1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Culinary Arts Program (CAP) mission statement:

Our program’s mission is to develop the skills, knowledge, and confidence essential to prepare students for a wide range of successful employment opportunities in culinary careers. Our faculty is committed to provide a fusion of hands-on experiences and theoretical instruction in an atmosphere reflective of our community’s diverse culinary heritage.

‘O ke kanaka ke kuleana o ka moe; ‘O ke kokua ke kuleana a moku

A person’s privilege is to dream; our duty is to help.

The program provides students with opportunities to prepare for professional careers in the food service industry as well as upgrade current skills and knowledge. Program emphasis is on providing students with theoretical knowledge reinforced with “hands-on” instruction. Degrees include an Associate in Science degree (64 credits), a Certificate of Achievement (30 credits) and three Certificates of Competence, which include, Prep Cook (12 credits), Baking (10 credits), and Dining Room Supervision (18 credits), that provide students with the skills and knowledge necessary for entry-level employment. With job experience, graduates of the program have advanced to chefs, pastry chefs, kitchen managers, restaurant managers, and restaurant/business owners.

The Culinary Arts Program (CAP) is nationally accredited by the American Culinary Federation Education Foundation (ACFEF) Accrediting Commission. In summer 2015 the program received re-affirmation of accreditation, with the “Exemplary Program Award” designation, for a maximum seven-year period (expiration date: 30 June 2022).

What is the target student or service population?

Historically, the Culinary program has enjoyed a fairly diverse array of student demographics. A typical Culinary course is composed of a mix of traditional students and non-traditional students including 2nd career and military backgrounds. This composition produces a wide range of age and ethnic demographics, providing a somewhat unique opportunity for diverse perspective and discussions within a given class.

2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).
OVERALL PROGRAM HEALTH – Program data for the past three academic years indicate that the program has been “healthy.” “Healthy” scores have been consistent in Demand and Efficiency categories, while the Effectiveness category has alternated between “healthy” and “cautionary” over the past three years.

DEMAND INDICATORS – Demand Indicators are deemed as “healthy” and have been so for the past 3 years. Although New and Replacement Positions (County Prorated) has declined by ~5.4%, the program is still well above (~52.73) the “healthy” benchmark. The decline in Number of Majors (~24.14%) and SSH in All Program Classes (~11.14%) can largely be explained due to the following factors:

1. The extreme growth of the restaurant industry over the last 10 years has created a glut of restaurants and subsequent positions without sufficient staffing infrastructure to support these establishments. This has led to a “feeding frenzy” on hiring with employers paying unprecedented starting wages leading students to forego a formal education and enter the workforce immediately. In my opinion this is an unsustainable model and will be balancing out in the upcoming years.

2. Due to the relatively low (16) enrollment caps in lab courses due to safety reasons as well as the loss of 18 TEs due to the DC coming from the Culinary Program the last 4+ years, students (and potential students) may have been unable to register for lab courses (especially at the entry level). This is reflected in the Total Number of Classes Taught consistently declining over the past 3 years, largely due to instructors reaching the overload limit.

In order to stem this decline, the Culinary program will need an additional FT, 9-month faculty member in order to offer multiple sections of entry-level courses, i.e. Fundamentals of Cookery (CULN 120) and Fundamentals of Cookery II (CULN 125). In addition to this, it is imperative that the Culinary Program retain the FT, 9-month faculty position vacated by the retirement of our Dining Room instructor Tommylynn Benavente. The program will potentially be in a “catch-22” situation where the enrollment is dropping due to lack of courses offered and we cannot fill positions (retained or additional) due to the perceived drop in enrollment.

EFFICIENCY INDICATORS – Efficiency Indicators are deemed as “healthy” and have been so for the past 3 years. Fill rate has declined slightly (4.4%) as well as Majors to FTE BOR Appointed Faculty declining by ~21.1%. However, it must be noted that the FTE BOR Appointed Faculty count of 6 is misleading due to the loss of the above mentioned 18 TEs due to the DC coming from the Culinary Program and the retirement of our Dining Room instructor.

