

KAPIOLANI COMMUNITY COLLEGE  
COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW  
Associate in Science Degree in Culinary arts  
Assessment Period 2006 - 2009

## College Mission Statement

Kapi'olani Community College

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

## Program Mission Statement

The mission of Kapi'olani Community College's Culinary Program is to provide a quality education in the culinary and pastry arts with an emphasis on blending the classical techniques with the global influences of our unique geographic location. This mission is achieved through a progressive curriculum, operational excellence, multi-industry alliances and the promotion of lifelong learning. As the premier culinary education program within the state, the department has taken the lead in several projects designed to help develop solutions to current situations that impact both our local and the global communities.

## **PART I: EXECUTIVE SUMMARY OF PROGRAM STATUS RESPONSE TO PREVIOUS PROGRAM REVIEW RECOMMENDATIONS**

With an emphasis on improving both our Demand and our Effectiveness Indicators, in the 2008 – 2009 Academic year KCC Culinary Arts had established as part of its tactical planning, the following goals and action plans:

- *KCC Culinary Arts will position enrollment management, especially student recruitment, and enrollment growth as a departmental priority. (Strategic Goal 1, Objective 3)*

Action Plan: KCC Culinary Arts will contract for the design and printing of at least 5,000 department brochures to be utilized for student recruitment. These brochures will utilize funds made available through our USDA grant.

Response to Action Plan: Funding for the design and printing of a department brochure has been budgeted for in our 2009 – 2010 USDA Budget. We are currently in the design stage.

- *KCC Culinary Arts will invest in the learning environment by expanding existing information and technology infrastructures to enhance student learning and facilitate learner access. (Strategic Goal 6.1: Objective 3)*

Action Plan: KCC Culinary Arts will utilize our UHF account to fund upgrades to our computer lab to bring it up to current technology.

Response to Action Plan: All 30 CPUs in the computer lab were replaced this past summer using a combination of Grant and UHF funds.

Action Plan: KCC Culinary Arts will utilize funds made available from both our Perkins and our NOAA grants to provide upgrades to the audio/visual technology in the Ohia 118 auditorium that will allow for the broadcasting of lectures and demos to both polycom centers and individual IP sites. This will enable many of our lecture-only and lecture/lab courses and workshops to also offer a distance education component.

Response to Action Plan: Utilizing a combination of Perkins and NOAA grant funds, a polycom video-conferencing and video-classroom system was installed in the Ohia auditorium this summer.

- *KCC Culinary Arts will invest in the learning environment for its students to ensure superior academic achievement and career training and provide access to all. (Strategic Goal 6.1: Objective 4)*

Action Plan: KCC Culinary Arts will establish a department website that will be the primary method of communications with all of our students and with the public. This site will be linked to the campus website and to other culinary and educational resources. It will also serve as our primary link to our alumni and to our industry partners

Response to Action Plan: Utilizing USDA grant funds, the department has established a department website that links to the KCC website. We are in the process of developing a system to allow for alumni / industry linkage through this site.

## **PART II: PROGRAM DESCRIPTION**

### **SUMMARY**

The Culinary Arts program provides students with numerous program options that allow them to match their educational pathways with their career goals. The Certificate of Completion (CC) programs in Culinary Arts, Pastry Arts and Dining Room Service options are designed to help students acquire technical skills that will qualify them for entry-level employment after one semester's training. The Certificate of Achievement (CA) in Culinary Arts program option is attained after three semesters and provides the student with the skills and knowledge required to pursue a journey worker Culinarian position within the industry. The college also offers the only Associate in Science (AS) degree in Culinary Arts within the State of Hawaii (other programs offer AAS degrees), with specializations available in Culinary Arts, Pastry Arts and Institutional Food Service. In 2007, the college added an Advanced Professional Certificate in Culinary Management to its program that articulates into a Bachelors of Applied Science (BAS) in Culinary Management at UH West Oahu. The strength of the Culinary and Patisserie Programs continues to be the reinforcement of theory through applied academics in active laboratory settings.

In 2009, a student team representing KCC Culinary Arts won the American Culinary Federation's National Student Culinary Competition, earning it the title of the "Best in the Nation".

