

Culinary Arts Program

1. Program or Unit Description

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:

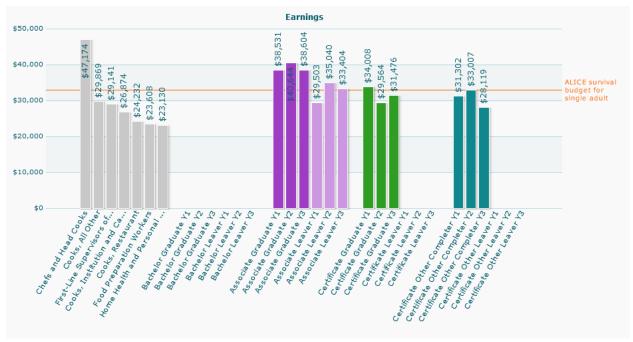
Our mission is to teach in a nurturing student-centered environment. Our charge is to prepare our students for success in life and career by providing them the foundational skills of our profession. We hope to inspire our students to celebrate the diversity of food and cultures throughout the world and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

Program's Goals

The Culinary Program's overall goal is to get students industry ready 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 institutions in that it emphasizes community engagement and work based learning through industry/community events and daily coursework participation. Through the lens of culinary education, students are also taught to embrace cultural diversity.

The Program's commitment to on-going sustainable practices are 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.

Value of degree:



The ARPD data suggests that there are clear differences in potential income for those who achieve an Associate Degree versus those who only achieve a Certificate. Associate Degree holders earned a 3 year average income \$7500 higher per year than that of Certificate holders.

The UHMC Culinary Arts Program primarily serves the local population of Maui Nui. A large portion of those enrolled in culinary courses are recent high school graduates from Maui County.

Check all that apply for the program:	
Articulated Pathways for 4-year or graduate pathwa:	
Articulated Pathways for High school:	
Articulated Pathways for Other:	

2. Analysis of the Program/Unit

Data from the ARPD show the culinary program as "healthy" in the areas of Demand and Efficiency and "progressing" in terms of the Effectiveness indicator. What follows is an interpretation of that information.

Demand: The Culinary Arts Program's demand remains healthy. With a high number of new and replacement culinary positions opened annually in Maui County (an average of over 665 positions annually for the last 3 years), the program is positioned to fill the skilled workforce needs of the community. Additionally, with Increased entry-level wages due to the culinary staffing shortages, more high school graduates will find culinary careers a viable option to earn salaries competitive with other industries.

#	Demand Indicators	2019 - 20	2020 - 21	2021 - 22	
1.	New & Replacement Positions (State)	2211	2180	2164	
2.*	New & Replacement Positions (County Prorated)	671	666	667	
3.	Number of Majors 🕜	89	70	70	
3a.	Number of Majors Native Hawaiian	23	22	18	
3b.	Fall Full-Time	66%	57%	59%	
3c.	Fall Part-Time	34%	43%	41%	
3d.	Fall Part-Time who are Full-Time in System	2%	4%	3%	
3e.	Spring Full-Time	59%	52%	61%	
3f.	Spring Part-Time	41%	48%	39%	
3g.	Spring Part-Time who are Full-Time in System	1%	8%	3%	
4.	SSH Program Majors in Program Classes	1,643	1,088	1,343	
5.	SSH Non-Majors in Program Classes	122	152	149	
6.	SSH in All Program Classes	1,765	1,240	1,492	
7.	FTE Enrollment in Program Classes	59	41	50	
8.	Total Number of Classes Taught	45	27	39	
	Demand Health		Healthy		

Efficiency: Fill rates have been increasing over the last three years from 67.8% in the 19-20 academic year to 70% currently. The ARPD data is incorrect in showing the program with 4 full time BOR appointed faculty when there are only 2 currently. The Major to FTE BOR Appointed Faculty ratio that is currently listed as 17 (with 4 faculty) is in fact 35 with the 2 faculty members. In Spring 2023, the program will be hiring one more full-time faculty member which will decrease the Majors to FTE BOR Appointed Faculty ratio.