Additionally, it is worth noting that most “lab” classes, with the exception of Contemporary Cuisines (CULN 223) and Dining Room Operations (CULN 160) are typically at close to maximum capacity (i.e. 16 students). Offering additional sections of Fundamentals of Cookery (CULN 120) and Fundamentals of Cookery II (CULN 125) will increase the “base” number of students, and subsequent enrollment in CULN 223 and CULN 160. An alternative to increasing fill rates in CULN 223 and 160 would be to offer these two companion classes only once per semester; however, this will impact faculty workload and student completion.
Lastly, it should be noted that the Number of Low-Enrolled (<10) Classes (9) category does not adequately address the unique circumstances of a course with an enrollment cap due to safety reasons. As an example, an enrollment of 9 students in our CULN 223 course (capped at 12) is in actuality a fill rate of 75%, however still considered “Low-Enrolled” in the current calculations.

**EFFECTIVENESS INDICATORS** – Effectiveness Indicators are deemed as “cautionary” and has alternated between “healthy” and “cautionary” in the past 3 years. However, it must be noted that the automatic conferral process for degrees/certificates implemented in 2018-2019 created a surge of awards (~142% gain from 2017-2018 to 2018-2019) which has since come down to historic averages.

Secondarily, Persistence Fall to Spring has decreased 7%, which I believe to be a result of the above-mentioned extreme growth of the restaurant industry. Anecdotally, over the past few years, many of our 1st year students have gotten jobs and were promoted and/or “fast tracked” on their career path due to the lack of qualified cooks/chefs available to the employer. Again, I believe this trend, especially given recent events, to balance and even reverse in the coming years.

**DISTANCE INDICATORS** – The program has offered one distance education class (CULN 112) the past 3 years. Enrollment and Fill Rate have remained relatively steady, while Successful Completion has enjoyed a significant increase (15%). I believe this to mainly be due to faculty’s increasing comfort and skill with the Distance Education format.

**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.**

The program’s Dining Room Instructor retired at the end of AY 2019-2020. Due to the hiring freeze, the program has not been able to replace this faculty member. It is imperative that the program retain this position and be allowed to fill it as soon as possible.

In addition, the culinary program has been asking for an additional FTE BOR appointed faculty position for a number of years:

*(From 2018-2019 ARPD Action Plan)*

The program was not able to retain a full-time faculty position that was vacated by a culinary arts instructor in spring 2015. The result was a decrease from seven (7) FTE BOR Appointed Faculty to six (6). In addition, a culinary faculty member has occupied the PAT Division Chair (DC) seat since fall 2015; and in all likelihood a culinary faculty member will continue in this position at least through spring 2022. This has decreased the programs’ faculty teaching load by another ½ FT position due to DC assigned time. An additional full-time, 9-month, faculty position is therefore needed to maintain gains the program has realized. This position would provide the following benefits for students and the program:
Increasing the number of “new” students, majors, and degrees & certificates awarded, as well as, fill rates for companion courses CULN 160 & 223 (which have been historically low enrolled) by offering multiple sections of introductory and fundamental courses.

Improve timely completion of course work, as well as, persistence and completion rates by reducing scheduling “roadblocks” or “bottlenecks.”

Decrease faculty overloads (*see note below).

Continue to offer Early College Courses and participation in Culinary Competitions.

Increase scheduling flexibility by offering day and evening lab classes.

Better use of facilities by utilizing teaching labs during day and evening hours.

Introduce new courses, electives, certificate program, i.e. baking, patisserie, confiserie, etc.