### **VISION & VALUES**

The Culinary Arts program of Kapi'olani Community College embraces the motto of the college, of "kulia i ka nu'u", or to strive for the highest in everything that it undertakes. In order to be the best that we can be, we have embarked upon a strategy of excellence that will guide us in all of our decisions and which is based upon the underlying concept that our beliefs are based upon these three key dimensions:

1. What can we be the best in the world at?
  - a. We can be the best state-supported, nationally-certified, two-year culinary institution in the world that has a focus on the blending of Western and Asian/Pacific cuisines for global enjoyment.
2. What drives our economic engine?
  - a. Having quality cost-effective non-credit programs, efficient restaurant operations, the support of community and business partners, and the ability to obtain extramural funding all help to subsidize our credit programs in an atmosphere of declining state funding.
3. What are we deeply passionate about?
  - a. We are passionate about promoting healthy Hawai'ian cuisines and lifestyles; becoming a model of sustainable food service practices for the community; being an innovative and forward-looking organization that embraces new challenges; but most of all, we are passionate about preparing our students for leadership roles in both their profession and their communities..

## **PROGRAM GOALS**

The major objective of the Culinary and Patisserie programs is to prepare students both technically and academically for careers in the culinary and hospitality industries. The program is concerned with both the student's acquisition of technical skills and knowledge and with their overall growth and development as individuals. The program endeavors to:

- expose students to the actual day-to-day world of the Culinary and Pastry Arts..
- acquaint students with a wide variety of equipment, techniques and technologies used in the industry.
- prepare students for job placement and career planning.
- provide opportunities for students wishing transfer to four-year college programs.
- provide a career ladder which provides career enhancement for Culinary and Pastry arts.

## **HISTORY**

The Food Service training program began in 1949 with a five-week class for waiters/waitresses, sponsored by the Territorial Department of Public Instruction. Classes were offered continuously, first at Palama Settlement facilities, then moving to the Ala Wai clubhouse building on Kapi'olani Boulevard. In 1957, classes in Commercial Cooking and Purchasing were added, increasing the enrollment to 40 students with 3 instructors. The program was relocated to the KCC-Pensacola Campus in 1968, where 6 full-time instructors taught 90 to 100 program majors.

The Hotel Operations program (HOPER) at Kapi'olani Community College was established in 1971 as part of the Hotel and Restaurant program. In 1973 the program was moved to the Business Education division at KCC, and in 1991, was merged with the Food Service Education department to form the Department of Food Service and Hospitality Education (FSHE).

In August 1988 the Ohi'a building, the first of two buildings that housed the food service program was completed and two courses were conducted in this new building while the rest of the program remained on the Pensacola Campus. This 36,311 square foot facility, also known as the Campus Center Building, houses a student cafeteria and coffee shop both used as training kitchens for short order cookery and quantity food preparation. The building also includes a beginning food preparation lab and a demonstration kitchen and auditorium. This building was constructed at the cost of \$4.76 million.

In August 1990 the 'Ohelo Building, the second of the two buildings that housed the food service program was completed and at that time, the remaining program moved from the Pensacola Campus over to the Diamond Head Campus. This main food service instructional building with 32,400 square feet and includes intermediate and advanced food service training kitchens and laboratories, a fine dining restaurant and banquet facilities. Other special kitchens include the Asian Pacific kitchen, baking laboratory, a bakery outlet, confectionery kitchen, garden manger laboratory, meat and seafood

laboratory and an advanced chefs training kitchen. Total construction costs were \$4.36 million.

In September, 1993, a curriculum proposal was submitted to propose changes in the Culinary Arts Program in order to meet American Culinary Federation Accreditation requirements and in 1994, the Certificate of Achievement in Culinary Arts program and the Associates of Science Degree in Culinary Arts and the Associates of Science Degree in Patisserie programs received a 5-year accreditation from the American Culinary Federation and in 2000, the accreditation was renewed for another seven years. At that time, there were 15 full-time faculty and 4 lecturers teaching 45 sections of 25 courses in Culinary Arts, Hotel Operations and Travel and Tourism programs.

