



University of Hawaii Community Colleges Instructional Annual Report of Program Data (ARPD)

College: Kapiolani Community College Program: Culinary Arts

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The last comprehensive review for this program was on 2016, and can be viewed at:
<http://culinary.kapiolani.hawaii.edu/>

Program Description

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 Competence (CO) 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 an Associate in Science (AS) degree in Culinary Arts with concentrations available in Culinary Arts, Pastry Arts and Institutional Food Service. In 2010, the college added an Advanced Professional Certificate (APC) in Culinary Management to its program, which articulates to a Bachelors of Applied Science (BAS) in Culinary Management at UH West Oahu. In 2015, the program established a 2+2 articulation of its AS Degree in Culinary Arts with a concentration in Institutional Food Service with a Bachelor's of Science Degree (BS) in Culinology at the College of Tropical Agriculture and Human Resources (CTAHR), University of Hawai'i, Manoa (UHM).

The Program has been able to obtain substantial extramural funding that allowed it to focus on its various initiatives including: combating childhood obesity through cooking for health and wellness; developing models in food service sustainability for the Hospitality Industry; increasing the food safety of the restaurant industry through food handler training of its employees; assisting the workforce needs of the State through fast-track training of entry-level cooks; and, increasing the food security of Hawaii through the development of new value-added products through Food Innovation.

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". In July 2012, the program was provided with the maximum 7 year re-accreditation from its external accrediting body, the American Culinary Federation Educational Foundation (ACFEF) and honored with Exemplary Program status. In the June 2014 edition of FSR, a national periodical for the restaurant industry, named Kapi'olani Culinary Arts a one of the Top 20 Culinary Programs in the United States.

"Exemplary Programs symbolize the highest educational standards recognized by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). The award is presented to programs that have proven full compliance with all ACFEFAC accreditation requirements in the last visiting team report along with excellent management of the program."

Vision & Value Statement:

The Culinary Arts Department of Kapi'olani Community College embraces the motto of the college, "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 embarked upon a strategy of excellence that guides us in all our decisions and are based upon the underlying concept that our beliefs are based upon these three key dimensions:

- What can we be the best in the world at? We can be the best state-supported, ACF-certified, two-year culinary institution in the world that focuses on the blending of Western and Asian/Pacific cuisines with an emphasis on cooking for health and wellness and sustainability.
- What drives our economic engine? Our continuing education and training and our operational programs are mechanisms that generate profits needed to sustain our programs in an atmosphere of declining state funding.
- What are we deeply passionate about? We are passionate about culinary and pastry arts, but most of all, we are passionate about our students.

Mission Statement:

Our mission 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 Hawaii's unique geographic location. This mission is achieved through a progressive curriculum, operational excellence, multi-industry alliances and the promotion of lifelong learning.

Just as the star compass led ancient navigators in their Ho'okele (wayfinding), KCC Culinary has utilized its Vision and Values and Mission statements as its guiding beacon.

Part I. Quantitative Indicators

Overall Program Health: Healthy

Majors Included: CULN Program CIP: 12.0500

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	599	632	737	Healthy
2	*New & Replacement Positions (County Prorated)	284	300	358	
3	*Number of Majors	443	391	382	
3a	Number of Majors Native Hawaiian	74	67	56	
3b	Fall Full-Time	41%	39%	44%	
3c	Fall Part-Time	59%	61%	56%	
3d	Fall Part-Time who are Full-Time in System	2%	3%	2%	
3e	Spring Full-Time	40%	41%	40%	
3f	Spring Part-Time	60%	59%	60%	
3g	Spring Part-Time who are Full-Time in System	1%	2%	2%	
4	SSH Program Majors in Program Classes	5,465	5,281	4,484	
5	SSH Non-Majors in Program Classes	1,852	1,888	1,715	
6	SSH in All Program Classes	7,317	7,169	6,199	
7	FTE Enrollment in Program Classes	244	239	207	
8	Total Number of Classes Taught	95	95	94	