*Note: During AY 2016-17, the five FT, 9-month culinary faculty accrued 26.39 TEs of overload (an average of 5.278 TEs per 9-month faculty). Overloads for AY 2017-18 totaled 21.5 TEs plus one lecturer teaching 8 TEs. Overloads for AY 2018-19 were 16.2 TEs for the five, FT 9-month faculty. This decrease is due to two lecturers teaching a combined 21.0 TE workload. Overloads for AY 2019-20 are projected to be 16.0 TEs plus one lecturer teaching 17.5 TEs. The overload data excludes the 11-month culinary faculty member serving as the Division Chair.

The lack of action on this request has “handcuffed” the culinary program’s ability to respond to a myriad of issues, most notably the issue of declining enrollment over the past few years.

**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** – 3 out of the 6 Perkins Indicators goals were not met.

Technical Skills Attainment fell short by 3.08, however is still scored at 91.67. Anecdotally, and in my personal experience, this may be explained, at least in part, by ending the Spring 2020 semester fully online due to the pandemic. As culinary students generally thrive in kinesthetic modalities versus auditory and even visual modalities, a number of our students struggled with the sudden change in modality with some even stopping or lessening participation in courses. This, coupled with the various familial, mental, and emotional struggles that we all faced may have led to a lesser performance in various areas.

Student Retention or Transfer fell short by 4.33. Again, this may be explained by the above-mentioned extreme growth of the restaurant industry and the plethora of career advancing opportunities available to an employee. Again, it is my belief that this trend will reverse, especially given recent events. Another possible explanation for this is the program’s inability to offer the full curriculum every semester due to the lack of available faculty TEs. This issue has been ongoing for 2 main reasons: 1) In Spring 2015 the program was not able to retain a full-time faculty position and decreased from 7 FTE BOR appointed faculty to 6, and 2) Since Fall 2015 through present, a
A culinary faculty member has occupied the PAT Division Chair seat, decreasing the program’s faculty teaching load by 18 TEs or roughly 2/3rds of a full time position. Since this point, the program’s ability to offer the full curriculum in a given semester has vacillated based largely on our ability to find lecturers to fill gaps, which has historically been fairly difficult.

Student Placement fell short by 1.01. I am unsure of how to address this as the program’s historic anecdotal information (i.e. from surveys, query, social media, informal polling of graduates, etc.) suggests that the vast majority of concentrators who have left the program are employed.

The faculty, counselors, academic specialists, and job placement services will continue their efforts to improve completion, retention, placement, and student success.

[insert ARPD data table, if available; else, insert unit or program specific data used for review]
### Program: Culinary Arts

<table>
<thead>
<tr>
<th>17.</th>
<th>Successful Completion (Equivalent C or Higher)</th>
<th>88%</th>
<th>89%</th>
<th>Cautionary</th>
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<tbody>
<tr>
<td>18. Withdrawals (Grade = W)</td>
<td>21</td>
<td>8</td>
<td>5</td>
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</tr>
<tr>
<td>19.* Persistence Fall to Spring</td>
<td>72%</td>
<td>75%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>19a. Persistence Fall to Fall</td>
<td>56%</td>
<td>49%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>20. Unduplicated Degrees/Certificates Awarded</td>
<td>60</td>
<td>85</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>20a. Degrees Awarded</td>
<td>15</td>
<td>26</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>20b. Certificates of Achievement Awarded</td>
<td>13</td>
<td>51</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>20c. Advanced Professional Certificates Awarded</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20d. Other Certificates Awarded</td>
<td>51</td>
<td>110</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>21. External Licensing Exams Passed 1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>22. Transfers to UH 4-yr</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>22a. Transfers with credential from program</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>22b. Transfers without credential from program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

1 Campus to include in program analysis if applicable.

### Distance Indicators

<table>
<thead>
<tr>
<th>#</th>
<th>Distance Indicators</th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Number of Distance Education Classes Taught</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>24.</td>
<td>Enrollments Distance Education Classes</td>
<td>17</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>25.</td>
<td>Fill Rate</td>
<td>85%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>26.</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>65%</td>
<td>68%</td>
<td>83%</td>
</tr>
<tr>
<td>27.</td>
<td>Withdrawals (Grade = W)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28.</td>
<td>Persistence (Fall to Spring Not Limited to Distance Education)</td>
<td>53%</td>
<td>75%</td>
<td>72%</td>
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</tbody>
</table>

