

# Culinary Arts



2020

ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**MAUI COLLEGE**

## **1. Program or Unit Description**

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### **Program Description**

The UHMC Culinary Arts Program is a comprehensive educational program established to prepare students for success in the hospitality industry in Hawaii and beyond. As an exceptional, nationally accredited American Culinary Federation Educational Institution (ACFEI), we offer Certificates of Achievement (CA), Certificates of Competency (CO), and Associates of Applied Science (AAS) degrees in Culinary Arts and Baking.

The mission and goals of the UH Maui College Culinary Arts Program directly align with the philosophy of the college as well as industry standards:

### **UH Maui College Culinary Arts Program Mission Statement:**

Our mission is to teach in a nurturing student-centered environment. Our charge is to prepare our students for success in life and career by providing them the foundational skills of our profession. We hope to inspire our students to celebrate the diversity of food and cultures throughout the world and elevate their knowledge and appreciation of culinary arts.

### **Program's Goals**

The Culinary Program's overall goal is to get students industry ready for entry into culinary arts while continuing to inspire them to pursue a career in the culinary arts that will be as dynamic as it will be challenging. The Program's charge aligns with that of the institution's in that it emphasizes community engagement through industry events, bringing in all students regardless of age or economic background, while embracing the differences and celebrating cultural diversity.

The Program's commitment to on-going sustainable practices is evident within such efforts as farm-to-table offerings, new electrical and LED implementation, and compost and recycling efforts. The Culinary Program fosters the pursuit of academic advancement in a supportive educational environment. As a result of continuous assessment of individual student learning, the program strives to provide every student with the support they need.

## **2. Analysis of the Program/Unit**

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- a) Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior years' action plan).

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).

As interpreted in the ARPD the program is showing health in overall quantitative indicators, of demand efficiency and a cautionary in terms of the effectiveness indicator. What follows is an interpretation of that information.

The data shows an increase in demand in majors from 2017-18 of 106 to 103 in 2018-19, and a dip to 89 from 2019-20. The SSH (student semester hours) in all Program Majors in all Program Classes decreased by 132 from 2017-18 with a total of 1751 to 1619 in the 2018-19 years which showed a decrease of 132 hours. The last year showed an increase of SSH 24 in the 2019-20 from 1619-1643. The program seems to be holding steady, even as the numbers are increasing by only a small amount and accounting for the Spring Covid-19 Pandemic environment. The Fall Full-Time Students have dropped from 65% in 2017-18 to 56% in 2018-19, and back up to 66% in the 2019-20 year. These last numbers could be a direct reflection of industry unemployment, and the jobs available to these students who are opting to go directly into industry. There was an increase of part-time from 18-19, but back down to 34% in 2019-20.

The number of total classes taught has also decreased from the 2019-20 data from 54 in 2018-19 to 45 in 2019-20 due in part to merging some of the lecture classes and being mindful of the fill-rate in terms of lab and lecture classes taught. Total full-time enrollment stayed steady in the 2019-20 time period showing demand health as healthy overall.

The fill rate for classes has virtually stayed the same with a slight fluctuation in class size. This next year however, the Culinary Program has made steps to consolidate the class offerings to bring that number back to 2017-18 level of 73%.

In terms of the FTE BOR appointed 5 faculty designated, the truer picture is 2 of the 5 have been reassigned for almost 5 years and the Program has been operating with only 3 BOR Full-time faculty. Even though the system recognizes the 5, and the analytic number shows 6, the Program is surviving with the 3 in hopes of the two positions might be returning to the program eventually.

The number of FTE faculty listed shows 5, but if one was to recalibrate from the position of only 3, it would show a different picture of how the Program has been operating. For example, the number depicting the student to full-time faculty ratio shows 18. That is not the true reflection of how we are operating. The 18, as shown, gives the picture that the full-time faculty to majors by way of  $89/5=18$ . The truer number would depict a larger major to full-time faculty of  $89/3=30$ , a very different perspective in terms of contact from our BOR Full-time Faculty Positions.

From this perspective, and complexities of running labs and food costs, this puts an extra burden on the FTE BOR Faculty. Our indicators are healthy but the burden is evident by way of having to take on extra tasks that come with the rigorous demands of a robust culinary program.

