

UAF Program Review 2005-06
College of Rural and Community Development
Culinary Arts and Hospitality Program
March 2006

Committee Members:

FITC Assistant Prof. Alexandra Oliveira, Chair and faculty member outside the program

GI Associate Prof. Bernard Coakley, Faculty member outside the program

CAH Assistant Prof. Frank Davis, Faculty member in the program

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Brief Overview of the CA Program

The documents provided by the Culinary Arts and Hospitality Program (CAH) reveal a growing and active program that fits well within the mission of the College of Rural and Community Development. The **CAH Program Overview and Description** provides a useful overview that includes information about the 1) program history, 2) program description, 3) program components and curriculum, 4) number of instructional staff and 5) facilities, equipment and technology.

Briefly, the program awards Associate of Applied Science degrees (2 years) and certificates (1 year) in Baking, Cooking and Culinary Arts. In addition, the program also provides training to the general population, mainly Alaska residents, interested in specific areas of culinary by offering specialized short courses during weekends and evening hours. This program has been active for about 30 years. They utilize a 'state of the art' facility located at the Hutchison Institute of Technology (Tanana Valley Campus). This facility has been recently renovated, providing the students with a large, well equipped kitchen and dinning room. The CAH program focuses on hands-on experience with focus on laboratory classes. The few full-time faculty (3) are augmented by adjunct faculty (8), who provide the needed expertise in specialized areas within the program. Furthermore, the program has a dynamic Culinary Arts and Hospitality Advisory Committee that provides specific recommendations regarding curriculum modifications upgrades to reflect industry changes and cooking trends. The majority of the students in this program

will find job positions in restaurants and hotels in Alaska, and make up an important part of the work force needed to support the hospitality and tourism industry in the state.

CAH Outcomes and Assessment Overview

The **CAH Self Assessment** provides a current summary of strengths, weaknesses, and needs of the program. The program is structured around a series of required core courses in baking and cooking, complemented by a fairly broad selection of supplementary and elective courses offered to strengthen students' skills for job placement. The **CAH Program Outcomes Assessment** was clear and provided a list of programmatic changes that resulted from the assessment process. The CAH program relies on the Culinary Arts and Hospitality Advisory Committee to help updating courses and curriculum, implementation of a *la carte* restaurant-style lunch service and program accreditation. According to information provided by CA Assistant Professor Frank Davis, in February of 2006 a representative of the American Culinary Federation (ACF) has spent one week on campus visiting the facilities. As a result, the CAH program is waiting to hear from ACF about any requirements that need to be met prior to program accreditation.

The **Academic Outcomes Assessment Plan 2003-04** has six main objectives/outcomes, one assessment criteria/procedure and three implementation items listed. Mission and goal statements are also provided as part of the expanded statement of institutional purpose.

✓ **CAH Intended Objectives/Outcomes**

- 1) *The program goal is to retain over 50% of students for each year of completion*
- 2) *Nearly 80% of the program's students will complete an associate degree*

Table 1 shows the CAH student enrollment and degrees awarded from 2000 to 2005. The number of AAS degrees awarded does not reflect program objective 1. Data shown in Table 1 suggests that a large number of enrolled students targeting an AAS degree are opting to receive a certificate instead. As stated in the **CAH Program Overview and Description** (page 2), cooks and bakers generally learn the skills of their occupation by on-the-job training. Thus, one possible explanation for this occurrence is that students may find suitable jobs after only one year of professional training. It seems

that there is a high demand for trained professionals in this area in the state of Alaska due to the ongoing growth of the tourism industry, especially during summer months.

Another possibility is that students do not fully consider requirements for completion of a 2 year degree prior to enrollment and switch to a 1 year degree afterwards. This could, arguably, be a successful outcome if it leads to placement and a career.

Table 1. CAH student enrollment and degrees awarded from 2000 to 2005

	Fall 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	SUM of Awards
AAS Enrollments*	16	20	22	29	28	28	
AAS Degrees Awarded**	3	1	5	3	0	3	15
Certificate Enrollments*	6	6	6	6	6	5	
Certificates Awarded**	9	6	8	8	5	2	38
Sum of Enrolments	22	26	28	35	34	33	
Sum of AAS Degrees and Certificates Awarded	12	7	13	12	5	5	

* Data extracted from the College of Rural and Community Development Headcount Spreadsheet

** Data extracted from the College of Rural and Community Development Degrees Awarded Spreadsheet

Data shown in Table 1 do not allow for a good estimate of the number of drop outs, and little information was provided to reviewers regarding student retention. The CAH program should gather information to clarify the discrepancy in the numbers shown in Table 1, which conflicts with program objectives 1 and 2. Additionally, students might best be advised to enroll in a 1 year degree to then advance into the 2 year degree program after completion of the first year.