Effective Fall 2000, the Food Service and Hospitality Education Department split into two departments to allow growth for both. As part of the campus reorganization, the non-credit counterparts of each became part of the respective departments. This has allowed the culinary arts department to expand the non-credit offerings from community, International, and industry continuing education programs to additional programs in contract training programs with military and industry organizations, and advanced professional development culinary programs. These added initiatives required the department to hire more faculty members bringing the culinary arts department to 20 FTE teaching 80 sections of 32 courses in culinary arts. Block scheduling was also initiated in Fall 2001 to allow students to complete their program of study in a timely manner, but due to a reduction in job opportunities within the food service industry caused by both the after effects of the 9/11 disaster on tourism and the recessionary economic climate of the United States and Japan, the enrollment declined sharply. All efforts to institute block scheduling were put on hold, and the additional faculty members that had been brought on-board were furloughed.

After the massive decline in enrollment due to the sharp decline in the Hawaii Hospitality segment, there was just as rapid of an economic recovery that also negatively impacted our enrollment. To fill the needs of the hospitality industry that was growing by leaps and bounds, students were being hired straight out of high school without having to obtain advanced culinary training. As the enrollment sank to a ten-year low of 327 majors in 2005, the department initiated strategies to grow its enrollment by focusing on increasing the quality of its programs and exploring new educational markets. In 2007 the American Culinary Federation Foundation renewed the Culinary Department's accreditation until the year 2010. On July 14, 2009, Team Hawaii, the department's student culinary team, won the American Culinary Federation's Student Team National Championship, bestowing upon them the title of the "best student culinary team in the nation".

**PROGRAM SLO's:**

<b>Program Student Learning Outcomes</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Demonstrated</b>	<b>Assessment</b>
Integrate the knowledge, skills and attitudes in all areas of basic food preparation, advanced culinary arts, basic baking, nutrition, menu planning, guest services, and operational controls and management required to meet the requirements for a Certified Culinarian by the American Culinary Federation Foundation.	CULN 111 CULN 112 CULN 115	CULN 120 CULN 130 CULN 150 CULN 160	CULN 221 CULN 222 CULN 240 CULN 271 FSHE 185 HOST 290 HOST 293E	Practical Exam Practical Exam Practical Exam Practical Exam Written Exam Written Exam Written Report
Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.	CULN 111 CULN 112 CULN 115	CULN 120 CULN 130 CULN 150 CULN 160	CULN 221 CULN 222 CULN 240 CULN 271 HOST 293E	Attend/Prof Score Attend/Prof Score Attend/Prof Score Attend/Prof Score Industry Evaluation
Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.			CULN 271 FSHE 185 BUS 100 or MATH 100 or PHIL 110	Practical Exam Written Exam Written Exam
Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.			ENG 100 or ENG 160 SP 181	Written Exam  Presentation
Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities			CULN 221 CULN 222 KCC AS/SS	Practical Exam Practical Exam Written Exam
Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.		CULN 120 CULN 130 CULN 150 CULN 160	CULN 221 CULN 222 CULN 240 KCC AS/AH	Practical Exam Practical Exam Practical Exam Written Exam
Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.			CULN 221 CULN 222 KCC AS/SS	Practical Exam Practical Exam Written Exam

**ADMISSION REQUIREMENTS:**

None

**CREDENTIALS, LICENSURES OFFERED**

Students who join the American Culinary Federation prior to successfully completing the A.S. degree program requirements will be eligible for certification upon successful completion of their cumulative practical exam(s).

**FACULTY AND STAFF:**

FTE Teaching Faculty	12
FTE Non-Teaching Faculty	4.5
Lecturers	6
Academic Support	4
Civil Service	3
RCUH/Commercial Enterprise	20

**RESOURCES:**

The program receives/earns funds from numerous sources including:

- G-Fund
- Tuition Fees Special Fund (TFSF)
- Summer Session
- Special Funds
  - Voc-Tech (operational)
  - N/CR Culinary (public & contract training)
  - Military & Governmental Agencies (contract training)
  - International Cooking
  - JABSOM (operational)
  - HARIETT (Cost reimbursement)
- Grants
  - USDA/CSREES – ANNH
  - NOAA
  - Perkins
- UHF (donations)

**ARTICULATION AGREEMENTS**

As of spring 2008, KCC Culinary Arts has articulated its AS degree in Culinary Arts and its new 3<sup>rd</sup> year Advanced Professional Certificate (APC) with UH West Oahu's Bachelors of Applied Science (BAS) degree. As of fall 2008, all Culinary Arts (CULN) courses within the UHCC system are articulated via a University of Hawaii System Articulation Agreement. .

