

7/30/2024

## ACADEMIC PROGRAM REVIEW REPORT AY2023-24

**Program(s) in the review:** AAS/OEC Culinary Arts & OEC Baking and Pastry Arts

**Specialized Accrediting Agency (if applicable):** American Culinary Federation Education Foundation Accrediting Commission

**Campuses where the program is delivered:**  Anchorage  KOD  KPC  MSC  PWSC

**Year of last review:** AY20

**Final decision from last review:** Continued Review

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### PROGRAM SECTION (Due on March 1)

*The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will enter their name and date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's name and date lines are at the end of the Program Section.*

#### Program Review Committee:

Riza Brown, Associate Professor, Culinary Arts, Committee Chair;  
Kellie Puff, Assistant Professor, Culinary Arts, Committee Member

#### 1. Demonstrate that the program has responded to previous recommendations.

***Recommendation 1: Review the course rotation and semester offerings, reduce the number of sections offered each semester, and increase course capacity to reduce cost.***

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

The recommendation has been successfully achieved as we have been proactive in reducing the number of sections offered each semester, as evidenced by our streamlined schedule and by the eradication of the overlapping beginning and advanced classes in bakery and lab classes, resulting in four less lab classes a year. We have increased course capacity in many classes from 20 to 25 students, resulting in cost reduction by increasing our FTEF/FTES numbers, as evidenced by the data.

**Actions taken to date (2500 characters or less)**

Review course rotation and semester offerings: In fall of 2022, the faculty and staff reviewed and updated all curriculum. We combined classes, introduced online offerings when possible, and streamlined the AAS pathway further while still adhering to our accreditation standards.

Reduce number of sections offered each semester: We combined Purchasing with Cost Control to create one class, Procurement and Cost Control, reducing the number of theory classes that

students would need to take in the first semester. We also streamlined the culinary and baking lab classes so that skills development labs would seamlessly transition into the advanced labs. In the past, both beginning and advanced were taught at the same time, as our numbers warranted that. By offering only one class at a time, students receive more attention and are more likely to be successful.

Increase course capacity: In Fall of 2019, we created a new OEC in Culinary Arts (an OEC in Baking followed in the Fall of 2020) to respond to industry demands for trained technical professionals that could enter the workforce within a year, rather than two years. Both OEC's are stackable and feed directly into the AAS, so that students can go on to earn an associate's and an additional certification. Communication with our industry partners, the advisory board, and students indicated a need for education that would lay a solid foundation of technical skills for expedited entry into a hungry labor market. In fall of 2021, we increased lecture course capacities to 25 students, some of which we previously had at 20, thereby increasing our FTES/FTEF metric.

**Evidence of success to date (2500 characters or less)**

Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF) has increased from 161.9 in 2019 to 184.4. This indicates a trend towards productivity, as it shows that five years ago, each faculty member taught 161.9 total student credit hours and we are currently teaching 184.4 credit hours per faculty member.

Full-Time Equivalent Student per Full-Time Equivalent Faculty (FTES/FTEF) has increased from 5.4 students in 2019 to 6.15 students currently. Total course credits are divided by Average Faculty Credit Load (each faculty member teaches 24 credits or more each year) to indicate the average number of students per full-time faculty member within a discipline. This metric indicates that each faculty member represents more efficiency, a goal achieved through reducing faculty members, eliminating course sections that have low enrollment, increasing course capacity in more popular classes, and offering the OEC.

**Recommendation 2: *Expand opportunities to collaborate with local restaurants for staff education.***

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

Our culinary arts program is supported by and deeply entwined with our industry, and not just in Anchorage - we have partnerships with people and businesses all over Alaska. Every single day we are being asked to fill a job posting, share an opportunity, cater an event, participate in a fundraiser, build a new class; the conversation with our community is endless and we both benefit from the give and take. The industry lets us know how to shape our education to better fulfill their needs and we tailor our classes to offer the most relevant, up-to-date, and trending information. When possible, we create opportunities for collaboration by consulting with restaurant owners and setting education goals for both their staff and our students.

**Actions taken to date (2500 characters or less)**

In Fall 2023, a new faculty member was hired and one of his charges is to create and teach a curriculum for non-credit training. This takes away the barrier of registering and the cost of tuition, making education much more accessible for the staff of local restaurants. Most of these classes are also only one day, instead of the 18 hours that a 490 class requires, lowering barriers to entry.

**Evidence of success to date (2500 characters or less)**

We have dozens of restaurants reaching out to us on a weekly basis in the hopes of collaborating with our program. Due to a concerted effort in marketing and community outreach, the culinary program has become a byword for those looking to staff their restaurants, either with interns or employees. There is a strong sense of symbiosis within our industry - many professional chefs and industry experts volunteer their time to assist in fundraising, hosting site visits, or guest lecturing. They invest this time and effort because they understand that their patronage of the program will result in more of the workforce excellence they are hoping to hire. In time, with more faculty, we will be able to create restaurant-specific curriculum for those who have some experience and need to build on the foundational skills they already possess.

