Program or Unit Name:
Culinary Arts

Assessment Period
1. 2016 - 2021

College Mission
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Program or Unit Mission
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.

Part I. Executive Summary of Program or Unit Status
Start here
Part II. Program or Unit Description

- **History**
  The Food Service Program was established at Leeward CC in fall 1973. Course alphas were designated FSER and course numbers were below the 100-level. In fall 2008, the program was renamed the Culinary Arts Program (CAP), and program course alphas were changed to CULN and all course numbers were raised to the 100-level or above.

  The program 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 the maximum seven-year period (expiration date: 30 June 2022).

- **Program Description**
  This program is designed to provide the technical knowledge and basic skills training for students interested in a professional food service career. Program emphasis is on providing students with theoretical knowledge reinforced with "hands-on" training. With job experience, graduates of the program have advanced to chefs, pastry chefs, kitchen managers, restaurant managers, and restaurant owners.

- **Program Learning Outcomes**
  1. Demonstrate professionalism in dress and grooming, attitude, and workplace behavior that reflect standards expected of food service industry professionals.
  2. Demonstrate basic principles of sanitation and safety in a foodservice operation for safe food handling and to protect the health of the consumer.
  3. Apply mathematical functions related to foodservice operations.
  4. 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.
  5. Demonstrate a variety of culinary cooking methods and techniques, following established procedures to produce classical, regional and contemporary cuisines.
  6. Demonstrate fundamental principles, methods, and techniques of baking to prepare a variety of baked goods.
  7. Demonstrate professional hospitality and service standards to ensure quality guest service.
  8. Examine a variety of sustainable practices in the culinary industry as a means for controlling operating costs and for being good environmental stewards.
  9. Examine various management topics as related to foodservice operations.
● Admission Requirements
Per Admission Eligibility, Regulations, Placement and Requirements in Leeward CC Catalogue.

● Credentials or Licensures Offered
The program provides students with opportunities to prepare for professional careers in the food service industry as well as upgrade current skills and knowledge. 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. Students also receive National Restaurant Association (NRA) Educational Foundation certificates in Customer Service, Human Resources Management & Supervision, and ServSafe certification with successful completion (75% or better) on the national standardized final exam in CULN 160, CULN 276 and CULN 112, respectively.

● Faculty and staff
The faculty and staff of the Culinary Arts Program are experienced and qualified for their areas of responsibility. They possess both the professional and academic credentials to maintain the program’s success. The Culinary Arts Program currently has five full-time faculty and one lecturer positions. Detailed background information follows:

● **Donald Maruyama**, Professor, currently serves as the Professional Arts & Technology (PAT) Division Chair and is responsible for teaching Fundamentals of Cookery (CULN 120). Chef Maruyama joined the program in 2007 and also previously served as the Program Coordinator. Chef Maruyama received a B.A. in chemistry from Grinnell College in 1981. He attended the University of Hawaii, John A. Burns School of Medicine as a graduate student from 1982-84 and medical student from 1984-87. He completed the Culinary Arts Program at Kapi'olani Community College in 1989. He has maintained the CHE designation since summer 2009. His 20-plus years in the F&B industry include positions as Executive Chef, Food & Beverage Director, and Corporate Chef for restaurants and hotels on Oahu, Maui, and the Big Island, Hawaii.

● **Matthew Egami**, Assistant Professor, serves as the Program Coordinator and is currently responsible for teaching Sanitation & Safety (CULN 112), Menu Planning & Merchandising (CULN 115), Fundamentals of Cookery II (CULN 125), Human Resource Management & Supervision (CULN 276) and Culinary Externship (CULN 293E). Chef Egami joined the Leeward CC program in spring 2013 as a lecturer. He received an A.S. degree from the Culinary Institute of the Pacific, Kapi'olani CC campus. He has more than 13 years of experience as a line cook, Kitchen Manager, Sous Chef, and Chef.
Chris Garnier, Assistant Professor, currently teaches Contemporary Cuisines (CULN 223). Chef Garnier joined the program in Fall 2015 after a previous stint as a lecturer in 2014. Chef Garnier’s 25 years of industry experience includes positions as Corporate Chef, Corporate Executive Sous Chef, and Executive Chef for Roy’s Restaurants in Hawaii and across the U.S. mainland, as well as Executive Sous Chef at the Kahala Mandarin Oriental in Honolulu. He has received numerous awards including Orange County’s Chef of the Year. He attended the Culinary Arts Program at Kapi’olani CC.

