

**Kaua'i Community College  
 Annual Program Review Update (APRU) for  
 Culinary Arts Program**

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.

**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. This education promotes an appreciation for diversity and nurtures lifelong learning while offering cultural, historical, and current culinary training, which prepares graduates to lead responsible, fulfilling, and successful lives for employment.

**Part I. Program Description**

<b>Date of Last Comprehensive Review</b>	2017 Reaffirmation of external ACFEF Accreditation
<b>Date Website Last Reviewed/Updated</b>	2018
<b>Target Student Population</b>	Island High Schools, second careers, military veterans
<b>External Factor(s) that Affected the Program or Unit</b>	Low Unemployment Loss of staff Bookstore sales during Summer/breaks Satisfactorily resolved a single ACFEF accreditation non-compliance area resulting in a 5 year reaffirmation of our ACFEF accreditation

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 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.

**Part II. Analysis of Quantitative Indicators**

Overall Program Health: Cautionary

**Culinary Arts**

**CIP Code = [12.0500](#)**

[35-1011 - Chefs and Head Cooks](#)[35-2019 - Cooks, All Other](#)[35-2012 - Cooks, Institution and Cafeteria](#)[35-2014 - Cooks, Restaurant](#)[35-1012 - First-Line Supervisors of Food Preparation and Serving Workers](#)[35-2021 - Food Preparation Workers](#)[39-9021 - Personal Care Aides](#)

Demand Indicators	Program Year			Demand Health
	15-16	16-17	17-18	
1. New & Replacement Positions (State)	5852	5830	5607	Healthy
*2. New & Replacement Positions (County Prorated)	395	384	365	
3. Number of Majors	41	40	34	

3a.	Number of Majors Native Hawaiian	9	11	8
3b.	Fall Full-Time	86%	83%	89%
3c.	Fall Part-Time	14%	17%	11%
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%
3e.	Spring Full-Time	72%	59%	60%
3f.	Spring Part-Time	28%	41%	40%
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%
4.	SSH Program Majors in Program Classes	823	839	763
5.	SSH Non-Majors in Program Classes	12	5	8
6.	SSH in All Program Classes	835	844	771
7.	FTE Enrollment in Program Classes	28	28	26
8.	Total Number of Classes Taught	18	19	19

NOTE: New & Replacement jobs updated (View Methodology).

Efficiency Indicators	Program Year			Efficiency Health
	15-16	16-17	17-18	
9. Average Class Size	12	12	11	Cautionary

*1	Fill Rate	62.2	62.9	58.0
11.	FTE BOR Appointed Faculty	4	4	4
*1	Majors to FTE BOR Appointed Faculty	10	10	8
13.	Majors to Analytic FTE Faculty	14	13	11
13	Analytic FTE Faculty	3	3	3
14.	Overall Program Budget Allocation \$414,702.18			
14	General Funded Budget Allocation \$367,281.64			
14	Special/Federal Budget Allocation			
14	Tuition and Fees \$47,420.54			
15.	Cost per SSH			
16.	Number of Low-Enrolled (<10) Classes	9	4	12

( due to Persistence fall-to-dall

Effectiveness Indicators	Program Year			Effectiveness Health
	15-16	16-17	17-18	
17. Successful Completion (Equivalent C or Higher)	89%	88%	87%	Cautionary
18. Withdrawals (Grade = W)	6	3	9	
*1 Persistence Fall to Spring	76%	76%	78%	
19 Persistence Fall to Fall	54%	44%	53%	
*2 Unduplicated Degrees/Certificates Awarded	20	33	29	
20 Degrees Awarded	7	9	8	
20 Certificates of Achievement Awarded	12	28	14	
20 Advanced Professional Certificates Awarded	0	0	0	
20 Other Certificates Awarded	13	26	20	
21. External Licensing Exams Passed				
22. Transfers to UH 4-yr	0	0	0	