***Recommendation 3: Work closely with the Student Success Advisor, local secondary faculty, and staff from Admissions to recruit additional students into the program.***

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

Our Student Success Advisor and Social Media and Marketing liaison both host multiple tours of our program throughout the year. Some tours are simple walk-throughs with an introductory talk and others are more elaborate, involving hands-on activities and a lot of interaction with staff and faculty. Our Department Chair serves on ASD and AVTEC advisory boards, ensuring that we have direct communication with the high schools and trade schools that may lead interested students to our program. We host ProStart State Competitions every spring, which attracts over 50 high school students from all over the state to our facility and introduces them to the next step in their culinary career. Our faculty is active in participating in many fundraising events throughout the year in order to broaden our reach and keep our name front and center in the community. We also work closely with the Covenant House as another avenue of attracting students into the program.

**Actions taken to date (2500 characters or less)**

- At the start of each academic year, we extend an Invitation to ProStart High school instructors to host a program tour for their students (with lunch when available)
- Dept Chair serves on ASD & AVTEC advisory boards
- Dept hosts ProStart State Competition in Management and Culinary Arts, bringing in over 50 HS students into the facility in spring 2023; CA faculty participate as judges
- Social Media posts

- Regular website updates
- Volunteer/networking opportunities within the community (10 Chefs for Causes, American Cancer Society Wine and Food Fest, etc)
- Working with unhoused youth at Covenant House to provide professional skills and life skills, leaving open the door for possible enrollment into the culinary program

**Evidence of success to date (2500 characters or less)**

Our social media following has doubled within the last few years, a direct result of focusing a lot of time and effort into conveying the necessity of this program to the public. Many students have told us that they heard of the class “through social media” and we have seen a correlation between increased followers and increased enrollment numbers. The evidence of success to date is reflected in the IR data, showing a steady increase in student registration.

**Recommendation 4: Trim further course scheduling and costs.**

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

We have taken full accountability for trimming course scheduling and costs by internal budget spreadsheets that are regularly updated and accessed by faculty members. This allows us to stay on top of day-to-day expenses and adjust our spending accordingly. We re-evaluated lab fees and updated them in the Fall of 2021 in order to reflect current financial trends and are always cognizant of charging fees that are accessible while maintaining the excellence of the class.

**Actions taken to date (2500 characters or less)**

- Budget spreadsheets created internally for faculty to track lab fee expenditures and overall course costs (Fall 2020)
- Lab fees were re-evaluated and updated in Fall of 2021
- Repeated A490 specialty topics courses were made into required courses for the Baking OEC (4 courses - Artisan Breads, Basic Cake Deco, Specialty Cakes, and Baking with Alternatives)
- Core courses only offered in the fall semester until demand became high, now being offered in fall and spring, as well as two of the 3 courses being offered in the summer

**Evidence of success to date (2500 characters or less)**

Our evidence of success to date is that in the past, we only offered core courses in the fall semester. Demand increased to the point that core courses are being offered in both fall and spring, with two of the three courses also being offered in the summer.

**Recommendation 5: Monitor student persistence data and make adjustments as needed.**

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

One of the major barriers to education is lack of funds. We address this by making fundraising for scholarships a big priority (we spend an entire year planning for Celebrity Chef Invitational to

maximize the donations given), participate in Giving Day, and maintain strong relationships with many business owners in Anchorage who are willing and eager to support the program. We have had equipment, supplies, and services donated as a result of these relationships. We have also made earning scholarships more accessible by requiring only one application for the many scholarships that we offer, and filling out the application is a task that is done in every single Career Trends 101 class, ensuring that most students will have completed it or at least know where to find and apply for scholarships.

**Actions taken to date (2500 characters or less)**

- Offering scholarships based on merit and academic standing, regardless of the general application being filled out, in order to entice students to return and complete their degree
- Create course schedules that allow students to take the courses they need, when they need them, without having overlap/conflict

**Evidence of success to date (2500 characters or less)**

We have created course schedules that are carefully planned in order to allow students to take the courses they need, when they need them, without having conflict. If there is such a conflict, we work closely with the student and Student Success Advisor to satisfy the student's academic needs, as well as revisit the schedule to ensure that these conflicts aren't a regular occurrence.

***Recommendation 6: Continue to explore alternative modes of delivering programs in order to further enhance productivity and efficiency.***

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

The program is always looking for new and innovative ways to deliver our program so that we can reach as wide of an audience as possible and keep the curriculum fresh and relevant. During COVID, we were given the opportunity to translate many of our F2F classes into online courses. This was a difficult and daunting task, but the result is that we have a lot more tools and resources to draw from than before. As we have transitioned to a post-pandemic world, it became overwhelmingly clear that our students need F2F instruction to learn best, so we have mostly returned to that mode of teaching. However, we still maintain some online learning and utilize it whenever necessary. Other alternative modes of delivering programs involve partnering with departments/colleges and local businesses to combine our expertise with other professionals' expertise to provide more in-depth education to a wider range of students. We are also exploring how to deliver our program directly to the industry, who may or may not be students, therefore making the education more affordable and more accessible.