When comparing our ARDP matching numbers across the curriculum, it shows that we have 5 Full-time BOR faculty operating our program (in actuality is only 3), and it still shows that our numbers are in line or better than those of our sister faculty across the Culinary Arts Programs island wide. What it also shows is a disparaging gap from our Kapiolani Faculty where they have 245 students, and 9 Full-time faculty giving them a Majors to FTE Apt Faculty of 27, and if one was to do the math again in line with out 3 FTE Apt Faculty the number for us would show 30. For most of the smaller programs, they have a much lower Major to FTE Apt Faculty ratio.

In theory, and as indicated, the program should have 6 not 5 FTE BOR appointed faculty or for that matter. The fact that the program has been operating like this for some time weakens the overall effectiveness of the program, and happens to be why the program has relied heavily on lecturers to supplement and run some of the classes.

The effectiveness indicators have relatively stayed the same, while also showing the “W” on the rise, which in part, shows an increased participation in the early alert system. Persistence has gone up from Fall to spring of 77% to 84% and the persistence of Fall to Fall has stayed relatively the same. The fall in the number of graduate degrees 2018-19 of 35 to 29 in 2019-20 was perhaps the pandemic environment that we found ourselves in. Surprisingly the decrease was only a small percentage drop, and we foresee a potential increase in students when the things start to normalize and we see industry indicators that jobs are once again on the rise and folks are wanting to be trained or retrained. The slight dip in graduate degrees and or certificates could be the reason that the Program shows cautionary in this indicator.

Perkins indicators were all met.

**b) Discuss course offering modality including online, hybrid, and skybridge.**

By all standards Fall 2019 was a normal semester, but then came Spring 2020. We all had to quickly shift our focus and rethink the way we delivered our classes. The classes that would normally be delivered through a traditional method of lab hours and lecture had to be re-envisioned. The Culinary Faculty came up with new and creative ways to deliver some of these classes, covering the same competencies and student learning outcomes but

delivering them through either a hybrid model, synchronous face-to-face, or completely online.

The lab skills and cooking and baking classes had to be altered in terms of safety protocols, Covid-19 College mandates and overall effectiveness in terms of delivery methods. The balancing act also created newer problems in terms of workload. We all became increasingly aware that at the beginning of the fall 2020 semester it took almost twice as long to teach the lab classes due to new protocols set in place, and the burden it put on the instructors. It was a scary proposition to now be responsible for the health and welfare of each individual student. I do not think any of us were aware of the strain it has put not only on the students alone but the faculty and lecturers alike.

Along with the newer ways in which we were delivering the lab classes and the Asynchronous and Synchronous portions of the Program, we had an extra burden of learning how to run the financial piece as well. Due to the pandemic shuttering the food court and the Leis Class Act Restaurant we found ourselves without a financial partner and had to go back to dealing with purchase orders and payments for the first time in 15 years. This has put an extra stain on the Program in terms of resources, building maintenance issues, Vendors etc. The learning curve has been steep, and we hope to resume normalized service, and hopefully regain the same kind of partnership with an outside vendor soon. Looking forward, we hope to reopen either in the summer and or the Fall of 2021.

**c) Highlight new innovative student support efforts including FYE, etc.**

Fall 2020 has posed a new challenge in terms of how we were going to run a couple of our internship externship classes along with a couple of the lab classes which too posed some challenges. The Culinary Program's BOR Full-time faculty came together and proposed significant temporary solutions in terms of these classes and delivery models:

1. We took the externship students in the CULN 291 Culinary Field Experience class and folded them into the workings of the day to day operations and ordering systems of the Program making sure to reinforce the competencies and rigor that the course was originally modeled on. The class states it: "Offers flexible, customized and supervised school work experiences in all aspects of the culinary arts industry. Integrates and applies classroom theory to work situations via numerous field experiences..." We felt that by giving these students an opportunity to fulfill these course requirements during the COVID-19 Pandemic which made it almost literally impossible to get a job, we had given the students support and encouragement to finish their degree.
2. The Culinary Program had also equipped the kitchen labs with new technology and equipment to meet the needs of the new environment we now find ourselves in. Full-time faculty member Craig Omori has retrofitted his skills lab with television monitors to keep the students from congregating and creating a safer flow within the lab while helping the 6-foot distancing that is required. This has not only made the learning environment safer; it has

stepped up the level at which the class is offered in terms of reinforcement of the competencies. This was a great addition to the environment bringing more technology into the classroom.