22	Transfers with credential from program	0	0	0
22	Transfers without credential from program	0	0	0

Distance Indicators	Program Year		
	15-16	16-17	17-18
23. Number of Distance Education Classes Taught	0	0	0
24. Enrollments Distance Education Classes	n/a	n/a	n/a
25. Fill Rate	n/a	n/a	n/a
26. Successful Completion (Equivalent C or Higher)	n/a	n/a	n/a
27. Withdrawals (Grade = W)	n/a	n/a	n/a
28. Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	n/a

Perkins Indicators (2016 - 2017)	Goal	Actu	Met
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29.	1P1 Technical Skills Attainment	92.9	80.95	Not
30.	2P1 Completion	51.5	66.67	Met
31.	3P1 Student Retention or Transfer	81.8	68.18	Not
32.	4P1 Student Placement	64.5	76.47	Met
33.	5P1 Nontraditional Participation	23	29.55	Met
34.	5P2 Nontraditional Completion	22.2	28.57	Met

Performance Indicators	Program Year		
	15-16	16-17	17-18
35. Number of Degrees and Certificates	19	37	22
36. Number of Degrees and Certificates Native Hawaiian	3	7	6
37. Number of Degrees and Certificates STEM	0	0	0
38. Number of Pell Recipients <sup>1</sup>	11	12	11
39. Number of Transfers to UH 4-yr	0	0	0

**The Overall Program Health is Cautionary.**

Our Culinary program runs as a cohort. Students enter in the fall and together progressively take courses with one course building upon the other, so to meet all the required ACFEF competencies.

Overall the Culinary Arts program is Cautionary. The Efficiency and Effectiveness indicators read cautionary likely because of a lower fill rate in previous years and a reduction in the number of degrees awarded, respectfully

**Demand**

The Demand Indicator, shows 365 new positions and replacement county positions, slightly down from 384 in Program Year 16-17, and 395 in Program year 15-16. This is important for graduates seeking employment in the culinary field upon graduation. Perhaps because demand has dropped slightly graduates may have more difficulty competing for positions.

The full-time increase/part-time decrease does not not necessarily paint a true picture. This last year, the number of full-time students has increased by 3 percentage points while part-time students have decreased by 6 percentage points. However, these data must be taken into context. For increased student success, the program is designed such that students take only 10 credits, as opposed to a full-time load of 12-15, and then take MATH 100 during the summer semester. This summer math class helps the program meet completion goals. The completion rates for Math 75,(which was geared for the culinary student) were 76% compared to an 18% success rate for Math 100 in the spring semester before the summer MATH 100 class was initiated. Since the Math course is offered in the summer, spring culinary students are 3 credits short of a full time load in the spring. CULN 100, a technical culinary math (CULN 100) will be offered beginning Spring 2020, and should solve the issues of:

- a) students not having necessary technical math skills to complete the required competencies;and
- b)allow the students to take a college level mathematics class to fulfill the graduation requirement and
- c) allow students to carry a full load.

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

**Efficiency**

The program Efficiency Indicator score was Cautionary. Like other programs that have courses that build upon each other throughout the curriculum, attrition occurs and available seats can't be filled because students must have course prerequisites, which can only be obtained 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 as a result of attrition or students exiting the program prior to AAS attainment because their academic goal was a certificate of competency or achievement. Some students did in fact, not persist spring to fall in this review period.

### **Effectiveness**

Effectiveness indicators for the culinary arts program are Cautionary as well. The program boasts high completion rates (i.e., 87%) and fall-to-spring persistence has a slight uptick from 76% to 78%. The program met four of six of the Perkins core indicators (listed on page 8) in 2017-2018. Technical skills attainment was below the stated goal, Placement was up 64.51 to 76.47 and Nontraditional participation and completion was up from 23%-29.55% respectively. This is further evidence of the success of the program's cohort model and successful culinary training that results in job placement of graduates in the culinary. We feel the reduction of degrees and certificates awarded was due to the lack of Spring to Fall persistence.

**Technical Skills Attainment** was not met. The metric is as follows:

**Numerator:** Number of concentrators who have a cumulative GPA  $\geq$  2.00 in CTE courses and who have stopped program participation in the year reported.

**Denominator:** Number of concentrators who have stopped program participation in the year reported.

Performance Goal for 2018-2019 is 92.9, we attained 80.92, primarily due to attrition, and 1 student failing a course. We work with our advisory board to schedule working students so their learning is not impacted, but the allure of making good money is often too tempting for young students to resist.