**Actions taken to date (2500 characters or less)**

- CA A270/DN A270 offered online and asynchronous
- COVID required us to move to online learning when possible. We found that our students do not thrive in an online environment, therefore returned to in-person classes when we could. We now use the materials created for online learning as supplemental material to enhance face-to-face instruction

- Partner with other departments/colleges and local businesses to combine expertise and reach a wider audience
- Deliver program directly to the industry by offering non-credit training

**Evidence of success to date (2500 characters or less)**

There has been tremendous interest in our partnerships, as evidenced by our collaborations with Chemistry for a brewing/fermentation class, Dietetics and Nutrition for food and medicine, and Photography, who is helping us create a bespoke Food Photography course for culinary students, and others. We also work with local businesses, such as Fromagio's, Sweet Caribou, Locally Grown Restaurants, Whisky Ramen, Tequila 61, Allocated, Bargreen Ellingson, Sysco, and many many more, to disseminate our program's efficacy throughout the community while also being supported and marketed by that community.

- 2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (3000 characters or less)**

The Culinary Arts program (AAS and OECs) provides critical training for food service professionals, cooks, and chefs. Since 1972, this program has fulfilled its mission of providing valuable, trained, and job-ready candidates to fill positions in the restaurant, lodging, and foodservice sector of Alaska's demanding tourism industry. The training offered by this program is vital to the state in meeting the workforce development needs. Located on UAA's main campus, the CA program is easily accessible as Anchorage's vibrant hospitality for training, internship opportunities, and job placement for all program graduates.

Our program has integrated all four core competencies into our assessment planning process and long-term goal setting, as well as rewrote our syllabi to express which competencies are addressed in each class. Broadly, Personal, Professional, and Community Responsibility is achieved through our robust relationship with industry and community partnerships. Effective Communication is a key aspect of our pedagogy. We gather twice a year during our inservice meetings to ensure that the entire faculty is communicating in a consistent and concise way. We created an Onboarding Manual with templates for syllabi, welcome letters, and Powerpoints in order to disseminate what we deemed to be essential information for each class. Creative and Critical Thinking is addressed through semester-long conceptual projects in many classes, and organically integrated into the lab classes as students have to think quickly on their feet while executing recipes. Intercultural Fluency is encouraged by asking students to contribute and research recipes and foods that reflect their personal history and sharing them with other students. Often, an excellent conversation about heritage and culture will arise from these presentations.

Our accreditation through the ACF (American Culinary Federation) provides students with networking and job opportunities, and industry-desired credentials upon graduation. The program works closely with CHARR (Alaska Cabaret, Hotel, Restaurant, and Retailers Association) to partner in training, mentorship, and annual events that showcase student success and promote the program to high school students across the state. The program also partners with ProStart and SkillsUSA

students to introduce culinary arts as a field of study to graduating seniors through mentorship, scholarships, and articulation credits for those students meeting set criteria.

Other community partnerships include specific workforce development and employment opportunities relevant to the program via internship site collaborations. We have worked with or currently work with many integral businesses in Alaska, e.g., Nana Management Services, Dena'ina Convention Center, Hotel Alyeska, Allen & Petersen, The Hotel Captain Cook, House of Bread, Anchorage Convention Centers, SteamDot Coffee, Fire Island Bakery, and many more. Job placement rates are tremendously high.

### 3. Demonstrate program quality and improvement through assessment and other indicators.

#### a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

##### i. AAS Culinary Arts

- *1) Apply theories and concepts of baking and demonstrate required techniques in a commercial bakery; 2) Apply theories and concepts of cooking and demonstrate required techniques in a commercial kitchen; 3) Demonstrate proficiency in sanitation and safety codes and apply procedures necessary to maintain a safe foodservice facility; 4) Analyze food cost and implement necessary controls to maintain costs and ensure profitability; 5) Demonstrate the ability to use human resource management and facility operation management to ensure customer service and profitability.*

##### ***Describe your key findings for these outcomes. (3500 characters or less)***

The AAS in CA is externally accredited through the ACF (American Culinary Federation). This external accreditation requires arduous yearly reporting of annual assessment activities to track student learning outcomes, surveying employers and program alumni to assess program quality, and constant tracking of program development to ensure that we are adhering to all expectations and standards. The ACF also closely monitors the program curriculum for currency and rigor to ensure its extensive competencies are being met. The ACF provides important professional development to faculty and offers the CC (Certified Culinarian) credential to students graduating with the AAS degree.