3. Along with the Skills Lab, the Bakeshop Lab has been slowly building better individual stations within the Bakeshop, providing each student with smallware's and mixers that let the students stay put. The fact that they do not need to share equipment is an extra added layer of safety. This is a work in progress, not all of the smaller mixers have the 8qt capacity, but the recent Perkins proposal that was awarded will help facilitate the last of the mixers needed to do so. What we have found is that this is a much more efficient way to teach the Skills/Baking portion of the Program, and we will continue to offer this individualized hand on class as we do now. This modification has improved the retention of the information and reinforced the competencies.

#### Provide high school and/or 4-year or graduate pathways articulation?

At the end of the Fall 2019 and the beginning of the Spring 2020 the Culinary Arts Program embarked on an initiative within our UH Foundation account and created an ORS agreement called the "Student Outreach and Skills Training". This initiative was created in part to continue with the work that Craig Omori was already doing in terms of High School Outreach, which was lost by not receiving the time or credits afforded to our program in the past. Craig Omori, used this project to create new enthusiasm for the Culinary Arts Program by planning outreach to High Schools and communities.

Nothing was a better example than the Salvation Army Luncheon that had recently occurred where Craig was able to successfully create a new Culinary Club that included graduates and current students that had a reach far outside the College and into industry. Craig continues to be the Faculty who will be involved moving forward with the newest of initiatives involving an outreach to the High Schools.

#### What effect has this program had on closing equity gaps?

The Culinary Arts Program continues to try and bridge the gap for students who are in need of financial help by providing scholarships through our UH Foundation and beyond. Just this semester we have been able to award six \$10,000 scholarships to new and first semester students giving them a chance at completing their studies without the financial burden that usually accompanies the process. We look forward to continuing the outreach both financially and physically by providing opportunities to High School and beyond.

#### What is the industry/higher ed path value of the certificate versus degree level? Provide graduate highlights based on recent graduate placement data.

We have seen a decrease with the certificate of achievements awarded, however in this new environment we may have to embark on new pathways to provide short term certificates and training opportunities to the communities and student populations. These pathways may materialize in terms of encouraging more certificate and or short-term training programs that would be provided outside the scope of the Culinary Arts Degree opportunities.

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

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- List of the Program Student Learning Outcomes

CULN PLO 1. Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a food service operation to maintain optimum health and satisfaction of the consumer.

CULN PLO 2. Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.

CULN PLO 3. Demonstrate skills in various areas of the culinary hierarchy: human relations, teamwork, leadership, personnel management, and ethical decision making.

CULN PLO 4. Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations

CULN PLO 5. Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.

The Culinary Program will be transitioning to a new assessment platform, from what we are using now: LiveText, to Via by the summer of 2021. The Program has been using LiveText since 2013 from an earlier Perkins proposal which helped integrate and implemented the LiveText assessment platform.

LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum." Get to outcomes-based data more quickly by engaging faculty with user-friendly tools for collecting student work, scoring artifacts, and reporting on assessment activities.

- Manage catalog and curriculum in a fully integrated, intuitive solution to streamline review processes & capture the connections between course data, program requirements, and learning outcomes.
- Conduct better course evaluations and surveys with features designed to simplify processes for faculty, administrators, and students.
- Electronic portfolios have served as a valuable learning tool for students. The process of thoughtfully selecting key artifacts illustrating growth and significant learning milestones engenders a process of self-reflection, proven to be valuable and beneficial to the student. e-Portfolios have evolved significantly, reaching beyond the student and the learning experience, broadening their benefits to faculty, administrators, state agencies, accreditation bodies and the labor market.

