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 perspectives 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 and now stands at “Progressing”.

DEMAND INDICATORS – Demand Indicators are deemed as “healthy” and have been so for the past 3 years. Although New and Replacement Positions (County Prorated) have declined slightly the program is still well above the “healthy” benchmark. The decline in Number of Majors and SSH in All Program Classes seen last year seems to have steadied, however, we are still well below the numbers enjoyed in the previous 5-7 years due to the inability to offer our full slate of curriculum as well as additional entry level courses to increase enrollment numbers.

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. Due to the relatively low (16) enrollment caps in lab courses due to safety reasons as well as the loss of 18 TE’s due to the DC coming from the Culinary Program the last 5+ years, students (and potential students) may have been unable to register for lab courses (especially at the entry level).

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 is 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 increased slightly after last year’s slight decline as well as Majors to FTE BOR Appointed Faculty increasing slightly as well. However, it must be noted that the FTE
BOR Appointed Faculty count of 5 is misleading due to the loss of the above mentioned 18 TEs due to the DC coming from the Culinary Program.

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). Consideration should be given to the percentage of fill rate rather than integer count as currently constructed when identifying low enrolled classes.

Lastly, it should be noted that that Analytic FTE Faculty rating of 4 does not in any way consider the myriad of secondary duties and responsibilities the at Culinary Faculty maintain such as:

- Independent Accreditation
- Biannual Advisory Board Meetings
- Scholarships
- Culinary Competitions
- Social Media/Marketing
- Program Orientations, Tours & other Outreach
- Student, Graduate & Employer Surveys
- Recording of Weekly Faculty/Staff Meeting Minutes
- Wahiawa Product Development Center
- Collaboration with other Programs/Disciplines

As well as the coordination and execution of a variety of program, college, and community events such as:

- L’ulu, Leeward Culinary Arts Gala
- Scholarship Brunch
- Student Assemblies
- Hawaii Food & Wine Festival
- Ko Olina Thanksgiving Outreach
- Hawaii Culinary Education Foundation Golf Tournament
- Links to Literacy
- Hawaii Food & Lodging EXPO
- Discovery Fair
- Other college, UH System, and community requests for functions at The Pearl

In short, the value of the program (and related decisions on FTE quantity) should not be solely based on measurable, quantitative data. The program provides workforce development for the largest industry in Hawai’i, food options for the campus community (i.e. bake sales, “Pop-Up,” Ala
‘Ike Grill, The Pearl), and catering/dining experiences for a variety of campus and community needs (i.e. BOR luncheons, Legislators’ luncheons, receptions, retirement functions, etc.). Program events, outreach, and recent program marketing and public relations via print media (e.g. CRAVE, Midweek), television, and social media, bring increased visibility and awareness to the program and Leeward CC and should be taken in consideration when requests for additional FTE positions are posited.

**EFFECTIVENESS INDICATORS** – Effectiveness Indicators are deemed as “progressing” and have 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.

Although Unduplicated Degrees/Certificates Awarded have decreased slightly, the number of Degrees Awarded did rise slightly perhaps indicating a stronger trend in persistence to completion of the degree.

It must be noted that the recent announcement of resignation from the Division Retention Specialist (Tami Williams) will undoubtedly have an impact on persistence in the near future. This position has been critical in raising our persistence numbers in the last 5+ years. As this position is grant funded, it is critical that this position be funded as a FTE position to retain the gains made.

**DISTANCE INDICATORS** – The program has historically offered only one distance education class (CULN 112). However, due to Covid, the program increased its offerings to 4. It is pleasing to note that successful completion rose to 89%, the highest that the program has seen in recent memory. This is perhaps due to the plethora of professional development offered and taken to address the potential difficulties of teaching in an online environment.

Unfortunately, Persistence decreased significantly relative to historic averages. I believe that some of this may be due to the perspective of our student base, which generally crave (and thrive in) the hands-on, in person learning experience. Optimistically, we will see a return to historic averages in Persistence when we return more fully to in person learning (Spring 2022 will offer all CULN courses either hybrid or in-person).

**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 was awarded a budget increase of $20,000 for a total of $64,500. This increase has proven to be critical as we have faced dramatic increases in the cost of goods and services in the last year. In some cases prices on ingredients needed for lab activities have tripled.

The program was not awarded the requested additional FTE position, nor were we able to fill our vacated (due to retirement) FTE position due to a hiring freeze. Among other factors, this left the program unable to dedicate time to the development of curriculum to encourage enrollment.