This metric is negatively affected by students that have completed 12 or more CTE credit hours but drop out of the program with a GPA of less than 2.0.

**Student Retention or Transfer** was not met. The metric is as follows:

**Numerator:** Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program.

**Denominator:** Number of concentrators in the year reported who have not completed a program. The goal was 81.8, we achieved 68.18.

We rarely have students who continue post-secondary enrollment after not completing our program, thus we look to a second factor. The culinary program is not traditionally a program where one transfers to a four year program. The AAS is a terminal degree. Students must take additional GenEd courses to continue to the four year program.

We prepare students to enter the workforce after completing our program. With a goal of 86 in 2017-2018, it is doubtful we will reach that goal. We are developing ways to retain graduates, such as offering the CULN 100 as a summer 10 day intensive course, and changing the required Math course to a CULN 100 technical math focused course.

We find the Student Retention and Technical Skills goals not met are directly attributable to attrition and is directly correlated with the low unemployment rate. Student left school in this cycle to work. We feel the higher enrollment trend this year (21) in the cohort will continue, and even with attrition, the graduation rate should improve.

In order to meet the Perkins indicators, we have done the following.

We have one faculty serving on the ISS Committee. We have been actively participating in all of the ISS initiatives to enroll students such as onboarding and “#Findyourfuture”. Our faculty have been working with Kauai High, mentoring students, and doing demonstrations. We work with industry chefs as well at the high schools, engaging students who show interest in the culinary industry. Our enrollment went from 19 in AY 2017 to over capacity, with 21 enrolled students in AY 18.

Operationally, in collaboration with administration, we lowered the pricing structure in the Cafeteria to reduce the financial burden to the entire student body.

### **Part III. Assessment Data (EP 5.202)**

Assessment results for Program Student Learning Outcomes (PSLOs).

PSLO	Assessed 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	<b>Met benchmark of 70% or higher</b>	none*	2019
#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	<b>Met benchmark of 70% or higher</b>	none*	2019
#3 se 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	<b>Met benchmark of 70% or higher</b>	none*	2019
#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	<b>Met benchmark of 70% or higher</b>	none*	2019

#5 Demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards.	Y	?	none*	2019
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\*No changes were implemented, note changes were made to PAR and COs to articulate with UHCC Culinary programs effective Fall 2019, and to comply with the ACFEF Revised Skills and Knowledge.

#### Part IV. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Obtain space and a structure for storage of program equipment used for Culinary Breakfast, Baking, Fine Dining, and campus functions.	We seek to renovate a building close to the culinary facility.	<b>Completed</b>
Fund the recurring annual cost of "Restaurant 365" to instruct students in CULN 271/CULN 221/ CULN 222, and CULN 294 on current and up-to-date Purchasing and Cost Control.	Funds appropriated	<b>Completed</b>
Hire Cafeteria Cashier, 0.75 FTE, 11 months. (Revised from last APRU to reflect needs of cafeteria and positions available through OHR)	Cashier hired	<b>Completed</b>
Improve Facilities, Teaching and Learning by replacing Comb- Oven in the Bakeshop	Complete using "UH Equipment Replacement" funds	<b>In progress Bidding and sourcing as of Oct 2018</b>
Improve Facilities, Teaching and Learning by installing ice machine in the Demonstration Kitchen	Decided to wait until 2018 APRU re-request funding	<b>Moved to 2018 APRU Action Item</b>

Improve Teaching and Learning by having a Math Instructor teach a specific technical Math course in the Summer	Fund with Campus monies	<b>Completed- used Perkins Money</b>
Improve Teaching and Learning by replacing china in Fine Dining. Currently inventory is too low to properly service the guests.	Funded using HLTA Grant award fund	<b>Completed</b>

**Part V. Analysis of Alignment with CPR**

<b>Goal/Strategic Goal or Priority**</b>	<b>Achieved (Y or N)?</b>	<b>Benchmark</b>	<b>Desired Outcome</b>	<b>Actual Outcome</b>	<b>Unit of Measure</b>
Resolve compliance with ACFEF non-compliance area	Y	100% compliance	Reaffirmation of accreditation	Reaffirmation of accreditation	

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

Because the Culinary Arts program has external accreditation through ACFEF, the program was not required to complete a CPR. The program successfully completed the self-study and gained reaffirmation of accreditation in July 2017. The next CPR cycle will be 2020. The next ACFEF accreditation reaffirmation will be 2022.