Lee Alan Dung, Instructor, currently teaches Introduction to the Culinary Industry (CULN 111), Asian/Continental Cuisines (CULN 224), and Garde Manger II (CULN 241). Chef Dung joined the program in Fall 2017. He received an A.S. in Food Service Hospitality Management from Kapiolani College and a B.S. in Family Resources from University of Hawaii. Chef Dung’s over 37 years of experience include Executive and Corporate Chef positions as well as Director of Operations at a variety of successful restaurants before opening his own sushi restaurant, Iwayami Sushi, in 2006.

Abigail Langlas, Instructor, currently teaches Fundamentals of Baking (CULN 150), Culinary Special Events (CULN 269), and Purchasing and Cost Management (CULN 273). Chef Langlas joined the program in Fall 2017. She earned a Certificate in Advanced Pastry from Westminster College in London and spent her formative years in France before moving back to Hawaii. Chef Langlas has over 28 years of experience including Pastry Chef positions at Alan Wong’s and Honolulu Coffee Company before opening her own business, Cake Works.

Jaylene Duarte, Lecturer, currently teaches Sanitation & Safety (CULN 112) and Dining Room Operations (CULN 160). Ms. Duarte joined the program in Fall 2018. She received an A.S. degree from the Culinary Institute of the Pacific, Kapi’olani CC campus. Ms. Duarte worked as a server, bartender, and manager in her 20 years of experience at a variety of restaurants.

All faculty members are Certified Hospitality Educators via the American Hotel & Lodging Association.

Administrative, clerical and support services available to meet the needs of the program and to facilitate the work of the culinary faculty follows:

- **Secretarial Support:** The division has a full-time secretary, Fabiola Castellano, and employs a student assistant who reports to the Division Chair. The division secretary’s primary responsibilities include preparing and processing purchase orders and other College forms as required, record keeping of the program’s supply budget, and other duties as requested. The student assistant works directly under the secretary and has light clerical and filing duties.

- **Procurement and Production Support:** Products required by the program instructional classes are coordinated through Jason Fernandez, the program’s
APT position. In addition to storeroom operations, the APT assists faculty in kitchen labs, ensures sanitation & safety standards are maintained, coordinates equipment maintenance & repairs, etc.

- **Academic Counselor:** Blake Hunrick, Professor, became the dedicated counselor for the Professional Arts & Technology Division (Culinary Arts, Automotive Technology, Television Production and Digital Media) in 2021.

- **Academic Specialist:** Tami Williams joined Leeward CC in February 2014 as the Professional Arts & Technology Division Academic Specialist to improve student success and retention. She has been working under a CTE Perkins Grant which also covers two student peer mentors. Recently, Tami's grant expanded her directive to include DOE liaison duties to increase enrollment. Tami earned a B.S. in Accounting from Pepperdine University and a M.S. in Management from Troy State University. Note: Tami will be leaving her role at the end of 2021. It is unclear if this position will be filled for the remainder of the grant period ending Summer 2022.

- **Resources**
  - **State of Hawaii General Funds and Tuition and Fee Special Funds:** The State’s General Fund is used to primarily support salaries and fringe benefits for all full-time faculty members and lecturers. The institution’s Tuition and Fee Special Funds are used to support the program’s APT support position, operational costs, such as goods and services, equipment, and travel.
    - Prior to the COVID-19 pandemic, the Culinary Arts Program’s annual operating budget was $44,500.00. In 2020-2021, the program’s budget was decreased by 25% as a result of the COVID-19 pandemic; this was a UHCC System-wide reduction due to the State of Hawaii’s budget crisis. However, effective Fall 2021, the program’s pre-pandemic operating budget was increased by $20,000 for a total of $64,500.00 annually. The increased budget is projected to meet the program’s needs. The program relies on these two sources of funding for salaries/benefits and to defray instructional and operating costs.
  - **Revolving Funds:** As part of student learning, several program classes operate outlets that serve food to faculty, staff, and the public. These classes include Fundamentals of Baking (CULN 150), Fundamentals of Cookery II (CULN 125), Asian/Continental Cuisines (CULN 224), Contemporary Cuisines (CULN 223) and Dining Room Operations (CULN 160) which operate The Pearl restaurant, and the Culinary Special Events (CULN 269). Revenue generated from these activities are deposited into the Culinary Arts Program’s Revolving Fund Account and are used to offset program-related direct costs.
  - **Carl Perkins Vocational Education Act:** Through the years the program has been the recipient of funding from the Carl Perkins Vocational
Education Act. In 2014 the program received funds to support a UHCC System-Wide Instructional Assessment and ePortfolio project.