#	Efficiency Indicators	2019 - 20	2020 - 21	2021 - 22
9.	Average Class Size	11	13	11
10.*	Fill Rate	67.8%	73.4%	70.5%
11.	FTE BOR Appointed Faculty	5	5	4
12.*	Majors to FTE BOR Appointed Faculty	18	14	17
13.	Majors to Analytic FTE Faculty	15	18	12
13a.	Analytic FTE Faculty	6	4	6
14.	Overall Program Expenditures	\$1,549,868	\$797,908	\$856,044
14a.	General Funded Budget Allocation	\$623,559	\$570,485	\$602,294
14b.	Special/Federal Budget Allocation	\$648,318	\$39,817	0
14c.	Tuition and Fees	\$277,991	\$187,606	\$253,750
15.	Cost per SSH	\$878	\$643	\$574
16.	Number of Low-Enrolled (<10) Classes	23	9	21
	Efficiency Health		Healthy	

Effectiveness: Effectiveness data shows a slight dip in completion and persistence rates (1-5%) while withdrawals have increased from 18 to 31 this past academic year. One explanation for this would be the transition of several lecture classes from face-to-face to online asynchronous/synchronous during the pandemic. It has been noted that a large part of the demographic of culinary students the program serves have higher success rates with face-to-face instruction as opposed to distance learning. As we come out of the pandemic and increase our F2F offerings, we should see increased success rates in our classes.

#	Effectiveness Indicators	2019 - 20	2020 - 21	2021 - 22
17.	Successful Completion (Equivalent C or Higher)	82%	84%	79%
18.	Withdrawals (Grade = W)	29	18	31
19.*	Persistence Fall to Spring	84%	80%	77%
19a.	Persistence Fall to Fall	56%	59%	58%
20.*	Unduplicated Degrees/Certificates Awarded 🕜	29	45	22
20a.	Degrees Awarded	26	16	17
20b.	Certificates of Achievement Awarded	22	34	6
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	22	28	6
21.	External Licensing Exams Passed ¹			
22.	Transfers to UH 4-yr	1	2	0
22a.	Transfers with credential from program	0	1	0
22b.	Transfers without credential from program	1	1	0
	Effectiveness Health		Progressing	

Results of Prior Year's Action Plan: Action Plans established last year along with outcomes are listed below:

• High School Career/Program Shadowing – Recruitment

- This program coordinates UHMC Culinary with the DOE high school culinary arts instructors to provide 1-3 days of hands-on training at the UHMC campus for HS seniors.
- This project was conceived and piloted with 11 Maui High School students from 9/21 to 10/7 with 10 out of the 11 stating that they plan on pursuing a culinary career. 4 of the 10 changed from "unlikely" to "likely" to pursue a culinary career because of their participation in this project.
- This program has now been offered to all Maui County high schools with plans to have the HS seniors at the UHMC campus in the spring of 2022.

This program which has now been named the "UHMC Culinary Experience" has been rolled out to all Maui County High Schools with a total of 25 students participating during the 21-22 academic year. New student enrollment in the FA22 semester introductory culinary arts courses had the highest number of students (32) since the Fall 2016 semester.

• Umeke Ka'eo: UHMC Gastronomy Club – Student Success

- Started in FA20, a social network club that has members from Maui College,
 Maui High Schools and the community.
- The goal of the club is to bring together individuals who share a passion for food and food culture and provide learning/growth events as well as opportunities to serve the community.
 - The social aspect of being part of a community of club members provides added resources and support for culinary students. This could potentially help with program persistence, retention and graduation rates.
 - Allowing high school communities to join the club and participate in club activities provides another avenue for recruitment.

In the Spring of 2022, the Culinary Arts Program drafted and submitted a Perkins Grant proposal that focused on providing resources for a Umeke Ka'eo Coordinator and 2 student assistants. The outcome for this proposal:

- Culinary Career Exploration/Advising/Support: With a robust schedule of career exploration opportunities and educational workshops, this program will provide the Maui County students and community with a realistic, hands-on experience in Culinary Careers. The goal/outcome is to provide a higher quantity and quality of skilled labor to the suffering food and beverage workforce here in Maui County and the State of Hawaii as a whole. These outcomes would be measured in increased culinary major counts and improved retention, completion, and graduation rates.
- Student Success: In addition to providing career exploration opportunities and advising resources to students, this initiative is designed to improve the quality of education that students in the culinary arts program receive. By creating networking opportunities, students will have more support in their culinary training and careers. The number of degrees awarded (ARPD data showing an average of 22 AAS graduates per year over the past 3 years) are expected to increase considerably (projected to be 30-35 AAS degree graduates per year because of this initiative).

