



3211 Providence Drive  
Anchorage, AK 99508-4614  
907.786.1050

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

**PROGRAM SECTION (Due to the dean on October 15)**

**Submission date:** 10/15/2021

**Submitted by:** Riza Brown, Assistant Professor, rlp Parsons@alaska.edu

**Program(s) covered in this report:** Select program, or "Other".

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 extracurricular (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)**



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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**

- 8.** 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.
- 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)**

- 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**



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**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*  
DAAB67EA1B334FA...

**Date:** Select date.  
January 4, 2022