The AAS in CA is designed to meet the workforce needs of chefs, foodservice workers, hospitality supervisors, and managers. The program utilizes cutting edge technology with state of the art lab equipment, expertly trained faculty, and offers an opportunity for students to study abroad at a sister school in Florence, Italy. The curriculum is current and reflects industry standards. The faculty team, while small, is highly qualified and quickly responds to student needs and industry needs. Industry experience among the faculty is over 100 years, and covers almost every single job available, from bussing to managing to entrepreneurial ownership to executive chef, and beyond. This diverse set of skills is both a reflection of the quality of the program (most of the faculty are graduates of UAA's CA program) and foundationally important in order to comprehensively teach the multi-faceted aspects of culinary and hospitality.

***Describe actions taken to improve student learning for these outcomes. (3500 characters or less)***

The program faculty meet several times per year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by October 15th each year. A plan for implementing the recommended changes, including advertising the changes to all the program's stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes.

Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director's office and the Office of Academic Affairs.

***Describe evidence that these actions are working. (3500 characters or less)***

Throughout each academic year, faculty, staff, and leadership from the Culinary Arts program discuss and formulate objectives, outcomes and assessment strategies. Each program course curriculum content guide was studied to clarify what a student ideally ought to know upon course completion and then ultimately upon graduation.

Additionally, the department chair continuously reviews standards and skill competencies set by the National Restaurant Association Educational Foundation, the American Culinary Federation Educational Institution and the Council on Hotel Restaurant Institutional Education to determine if the program meets national standards. The recent program re-accreditation through the American Culinary Federation (in November 2022) has given the program additional validity in learning outcomes and program assessment.

We received our renewal with an exemplary designation, and the maximum amount of seven years until our next site visit, a good faith showing in our current and continued academic success.



ii. OEC Culinary Arts

- 1) Apply theories and concepts of baking and implement techniques to operate or function in a commercial bakery; 2) Apply theories and concepts of cooking and implement techniques to operate or function in a commercial kitchen; 3) Identify sanitation and safety codes and procedures necessary to maintain a safe foodservice facility; 4) Demonstrate technical knowledge and critical thinking necessary for success in the field of culinary arts; 5) Demonstrate successful employability skills, including oral and written communication skills.

**Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)**

See above

**Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)**

See above

**Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)**

See above

iii. OEC Baking and Pastry Arts

- 1) Apply theories and concepts of baking and implement techniques to operate or function in a commercial bakery; 2) Identify sanitation and safety codes and procedures necessary to maintain a safe foodservice facility; 3) Demonstrate technical knowledge and critical thinking necessary for success in the field of baking and pastry arts; 4) Demonstrate successful employability skills, including oral and written communication skills.

**Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)**

See above

**Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)**

See above

**Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)**

See above

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and

**learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3000 characters or less)**

We are the only culinary school in Alaska that is nationally accredited through the American Culinary Federation; “Postsecondary and Secondary Accreditation by American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services.” In AY 22-23, our program went through a rigorous site visit from our accrediting body, an event that we spent a year preparing for. The review team positively cited our attention to detail, professionalism, and extensive curriculum development of its required competencies. The Commission granted us a seven-year term, the maximum time frame awarded for program accreditation.

Our advisory board is made up of industry professionals and alumni and meets twice annually to help maintain program excellence, set goals, and ensure that our students are receiving the most up-to-date and relevant education. We spend a lot of time discussing how this program can better meet the needs of the community and the industry and implement changes when necessary.

We are dedicated to providing innovative classes that respond to market needs. The program now offers two culinary cannabis classes, representing hundreds of hours of research and work with dispensary owners, professional cultivators, legislators, the head of AMCO, the state agronomist, a member of the governor’s economic development team and many, many more. We are the first and only culinary program in the state to provide cannabis education of any kind and we will continue to create essential and desired training as needed.

**4. Demonstrate student success and the closing of equity gaps.**

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3500 characters or less)**

Graduation rates and course pass rates are increasing due to the numerous efforts we’ve made in responding to the recommendations above.

Associate Graduate rates = In 2019, 10% have graduated, in 2022, our graduation rate has increased to 50%.

Course Pass Rates by Course Level (Lower Division) = In 2019, 86.09% passed our lower division courses, and in 2022, 90.16% passed, indicating an upwards trend in course pass rates.

Course Pass Rates by Course Level (Upper Division) = Our upper division course pass rates went from 95.02% to 98.33%.

- b. Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort**

between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for [graduate students](#). Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. (3500 characters or less)

We discovered that course sequence changes and course scheduling has resulted in improved success for all students. By separating out the beginning and advanced baking and culinary labs, students receive more specialized instruction and lab professors can more effectively respond to in-the-moment teaching needs, strengthening the overall curriculum. Over the past five years, we have moved many classes from daytime hours to evening, which allows employees who currently work other jobs to register for classes. We have seen an increase in student enrollment due to these changes in course scheduling.

We redesigned the gateway courses to streamline the first semester courses and added more hands-on components in response to student feedback that they wanted more time in the labs to be better prepared for the second semester.

