

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I
KAUA'I
COMMUNITY COLLEGE



Culinary Arts

1. Program or Unit Description

Program or Unit Mission or Purpose 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"

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

Culinary Annual Program Review Data:

<https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=KAU&t=CTE&p=2601>

Demand Indicators

Demand is healthy. The Demand Indicator shows 283 new positions and replacement county positions, down from 295 in Program Year 20-21 and also down from 305 in Program Year 19-20. 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 increased by 1 in the current year to 19 from 18 in 2021-2022 and in 2019-2020. Due to the Pandemic in the economy in recent years has not follow the same trends. There was Higher demand for workers in the culinary industry due to many workers that were changing careers or taking advantage of other opportunities. This is a different trend-when the economy is strong, especially when the tourism market is strong in Hawaii, 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. Only in the past year were we able to state up again 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 has dropped by 9 percentage points while part-time students increased by 9 percent. Due to the program's cohort approach, most students are full-time. Part-timers are enrolled in the program's Certificate of Competence pathway, which we are currently unable to support due to faculty staffing. This speaks to a program strength of having students grouped into cohorts.

Efficiency Indicators

The program Efficiency Indicator score Needs Attention. The average class size over the past 3 years has been 9 (AY 2022), 9 (AY 2021), and 9 (AY 2020). 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.

Fill rate results show 49.5% in 2019-2020, 50% in 2020-2021, and 56.1% in 2021-2022. In the current year, enrollment was affected by the pandemic and the high needs for workers in the industry. Another factor contributing to the needs attention scoring is the number of low-enrolled courses. The Culinary Arts program may admit a maximum of 20 students every fall however, only enrolled 11.

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. 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, especially in the current market.

Effectiveness Indicators

Effectiveness indicators for the culinary arts program are Healthy. 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), has gone from 74% in 2019-2020, to 89% in 2020-2021, and currently at 85% completion rate in 2021-2022. Instructional faculty provide nurturing support and counseling to students--helping them 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 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, we have just started to participate in the multiple hands-on events that involve well-known chefs at large events such as the PBRF Paina event and the HLTA Golf Tournament and Charity Walk. Students are exposed to a multitude of network opportunities with chefs and restaurateurs as well as companies that work in the culinary industry. This was not available in the pandemic years. However, opportunities have not been reinstated at this time for student competitions, and Culinary Journey for graduating students--off island visits to culinary-related vendors, restaurants, bakeries, airline caterers, ethnic food markets, and a fine dining experience in the recent years. Hopefully for the class of 2023 the opportunity will arise. Lastly, the cohort model for this program successfully builds camaraderie, confidence, and the feeling of being a family. Skills along the way layers upon previously learned ones and transfers into the next set of classes.

Persistence Fall to Spring results show 74% in AY 2020, 89% in AY 2021, and 85% in AY 2022. Some students did in fact, not persist fall-to-fall in this review period. (i.e. fall-to-fall 2019-2020 was 32%, fall-to-fall 2020-2021 was 54%, fall-to-fall 2021-2022 shows 0%). Students stopped out during the summer of the first year after completing certificates for work and family relocated, and a couple students had to exit the program due to below grading scale of C or better.

To improve student persistence, the Culinary program continues to use 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, 22 in AY 2020, 8 in AY 2021, and 19 in AY 2022, the current year's results represent a higher number of majors (19 in AY 2022) completing degrees and certificates. We believe the reduction of degrees and certificates awarded is directly related to lower enrollment this past year. Also we believe 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.

The Program was fully articulated with all UHCC Culinary programs. CULN numericals 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.

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

Perkins Indicators

The program met its Perkins core indicators.

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 negatively could continue to 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 Three New Instructor -

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

Replace POS (point of sale) for Fine Dining Operations -

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

Preventive Maintenance for all Refrigeration Units -

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

25 Percent increase to Zero Based Budget -

- **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 – Replacement for 3 retiring faculty, 1 retired in 2019

Cost and Vendor – \$165,000-\$180,000 annual w/ increases per CBA for 3 Faculty

Annual Recurring Cost – Dependent upon UHPA/ BOR CBA

Useful Life of Resource – 10-20 years

Person(s) Responsible and Collaborators – PC's/Div. Chair/VCAA

Timeline – 2023

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

Program Goal #2 - Operational

Resource Requested - 20 Percent increase to Zero Based Budget

Cost and Vendor – Approximately \$63,000

Annual Recurring Cost - 0

Useful Life of Resource - 10+years

Person(s) Responsible and Collaborators - PC/Div. Chair/VCAS

Timeline - 2023

Program Goal #3 - Operational

Resource Requested - Replace POS (point of sale) for Fine Dining Operations

Cost and Vendor - Use UH equipment replacement funding/super quote \$18,000-\$22,000

Annual Recurring Cost - Standard R&M

Useful Life of Resource - 10+years

Person(s) Responsible and Collaborators - PC/Div. Chair/VCAS

Timeline - 2023

Program Goal #4 - Operational

Resource Requested – Preventive Maintenance for all Refrigeration Units

Cost and Vendor - \$ Quote pending

Annual Recurring Cost - 0

Useful Life of Resource - Annually

Person(s) Responsible and Collaborators - PC/Div. Chair/VCAS

Timeline - 2023

Program Goal #4 - Operational

2022 Kaua'i Community College ARPD
Program: Enter Program or Unit Name

Resource Requested - 20 Percent increase to Zero Based Budget

Cost and Vendor – Approximately \$63,000

Annual Recurring Cost - 0

Useful Life of Resource - 10+years

Person(s) Responsible and Collaborators - PC/Div. Chair/VCAS

Timeline - 2023

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

6. Optional: Edits to Occupation List for Instructional Programs

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