**COMMUNITY, INDUSTRY & STUDENT CONNECTIONS**

Community, industry & student input are provided via:

- Two Advisory Committee meetings per year
- Three Student Forums per year
- Internship requirement for AS Degree in Culinary Arts

**DOE CONNECTIONS**

The University of Hawaii System Articulation Agreement signed in 2008 included an agreement to articulate three courses within the DOE's Public and Human Services career pathway as part of their P-20 initiative.

**DISTANCE DELIVERED/OFF-CAMPUS PROGRAMS**



KCC Culinary delivers up to 10 sections per year of its FSHE 185 The Science of Human Nutrition course completely on-line. There are plans to utilize a polycom video-classroom system installed in the demonstration auditorium to deliver hybrid distance education courses for both for the credit and contract training programs. In September 2009, KCC Culinary Arts piloted a polycom distance education broadcast of a safety and sanitation lecture to the University of Danang, Vietnam.

**PART III: QUANTITATIVE INDICATORS FOR PROGRAM REVIEW**

Measure Overall Health	Benchmark	Fall 06-07	Fall 07-08	Academic Year 08-09
<b>Overall Health</b>		<b>Cautionary</b>	<b>Cautionary</b>	<b>Healthy</b>

Measure Demand Health	Benchmark	Fall 06-07	Fall 07-08	Academic Year 08-09
1) Majors (#3) divided by county new / replacement positions (#2)	Healthy: 1.5 – 4.0 Cautionary .5 - 1.49; 4.1 - 5.0 Unhealthy <.5;>5.0	N/A	1.01	1.97
		N/A	<b>Cautionary</b>	<b>Healthy</b>
<b>Demand Health</b>		<b>N/A</b>	<b>Cautionary</b>	<b>Healthy</b>

Measure Efficiency Health	Benchmark	Fall 06-07	Fall 07-08	Academic Year 08-09
2) Class fill rate (#10)	Healthy: 75 - 100% Cautionary: 60 - 74% Unhealthy: < 60%	86%	85%	80%
		<b>Healthy</b>	<b>Healthy</b>	<b>Healthy</b>
3) Students/BOR Faculty ratio (#12)	Healthy: 15 - 35 Cautionary: 36 - 60; 7 - 14 Unhealthy: 61+; 6 or fewer	N/A	20.57	24.38
		N/A	<b>Healthy</b>	<b>Healthy</b>
<b>Efficiency Health</b>		<b>Healthy</b>	<b>Healthy</b>	<b>Healthy</b>

Measure Effectiveness Health	Benchmark	Fall 06-07	Fall 07-08	Academic Year 08-09
4) Degrees earned (#20) divided by majors (#3)	Healthy: > 20% Cautionary: 15% - 20% Unhealthy: < 15%	18%	19%	28%
		<b>Cautionary</b>	<b>Cautionary</b>	<b>Healthy</b>
5) Degrees earned (#20) divided by annual new and replacement positions (#2)	Healthy: .75 - 1.5 Cautionary: .25 - .75 and 1.5 - 3.0 Unhealthy: <.25 and > 3.0	N/A	0.19	0.56
		N/A	<b>Unhealthy</b>	<b>Cautionary</b>
6) Persistence Fall to Spring (#19)	Healthy: 75 - 100% Cautionary: 60 - 74% Unhealthy: < 60%	69%	72%	68%
		<b>Cautionary</b>	<b>Cautionary</b>	<b>Cautionary</b>
<b>Effectiveness Health</b>		<b>Cautionary</b>	<b>Cautionary</b>	<b>Cautionary</b>