- c. **Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3500 characters or less)**

Our students are so in demand that they often have a job in the industry before they even graduate from the program. The need is such that employers sometimes hire students during our many program events, such as Celebrity Chef Invitational or 10 Chefs for a Cause, and they have their pick of restaurants and hospitality operations to choose from. Students who do not get hired while they attend the culinary program are assured of 100% job placement upon graduation.

**5. Demonstrate demand for the program.**

- a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program. (3500 characters or less)**

Over the last 5 years, the CA program has seen fluctuations in graduation rates and enrollment due to many factors; budgetary cuts, pandemic considerations, an overall decline in student enrollment trends across the country, and a foodservice market that allows workers to forgo

formal education for on-the-job training due to high labor needs. Increases in overall educational costs have deterred potential graduates, and this is one area in which we are able to have some control. Extramural funding for scholarships and additional program resources is realized through an annual fundraiser, Celebrity Chefs Invitational, as well as from donors such as the Cuddy family and First National Bank of Alaska, TVEP funding, restaurant and bakery cart sales, Boot Camps for Kids, and other community support.

The Ratio of Out-of-Discipline Credit Hours to Total Credit Hours is currently 63.86%, which indicates that we represent a fairly high demand for students who are not culinary arts students. Five years ago, the percentage was 64.78% and decreased slightly during the pandemic, and this year's numbers demonstrate a promising return to previous levels of demand. Our 490 classes are hugely popular with students from every discipline, as they represent versatile single upper-division elective credits to help round out courseloads and satisfy credit requirements for non-degree seeking students.

We no longer have a bachelor's in Hospitality Management and students who graduate from our program go immediately into the industry, and often enter the industry before they even graduate. The need is such that employers sometimes hire students during our many program events, such as Celebrity Chef Invitational or 10 Chefs for a Cause, and they have their pick of restaurants and hospitality operations to choose from.

The Culinary Arts department frequently partners with different colleges and culinary entities and offers unique opportunities for any UAA student to take upper division elective credits. CA is currently partnered with the following (not a complete list):

\*The College of Health, to co-teach CA/DN A270 Culinary Nutrition and DN A275 Food Is Medicine.

\*The Chemistry Department and Turnagain Brewing, to offer Grain to Glass, a 490 brewing class that is a component of a cross-listed Fermentation program.

\*Fromagio's, to provide cheese and knowledge for a 490 Cheese and Wine class.

\*Chugach Chocolate, to teach a 490 Bean to Bar class.

\*GreenJar Dispensary, to teach CannaBasics 1 and co-teach CannaBasics 2.

\*The Photography Department and Akela Space, currently in development for a Food Photography class.

\*ACLT (Anchorage Community Land Trust), serving as a consultant for its Set Up Shop program and also on the Board of Directors to contribute to current and future culinary opportunities, such as an Incubation Kitchen.

\*CHARR, serving on the Executive Board as Secretary/Treasurer for the Future Hospitality Leaders Program.

\*James Beard Awards judge, to provide guidance about Alaskan chefs and hospitality operations to the national office as it pertains to James Beard nominations and awards.

\*Mentors in the ROPES Program (Sixth Grade Rites of Passage Experience), in which faculty work with elementary school students to facilitate culinary-related projects.

\*Covenant House, to create non-credit training curriculum for unhoused youths and provide them with industry and life skills training.

**6. Demonstrate program productivity and efficiency.**

**Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3500 characters or less)**

Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF) has increased from 161.9 in 2019 to 184.4. This indicates a trend towards productivity, as it shows that five years ago, each faculty member taught 161.9 total student credit hours and we are currently teaching 184.4 credit hours per faculty member.

Full-Time Equivalent Student per Full-Time Equivalent Faculty (FTES/FTEF) has increased from 5.4 students in 2019 to 6.15 students currently. Total course credits are divided by Average Faculty Credit Load (each faculty member teaches 24 credits or more each year) to indicate the average number of students per full-time faculty member within a discipline. This metric indicates that each faculty member represents more efficiency, a goal achieved through reducing faculty members, eliminating course sections that have low enrollment, increasing course capacity in more popular classes, and offering the OEC.

**Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (3000 characters or less)**

Extramural funding for scholarships and additional program resources is realized through an annual fundraiser, Celebrity Chefs Invitational, as well as from donors such as the Cuddy family and First National Bank of Alaska, TVEP funding, restaurant and bakery cart sales, Boot Camps for Kids, and other community support.

CCI 2023 - \$76,000

CCI 2021 - \$49,000

FY24 TVEP - Equipment \$66,000 and Salary - \$89,000

FY24 Bakery Cart - \$14,000

FY23 TVEP - Camera Equipment \$8,000

FY23 Boot Camp - \$52,000

FY23 Bakery Cart - \$22,000

FY23 Lucy's - \$28,000

FY22 Bakery Cart - \$17,000

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FY22 Lucy's - \$25,000

FY22 - Bakers Oven \$63,000

**7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2500 characters or less)**

The mission of the Culinary Arts Program is to provide future industry professionals with the progressive and innovative culinary arts and hospitality education they need to be successful in our industry.