The differences will be an enhancement of what was already started and enable the program to better highlight the data needed, and give the faculty and students a more user-friendly model in which:

- Via by Watermark is an online assessment platform which allows instructors to assess student performance in lab, work externship, and assignments. It also gives students a place to build an online portfolio of their cumulative work in the program. By using Via to implement these assessments, the data gathered can be used for self-study to assess how the program is performing on student outcomes. The program can also implement instructional interventions and assess their effectiveness. UHMC Culinary Arts Program is currently undertaking a Perkins Grant funded transition from LiveText, its existing assessment software, to Via by Watermark.

Although the UHMC Culinary Arts was recently awarded a new Perkins Grant Career and Technical Education Award from 2019-2022 of a total of 49,555, which is titled “LiveText to Via Assessment Platform Transition”, we have not been able to fully integrate the process due in part to losing the time and resources to do so. We plan on restarting the process at the end of Spring 2021, and plan on integrating the new assessment platform at that time.

- As a result of the assessment activities, and data capturing that enabled the Program Spring during the ACFEF site-visit, the program was able to capture new data through the ACF re-accreditation, and strengthen the competencies and student SLO's rather than expending resources updating and correcting obsolete competencies and configuration errors currently present in LiveText, the Culinary Arts Program seeks to transition to Via by Watermark.



- The following tasks were undertaken in order to implement the transition to Via:
  - The completely new list of ACFEF competencies to be codified and imported to Via.
  - Restricting administrative access to critical features in order to mitigate future configuration errors.
  - Still working on:
    - standardized assessment rubrics to be built across all courses.
    - Elements in rubrics associated with competencies, SLOs and PLOs to ensure accurate data gathering.
    - Implement workplace behavior assessment system in key lab classes CULN 220, CULN 240, and CULN 271 Long term strategies: (estimated years 2 and 3)
    - Implement workplace behavior assessment system in key lab classes CULN 120, CULN 130, CULN 150, CULN 155, CULN 250, and CULN 251.
    - Implement an annual program self-assessment.
    - Instill a culture of self-assessment and perpetual curriculum improvement within the culinary arts program.

## 4. Action Plan

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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.

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

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

Address opportunities for re envisioning your program? How does your plan address emerging or future economic opportunities? What is the projected industry/community demand in 5-6 years?

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 Culinary Action Plan should include, but is not limited to:

- Safety for our students and faculty during the Covid-19 time period
  - Continue to create safe environments for the faculty and students during Covid-19 to ensure the progress of the Program moving forward.
- Increasing enrollment in the Culinary Arts Program
  - Reestablishing the Culinary Programs presence in the High Schools by way of Outreach
  - More Outreach to the community by creating different offering in terms of training that will perhaps bring in folks for short term training options/partner with ELWD
  - Professional Development Options for folks who may be out of work, but looking to improve their skills on a short-term basis
- Revisioning our assessment protocol
  - Getting the VIA assessment tool up and running and realigning the SLO's and Competencies in the Program to reflect the new environment
- More collaboration and sharing across the curriculum
  - Reaching across the Culinary Programs Island-Wide to help find solutions, consolidate classes, improve class sizes, etc.
  - Revise curriculum and potentially mimic Kapiolani's future curriculum changes which will reduce credits, TE's and contact hours. This will also help reduce costs for the classes overall.
- Reinvent the Food Service Offerings
  - Take a more active role in how the Program operates in terms of caterings, special events, fundraisers etc.

## 5. Resource Implications

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Detail any resource requests, including reallocation of existing resources (physical, human, financial)

There will always be a need to reinstate, or rehire for the 2 BOR FTE positions that have not been available to the program for the past five years. This has added extra strain compiled by the fact that the release-time for the program has also been reduced. On top of that, we no longer have the Sodexo support we had become accustomed to relying on in terms of building maintenance, equipment repairs etc. Here is a quick list of things the Program feel would help enhance and shore up the deficiencies currently dominating the day-to-day:

- The positions returning would certainly take the extra burden off the budget for the Business/Hospitality Department.
- Class sizes have been modified to admit a larger number in the online course offerings.
- Student Assistants in the Storeroom to pick up the slack of not having the Managed Service Contract.
- Systems potential partnership with the Non-credit side, allowing mutually beneficial relationships moving forward.
- A designated Faculty liaison for High School Outreach

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