✓ **CAH Intended Objectives/Outcomes (Cont.)**

- 3) *All successful graduates will possess the knowledge and skills as highly competitive candidates for job openings and promotions in the culinary arts field*
- 4) *Ninety percent of all culinary arts students will find jobs, even if they do not complete the entire program*
- 5) *Nearly 25% of those who leave the program before graduation will return to complete the degree*
- 6) *Over 90% of employers of the graduates of culinary arts program will be satisfied that these graduates possess the skills and knowledge necessary for professionals in the cooking field*

The assessment of program success in meeting objectives 3 through 6 are mainly based on the analysis of number of graduate students who have completed the program and employers questionnaires. As stated in the **Outcomes and Assessment Implementation Summary Academic Years 2000-2003**, student and employer mail surveys and interviews are the main method of assessing program effectiveness. The summary points out that from 2000-2003 student surveys were not conducted; however employer interviews were carried out. Result from employer interviews indicated that employers were mostly satisfied. A total of 10 *outcome assessment student questionnaires* have been filed, as part of the documents provided to program reviewers, showing average to superior rating for all program evaluation questions. According to CA Assistant Professor Frank Davis, the program has had a very low response to mailed surveys making it difficult to assess program impact and student success rate in job placement. Finally, a number of small curriculum changes were implemented such as training in grill work, a change from practicum placement in lieu of externships. The latter was, up to this point, not fully implemented due to lack of available personnel to carry out the needed tasks. CA Assistant Professor Frank Davis pointed out that budgetary constrains have precluded the program from appointing an adjunct faculty to champion the student practicum placement. Finally, it can be concluded that the CAH program has met objectives 3 and 6; however not enough information was provided to the reviewers showing that objectives 4 and 5 were met.

Analysis of the **Outcomes and Assessment Implementation Summary Academic Years 2003-2006** shows that student surveys were mailed out in 2004 and interviews with employers were once again carried out as part of the *program assessment information collected*. Moreover, personal interviews with students were carried out. Results for these program assessments were not provided to this Committee. *Program assessment information collected* for 2005 and 2006 were not listed, but *curriculum changes resulting from conclusions* were itemized for the academic years 2003-2006.

Additional Information Relevant to the CAH Program Review

CA Assistant Professor Frank Davis pointed out that the CAH program budget is not adequate to cover all needed teaching supplies and commodities. Moreover, the

material fees paid by the students enrolled in short elective courses do not seem to be returning to the program budget.

Overall Recommendation

The Program Review Committee recommends continuation of the AAS and certificate CAH programs in baking, cooking and culinary arts. Program accreditation, through the American Culinary Federation (ACF), and implementation of a student practicum placement should be top priorities. The CAH program needs to address some of the number discrepancies revolving student retention (Table 1), identify the possible causes, and set up corrective measurements to prevent them in future years. In regards to the lack of responses from local restaurants concerning the program assessment mailings, the CAH program intends to personally visit local restaurants and speak with employers about their hiring of recent graduates. This effort should improve measurement of program effectiveness. The Committee recommends that the Dean and Provost review the status of program funding to assess budgetary problems described in this review.

The CAH program established a creative and effective way to offer financial assistance to their students. Student scholarships are supported with funds raised at the “Annual Scholarship Dinner”, which counts with a significant number of benefactors. The Committee finds validity in this effort and encourages the CAH program to continue with the Culinary Arts Scholarship fund. They also offer a CHARR scholarship which is funded by local restaurants, a scholarship through the American Culinary Federation, as well as the Marie Phibbs Scholarships which is offered through the University. Finally, the Committee recommends that CAH faculty seek extramural funds, through grant proposal writing, to augment program budget. This may be accomplished with the help of members from the Culinary Arts and Hospitality Advisory Committee, and also by teaming up with UAF faculty from other programs such as home economics and seafood science. One possible funding source is the Alaska Seafood Marketing Institute (ASMI), which can provide funds for training and education in the area of seafood. Other sources may include privately own business benefiting from tourism in the state of Alaska, the Alaska Office of Economic Development, the Alaska Travel Industry Association and the Alaska Hospitality Alliance.