The distinctive goals of the program include:

1. To maintain accredited status, for the AAS and OEC, from the American Culinary Federation.
2. To offer current and relevant curriculum and instruction that will prepare students for industry.
3. To maintain qualified, creative, and balanced faculty with industry experience to ensure quality instruction.
4. To provide a variety of resources and equipment, as well as functioning classrooms and laboratories, to enhance student learning.
5. To recruit and retain a diverse student population.
6. To build partnerships within the university and the community to create a stronger presence.
7. To maintain connections within industry to provide mentorship and employment opportunities.

This program supports two of Alaska's Career Cluster areas by providing capable, job-ready graduates for the Culinary and Hospitality Industry. While UAF offers an AAS in CA, its program does not have third-party accreditation. Both programs are unique in how they are offered and there are distinct differences. We offer an OEC in Baking and an OEC in Culinary, fast-track certificates that allows students to enter the workforce with the necessary tools at an accelerated pace. For AAS students at UAA, the program requires students to conceptualize, prepare, and execute fine dining menu items for Lucy's Restaurant, a real-world laboratory that is open to the public, three days a week for seven weeks. Student bakers gain experience in both commercial/retail production (the Bakery Cart) and haute cuisine (Lucy's dessert menu). Student servers learn fine dining techniques that not only allows them to operate a fine dining restaurant of their own, it also fills in the final section of the holistic hospitality experience that UAA is dedicated to providing. Instead of graduating with knowledge in only one or two key areas, CA strives to equip every student with the tools needed to be comfortable and proficient in almost all aspects of culinary and hospitality. This advanced training is exclusive to the Anchorage campus and not offered by any other program in the state.

CA is the only culinary program to offer students the opportunity to study abroad at our sister school, Apicius, in Florence, Italy.

**8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (4000 characters or less)**

Our culinary arts program stands as a beacon of excellence, boasting a myriad of strengths that set it apart in the realm of culinary education. At its core lies a commitment to providing students with a comprehensive, industry-driven curriculum taught by a cadre of highly qualified and experienced faculty members. These instructors not only possess a wealth of theoretical knowledge but also bring real-world expertise gained from years spent honing their craft in professional kitchens, bakeries, and other hospitality operations.

A cornerstone of our program is the state-of-the-art laboratories equipped with the latest technologies and commercial-grade equipment. Here, students have the opportunity to gain hands-on experience, mastering the tools and techniques essential for success in the culinary industry. Our facilities ensure that students are well-prepared to tackle the challenges of a modern kitchen by familiarizing them with the correct processes and methods used in a professional setting.

One of the most compelling aspects of our program is our unwavering commitment to our students' success. With a 100% job placement rate upon graduation, we stand as a testament to the effectiveness of our approach. Through partnerships with leading restaurants, hotels, and culinary establishments, we provide our graduates with unparalleled opportunities to kickstart their careers in the culinary world. Our approach is so successful that students are often offered jobs before they even graduate from the program.

Central to our mission is the belief that financial constraints should never hinder a student's pursuit of their passion. That's why we offer significant and sustainable financial support to ensure that every aspiring chef has the opportunity to thrive. From scholarships and grants to student worker opportunities, we are dedicated to making quality culinary education accessible to all.

Moreover, our program empowers students with the freedom to chart their own path to success. Whether they choose to intern at a Michelin-starred restaurant, improve their current business (as many of our students are already successful entrepreneurs), or pursue whatever career they can conceive of in the food and hospitality world, we provide the resources and support needed to turn their dreams into reality. Our extensive network of culinary resources and industry professionals stands ready to mentor and guide students every step of the way, offering invaluable insights and connections that can open doors to new opportunities.

Our culinary arts program is more than just a school – it's a launchpad for culinary excellence. With a comprehensive curriculum, professional laboratories, guaranteed job placement, financial support, and a vast network of resources, we equip our students with the skills, knowledge, and connections they need to thrive in the competitive world of gastronomy.

We are actively recovering from pandemic-related enrollment declines, with numbers nearing pre-COVID levels and expected to grow further. Many universities faced similar challenges, but our enrollment is steadily increasing and is projected to surpass pre-pandemic levels. Over the past five years, we've focused on expanding our social media and marketing efforts and partnering with the community to foster a sense of ownership among Alaska's culinary professionals.

Given our strong industry ties, we're expanding to target untapped demographics in the culinary field. Two faculty members are developing non-credit, no-registration, and more affordable

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community classes. We're updating the former cafeteria into a dedicated lab for these classes, working with Bargreen Ellingson on the design and equipment. Inspired by the success of our 490 classes, we expect these more accessible, budget-friendly options to attract many students who were previously put off by complex registration and high fees.