Efficiency Indicators		Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	21.6	20.9	20.7	Healthy
10	*Fill Rate	88.8%	85.4%	82.9%	
11	FTE BOR Appointed Faculty	11	12	12	
12	*Majors to FTE BOR Appointed Faculty	40.2	32.5	31.8	
13	Majors to Analytic FTE Faculty	33	28.3	32.3	
13a	Analytic FTE Faculty	13.4	13.8	11.8	
14	Overall Program Budget Allocation	\$1,298,630	\$1,335,413	\$1,998,978	
14a	General Funded Budget Allocation	\$987,216	\$1,162,185	\$1,355,126	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$311,414	\$173,228	\$643,852	
15	Cost per SSH	\$177	\$186	\$322	
16	Number of Low-Enrolled (<10) Classes	9	3	11	

*Data element used in health call calculation

Last Updated: February 17, 201

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	79%	82%	79%	Cautionary
18	Withdrawals (Grade = W)	132	111	140	
19	*Persistence Fall to Spring	73.9%	76.9%	76.9%	
19a	Persistence Fall to Fall	53%	58.6%	55%	
20	*Unduplicated Degrees/Certificates Awarded	207	233	182	
20a	Degrees Awarded	101	88	96	
20b	Certificates of Achievement Awarded	53	63	55	
20c	Advanced Professional Certificates Awarded	4	10	3	
20d	Other Certificates Awarded	172	262	161	
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported	
22	Transfers to UH 4-yr	8	8	9	
22a	Transfers with credential from program	2	4	4	
22b	Transfers without credential from program	6	4	5	

Distance Education: Completely On-line Classes		Program Year		
		13-14	14-15	15-16
23	Number of Distance Education Classes Taught	6	6	11
24	Enrollments Distance Education Classes	191	200	341
25	Fill Rate	91%	95%	89%
26	Successful Completion (Equivalent C or Higher)	66%	79%	62%
27	Withdrawals (Grade = W)	8	5	52
28	Persistence (Fall to Spring Not Limited to Distance Education)	53%	62%	60%

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	97.60	Met
30	2P1 Completion	50.30	69.60	Met
31	3P1 Student Retention or Transfer	76.72	91.70	Met
32	4P1 Student Placement	69.00	68.61	Not Met
33	5P1 Nontraditional Participation	19.69	43.24	Met

34	5P2 Nontraditional Completion	19.36	43.13	Met
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Performance Measures		Program Year		
		13-14	14-15	15-16
35	Number of Degrees and Certificates	158	161	154
36	Number of Degrees and Certificates Native Hawaiian	25	26	27
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	115	103	112
39	Number of Transfers to UH 4-yr	8	8	9

*Data element used in health call calculation

Last Updated: February 17, 2017

[Glossary](#) | [Health Call Scoring Rubric](#)

Part II. Analysis of the Program

The Culinary Arts program continues to be classified as being a Healthy program overall with both healthy Demand and Efficiency indicators and a cautionary Effectiveness indicator. The cautionary Effectiveness indicator is primary due to the unhealthy negative growth of the program based upon the number of unduplicated degrees and certificates awarded between 2016 and 2015.

In an October 2013 paper co-authored by UW-Madison’s Nicholas Hillman that appears in the journal Research in Higher Education, “findings suggest that community college enrollment demand is counter-cyclical to changes in the labor market, as enrollments rise during periods of weak economic conditions.” As the economy of Hawaii has dramatically improved since the great recession, this has resulted in the significant lessening of demand for a college education, especially in the career preparation programs.