- **Fundraising:** The Culinary Arts Program has about fifteen (15) accounts with the University of Hawaii Foundation (UHF) which supports philanthropic efforts for the University of Hawaii, ten-campus system.
  - Eleven (11) of these accounts were established and designated by donors for student scholarships. Proceeds from the program’s annual Scholarship Brunch are deposited into a separate UHF account. An average of $14,000.00 in scholarships are awarded to students per semester.
  - Monies from various fundraising endeavors and non-scholarship donations are deposited into the program’s UHF “Enhancement” account. These funds are primarily earmarked for replacement costs of large kitchen equipment and furnishings, however, are also used for program marketing, faculty professional development activities, procurement of additional program supplies, etc.
    
    Examples of fundraising events include, L’ulu, Leeward Culinary Arts Gala, Guest Chef Dinners, “Luau To Go,” Thanksgiving Grab & Go,” et cetera.

- **CARES/CRRSA:** Federal Coronavirus Aid, Relief & Economic Security (CARES) and Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) funds were allocated to the College in 2020-2022. The program received over $250,000.00 for kitchen equipment, appliances, cook wares, utensils, technology, personal protective equipment (PPE), etc.

- **Unique Aspects of the Program**
  - The Culinary Program displays some obvious differences from the majority of campus programs. The independent accreditation from the American Culinary Federation Education Foundation (ACFEF) mandates the curricular focus on hands-on activities. This requires a number of specific facility and equipment needs in order to properly execute the 240+ competencies given by the ACFEF.
  - Additionally, and in order to supplement classroom instruction with real world experiences, the Culinary Program participates a variety of both on and off campus events such as: The Pearl Restaurant, Ala Ike Grill, CULN 224 Pop Ups, L’ulu, Scholarship Brunch, Hawaii Food and Wine Festival, Luau To go, Thanksgiving Grab & Go, and the Special Events Dinner as well as a plethora of minor events.

- **Target Student 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.

- We have also focused our recent recruitment efforts on Leeward and westward area students who historically have provided the main workforce for the culinary industry. Many of our students come from relatively lower socioeconomic backgrounds and are looking for the skills necessary to provide them with success at entry level positions with the knowledge to seek promotions fairly early in their careers.

- In order to facilitate this recruitment process, the Culinary Program has endeavored to make connections with the High School culinary programs. The goal is to create a pathway from the DOE to Leeward to career. Through events such as Scholarship Brunch and the recent development of a DOE liaison program, the Culinary Program has developed and maintained relationships with a number of DOE culinary programs such as: Pearl City, Aiea, Mililani, Leilehua, Waianae, Nanakuli, Moanalua, Kapolei, Castle, Campbell, and Waipahu among others.

- **Community Connections, Advisory Committees, Internships, Co-Ops, DOE Connections, and Articulation Agreements**
  - In addition to the community and DOE relationships described above, the Culinary Program offers a Culinary Externship (CULN 293C) course which provides the students an opportunity to apply their professional and culinary skills in restaurant and hotel settings. This type of hands-on, work based learning is difficult to offer in the classroom lecture and lab. Students are required to complete 150 hours to gain “on-the-job” experiences. The restaurants participating in recent years include Roy’s Ko Olina, Tango Contemporary Café, The Pacific Club, The Pig & The Lady, MW Restaurant, 3660 On the Rise, 53 by the Sea, Over Easy, Mad Bene, and the Halekulani Hotel.

  - The Culinary Program also enjoys the support of an advisory committee composed of a diverse group of chefs, hospitality professionals, food purveyors, business persons, high school culinary arts educators, graduates, program students, et cetera, which meets at least once per semester.

  - The six Culinary Arts Programs in the UHCC System (i.e. KapCC, KauCC, LeeCC, Maui College, Hilo, and Kona) have an articulation agreement. Students may transfer credits between campuses. All UHCC Culinary Arts Programs have an articulation agreement for Advanced Professional Certificate (APC) or 300-level courses at KapCC (CIP at Diamond Head) and a BAS Degree in Culinary Management or fourth year management courses through UHWO. Prerequisites are completion of an associate degree from an ACFEF-accredited culinary program. Note: All six UHCC CAPs are accredited by the ACFEF.