This proposal was approved at the end of the SP22 semester and the Coordinator and 1 student assistant have already increased club membership by 30% and Culinary Instagram followers by over 100. Additionally, Umeke Ka'eo has signed up 28 high school students into the UHMC Culinary Experience Program compared to just 11 students during the Fall 2021 pilot program. Quantitative data of outcomes (increased success rates, higher major counts, higher graduation/completion rates) will not be available for another academic year but we are seeing higher rates of engagement from the culinary students as well as the community.

• "Why I Cook" ad campaign:

Looking closer at the enrollment data for the culinary arts program (and confirmed with Hawaii P-20 data), the program noticed that the percentage of Maui County students choosing the culinary career path has decreased over the past 5 years. This decline contrasts the increased demand for culinary workers in our community (ARPD data). To

address this, an additional action plan for the culinary arts program will be to partner with the UHMC media team, local chefs, cooks and alumni to create a series of video ads designed to promote the cooking career.

This ad campaign has filmed and produced 5 short ads featuring local chefs and cooks, some UHMC Culinary Arts Program alumni. These ads are currently being shared through the Culinary Program's Instagram site and will be used for community outreach and resources for our Maui County High Schools.

All Applicable Perkins Core indicators have been met.

#	Perkins Indicators	Goal	Actual	Met
29.	1P1 Postsecondary Placement	33	82.61	Met
30.	2P1 Earned Recognized Credential	33	60.61	Met
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A
32.	Placeholder - intentionally blank	N/A	N/A	N/A
33.	Placeholder - intentionally blank	N/A	N/A	N/A
34.	Placeholder - intentionally blank	N/A	0	N/A

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) 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.

Culinary Arts Program and Institutional Student Learning Outcome Alignment:

PROGRAM NAME: Culinary					
COURSE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CULN PLO/ISLO Alignmnet					
Institutional Student Learning Outcomes					
Apply essential skills and knowledge of a					
technical or academic field to perform tasks,					
address challenges, and solve problems	×	x	×	x	×
Address social, environmental, or economic					
issues through work that exemplifies effective					
interaction in real-world situations					
Integrate multiple perspectives and a broad					
context of understanding to interpret problems,					
issues, and artifacts					I/D
Solve problems utilizing mathematical models,					
methods, and effective quantitative reasoning		×			D
Write and speak effectively to convey ideas that					
meet the needs of specific audiences and			l		
purposes					D
Apply creativity and analytical thinking to convey					
ideas, address challenges, and seek solutions to					
problems					D
Find, evaluate, and share information effectively					
and responsibly					

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

Assessment Results.

a. PLO: All assessments that are linked to the culinary PLOs are conducted at the individual course level. No collective data has been gathered to produce any PLO assessment report. Below is the culinary Program's PLO grid that states when a PLO is Introduced, Developed and Mastered. Assessment methods for these courses include written and practical examinations along with research term papers. For PLO 5, most lab courses (CULN 120, 130, 132, 150, 220 and 240) have adopted the Workforce Behavior assessment model that helps students develop and master professional behaviors.

PROGRAM NAME: C	ulinary Arts					
COURSE: CULN	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	
100	N/A	N/A	N/A	N/A	N/A	
111	- 1	N/A	- 1	N/A	- 1	
112	ı	N/A	N/A	- 1	N/A	
115	N/A	N/A	N/A	D	N/A	
120	- 1	- 1	I	N/A	- 1	
130	D	D	D	N/A	D	
132	D	D	D	N/A	D	
150	- 1	- 1	I	N/A	- 1	
155	D	D	D	N/A	D	
160	M	D	M	D,M	M	
191	D	D	D	N/A	D	
220	M	M	M	N/A	M	
240	D	M	M	N/A	M	
250	D	M	D	N/A	D	
251	D	M	D	N/A	D	
271	D	M	D	N/A	D	
291	D	D	D	N/A	D	
I= this course introduces this PLO						
D=this course develops this PLO						
M=this course assesses Mastery of this PLO						
N/A=this is not addressed at all						

c) CASLO: Provide a summary of CASLO assessment in the year of this annual review.