<b>Demand Indicators</b>		Fall <b>06-07</b>	Fall <b>07-08</b>	Academic Year <b>08-09</b>
1	New & Replacement Positions (State)	N/A	576	341
2	New & Replacement Positions (County Prorated)	N/A	358	179
3	Number of Majors	345	360	354
4	SSH Program Majors in Program Classes	2,277	2,180	3,866
5	SSH Non-Majors in Program Classes	580	535	1,534
6	SSH in All Program Classes	2,857	2,715	5,400
7	FTE Enrollment in Program Classes	190	181	180
8	Total Number of Classes Taught	37	37	79
<b>Efficiency Indicators</b>		Fall <b>06-07</b>	Fall <b>07-08</b>	Academic Year <b>08-09</b>
9	Average Class Size	22.19	21.43	20.08
10	Fill Rate	86%	85%	80%
11	FTE BOR Appointed Faculty	0.00	17.50	14.50
12	Majors to FTE BOR Appointed Faculty	0.00	20.57	24.38
13	Majors to Analytic FTE Faculty	36.98	38.30	31.50
13a	Analytic FTE Faculty	N/A	N/A	11.22
14	Overall Program Budget Allocation	N/A	N/A	\$ 1,346,847
14a	General Funded Budget Allocation	N/A	N/A	\$ 1,254,847
14b	Special/Federal Budget Allocation	N/A	N/A	\$ 92,000
15	Cost per SSH	N/A	N/A	\$ 249.00
16	Number of Low-Enrolled (<10) Classes	2	5	11
<b>Effectiveness Indicators</b>		Fall <b>06-07</b>	Fall <b>07-08</b>	Academic Year <b>08-09</b>
17	Successful Completion (Equivalent C or Higher)	N/A	N/A	74%
18	Withdrawals (Grade = W)	N/A	N/A	145
19	Persistence (Fall to Spring)	69%	72%	68%
20	Unduplicated Degrees/Certificates Awarded	N/A	N/A	100
20a	Number of Degrees Awarded	56	66	100
20b	Certificates of Achievement Awarded	5	3	4
20c	Academic Subject Certificates Awarded	N/A	N/A	0
20d	Other Certificates Awarded	N/A	N/A	102
21	Transfers to UH 4-yr	6	6	3
21a	Transfers with degree from program	N/A	N/A	0
21b	Transfers without degree from program	N/A	N/A	3

<b>Distance Education Completely On-line Classes</b>		<b>Fall 06-07</b>	<b>Fall 07-08</b>	<b>Academic Year 08-09</b>
22	Number of Distance Education Classes Taught	N/A	N/A	7
23	Enrollment Distance Education Classes	N/A	N/A	226
24	Fill Rate	N/A	N/A	92%
25	Successful Completion (Equivalent C or Higher)	N/A	N/A	1
26	Withdrawals (Grade = W)	N/A	N/A	27
27	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	16%
<b>Perkins III Core Indicators</b>				
		<b>Perkins III 2004-2005</b>		
		<b>Goal</b>	<b>Actual</b>	<b>Met</b>
	1P1 Academic Achievement	81.92	65.38	Did Not
	1P2 Vocational Achievement	90.	90.09	Met
	2P1 Completion	37.33	49.55	Met
	3P1 Placement Employment/Education	71.72	77.94	Met
	3P2 Retention Employment	92	86.79	Did Not
	4P1 Nontraditional Participation	14.6	N/A	N/A
	4P2 Nontraditional Completion	12.73	N/A	N/A
<b>Perkins III Core Indicators</b>				
		<b>Perkins III 2005-2006</b>		
		<b>Goal</b>	<b>Actual</b>	<b>Met</b>
	1P1 Academic Achievement	81.87	60	Did Not
	1P2 Vocational Achievement	90.42	91.67	Met
	2P1 Completion	38.17	52.78	Met
	3P1 Placement Employment/Education	71.07	100	Met
	3P2 Retention Employment	92	100	Met
	4P1 Nontraditional Participation	14.6	N/A	N/A
	4P2 Nontraditional Completion	12.19	N/A	N/A
<b>Perkins IV Core Indicators</b>				
		<b>Perkins IV 2006-2007</b>		
		<b>Goal</b>	<b>Actual</b>	<b>Met</b>
28	1P1 Technical Skills Attainment	90.00	94.25	Met
29	2P1 Completion	44.00	43.68	Did Not
30	3P1 Student Retention or Transfer	55.00	76.89	Met
31	4P1 Student Placement	50.00	75.44	Met
32	5P1 Nontraditional Participation	25.00	0	N/A
33	5P2 Nontraditional Completion	25.00	0	N/A