- **Modes of Delivery**
  - Historically, the Culinary Program has offered the vast majority of it’s courses in person. This is due in large part to the hands-on requirements
for the majority of learning outcomes and ACFEF competencies. However, with the recent COVID pandemic, the program has seen modalities change from fully online to hybrid (both synchronous and asynchronous) with modest success. Moving forward, the faculty believe that the best course forward is to return to a largely in person modality for the best results.

○ **Distance delivered/off campus programs**
  ■ The program has been offering on-line sections of Sanitation & Safety (CULN 112) since fall 2011. Culinary faculty has also been teaching CULN 112 as an “Early College” course at Waipahu H.S. and Campbell H.S. for the past few years. Lastly, the CAP has supported a Waipahu H.S. Summer Internship Program under the auspices of First Hawaiian Bank.

### Part III. Analysis of Program or Unit Data

- **Trends**
  ○ The Culinary Program has consistently displayed “Healthy” indicators in the Overall, Demand, and Efficiency categories over the past 5 years. The Effectiveness category has been deemed “Progressing” in 3 of the past 5 years. This is consistent with our sister program at Kapiolani CC. The main issue stems from the steady decline in enrollment over the past several years leading to the obvious conclusion of less degrees/certificates awarded.
  ○ It should be noted that the implementation of automatic conferral of degrees/certificates in 2018-2019 saw a sharp increase in awards that is not consistent with historic averages.
  ○ Persistence Fall to Spring saw a steep drop from historic averages during the Covid pandemic. Anecdotally, many of the Culinary students struggled with the necessary implementation of the online format. It is our hope that the number will continue to rise with the continued movement back to in person learning.

- **Significant Programmatic Changes**
  ○ The biggest programmatic change in recent years was the retirement of a faculty member at the end of AY 2019-2020. Due to the hiring freeze, the Culinary Program has been unable to replace this faculty member. This, in combination with the additional complications of pivoting Culinary instruction to an online/hybrid format due to the pandemic, left the faculty overwhelmed and overworked simply trying to focus on providing quality instruction. Only recently have the faculty begun to focus some efforts on
the critical aspect of increasing enrollment. However, this remains difficult with the lack of support from a full complement of faculty.

- **Student Enrollment and Recruitment**
  - As noted above and in the 2021 ARPD, this remains the most critical area of concern. Enrollment has continues to decline, although that decline seems to have plateaued from the steep decline from 2018-19 to 2019-20.
  - From the 2021 ARPD:

>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.

- **Class Size and Fill Rate**
  - Class size and fill rate have remained fairly consistent throughout the CRE period. It has seen a slight decline consistent with the decline in enrollment.
  - Again on a positive note, Fill Rate seems to have risen to historic averages after the decline in 2019-20 likely due to the pandemic.

- **Retention and Student Success**
  - Since 2010, the Culinary Arts program, alongside Division members Automotive Technology, Television Production, and Digital Media, has enjoyed the presence of a dedicated Division Counselor. Having a dedicated counselor has allowed the Culinary Program to enact a team approach to boost student retention, increase counselor accessibility, and improve student completion of degrees and certificates. This partnership also allows us to more quickly and accurately identify barriers to success and employ possible intervention strategies to overcome these obstacles.
  - Culinary Arts students see a specific counselor who provides academic counseling, registration, graduation checks, and transfer information. The program specific advisor is advantageous because students become familiar with the program and should they encounter difficulties either academically or personally, they are assisted by the counselor who can refer students to specific resources.
  - A retention team was developed with Perkins funding in 2012 to provide comprehensive student support services for Career Technical Education programs. Retention specialists and peer mentors work to support the program counselor in various capacities (e.g. help to monitor student attendance and performance, provide guidance and support to students, help connect students to campus resources. The program counselor, retention specialists, and faculty execute various student success initiatives.

- **Effectiveness**
  - **Completion** remains consistently high (~90%) throughout the CRE period. **Persistence** remains lower than the 75% threshold to be considered “healthy”. It should be noted that the program was seeing a steady rise in persistence numbers prior to the pandemic and has seen a slight increase over the past AY. It remains to be seen whether or not this increase will continue as we transition back to a fully in person modality. **Alumni Employment** saw a recent change from “Student Placement” to
“Postsecondary Placement” which seems to match more closely with the anecdotal understanding of the program’s ability to see students gainfully employed in the culinary industry. As stated on the previous year’s ARPD, all of the program’s historical anecdotal information suggests that the vast majority of concentrators who have left the program are employed. This is now reflected in the “Postsecondary Placement” numbers. Transfer Data seems to have settled to historic averages after a sharp increase in AY 2018-19 and 2019-20. Although fairly low, as many of our students are already employed during school, it is clear that some of our students are seeking the additional degree programs available.

