

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/15/2021



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Submitted by: Riza Brown, Assistant Professor, rlparkers@alaska.edu

Program(s) covered in this report: Select program, or “Other”.

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected “Other” above, please identify. *(100 characters or less)* AAS in Culinary Arts

College: Community and Technical College

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: ACF (American Culinary Federation)

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four “core competencies” at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

Our three lab classes (kitchen, bakery, and restaurant) are perfect incubators for all three of these core competencies. Students learn personal flourishing through daily, individual challenges that are faced and overcome. Professional excellence is nurtured

through a curriculum of rigorous industry standards judged by their peers and superiors and community engagement comes from interacting with a diverse group of diners, various mentors, volunteer opportunities, and required internships.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

In Catering Management, the final exam is a real-life catering event held for the public. The semester is dedicated to creating a mock catering business with unique menus, a community-minded ethos, and is based on the students' projections of what our industry currently needs. Students demonstrate personal flourishing by executing a desired vision, and having accountability for the final event. We invite local industry professionals to give feedback and provide guidance.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

- Apply theories and concepts of baking and demonstrate required techniques in a commercial bakery - Exceeded faculty expectations
- Apply theories and concepts of cooking and demonstrate required techniques in a commercial kitchen - Exceeded faculty expectations
- Demonstrate proficiency in sanitation and safety codes and apply procedures necessary to maintain a safe foodservice facility - Exceeded faculty expectations
- Analyze food cost and implement necessary controls to maintain costs and ensure profitability - Exceeded faculty expectations
- Demonstrate the ability to use human resource management and facility operation management to ensure customer service and profitability - Exceeded faculty expectations



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- 3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

The ServSafe National Exam measures student's ability to identify and implement sanitation standards. Students must pass with 70% prior to registering for any of the lab classes.

A Pre-Test and Post-Test is given in Wk 1 and Wk 15, and measures student understanding of basic culinary knowledge, writing, and quantitative skills.

A Bakery Skills Competency Evaluation is given at the end of the course and measures student's proficiency/competency with baking theory, concepts, techniques.

A Culinary Skills Competency Evaluation is given at the end of the course and measures student's proficiency/competency with cooking theory, concepts, and techniques.

A yearly Alumni/Employer survey measures student and employers' satisfaction with program.

- 4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

We have had quite a bit of upheaval in the program due to COVID protocol, which drastically affected our curriculum and our ability to teach face-to-face. Many classes were transitioned to an online format or turned into a hybrid class when possible. Because this is a very hands-on program, there was reduced satisfaction with student learning, although we continued to adhere to and espouse student success. However, students were also grateful that we continued to teach classes and were creative with our delivery in order to keep them engaged and invested.

- 5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

The program has seen many changes in the past few years; we have been updating curriculum, introducing new OEC's, considering implementing a Minor, and have re-shuffled classes to create a more stream-lined, relevant experience for the students. By next year, we hope to have a solid schedule locked in with our new classes and offerings so that both students and faculty know what to expect and how the student journey will unfold. We will know if the change has worked by tracking our student retention rates. Students who are satisfied with the reliability of the program will be more likely to complete the AAS.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

- 6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

Course curriculum changes



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- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

Our enrollment numbers are up, which show a positive reaction to changes we have implemented.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

- 8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.**

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically

Metric	Definition	Rationale
	<i>freeze files. Disaggregate as per accreditation.</i>	focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.



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1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)

The AAS in culinary has been hit hard by the effects of COVID on their industry. Though there were reduced enrollments before the pandemic, the drop was significant. However, the current team came together and developed a streamlined curriculum and a social media outreach plan. I would like the Culinary team to continue refining the curriculum and outreach. The improvements are starting to show positive results. Additionally, I agree that this curriculum at this time is better delivered primarily in person. I would like to see more online options in the future of some of the less intensive courses to reach more of the state, but right now the focus should be on keep meeting the SLO and ACF accreditation.

2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)

Dean's signature:

DocuSigned by:
Raymond Earle Weber
DAA867EA1B334FA...

Date: Select date.
January 4, 2022