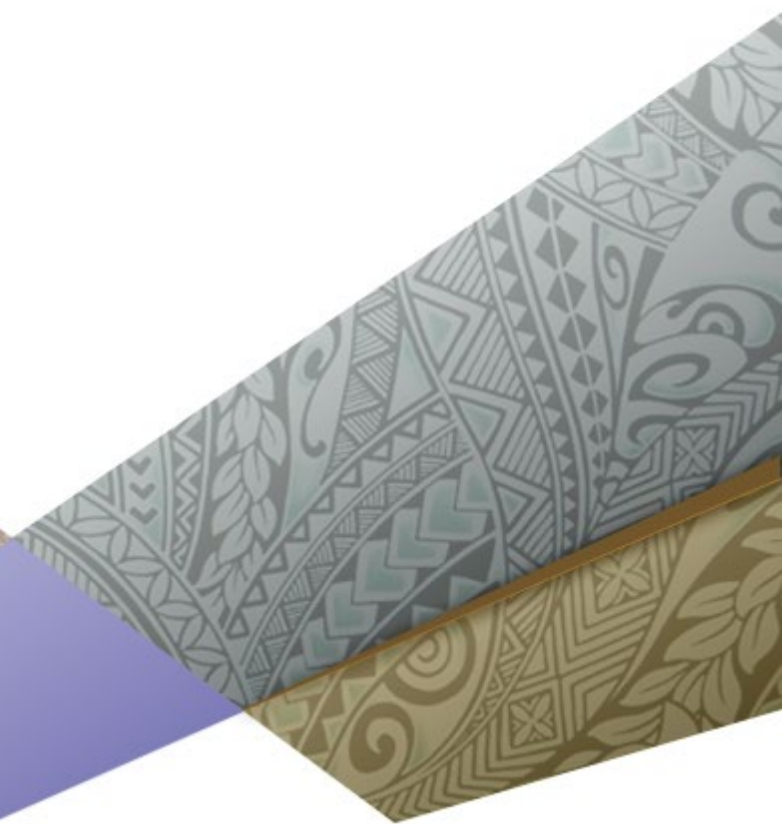


Culinary Arts



ANNUAL

REPORT OF PROGRAM DATA

2021



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

Utilizing the island's beauty and abundant agricultural potential, Kaua'i 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"

What is the target student or service population?

Island High Schools graduates, students seeking second careers, and military veterans.

2. Analysis of the Program/Unit

The Culinary program runs as a cohort. Students enter in the Fall semester and together progressively take courses in which the students build upon to 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 and Effectiveness indicators read cautionary likely because of a lower fill rate in previous years

Demand Indicators

Demand is healthy. The Demand Indicator shows 344 new positions and replacement county positions, up from 388 in Program Year 19-20 and slightly higher 605 in Program Year 18-19. Although these results declined slightly, the number of positions far outnumber graduates. Thus, student placement is high. This is important for graduates seeking employment in the culinary field upon graduation. Perhaps because demand is high, there are not enough graduates to fill the demand.

Number of Majors dipped in the current year to 18 from 28 in 2019-2020 and 35 in 2018-2019. Due to the Pandemic the economy in the past few years, there was lower demand for workers in the culinary industry. This is a different trend-when the economy is strong, especially when the tourism market is strong in Hawai'i, enrollment drops. However, with the pandemic it has turned out to be a wait and see. When the economy dips, student enrollment increases however not in this case. Working with high schools through a mentoring program sponsored by HCEF (High School Chef's Mentorship Program) in the Culinary Academy will continue to help promote the program. Guest speakers as well as demonstrations create engaging experiences for students. Also additional marketing efforts with Culinary graduates producing videos of their accomplishments will be shared with High Schools on the Island.

The full-time students have increased by 13 percentage points while part-time students decreased. Due to the program's cohort approach, most students are full-time. Part-timers are enrolled in the program's Certificate of Competence pathway. This speaks to a program strength of having students grouped into cohorts.

Efficiency Indicators

The program Efficiency Indicator score was Cautionary. The average class size over the past 3 years has been 9 (AY 2021), 9 (AY 2020), and 12 (AY 2019). 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 appears low when compared to other academic programs across campus.

Fill rate results show 63.2% in 2018-2019, 49.5% in 2019-2020, and 50% in 2020-2021. In the current year, enrollment was affected by the pandemic and weak tourism economy, which caused people to be unsure of which direction to take. Another factor contributing to the cautionary score is the number of low-enrolled courses. The Culinary Arts program may admit a maximum of 20 students every fall.

With the program's design as a cohort model, all the CULN lecture classes have a maximum class size of 20 students. As a result, courses sometimes fall below 10 students due to attrition. 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 Indicators

Effectiveness indicators for the culinary arts program are Cautionary as well. The indicator is Progressing because the number of completions went up slightly. Fall-Spring persistence is healthy. The past three years was fair (Equivalent C or Higher), and has gone from 89% in 2018-2019, to 74% in 2019-2020, and currently back to a 89% completion rate in 2020-2021. Instructional faculty members provide nurturing support and counseling to students--helping students believe they can achieve their goals to reach higher standards. Faculty also mentor students one-to-one throughout the program and practice an open-door policy and collaboratively develop skills to successfully apply in industry. Breaking students out of their comfort zones is an approach used to ensure students acquire passion and belief that they can accomplish goals and work at a higher standard.