### Perkins Indicators

<table>
<thead>
<tr>
<th>#</th>
<th>Perkins Indicators</th>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>1P1 Technical Skills Attainment</td>
<td>94.75</td>
<td>91.67</td>
<td>Not Met</td>
</tr>
<tr>
<td>30.</td>
<td>2P1 Completion</td>
<td>61</td>
<td>77.08</td>
<td>Met</td>
</tr>
<tr>
<td>31.</td>
<td>3P1 Student Retention or Transfer</td>
<td>86</td>
<td>81.67</td>
<td>Not Met</td>
</tr>
<tr>
<td>32.</td>
<td>4P1 Student Placement</td>
<td>66.75</td>
<td>65.71</td>
<td>Not Met</td>
</tr>
<tr>
<td>33.</td>
<td>5P1 Nontraditional Participation</td>
<td>23.75</td>
<td>42.06</td>
<td>Met</td>
</tr>
<tr>
<td>34.</td>
<td>5P2 Nontraditional Completion</td>
<td>23.25</td>
<td>41.77</td>
<td>Met</td>
</tr>
</tbody>
</table>

### Performance Indicators

<table>
<thead>
<tr>
<th>#</th>
<th>Performance Indicators</th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.</td>
<td>Number of Degrees and Certificates</td>
<td>28</td>
<td>77</td>
<td>35</td>
</tr>
<tr>
<td>36.</td>
<td>Number of Degrees and Certificates Native Hawaiian</td>
<td>11</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>37.</td>
<td>Number of Degrees and Certificates STEM</td>
<td>Not STEM</td>
<td>Not STEM</td>
<td>Not STEM</td>
</tr>
<tr>
<td>38.</td>
<td>Number of Pell Recipients 1</td>
<td>11</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>39.</td>
<td>Number of Transfers to UH 4-yr</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

* Used in Rubric to determine Health Indicator

Date Last Modified: 2020-10-13 01:45:22

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

#### a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

**PLO1**
Demonstrate professionalism in dress, grooming, attitude, and workplace behavior that reflect standards expected of culinary and hospitality employees.

**PLO2**

Demonstrate principles of sanitation and safety in a food service operation for safe food handling and to protect the health of the consumer.

**PLO3**

Apply mathematical functions related to food service operations.

**PLO4**

Use knives, tools and equipment following established safety and sanitation practices and principles of food preparation to prepare a variety of food items, recipes, and/or products.

**PLO5**

Demonstrate a variety of culinary cooking methods and techniques following established procedures to produce classic, regional and contemporary cuisines.

**PLO6**

Demonstrate fundamental principles, methods, and techniques of baking to prepare a variety of baked goods.

**PLO7**

Demonstrate professional hospitality and service standards to insure quality guest service

**PLO8**

Examine a variety of sustainable practices in the culinary industry as a means for controlling operating costs and for being good environmental stewards.

**PLO9**

Explore various management topics as related to foodservice operations.

b) **Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.**

All 14 Culinary Courses (CULN) are being assessed, i.e. CULN 111, 112, 115, 120, 125, 150, 160, 223, 224, 241, 269, 273, 276 and 293E

The PLOs are assessed in the following courses:

PLO #1 – All “lab” classes (i.e. CULN 120, 125, 150, 160, 223, 224, 241, 269, and 293E)

PLO #2 – All “lab” classes and CULN 112
PLO #3 – All “lab” classes, CULN 115 and CULN 273
PLO #4 – All “lab” classes
PLO #5 – CULN 120, 125, 223, 224, 241, 269, and 293E
PLO #6 – CULN 150, 223, 241, 269, and 293E
PLO #7 – CULN 160 and CULN 269
PLO #8 – All “lab” classes, CULN 112 and CULN 273
PLO #9 – CULN 160 and CULN 276

c) Assessment Results.