Part III. Action Plan

KCC Culinary Department continues to take proactive steps to mitigate declining enrollment and improve its effectiveness including:

- Partnering with Hawaii DOE’s Culinary Academies to generate a dual credit articulation agreement that will provide local high school students with college credits that will jump start their college career.
- Creating dual degree pathways with International Colleges and Universities located in Japan, Korea and other Asian countries. In today’s global world Hawaii is the natural connector between the cuisines of the East and the West. Dual degrees give these students the best of both worlds, while not burdening the State for tuition subsidies.
- Closely monitoring class enrollments and cancelling low-enrolled courses that will not negatively impact student’s time to graduation.
- Creating new and exciting career and articulated baccalaureate degree pathways that lead to high skill/high pay professions, such as in Culinary Management and Culinology (the blending of the art of culinary with the science of foods)
- Providing college credit for professional credentials earned through the American Culinary Federation via Prior Learning Assessment.

Perkins IV Core Indicators:

The only Perkins measure that was not met was In 4P1, Student Placement, and that was only missed by 0.39. To counter that deficit, we will continue to utilize Perkins funds to market our graduates to local industry partners.

Part IV. Resource Implications

The Department will continue to seek financial resources outside of the UH System in order to positively leverage the limited State resources. Rather than burden the campus, it has been able to obtain several grants and contracts including: a US Department of Labor TACCCT grant, a USDA/NIFA grant, Hawaii DLIR grant, and a Hawaii DOH contract to expand its offerings and market the program to traditionally under-served populations.

Program Student Learning Outcomes

For the 2015-2016 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
1 <input type="checkbox"/> Yes	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.	
2 <input type="checkbox"/> Yes	Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals	

A) Evidence of Industry Validation

In order to keep current with the needs of the culinary industry, KCC Culinary convenes a Culinary Arts Advisory Committee twice per academic year. The focus of the Fall Advisory Committee meeting is to obtain direct input from industry professionals, while the Spring Advisory Committee meeting is utilized to update members on the results of our annual program and ACFE reviews. Additionally, the Culinary Arts program is separately accredited by the American Culinary Federation Educational Foundation (ACFEF). The Department does also provide an annual report to the American Culinary Federation Educational Foundation (ACFEF) to validate that all accreditation standards are being met. The program’s ACFEF accreditation was successfully reviewed in 2012-13, was provided with "Exemplary Status", and was given the maximum term for an accredited program.

In addition to this, the Department Chair is able to receive first hand evidence of industry validation since he serves on both the Education Committee for the Hawaii Restaurant Association Educational Foundation (HRAEF) and on the Public Human Services Pathway Advisory Council for the Hawaii Department of Education.

B) Expected Level Achievement

It is expected that at least 80% of all CULN students successfully demonstrate Program Learning Outcomes 1 and 2.

C) Courses Assessed

In Academic Year 2016, 100% of all CULN courses assessed their PLO 1 & PLO 2.

D) Assessment Strategy/Instrument

CULN Laboratory classes utilize a practical exam(s) and CULN Lecture classes utilize either a written exam or other tool to assess PLO #1. The assessment instrument for PLO #2 is a daily recording of both attendance and professionalism. As the majority of students in FSHE classes are non-majors, we assess only PLO #1 in those courses.

E) Results of Program Assessment

Results of Program Learning Outcomes Assessment for AY2015 - 2016:

PLO#1: 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.

- Fall 2015: % Successful
- Spring 2016: % Successful

PLO#2: Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

- Fall 2015: % Successful
- Spring 2016: % Successful

F) Other Comments

Counseling SLOs for use across campus were developed in 2010. Since that time, units have assessed these SLOs. Completed templates and summaries of the assessment cycle for counseling support of this program are available at the OFIE website at <http://ofie.kapiolani.hawaii.edu/program-review>.

G) Next Steps

As of Fall 2017, the Culinary program will move its Culinary Innovation Center, all Advanced Professional Certificate (APC) lab classes, and the majority of its public and professional development classes to the Culinary Institute of the Pacific at Diamond Head facilities. This will allow the program to operate an ACF Apprenticeship program from its current facilities with the goal of being able to not only improve the quality of incumbent workers, but to also improve our ability to better meet the needs of the industry. As the program will potentially obtain high quality information from up to 168 industry partners, their insight into the effectiveness of the apprentice's student learning will be a guiding force in any future curricular revisions.

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