**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** – 2 out of the 2 Perkins Indicators goals were met.

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

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
<th>2020 - 21</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>New &amp; Replacement Positions (State)</td>
<td>7576</td>
<td>5865</td>
<td>5504</td>
<td></td>
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<tr>
<td>2.*</td>
<td>New &amp; Replacement Positions (County Prorated)</td>
<td>4828</td>
<td>3902</td>
<td>3657</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Number of Majors</td>
<td>116</td>
<td>88</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>3a.</td>
<td>Number of Majors Native Hawaiian</td>
<td>21</td>
<td>18</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3b.</td>
<td>Fall Full-Time</td>
<td>53%</td>
<td>53%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>3c.</td>
<td>Fall Part-Time</td>
<td>47%</td>
<td>47%</td>
<td>40%</td>
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<tr>
<td>3d.</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>2%</td>
<td>2%</td>
<td>6%</td>
<td></td>
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<tr>
<td>3e.</td>
<td>Spring Full-Time</td>
<td>44%</td>
<td>60%</td>
<td>59%</td>
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<tr>
<td>3f.</td>
<td>Spring Part-Time</td>
<td>56%</td>
<td>40%</td>
<td>41%</td>
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<tr>
<td>3g.</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td></td>
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<tr>
<td>4.</td>
<td>SSH Program Majors in Program Classes</td>
<td>1,490</td>
<td>1,304</td>
<td>1,306</td>
<td>Healthy</td>
</tr>
<tr>
<td>5.</td>
<td>SSH Non-Majors in Program Classes</td>
<td>72</td>
<td>84</td>
<td>64</td>
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</tr>
<tr>
<td>6.</td>
<td>SSH in All Program Classes</td>
<td>1,562</td>
<td>1,388</td>
<td>1,370</td>
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</tr>
<tr>
<td>7.</td>
<td>FTE Enrollment in Program Classes</td>
<td>52</td>
<td>46</td>
<td>46</td>
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<tr>
<td>8.</td>
<td>Total Number of Classes Taught</td>
<td>35</td>
<td>32</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>#</th>
<th>Efficiency Indicators</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
<th>2020 - 21</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Average Class Size</td>
<td>14</td>
<td>13</td>
<td>13</td>
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<tr>
<td>10.*</td>
<td>Fill Rate</td>
<td>81.7%</td>
<td>77.3%</td>
<td>80.7%</td>
<td>Healthy</td>
</tr>
<tr>
<td>11.</td>
<td>FTE BOR Appointed Faculty</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>12.*</td>
<td>Majors to FTE BOR Appointed Faculty</td>
<td>19</td>
<td>15</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Majors to Analytic FTE Faculty</td>
<td>23</td>
<td>22</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>13a.</td>
<td>Analytic FTE Faculty</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Overall Program Expenditures</td>
<td>$489,771</td>
<td>$633,001</td>
<td>$675,263</td>
<td>Healthy</td>
</tr>
<tr>
<td>14a.</td>
<td>General Funded Budget Allocation</td>
<td>$343,950</td>
<td>$532,853</td>
<td>$590,291</td>
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<tr>
<td>14b.</td>
<td>Special/Federal Budget Allocation</td>
<td>$113,503</td>
<td>$63,199</td>
<td>$27,347</td>
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<tr>
<td>14c.</td>
<td>Tuition and Fees</td>
<td>$31,918</td>
<td>$36,949</td>
<td>$58,625</td>
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<tr>
<td>15.</td>
<td>Cost per SSH</td>
<td>$314</td>
<td>$456</td>
<td>$494</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Number of Low-Enrolled (&lt;10) Classes</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
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.

c) Assessment Results.

d) Changes that have been made as a result of the assessment results.
As the Culinary program was up to date with the previous campus mandate of assessing every course once every 5 years, a decision was made to instead focus this year’s assessment efforts on the building of a rubric repository based off of the SLO>Competency mapping that was done the year prior. Although still in progress, we now have a rubric in place for all of our 42 Student Learning Outcomes and 220 ACFEF Competencies.

We are also participating as “early adopters” of the campus’ new assessment software, “Anthology” and plan to enter assessment data for all of our SLOs this academic year.

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.

Again, the most critical area of concern is declining enrollment which leads to a decline in degrees awarded. 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.

The Culinary program has recognized the importance of this issue and has already taken steps to address this issue. Some examples of projects, both in development and already implemented, include:

- Increase of enrollment cap from 16 to 18 in both CULN 120 and CULN 125 to increase incoming student base.

- Increasing both visibility and participation with the DOE Culinary programs

- Consultation and partnership in the creation of a “DOE Liaison” (Tami Williams).
  - Programs already in the process include facility tours and lunch in the Pearl Restaurant for high school Culinary II students and orientation for incoming CULN students.

- Faculty have sought out and established membership in a number of DOE Pathway/Academy Advisory Boards.
- Partnership with outside organizations (Aloun Farms, Chef Hui, Hawaii Culinary Education Foundation, Hawaii Restaurant Association Education Foundation, etc.) which have already established relationships with DOE Culinary programs.

- The development of additional CULN Early College courses and the expansion of participating schools.

- Involvement in the upcoming Wahiawa Product Development Center, including the development of curriculum to support this project.

- Initial development of Non-Credit Culinary courses for both the general public and professionals (development of certificates/certifications).

Lastly, the program submitted a request for exemption from the hiring freeze in continued attempts to replace the faculty member that retired at the end of AY 2019-2020. This will play a critical factor in the program’s ability to achieve its goals. As stated above, the Culinary Program faculty carry a plethora of secondary duties and responsibilities that are of benefit to the college beyond measurable, quantifiable data. These factors should be taken into consideration when requests for retention of, and additional FTE positions are posited.

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

All Perkins Core Indicators were met.

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

The unfreezing of the FTE position will allow the Culinary Program to increase enrollment while building upon the initiatives such as Early College. An expanded curriculum including new certificates and non credit courses 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 the 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 will not fundamentally alter the program in regards to the delivery of quality instruction with a focus on meaningful assessment. However, the focus on student retention and building enrollment will absolutely be determined in large part by the decisions made regarding resource allocations, especially regarding the FTE faculty position and the inability to fill a vacant position. The lack of allocation has 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. It should also be noted that the additional burdens of secondary duties and responsibilities placed on the remaining FTE faculty members have led to comments of “burn out” and fatigue and will inevitably impact quality of work.

That being said, the Culinary faculty have, and will continue to develop and implement various strategies to address this issue.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

Human

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

Salary for permanent, PAT Division Academic/Retention Specialist (DOE Liaison).

Monies for continued professional development as required by the ACFEF.

Salaries for qualified lecturers.

☐ 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.