No CASLO assessments were conducted in this past year.

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

No Changes were made.

4. Action Plan

Program Learning Outcomes (CTE Dean recommendation):

The UHMC Culinary Arts Program has not assessed or evaluated its PLO's for the last 8 years. Instead of assessing one of the existing PLO's this coming academic year, the Culinary Arts Program will be working with its Advisory Committee to assess and make adjustments to the Culinary PLO's in order to align more with the Institutional Student Learning Outcomes. Currently there is very little alignment between program and institutional outcomes.

Umeke Ka'eo:

The UHMC Culinary Arts Program will continue to refine how the Umeke Ka'eo Culinary Club integrates and supports the culinary arts program, its students and the community as a whole. With data captured from this past academic year, the value of the work being done by this team has seen immediate impact with enrollment in first semester lab classes (CULN 120 and CULN 150) in FA22 50% higher than the previous year (32 new students in FA22 compared to 24 new students in FA21). This increase happened when the campus as a whole has seen 15-16% decrease in enrollment from FA21. The goal for the Culinary Arts Program would be to get its major count back to 100 or more (it is currently at 70). An extension to the Umeke Ka'eo Perkins Grant with the appropriate data will be drafted in SP23.

Resources for New Students:

With the large intake of 1st semester students in FA22, it has become evident that many culinary students have several financial challenges to overcome. Initial costs of becoming a culinary student are extremely high due to tools and uniforms being needed to attend culinary lab classes. To support our culinary students, the Culinary Arts Program will look at strategies to reduce costs for first time students by establishing a program library of textbooks needed for 1st semester courses. This could reduce initial costs for 1st semester students by\$400-\$500. Unlike scholarships, resources dedicated towards this library would benefit several cohorts of students.

5. Resource Implications

The UHMC Culinary Arts Program has a primary and secondary function.

- Primarily, the program serves as an educational and training hub for those in the
 community to gain knowledge, technical skills and develop behaviors and habits that will
 help them succeed in the workforce. The standards of this education and training are
 assessed by the program's accrediting body, the American Culinary Federation
 Education Foundation.
 - From an education standpoint, the Pa'ina building is now 15 years old with most kitchen equipment having a life expectancy of 10 years. As opposed to being proactive and replacing all the equipment at the 10-year mark, the program has been mindful of the financial challenges on campus and has been replacing or repairing equipment as they fail. We estimate that there will be a substantial amount of refrigeration and gas equipment in need of repair or replacement within the next couple of years.
 - There has been an increasing occurrence of walk-in refrigerator failure in recent semesters, from 1-2 failures per semester to 2-4 currently. The costs associated with loss of goods and repair/maintenance will increase substantially as our builtin refrigeration system ages. In addition to the direct costs of these failures, there

is also an indirect cost due to lost potential revenue from the closure of student run outlets in Pa'ina Market. While the costs may be substantial, we recommend that the campus look into long-term solutions such as replacing the existing refrigeration system.

- Secondarily, the program is also a functioning food and beverage establishment that
 provides a service to those on campus. While the quality of the foods and services are
 not being assessed by the campus, its financial performance is.
 - The Culinary Arts Program could better manage costs if it knew exactly what financial goals the UHMC campus has set for it. To add to the complexity of the program's financial status, Sodexo has been under contract from the campus to manage operations in the building. We have been trying to effectively separate instructional sales and purchasing costs with that of the operational sales and costs produced by Sodexo. This separating of instructional and operational costs will be key to assessing the financial health of our program and its partnership with Sodexo.
 - Some functions of the fully operational food and beverage operation cannot be met by the faculty and students in classes held in Pa'ina. To successfully operate, the culinary program will need to hire student assistants to:
 - Perform purchasing, receiving and product distribution duties.
 - Assist chef instructors with inventory management (utilization to reduce/recover food costs)

The Culinary Arts Program has spent the last academic year promoting the program and rebanding it's food court into the "Pa'ina Market". With a tremendous effort put forward by our campus design and marketing team, we now have a following of over 1000 patrons who subscribe to weekly menu email blasts. In the Spring 2023 semester, we will open 2 student run outlets and should see significant improvements in financial performance.

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