In the past year, the Culinary Program has endeavored to reorganize and reassess it’s Student Learning Outcomes. During this process we have aligned the PLOs>SLOs>ACFEF Competencies. All 40 of the Program’s SLOs and therefore PLOs were assessed during AY 2019 – 2020. 643 assessments were conducted utilizing a variety of measurements such as: Assignments, essays, exams, projects, quizzes, tests, demonstrations, capstone projects, discussions, and lab performance. ~94.7% of students achieved the standard of 70% or higher on these assessments.

d) Changes that have been made as a result of the assessment results.

No changes have been made as the results have been satisfactory.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

The most critical area to address is declining enrollment. As stated above and in the previous year’s ARPD an investment and assignation of an additional FT position is imperative to the program’s ability to not only stem the enrollment decline, but to grow the program and take advantage of the potential critical role that the program can play in the post-pandemic restaurant industry.

(From 2018-2019 ARPD Action Plan)
The program was not able to retain a full-time faculty position that was vacated by a culinary arts instructor in spring 2015. The result was a decrease from seven (7) FTE BOR Appointed Faculty to six (6). In addition, a culinary faculty member has occupied the PAT Division Chair (DC) seat since fall 2015; and in all likelihood a culinary faculty member will continue in this position at least through spring 2022. This has decreased the programs’ faculty teaching load by another ½ FT
position due to DC assigned time. An additional full-time, 9-month, faculty position is therefore
needed to maintain gains the program has realized. This position would provide the following
benefits for students and the program:

- Increasing the number of “new” students, majors, and degrees & certificates awarded, as well as,
  fill rates for companion courses CULN 160 & 223 (which have been historically low enrolled) by
  offering multiple sections of introductory and fundamental courses.
- Improve timely completion of course work, as well as, persistence and completion rates by
  reducing scheduling “roadblocks” or “bottlenecks.”
- Decrease faculty overloads (*see note below).
- Continue to offer Early College Courses and participation in Culinary Competitions.
- Increase scheduling flexibility by offering day and evening lab classes.
- Better use of facilities by utilizing teaching labs during day and evening hours.
- Introduce new courses, electives, certificate program, i.e. baking, patisserie, confiserie, etc.

*Note: During AY 2016-17, the five FT, 9-month culinary faculty accrued 26.39 TEs of overload
(an average of 5.278 TEs per 9-month faculty). Overloads for AY 2017-18 totaled 21.5 TEs plus one
lecturer teaching 8 TEs. Overloads for AY 2018-19 were 16.2 TEs for the five, FT 9-month faculty.
This decrease is due to two lecturers teaching a combined 21.0 TE workload. Overloads for AY
2019-20 are projected to be 16.0 TEs plus one lecturer teaching 17.5 TEs. The overload data
excludes the 11-month culinary faculty member serving as the Division Chair.

It must also be noted that the program’s Dining Room Instructor retired at the end of AY 2019-
2020. Due to the hiring freeze, the program has not been able to replace this faculty member. It is
imperative that the program retain this position and be allowed to fill it as soon as possible with the
above in mind.
The program receives an annual Instructional/Supply Budget of $44,500.00 from the College for
equipment repair & maintenance, service contracts, instructional foods and supplies, start-up food
and supply purchases prior to the start of the Fall semester, etc. Due to the increase in cost of
goods, repairs, labor, etc., the program has exceeded the annual budget the past three AYs by an
average of $12,278.00/year. The Culinary Program will be requesting an annual
Instructional/Supply Budget increase of $12,500.00 for a total of $57K. As this budget was
instituted over 10 years ago, simple inflation since 2010 would justify this request.

