



2020

ANNUAL REVIEW OF PROGRAM DATA

Culinary Arts



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, 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

<https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=KAU&t=CTE&p=2182>

The Culinary program runs as a cohort. Students enter in the Fall semester and together progressively take courses in which the students build upon skills 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 390 new positions and replacement county positions, up from 424 in Program Year 18-19 and slightly higher 428 in Program Year 17-18. 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 28 from 34 in 2017-2018 and 35 in 2018-2019. Due to the strong economy in the past few years, there was heavy demand for workers in the culinary industry. This is a recurring trend--when the economy is strong, especially when the tourism market

is strong in Hawaii, enrollment drops. However, when the economy dips, student enrollment increases. 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.

The full-time students have increased by 2 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 2020), 12 (AY 2019), and 11 (AY 2018). 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 58% in 2017-2018, 63.2% in 2018-2019, and 49.5% in 2019-2020. In the current year, enrollment was again affected by the strong economy, which caused high demand for workers. 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 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.

Effectiveness Indicators

Effectiveness indicators for the culinary arts program are Cautionary as well. The indicator is cautionary because the number of completions did not go up. Fall-Spring persistence is healthy. The past three years Successful Completion (Equivalent C or Higher) has gone from 91% in 2017-2018, to 91% in 2018-2018, and currently boasts a high 92% completion rate in 2019-2020. 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, 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 a belief that they can accomplish goals and work at a higher standard.

Additionally, multiple hands-on and large events are conducted that involve well-known chefs and a few examples include the ACF Breakfast and HLTA Golf Tournament. Students are exposed to a multitude of network opportunities with chefs and restaurateurs as well as companies that work in the culinary industry. Furthermore, opportunities are available for student competitions and each year there is a 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 previously learned skills and transfers into the next set of classes.

Persistence Fall to Spring results show 78% in AY 2018, 89% in AY 2019, and 74% in AY 2020. Some students did in fact, not persist fall-to-fall in this review period. (i.e. fall-to-fall 2017-2018 was 53%, fall-to-fall 2018-2019 was 57%, fall-to-fall 2019-2020 was 32%). 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. We also believe that because we have students getting a Certificate of Competence (CO) for our Introduction to Food Service Program, the student must still declare a Culinary Arts degree Major. These students are entering the job force with a CO, and this greatly affects our persistence rates.

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 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, 29 in AY 2018, 28 in AY 2019, and 22 in AY 2020, the current year's results represent a high number of majors (28 in AY 2020) 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 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.

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.

An unmet Perkins indicator was the Student Retention. 81.82% for a goal of 86% . This was due to several students dropping out to work in jobs within the field. 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 impacts Persistence measures. All other Perkins Indicators were met.

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 - 2021

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 - 2021

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 - 2021

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 - 2021

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

2020 Kaua'i Community College ARPD
Program: Enter Program or Unit Name

Assessed During this APRU Cycle (Y or N) - Yes
Findings - Met benchmark of 70% or higher
Improvements Implemented - None
Next Assessment Date - 2021

4. Action Plan

Due to the pandemic and limited numbers of students allowed in physical classrooms due to pandemic safe practices, enrollment will be hindered, which affects fill rate and number of majors.

Perkins Indicators Action Plan

Hire New Instructor -

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

Student Retention -

- **Anticipated outcome goal** - Meet Goal - *Look at cost cutting alternatives for students to assist with their financial burden. Currently looking to sponsors to assist our students with culinary books and knife sets, as means lighten cost burdens and give incentive to continue.*
- **Actual Outcome** - TBD
- **Metric**-increase retention by 10%

5. Resource Implications

Program Goal #1 - 1,2,3,4,5,6,7,10,11,17,18,10,20

Resource Requested - ACFEF Accreditation Review 2022 (Writer, Air Fare for three reviewers, hotel rooms and meals)

Cost and Vendor - \$8000 - \$10000

Annual Recurring Cost - Annual Fees

Useful Life of Resource - 3 - 7 Years

Person(s) Responsible and Collaborators - PC's/DivChair/VCAA

2020 Kaua'i Community College ARPD
Program: Enter Program or Unit Name

Timeline - Spring of 2021 - Spring of 2022

Program Goal #2 -1,2,3,4,5,6,7,10,11,17,18,10,20

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 last year, however we were unable to purchase due to Covid-19 stop on purchases.

Program Goal #3 - 1,6,7,17

Resource Requested - 2 each Lecturers 1 for a 3 cr. for CULN 100 Culinary Math and 1 for a 1 cr. lecturer for CULN 116 Sustainability

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 - PC's/DivChair/VCAA

Timeline - Annually

Program Goal #4 - 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 - 2021

Note : This goal was approved last year, however we were unable to purchase due to Covid-19 stop on purchases.

Program Goal #5 - Operational

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 - Cafeteria Manager/VCAS

Timeline - 2021

Note : This goal was approved last year, however we were unable to purchase due to Covid-19 stop on purchases.

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