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

\*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.

<b>Goal</b>	<b>Strategic Goal/Priority (List number)</b>	<b>Benchmark</b>	<b>Desired Outcome</b>	<b>Unit of Measure</b>	<b>Year(s) Implemented</b>
CULN 100	1,6,7	8 graduates	Maintain or increase by 5% (8 graduates) completion from 17/18	8 graduates to 8.4 Graduates	2020
BUSN 179	1,6,7	8 graduates	Increase by 5% (8 graduates) completion from 17/18	8 graduates to 8.4 Graduates	2020
Staffing	11/Operational	1 manager 1 cook 1 cashier 2 student helpers	100% staffing completion from 17/18	Staffing completed	2020
Cafeteria renovation	Operational	Renovate cafeteria	Approved/bid and awarded	Bid awarded	2020

**Part VI. 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).**

If no resources are being requested, place an "X" here. \_\_\_\_\_

\*Resources requested by the Culinary program are listed in order of our priorities

The resource requests listed below are listed in order of priority.

<b>Program Goal</b>	1,6,7,17,
<b>Resource Requested*</b>	1 each 3 cr lecturer for CULN 100
<b>Cost and Vendor</b>	\$3,000-\$4,000
<b>Annual Recurring Cost</b>	\$3,000-\$4,000 annually
<b>Useful Life of Resource</b>	n/a

<b>Person(s) Responsible and Collaborators</b>	PC/ DivChair
<b>Timeline</b>	AY

In preparing for UHCC articulation beginning fall 2019, our culinary program has decided to mirror the technical Math taught at UHMaui College. A 3 credit lecturer is needed to teach the course. This should increase student persistence, retention, and completion.

<b>Program Goal</b>	1,6,7,17,
<b>Resource Requested*</b>	3 credit Math teacher for final summer course
<b>Cost and Vendor</b>	\$3,000-\$4,000
<b>Annual Recurring Cost</b>	none
<b>Useful Life of Resource</b>	1 year
<b>Person(s) Responsible and Collaborators</b>	Faculty/VCAA
<b>Timeline</b>	Spring 2019

The campus has funded the lecturer/instructor annually. Last year it was funded with Perkins funds. With very few exceptions, student completion has been higher than with the Math 100 taught in Spring. The summer math is a 2 week intensive, with students focusing solely upon Math 100. This course will be replaced with CULN 100, a more technical culinary-focused course, offered beginning spring 2020. By having this final summer Math 100, it should increase student persistence, retention, and completion.

<b>Program Goal</b>	1,7,11,14
<b>Resource Requested*</b>	Increase Tuition/Special Fees funding (TSFS)
<b>Cost and Vendor</b>	Increase from \$21,000-\$24,000 due to increased costs

<b>Annual Recurring Cost</b>	Same
<b>Useful Life of Resource</b>	annual
<b>Person(s) Responsible and Collaborators</b>	VCAS/ PC's
<b>Timeline</b>	2019/2020

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)

<b>Program Goal</b>	2,8,10,11,16,17,18,19,20
<b>Resource Requested*</b>	Icook Equip
<b>Cost and Vendor</b>	Unknown at this time
<b>Annual Recurring Cost</b>	n/a
<b>Useful Life of Resource</b>	10+ years



<b>Person(s) Responsible and Collaborators</b>	Faculty
<b>Timeline</b>	2019/2020

This request is to fund equipment for the Imu Hale or iCook, which is being built now. Smallwares, pans, bowls. Etc are needed to make the kitchen operable. Costs have yet to be determined.