The program believes that the addition of new courses, electives, and certificate programs
(specifically advanced baking) would allow for significant growth in enrollment both short and long
term. In order to achieve this, and along with the addition of a FT faculty member position, an
investment into either renovating or expanding the existing laboratory would be required. This
would allow the program to be responsive to both the changing needs of the industry and the needs
and goals of our students.
The program will continue with assessment efforts and has completed the realignment of the 210 ACFEF “Required Knowledge and Competencies” with the 40 course SLOs (which are mapped to the 9 program PLOs). The program’s goal is to have all of the ACFEF “Required Knowledge and Skills Competencies” assessed by the end of AY 2020-21. This assessment data is required by, and will be included in, the American Culinary Federation Educational Foundation (ACFEF) reaffirmation of accreditation self-study in Spring 2022. The program faculty will start the self-study process in Spring 2021.

The program faculty will continue to work with students, counselors, academic specialists, and peer mentors to improve recruitment, completion, persistence and retention rates, as well as overall student success. The Culinary Program continues to disseminate a graduate survey every semester shortly after degrees are conferred. The Culinary Program also distributes an employer survey. The goal is to study the data from these surveys to ascertain why some students are not successful, leave the program/school and/or are not receiving certificates and degrees. This information will also be valuable in tracking student placement and employment. The dedicated PAT Division Academic Specialist (and a faculty member) have been tasked with spearheading these endeavors, which includes compiling, tracking, and analyzing the data. It is recommended that this become a permanent position with salary from General Funds to provide for organization, continuity and comprehensive/accurate data collection and study.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Technical Skills Attainment will be improved with the faculty’s greater knowledge and skill in the use of technology to address challenges brought about by the global pandemic and the subsequent shutdown of the state. Furthermore, the easing of restrictions and allowance of hybrid course modalities rather than strictly online capacity will allow the program to once again utilize kinesthetic modalities better suited to our particular student population.

Student Retention or Transfer can best be addressed with the cooperation of administration and the BOR by granting the retention of the currently empty FT position as well as the granting of an additional FT position as noted above. As noted above, I am unsure of how to address Student Placement as the program’s historic anecdotal information (i.e. from surveys, query, social media, informal polling of graduates, etc.) suggests that the vast majority of concentrators who have left the program are employed.

The faculty, counselors, academic specialists, and job placement services will continue their efforts to improve completion, retention, placement, and student success.

Specify how the action plan aligns with the College’s Mission and Strategic Plan.

The above stated action plan aligns with Leeward Community College’s stated mission and strategic plan in the following ways:
The retention and addition of FT positions will allow the Culinary Program to increase enrollment while building upon initiatives such as Early College. An expanded curriculum including new certificates will allow the program to better serve the current needs of both traditional and non-traditional students. This added flexibility will allow the program to better target specific targeted populations with the goal in mind of providing an effective transition from K-12>Leeward>Industry or Baccalaureate endeavors.

It goes without saying that restaurant industry of the future will be vastly different in the near future and the Culinary Program will have to be positioned accordingly to help students attain their goals with not only high-quality education, but also highly relevant education. The program must have the resources necessary to pivot the program to be able to deliver programs and training needed for a qualified workforce in a post-pandemic industry.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

The above noted Action Plan has guided the program for the last few years in both positive and negative ways. The Culinary Program continues to deliver quality instruction with a focus on meaningful assessment. The program also continues to focus on student retention and building enrollment, however, it must be noted that the lack of resource allocations, especially regarding the FT faculty position and the inability to fill a vacant position, have hampered the program’s ability to focus time and energy on this vital sector. The surplus of faculty overload combined with the inability to offer a full curriculum to the students every semester due to a lack of Teaching Equivalencies available (several of the faculty are at maximum overload) has inevitably led to a declining enrollment as noted above.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources.

**Physical**

Monies for consultation and ultimately renovation and/or construction of new/modified laboratory space

**Human**

Salary for qualified, FT, 9-month Culinary Arts Instructor.

Salary for permanent, PAT Division Academic Specialist.
Monies for continued professional development as required by the ACFEF.

Salaries for qualified lecturers.

**Financial**

Increase annual Instructional/Supply Budget from $44.5K to $57K.

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