- Core Indicators
  - Perkins Core indicators have been fairly consistent with Technical Skills Attainment and Completion above stated goals. However, the most recent Perkins Indicators have changed to focus solely on Postsecondary Placement and Earned Recognized Credential with both categories well above stated goals.

Part IV.A. Analysis of Program or Unit Measurable Goals (previously known as service area outcomes or SAOs), Program Level Outcomes (PLOs) and/Student Learning Outcomes (SLOs)

- The Culinary Program has 9 PLOs, 40 SLOs and 220 ACFEF Competencies. The last 5 years have seen significant revisions and improvements to the assessment process for the Culinary Program. In 2017 the ACFEF released updated competencies reducing the number of competencies from over 400 to its current state of 220. Up to that point the program had been using LiveText for all assessment activities which, although effective, was cumbersome and time consuming. The decision was made to re-focus assessment activities instead of investing more time and energy into the LiveText system. Since then, the Culinary Program has built an assessment “tree” linking the competencies to SLOs and developing rubrics to ensure coverage of all 40 SLOs and 220 ACFEF competencies. With the campus’ recent switch to Anthology software, the Culinary Program has volunteered to be “early adopters” in order to now begin the process of getting meaningful assessment data.

- Prior to the use of Anthology, the program made the decision to assess every SLO every year. While commendable, the inconsistency of assessment software meant that very little meaningful data was collected. The program was consistently showing results above our stated goals but no real distinctions were
being made about the effectiveness of lesson plans and its impact on students. Although it may seem to be a curious decision to “reset” our assessment plans, we hope that this new strategy will create better conversations about assessment and its results.

- All assessment data from the CRE period can be found here.

Part IV.B. Curriculum Revision and Review (For Instructional Programs)

- **Course Curriculum Review**
  - CULN 111 - Fall 2019
  - CULN 112 - Fall 2019
  - CULN 115 - Fall 2019
  - CULN 120 - Fall 2021
  - CULN 125 - Fall 2021
  - CULN 150 - Fall 2019
  - CULN 160 - Fall 2019
  - CULN 223 - Fall 2021
  - CULN 224 - Fall 2021
  - CULN 241 - Fall 2019
  - CULN 269 - Fall 2019
  - CULN 273 - Fall 2021
  - CULN 276 - Fall 2019
  - CULN 293C - Fall 2021

- **Program Curriculum Review**
  - Fall 2019

- **Significant Modifications**
  - There were 2 main drivers of curriculum modifications during the CRE period. The first was a multi year project with the other Culinary Programs across the state to articulate courses to the extent possible. This project saw a number of course SLOs, descriptions, and numbers change in order to either fit into articulation or be identified as unique. The second was a faculty driven review of pre and co requisites of courses in order to provide our students with a better pathway through our curriculum.

Part V. Survey Results (if applicable)

- The main source of survey data comes from the Graduate survey. Results can be viewed here.
Overall, the data presented seems to positive, some highlights include:

- 90.32% of respondents are employed in the culinary industry
- All questions directly related to PLOs show over 90% positive responses in regards to the graduates ability to demonstrate proficiency in those areas.
- The vast majority (>90%) of respondents rated all CULN courses as either “Agree” or “Strongly Agree” in rating the extent to which the course helped them to acquire the knowledge and skills needed in the Culinary Industry.

Although an employer survey was developed in 2015, there is some confusion in the implementation of this as the responsibility for distributing and collecting this information was given to a faculty member who is no longer part of the program. It was thought that the survey and it’s distribution was passed along to the retention specialist but this seems to not be the case. This is under further investigation and will resume shortly.