*After completing the Program Section above, the program review committee chair should enter their name, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).*

**Committee chair first name last name:** Riza Brown

**Date:** 3/18/2024

END OF PROGRAM SECTION

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### DEAN SECTION (Due on April 1)

*If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and entering their name, the dean should email this form to the committee. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section of this form.*

#### 1. Evaluation of Progress on Previous Recommendations

**For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2500 characters or less for each recommendation)**

***Recommendation 1: Review the course rotation and semester offerings, reduce the number of sections offered each semester, and increase course capacity to reduce cost.*** Recommendation has been met.

However, as we continue to expand and update the program we should continue to look for more efficient ways to organize courses.

***Recommendation 2: Expand opportunities to collaborate with local restaurants for staff education.*** Recommendation has been met.

This one has been met, and currently with the faculty dedicated to expanding our outreach and non-credit training we are seeing a rapid expansion.

***Recommendation 3: Work closely with the Student Success Advisor, local secondary faculty, and staff from Admissions to recruit additional students into the program.*** Recommendation has been met.

Nothing to add

***Recommendation 4: Trim further course scheduling and costs.*** Recommendation has been met.

Nothing to add



**Recommendation 5: Monitor student persistence data and make adjustments as needed.**

Recommendation has been met.

Nothing to add

**Recommendation 6: Continue to explore alternative modes of delivering programs in order to further enhance productivity and efficiency.** Recommendation has been met.

Part of the reason that this was so successful was the rapid transition to online during COVID. We found that the students did worse in that format. We have transitioned back to Face-to-face for a majority of our courses. However, ones that are lecture based have been offered in both formats since 2020.

**Provide your analysis of #2-8 below, based on the data provided and the program's responses above.**

**2. Centrality of the Program. (2000 characters or less)**

I agree with the faculty; the Culinary Arts Program integrates all aspects of the core competencies into their programs. Not just with lectures but the experiential learning, students run the restaurant work in industry through internships, and focus on longer term projects. We also are consistently working with industry to make sure the Culinary Arts program is meeting the needs of the community and industry that UAA serves.

**3. Program Quality and Improvement (2000 characters or less)**

The culinary arts programs have shown that the students meet the high-quality standards expected from the American Culinary Federation. This external accreditation makes sure that we are looking at all possible quality standards for the students. Additionally, we have recently had a site visit in which Culinary Arts was reaccruited. The OEC's are integrated into the AAS, and share the same student learning outcomes, just focused on a specific aspect of the program, either the baking or culinary sides. They met all of the standards of the accreditation even though they are not externally accredited.

**4. Student Success and the Closing of Equity Gaps (2000 characters or less)**

Over the last several years, we have seen an increase of 40% in graduation rates, course pass rates were high before, but are higher now, exceeding 90%. The changes in the program appear to be helping the students complete the program. This is not only a shift in student success but also, I see a shift in the culture. The current chair has put a focus on students and efficiently running the program, and the faculty have pushed forward with gusto. This includes streamlining the courses but also a culture change that has led to improved operations. Students typically have employment lined up before the completion of the program. This has been a great improvement.

**5. Demand (2000 characters or less)**

The faculty's responses to this question do show a gloomier thought process. However, over the last 4 years the program has stabilized and grown. The completion rates have trended up and the programs connections with industry have changed but did grow. The partnerships through out the university and industry show a strong program need and the employment data shows that the students are becoming gainfully employed in their industry. We continue to be supported in the form of donations and state support through TVEP, which is allowing us to further modernize the

program. With the current trends showing upward and the non-mentioned reaccreditation, the program is in a strong position. We continue to see increased enrollment support from industry.

**6. Productivity and Efficiency (2000 characters or less)**

As stated by the faculty, the productivity stats have shown an increase in productivity. Part of the long-term goal is to adjust the space Culinary Arts is currently housed in to make it more effective to have more students in the lab spaces. Overall, this is a good trend, but slow to recover. The slow recovery and expansion most likely comes from the limited students during COVID causing a short dip in statistics.

**7. Duplication and Distinctiveness (2000 characters or less)**

This program has one main duplication in the system, UAF has a Culinary Arts program. However, we are distinct in a number of ways. First, as mentioned, we are externally accredited by ACF. This allow students to become full Chefs with time in the industry. Next is our unique fine dining focus, which helps support the Restaurant industry in Anchorage. Finally, there are the unique classes that are offered in the form of the 490 courses. These are taken by students and community members for specific skills and unique food options, such as the Wine and Cheese class as well as a Butchery course.

**8. Strengths and Ideas for Moving Forward (2000 characters or less)**

The faculty are very optimistic, and this segment shows it. We need to continue to expand our outreach and coordination with industry. This is an interesting situation because one of the issues with enrollment was mentioned earlier, the need for employees is causing entry level personnel to skip formal education and go directly to industry. Some of this has been mitigated with the short-term certificates, but I would say we also need to find ways to show value to industry first. Students that come to the program excel in industry, becoming leaders in the field. However, this needs to be valued by the employers. As such, creating this narrative is critical.