Additionally, the program currently is unable to participate in the multiple hands-on events that involve well-known chefs at large events such as the ACF Breakfast and HLTA Golf Tournament. Students are no longer exposed to a multitude of network opportunities with chefs and restaurateurs as well as companies that work in the culinary industry until these types of bands are lifted. Furthermore, opportunities have been cancelled for student competitions such as the Culinary Journey for graduating students--off island visits to culinary-related vendors, restaurants, bakeries, airline caterers, ethnic food markets, and a fine dining experience. Lastly, the cohort model for this program successfully builds camaraderie, confidence, and the feeling of being a family. Skills along the way layers upon those previously learned and transfers into the next set of classes.

Persistence Fall to Spring results show 89% in AY 2019, 74% in AY 2020, and 89% in AY 2021. Some students did in fact, not persist fall-to-fall in this review period. (i.e., fall-to-fall 2018-2019 was 61%, fall-to-fall 2019-2020 was 32%, fall-to-fall 2020-2021 was 54%). Students stopped out during the summer of the first year after completing certificates, and a couple students had to exit the program due to academic dishonesty.

To improve student persistence, the Culinary program no longer schedules a Summer Math 100 class and developed a technical culinary math course to increase student success and completion. CULN 100, a technical culinary math (CULN 100) was offered from Spring 2020 and helps resolve the following issues:

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

Although Unduplicated Degrees/Certificates Awarded is decreasing over time, 28 in AY 2019, 22 in AY 2020, and 8 in AY 2021, the current year's results represent a lower number of majors (8 in AY 2021) completing degrees and certificates. The program believes the reduction of degrees and certificates awarded is directly related to lower enrollment this past year. Also, the reading completion could potentially 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.

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

[<https://uhcc.hawaii.edu/varpd/>]

Perkins Indicators

The program met five of the six Perkins core indicators in 2019-2020. Unmet Perkins indicators are addressed below under analysis for any unmet Perkins Core Indicators.

One Perkins indicator that was unmet last year was Technical skills attainment. This indicator is now up to 100% from last year at 92%. As the number has drastically improved and was so close to the goal, no action will be taken. A factor that strongly affects this result includes students exiting the program when GPAs do not meet program requirements.

All Perkins indicators were met this year, though demand is very high in this industry as reflected in the Demand Indicators new & Replacement Positions County and State. Therefore, oftentimes students are offered jobs prior to graduation, which could negatively continue impact persistence measures.

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.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- c) Assessment Results.
- d) Changes that have been made as a result of the assessment results.

PSLO 1 Communicate with guests, co-workers, and supervisors by using oral, written, and nonverbal skills required in food services operations.

Assessed During this APRU Cycle (Y or N) - Yes

Findings - Met benchmark of 70% or higher

Improvements Implemented - None

Next Assessment Date - 2022

PSLO 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.

Assessed During this APRU Cycle (Y or N) - Yes

Findings - Met benchmark of 70% or higher

Improvements Implemented - Implemented new Culinary Math course, CULN 100 to start Spring 2021. This course is designed as a technical math, mirrored after the Culinary math taught at UH Maui college.

Next Assessment Date - 2022

PSLO 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.

Assessed During this APRU Cycle (Y or N) - Yes

Findings - Met benchmark of 70% or higher

Improvements Implemented - None

Next Assessment Date - 2022

PSLO 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.

Assessed During this APRU Cycle (Y or N) - Yes

Findings - Met benchmark of 70% or higher

Improvements Implemented - None

Next Assessment Date - 2022

PSLO 5 Demonstrate commitment to culinary arts and food service practices through professional behaviors that meet industry standards

Assessed During this APRU Cycle (Y or N) - Yes

Findings - Met benchmark of 70% or higher

Improvements Implemented - None

Next Assessment Date – 2022

4. Action Plan

Perkins Indicators Action Plan

Hire New Instructor -

- **Anticipated Goal** - Fulfill the needs of the program and campus and reduce overload.
- **Actual Outcome** - TBD

Hire Educational Specialist -

- **Anticipated Goal** - Fulfill the needs of the program due to the loss of three positions.
- **Actual Outcome** - TBD

Replace Ice Machine -

- **Anticipated Goal** - Support all CULN courses and to meet the sanitation guidelines.
- **Actual Outcome** - TBD

Replace and Install Storeroom A/C Unit -

- **Anticipated Goal** - Support all CULN courses and to meet the sanitation guidelines.
- **Actual Outcome** - TBD

5. Resource Implications

Program Goal #1 – PSLOs 1,2,3,4,5

Resource Requested – Educational Specialist (Culinary)

Cost and Vendor – \$ 55,000.00

Annual Recurring Cost – \$55,000.00

Useful Life of Resource – 10 to 20 years

Person(s) Responsible and Collaborators – PC's/DivChair/VCAS

Timeline – Annually, 2022

Program Goal #2 – PSLOs 1,2,3,4,5

Resource Requested – Replacement for 2 retiring faculty 1 retired

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 – 2021

Note: This goal was approved in 2019 for 1 Faculty, however this is still pending.

Program Goal #3 - 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 - PC/VCAS

Timeline - 2021

Note: This goal was approved last year, however the purchase is still pending

Program Goal #4 - Operational

2021 Kaua'i Community College ARPD
Program: Enter Program or Unit Name

Resource Requested - storeroom A/C unit

Cost and Vendor - \$4,500

Annual Recurring Cost - 0

Useful Life of Resource - 10+years

Person(s) Responsible and Collaborators - PC/VCAS

Timeline - 2021

Note: This goal was approved last year, however the purchase is still pending

I am NOT requesting additional resources for my program/unit.

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am requesting changes to the SOC codes/occupations listed for my program/unit.