## PART IV: ASSESSMENT RESULTS CHART FOR PROGRAM SLO'S

Department has just begun to collect assessment data. Data should be available for the next comprehensive program review.

## PART V: CURRICULUM REVISION AND REVIEW

In Fall 2008, in order to reflect the new standards of the American Culinary Federation, 100% of all of the CULN and FSHE courses underwent modification and review. All active courses are now in compliance until 2013

## PART VI: SURVEY RESULTS

1. **Student satisfaction**
  - a. N/A
2. **Occupational placement in jobs**
  - a. N/A
3. **Employer satisfaction**
  - a. N/A
4. **Graduate / leaver**
  - a. N/A

## PART VII: ANALYSIS OF PROGRAM

### PROGRAM HEALTH INDICATORS:

During the three year span from 2006 – 2009 the quantitative indicators show a program that has grown from “Cautionary” to “Healthy”. In the last academic year four out the six major indicators measuring at “Healthy” and the other two being rated at “Cautionary”. In the 2008 – 2009 data, there were no “Unhealthy” indicators. There is a system-wide concern that the benchmarks for measure #5 is unrealistic and therefore may be eliminated or revised for the next program review. If we eliminate this measure, the department would most likely measure as being healthy in the effectiveness category as well.

Measure Effectiveness Health	Benchmark	Academic Year 08-09
4) Degrees earned (#20) divided by majors (#3)	Healthy: > 20% Cautionary: 15% - 20% Unhealthy: < 15%	28% <b>Healthy</b>

5) Degrees earned (#20) divided by annual new and replacement positions (#2) *	Healthy: .75 - 1.5 Cautionary: .25 - .75 and 1.5 - 3.0 Unhealthy: <.25 and > 3.0	0.56 <b>Cautionary</b>
6) Persistence Fall to Spring (#19)	Healthy: 75 - 100% Cautionary: 60 - 74% Unhealthy: < 60%	68% <b>Cautionary</b>

**DISTANCE EDUCATION:**

It is the department’s contention that the data being presented in the Distance Education section is insufficient to report on.

**PERKINS IV CORE INDICATORS:**

During the 2006 – 2007 academic year, the program did meet three out of their four of Perkins IV goals. In the only goal that they did not meet, the 2P1 Completion indicator, they missed their target by 0.32 of a point. This goal also represents an increase of 5.83 points from the previous year’s completion goal.

**SIGNIFICANT PROGRAM ACTIONS IN AY 2008 - 2009:**

With an emphasis on improving both our Demand and our Effectiveness Indicators, in the 2008 – 2009 Academic year KCC Culinary Arts had established as part of its tactical planning, the following goals and action plans:

- *KCC Culinary Arts will position enrollment management, especially student recruitment, and enrollment growth as a departmental priority. (Strategic Goal 1, Objective 3)*

Action Plan: KCC Culinary Arts will contract for the design and printing of at least 5,000 department brochures to be utilized for student recruitment. These brochures will utilize funds made available through our USDA grant.

Response to Action Plan: Funding for the design and printing of a department brochure has been budgeted for in our 2009 – 2010 USDA Budget. We are currently in the design stage.

- *KCC Culinary Arts will invest in the learning environment by expanding existing information and technology infrastructures to enhance student learning and facilitate learner access. (Strategic Goal 6.1: Objective 3)*

Action Plan: KCC Culinary Arts will utilize our UHF account to fund upgrades to our computer lab to bring it up to current technology.

Response to Action Plan: All 30 CPUs in the computer lab were replaced this past summer using a combination of Grant and UHF funds.