Another area that we need to continue to improve on is our non-credit offerings to the community and military. This should be a focus, however we have hired a faculty member to address this. His non-credit courses are consistently full. But we need to focus now on working with JBER to meet their culinary training needs.

**Dean's Final Evaluation**

**I commend the program for: (number and list the specific commendations in the narrative box, 2000-character limit)**

I commend the Culinary Arts faculty for their efforts and work. We have seen impressive growth since 2019, a large increase in student completions, and overall efficiency in operations. This is from the hard work of the faculty and their focus on making the students career ready. They also consistently amaze me with the work that they do with both the community and the university.

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**I recommend that the program: (number and list the specific recommendations in the narrative box, 2000-character limit)**

I have three recommendations for the faculty and staff to work on.

- 1.) Work through the Dean's office and University Advancement to coordinate the lab space improvements. We need to address the old technology and issues associated with the space and external support will be required.
- 2.) The faculty, through the Dean's office and University channels, work to develop non-credit training to meet the needs of JBER. We still have to develop the training and the ability to teach these courses on base.
- 3.) Finally, the faculty should develop an equipment refresh plan. We will have asks, but even when we get those asks and new equipment we need to plan longitudinally to replace the equipment and stagger when we should do it. That way we should avoid having to replace large amounts of equipment at a time.

**Dean's overall recommendation to the provost:** Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

**If an Interim Progress Report is proposed, recommended year:** N/A

**If a Follow-up Program Review is proposed, recommended year:** N/A

**Proposed next regular Program Review:** AY2029

*After completing the Dean Section above, the dean should enter their name, date, and email this form to the committee. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section below.*

**Dean first name last name:** Raymond Weber

**Date:** 3/29/2024

END OF DEAN SECTION

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**PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)**

*Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below. Please indicate whether or not you will submit an optional response below.*

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**Are you submitting an optional response?** If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission. **Yes**

**Optional Response: (10,000 characters or less)**

We thank the dean for his recognition of the hard work that the faculty and staff of the culinary arts program have invested and continue to invest. The past several years have represented an oceanic change, with an almost complete turnover in staff and faculty, a shifting in systems and responsibilities, and new pedagogic requirements to reflect the ever-increasing technological demands from students who may not be interested in the traditional methods of learning. However, as the dean points out, our students in particular need the face to face component of this education and his recommendations for new equipment and updated technology is essential for the continuing relevance and improvement of this program and we agree wholeheartedly with this point. In response to his view of the demand of our program, I don't believe that we are being gloomy at all; in fact, I think that this section in particular demonstrates our resilience in the face of adverse conditions. We may have lost our Hospitality Management bachelor's degree, but we are still maintaining excellence in all things culinary and expanding our influential network within the industry, as well as bringing in funds to help shore up our scholarship and program needs. We enthusiastically continue to build these partnerships for mutual benefit and our students reap these rewards daily. The non-credit training is another seed we are planting to make opportunities even more bountiful and we agree with the dean's recommendation to expand these offerings. This program review has been a welcome reminder that our department needs support from within and without in order to succeed and together, we will continue to do the work of making our education and students indispensable to the framework of Alaska's economic structure.

*After completing this section, the form should be submitted to [uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu), with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.*

**Committee chair first name last name:** Riza Brown

**Date:** 4/8/2024

END OF PROGRAM OPTIONAL RESPONSE SECTION

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**PROVOST SECTION (Due on August 1)**

*After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to [uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu) for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.*

**Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3500 characters or less):**

I agree with the dean's commendations and would also like to recognize the significant efforts around curriculum, student support and engagement, and outreach and engagement with the community. I also

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fully agree with the dean's recommendations. In addition, I encourage the program to explore alignment and engagement with the Anchorage School District academies.

Finally, I am asking programs to ensure that all students have access to high-quality, highly-engaged learning opportunities, such as internships, practicums, clinicals, study away, and undergraduate research, regardless of modality or location. Programs will be asked to report on progress toward this goal in their next Program Review. These efforts naturally complement and extend our commitment to UAA's core competencies: Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, and Community Responsibility. The Culinary Arts program has already demonstrated this focus, and it is well positioned to demonstrate this even more fully in its next scheduled Program Review.

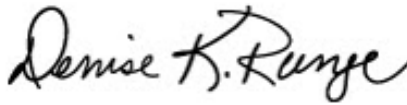
**Provost's decision:** Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

**Interim Progress Report:** N/A

**Follow-up Program Review:** N/A

**Next regular Program Review:** AY2031

**Provost's signature:**

A handwritten signature in cursive script that reads "Denise K. Runge". The signature is written in black ink and is positioned above a horizontal line.

**Date:** 7/31/2024