<b>Program Goal</b>	health and safety
<b>Resource Requested*</b>	Ice Machine Demo Kitchen
<b>Cost and Vendor</b>	6,000- superquote
<b>Annual Recurring Cost</b>	regular maintenance
<b>Useful Life of Resource</b>	20 years
<b>Person(s) Responsible and Collaborators</b>	PC/VCAS
<b>Timeline</b>	2020

Since 2012, the student and instructor have had to transfer ice from the main kitchen to the demo kitchen for everyday classroom use. For issues of health and safety, installing an ice machine in the demo kitchen would make it safer food wise and injury wise.

<b>Program Goal</b>	operational/1,7,11,14
<b>Resource Requested*</b>	Increase R&M line
<b>Cost and Vendor</b>	Cost dependent upon repairs
<b>Annual Recurring Cost</b>	Cost dependent upon repairs
<b>Useful Life of Resource</b>	annual

<b>Person(s) Responsible and Collaborators</b>	VCAS
<b>Timeline</b>	2019/2020

This year repair and maintenance costs were higher than normal. We superquote jobs over \$2500, and the hood cleaning bid was high, due to the fact that our normal hood cleaner was out-of-compliance with UH procurement policies. 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 above request to increase TSFS line)

<b>Program Goal</b>	5,11,13,14/Operational
<b>Resource Requested*</b>	Cafeteria renovation
<b>Cost and Vendor</b>	unknown/superquote
<b>Annual Recurring Cost</b>	Standard R&M
<b>Useful Life of Resource</b>	30+ years
<b>Person(s) Responsible and Collaborators</b>	PC/Cafeteria manager/VCAS
<b>Timeline</b>	2020

Since the program began the discounted lunches, and we also are in the process of hiring a new cafeteria manager, one of the ideas brought to the table was a renovation of the cafeteria, It hasn't changed since inception, almost 40 years ago. Today's student looks for healthier dining options, grab and go, snacks, a variety of beverages, and a sanctuary to refresh their bodies and minds while in the cafeteria. It would behoove the campus to fund the renovation to improve student satisfaction, morale and retention. It may benefit the student to have a nice, safe place to share a meal with their friends, have study groups and may improve overall student success.

<b>Program Goal</b>	14/reduce costs of goods
<b>Resource Requested*</b>	Vacuum Packer

<b>Cost and Vendor</b>	super quote \$6,000-10,000
<b>Annual Recurring Cost</b>	unknown
<b>Useful Life of Resource</b>	10-20 years
<b>Person(s) Responsible and Collaborators</b>	Cafeteria manager
<b>Timeline</b>	2019/2020

We have found using a vacuum packer reduced cost of goods, as less food get wasted. We purchased one for fine dining from fundraising funds, and have been able to repurpose products and generate greater revenue in fine dining. The unit is too delicate to move from kitchen to kitchen, and there is too much danger of cross-contamination moving food from Demo kitchen or Main Kitchen to Fine Dining.

<b>Program Goal</b>	operational
<b>Resource Requested*</b>	Replace ice machine MK
<b>Cost and Vendor</b>	Use UH equipment replacement funding/superquote \$6,000-\$7,000
<b>Annual Recurring Cost</b>	Standard R&M
<b>Useful Life of Resource</b>	20+years
<b>Person(s) Responsible and Collaborators</b>	Cafeteria Manager
<b>Timeline</b>	2019

The Ice machine in Fine dining has given its last cube. We are taking ice from Main Kitchen to use in fine dining, and if there is a production class going on at the same time, the ice maker in the main kitchen cannot recover in time to make all the ice needed. We understand UH has a “equipment replacement “ fund, and we would like to apply for these funds.

<b>Program Goal</b>	1,2,3,4,5,6,7,10,11,17,18,10,20
<b>Resource Requested*</b>	Replacement for 2 retiring faculty
<b>Cost and Vendor</b>	\$50,000-\$55,000 annual w/ increases per CBA
<b>Annual Recurring Cost</b>	UHPA/ BOR CBA
<b>Useful Life of Resource</b>	10-20 years
<b>Person(s) Responsible and Collaborators</b>	PC's DivChair/VCAA
<b>Timeline</b>	2020-2025

In the next 5 years we expect one or two faculty to retire and are requesting replacements to avoid lack of instructors.

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