Part VI. Overview Analysis of Program or Unit

- **Alignment with mission**
  - The Culinary Program’s well-designed, ACFEF-accredited curriculum, highly-qualified faculties’ approach to teaching, survey results, and ARPD data supports the program’s alignment with its mission “to develop skills, knowledge and confidence essential to prepare students for a wide range of successful employment opportunities in culinary careers” and “provide a fusion of hands-on experiences and theoretical instruction…”

- **Evidence of Quality**

- **Evidence of Student Learning**
  - Feedback from chefs hosting Culinary Externship (CULN 293C) students, employers, graduates, and Advisory Board members affirms that the Culinary Arts Program at Leeward CC provides excellence in culinary education. Programmatic accreditation by the American Culinary Federation Educational Foundation (ACFEF) Accrediting Commission with “Exemplary Program Award” status is recognition that the Culinary Program has met national standards. It signifies to the college that the program plays a vital role in helping the college achieve its mission of providing the trained workforce needed in the State. The Commission’s validation of the program’s mission, goals, curriculum, faculty and facilities serve as evidence to the hospitality industry that the program is committed
to providing students with the necessary skills, knowledge and confidence to become productive members of its future workforce. Above all, accreditation assures students that their program of study has survived rigorous scrutiny and that they will earn a valuable degree that has the stamp of approval from one of the most prestigious organizations of professionals in the culinary/hospitality industry.

- **Resource Sufficiency**
  - As stated in the 2021 ARPD, 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.

- **Summary of Key Findings and Conclusions**
  - Strengths and weaknesses based on analysis of data
    - **Strengths**
      - The program is accredited by the ACFEF, receiving “Exemplary Program Award” status through 30 June 2022.
      - The curriculum is well designed with input from advisory committee, employer, and industry partners and includes technical and general education courses that contribute to a well-rounded program graduate.
      - Faculty has diverse backgrounds and the necessary academic achievement and work experience.
      - The Culinary Program has a dedicated counselor for students.
      - The Culinary Program generates revenue to support the instructional program.
      - Many scholarships are available to students to assist with the cost of tuition, books, and supplies.
      - The program counselor and retention specialist have initiated and developed new strategies for student retention.
      - The Culinary Program has a supportive advisory committee that participates actively with the program and reflects a variety of representatives from the industry.
• The Culinary Program has a strong industry network through continued participation in various industry activities and events.

• The Culinary Program has strong industry partnerships and advocates that provide opportunities for students and support for the program.

■ Concerns

• The Culinary Program will need to secure another full-time faculty position to maintain gains the program has realized the past several years.

• The budget deficit facing the University of Hawaii Community College System may affect program operations and instruction.

• The Culinary Program needs ongoing, permanent assistance in creating, refining, implementing and analyzing student, graduate, leaver and employer surveys.

• The Culinary Program needs assistance with tracking student placement data.

• **Recommendations for Improving Outcomes**

  ○ 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.

**Part VII. Action Plan**

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 assignment 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 faculty invest a lot of time in their primary teaching duties, but also have many other responsibilities to ensure that the program’s standards of excellence are maintained. The inability to hire has left coordinating or chairing the numerous annual program, college, and community events to the five (5) full-time faculty. These events include:

• 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
Additionally, the full-time faculty are assigned “Secondary Duties & Responsibilities,” leading and directing other program agendas and matters:

- Accreditation
- Advisory Board
- 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
- Others

Since Fall 2020, the full-time faculty have voiced concerns regarding overwhelming workload demands, exhaustion, and “burnout.” Preserving this position will alleviate some of these issues, provide staffing stability, and eliminate the need to make sacrifices in order to maintain educational objectives and the program’s ACFEF “Exemplary Program Designation.”

*Please note that in Spring 2015, the program was not able to retain a seventh faculty position. This position afforded the program to offer all program courses every semester and multiple sections of Fundamentals of Cookery I and II, increasing the number of majors, degrees/certificates awarded, fill rates in historically low-enrolled courses (i.e. Dining Room Operations and Contemporary Cuisines), etc.*

According to the 2021 Annual Report of Program Data (ARPD), the Culinary Arts Overall Program, Demand, and Efficiency Health are “Healthy,” with Effectiveness Indicators at “Progressing.” However, the value of the program should not be solely based on measurable, quantitative data. For example, 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.
It is imperative that the Culinary Arts Program retain this position. It will have positive impacts on student success, faculty duty assignments, program “value,” and improve the excellent reputation we have with the campus, food & beverage, and collective communities. These factors should be taken into consideration when requests for retention of, and additional FTE positions are posited.

- **Timeline/Benchmarks**
  - The implementation of the above action plan is difficult to assess without knowledge of the commitment of resources (FTE position) to the Culinary Program. 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.

**Part VII. Resource and Budget Implications**

- **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.