Action Plan: KCC Culinary Arts will utilize funds made available from both our Perkins and our NOAA grants to provide upgrades to the audio/visual technology in the Ohia 118 auditorium that will allow for the broadcasting of lectures and demos to both polycom centers and individual IP sites. This will enable many of our lecture-only and lecture/lab courses and workshops to also offer a distance education component.

Response to Action Plan: Utilizing a combination of Perkins and NOAA grant funds, a polycom video-conferencing and video-classroom system was installed in the Ohia auditorium this summer.

- *KCC Culinary Arts will invest in the learning environment for its students to ensure superior academic achievement and career training and provide access to all. (Strategic Goal 6.1: Objective 4)*

Action Plan: KCC Culinary Arts will establish a department website that will be the primary method of communications with all of our students and with the public. This site will be linked to the campus website and to other culinary and educational resources. It will also serve as our primary link to our alumni and to our industry partners

Response to Action Plan: Utilizing USDA grant funds, the department has established a department website that links to the KCC website. We are in the process of developing a system to allow for alumni / industry linkage through this site.

## PART VIII: ACTION PLAN

Although the program health indicators show a healthy program, the department is committed to improving its Effectiveness Indicators. Therefore in the 2009 – 2010 academic year, KCC Culinary Arts will focus on those goals and objectives that it had established as part of its tactical planning that will positively impact its effectiveness and completion rates.

- *KCC Culinary Arts will position enrollment management, especially student recruitment, and enrollment growth as a departmental priority. (Strategic Goal 1, Objective 3)*

Action Plan: KCC Culinary Arts will contract for the design and printing of at least 5,000 department brochures to be utilized for student recruitment. These brochures will utilize funds made available through our USDA grant.

- *KCC Culinary Arts will invest in the learning environment for its students to ensure superior academic achievement and career training. (Strategic Goal 6.1: Objective 4)*

Action Plan: KCC Culinary Arts will seek external funding to re-invest into its obsolete and costly-to-maintain infrastructure and equipment.

Action Plan: KCC Culinary Arts will anticipate and address ever-increasing retraining needs in the local workforce through expanded programs.

Action Plan: A training needs survey will be conducted of the entire food service industry located on the island of Oahu.



## **PART IX: BUDGET IMPLICATIONS**

KCC Culinary Arts continues to face a major problem that requires a high priority and immediate attention. The current facilities are aged and extremely costly to maintain while all major pieces of kitchen equipment that have not been replaced through our own fundraising efforts are well past their useful life. Although we continue to repair what we can within our limited budget and fundraising efforts, we can't afford to replace all items that need replacement.

We have also discovered that all of the insulation in our walk-ins and around our refrigerant lines leading to the coolers has deteriorated to the point of being almost useless, resulting in condensation forming around the lines and even on the concrete slabs below the walk-ins. This has created a massive mold problem within the building that has begun to impact our ability to safely store food products and is a potential health hazard to students, staff and faculty. Although we have installed numerous dehumidifiers in the labs, we are unable to mitigate the problem. Due to the Cannon Club construction lag, we have also been tasked with establishing the first cohort of our 3<sup>rd</sup> year certificate that will articulate into the BAS in Culinary Management at UH West Oahu using existing facilities. Given the types of classes in the advanced program, this will not be possible without extensive renovation of one of our current labs. In addition to the cost of renovating the facilities, this portion of our program will require at least one additional instructor per cohort. Due to the high degree of expertise and experience required to instruct at the advanced level, we must also be able to offer a higher pay range to these instructors.

This recipe of having a sick and aging facility along with the enormous amount of costs associated with the repair and replacement of our out-dated and energy-inefficient equipment during a period of reduced state support when there are increasing demands being placed on the program has resulted in a perfect financial storm for our program.

### **Recent Actions Taken:**

- The campus has funded and hired an Operations Manager / Instructor to assist the Department Chairperson in the operational challenges of running and maintaining a multi-unit food service operation.
- The UH system has funded a CIP project that will replace the entire walk-in refrigeration system in both Culinary buildings. This project is planned to begin in spring semester 2010 and run through the summer.