the cafeteria more, and the discount was a driver to increase volume. The team decided to continue with the discount, and review and revise semester-by-semester.

We are spending more on food regardless of discounting pricing due to lack of vendor competition and lack of any purchasing power at Costco. Thus the request to increase funding, which has not increased for several years. TSFS also includes maintenance. The TFSF account budget is \$40,000 which includes the maintenance, classes and program supplies. Last year we spent close to \$18,000 in program supplies and \$29,000 in Maintenance. (see R&M line below)

Program Goal	operational
Resource Requested*	Replace ice machine MK
Cost and Vendor	Use UH equipment replacement funding/superquote \$6,000-\$7,000
Annual Recurring Cost	Standard R&M
Useful Life of Resource	20+years
Person(s) Responsible and Collaborators	Cafeteria Manager/VCAS
Timeline	2020

***An approved ITAC Request Form must be attached for all technology requests**

The Ice machine in Main Kitchen is in need of repair. We understand UH has a “equipment replacement” fund, and we would like to apply for these funds.

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Program Goal	operational
Resource Requested*	Replace storeroom A/C unit
Cost and Vendor	\$4,500
Annual Recurring Cost	\$0
Useful Life of Resource	10 years
Person(s) Responsible and Collaborators	Cafeteria Manager/VCAS
Timeline	2020

***An approved ITAC Request Form must be attached for all technology requests**

The Storeroom A/C is over 20 years old, and it recently breathed its last cold breath! Lifespan of products in storeroom without A/C will be significantly shortened. Chocolate melts, grains become rancid, cans rust--all contributing to a higher food cost, which we are charged with controlling. With a limited food budget, we cannot afford to operate knowing that equipment could be purchased with UH "equipment replacement" funds or Campus funds, as it is a building maintained and operated by the Campus.