

Culinary Arts - Certificate

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Prior to 2020 CAH performed SLOA through direct measurements via faculty surveys evaluating student performance relating to SLO. Additionally, student self-surveys were collected as an indirect measurement to enhance the efficacy of the reports and allow for an additional perspective. During the same academic year as the beginning of the covid-19 pandemic, CAH faced a reduction in full-time faculty from 2 to 1. Over the following years the remaining faculty member focused on retaining students, mitigation plans and policy, advising, outreach and curriculum development, along with all of the other facets of running a program. This resulted in a gap in the collection of assessment data from 2020-2023. While informal review and evaluation processes occurred during this time through regular meetings with adjuncts, program admin and faculty, they did not result in the collection of data through SLOA. CAH currently is planning to implement the SLOA tools in 2024.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Since the last review cycle CAH has moved nearly all lecture courses online, with the remaining courses to be moved online as they are scheduled. This was done for multiple reasons:

- To allow our large population of non-traditional students to have a lighter in-person schedule to allow them to work and care for their families with more flexibility
- To increase the accessibility of our program so that rural, high school and other students would be able to take courses that their location or schedules would not previously allow
- To address some of the previous assessment findings that showed students would like more time and structure in the delivery of core academic concepts. By utilizing asynchronous assignments and LMS platforms students will be able to work at their own pace through content

Other curriculum changes include:

- Standardized demonstration expectations for instructors in hands-on lab classes
- Synchronization of lab topics and projects that focus on technique and skill development
- Sourcing of lab projects (recipes and processes) from low or no-cost sources to reduce cost of program to students in AAS
- Incorporation of public facing and community events into syllabi and lab classes so that they are part of the learning outcomes process and allow all students to participate

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Increase in majors, Increase in degrees awarded, Decline in persistence, Increase in pass rates

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

No equity gaps were observed

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

Enrollment and retention dropped during the covid-19 and reduction of faculty era but has stabilized and shown signs of improving as we move past the pandemic era and have improved the program/adapted to being a 1 faculty program.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects, Internships, Collaborative Assignments and Projects, Diversity/Global Learning, "Service Learning, Community-based Learning"

Collaborative Assignments & Projects

Students work in groups and teams to produce community events and food productions in and out of the class room. They also do team challenges and projects within the class setting.

Undergraduate Research

NA

Diversity/Global Learning

Students have the option of studying abroad through an MOU with a school in Florence, Italy. Students work with international recipes, ingredients and techniques in lab courses as well as have service opportunities with groups representing other cultures.

ePortfolios

NA

First-Year Seminars & Experiences

NA

Writing-Intensive Courses

NA

Service-Learning and/or Community-based Learning

Students engage in the community in fundraising events and community events where they interact with and serve the public.

Internships

Students have an externship course that places them with an employer or assigns coursework along with their current employer to improve their career prospects and understanding of the industry.

Capstone Courses & Projects

A final practical assignment reflecting the knowledge gained during each semester in the program

Other or None of these (explain)**Submission****Submitter & Collaborator Names**

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Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

The review panel acknowledges the time and effort that went into submitting the mid-cycle program review for the Culinary Arts Certificate program. The review panel recognizes that this is a one faculty program and commends the faculty member in managing multiple different degree programs. In addition, the review panel commends the faculty member on converting their lecture courses to an online format to adapt to the needs of their students. The review panel also appreciated that the program had well-developed SLOs and identified relevant HIPs (high-impact practices) for preparing students for the workforce.

Many of the comments for the Culinary Arts Certificate are the same as the Culinary Arts & Hospitality AAS and Baking & Pastry Arts Certificate because, outside of the student success data, the program reviews were nearly identical. SLOA plans are very similar or identical among the programs. It is essential that different programs have different outcomes - if students are intended to learn the same things, how are the programs differentiated? Something to resolve, per some of the guidance below, for the full-cycle review in two years.

Learning Outcomes Feedback

Requires Minor Revision

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan,Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 4 SLOs (each with sub-SLOs) for the Culinary Arts Certificate plan. The review panel offers the following recommendations to improve upon the program's SLOAs:

- All SLOs were appropriate as measures of student learning.
- The language for each SLO could be revised. The program might consider revising the outcomes to include more "action" words. It is difficult to assess things like "understand" or "recognize." "Identify", "explain", or "analyze" are clearer outcomes to assess.
- Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program. As a result, this program is where it needs to be in terms of number of SLOs.

The program identified clear instruments and rubrics except for SLO # 4, which indicated rubrics and/or instruments were being developed. Are those now fully developed? If not, those will need to be completed and utilized for assessment purposes prior to the full program review in two years.

The program needs to be clearer on how and when the assessment and data are collected - are they related to assignments and/or courses? In addition, the program needs to be consistent in collecting the data. While it is recognized that the reduction of faculty from 2 to 1 led to a gap in data collection from 2020-2023, all programs are required to undergo a program review (either mid-cycle or full program review) every two years and data collection/analysis is a required component of that review process.

From the narrative, it is not clear what informal review and evaluation processes took place during this

time (2020-2023) or who was involved (e.g., adjuncts, program administrators, faculty via regular meetings, etc.).

It is unclear how the SLOA plan drives curricular changes. The curricular changes identified in the narrative were programmatic, not curricular.

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

The program did not identify any equity gaps, although there is some diversity among students, with an increasing proportion identifying as [REDACTED]. The program does identify an increase in majors and degrees awarded, a decline in persistence, and an increase in pass rates. However, there was no narrative to discuss those trends which will need to be included for future program reviews.

The review panel noted an increase in majors (from 13 to 15). For degrees awarded, there was a decline from 12 to 6, along with an increase in persistence from 53 to 66%.

High-Impact Practices Feedback

The program identified capstone courses and projects, internships, service learning, diversity and global learning, and collaborative assignments as HIPs and provided a brief narrative for each HIP. It is unclear where and when students might have these opportunities in the program. Is it in specific classes and/or extracurricular activities? Is it a requirement or an elective opportunity? Do all students have these opportunities? The review panel recommends providing more clarity regarding these questions. Also, all HIPs should include an in-depth narrative, examples of student activities and/or products, and where the HIPs fit into the curriculum.

The review panel recognizes that the HIPs employed by the program are all positive and meaningful in preparing students to enter the Culinary workforce.

UNIVERSITY OF ALASKA FAIRBANKS
2020-21 Student Learning Outcomes Assessment Plan
Culinary Arts, Certificate
 UAF, Community and Technical College

MISSION STATEMENT: To be the leaders in foodservice education by providing our community with well qualified foodservice employees. We will continue to hold our students to the highest industry standards. The department is dedicated to student centered learning by providing focused educational subject matter, accomplished in part by leading a student operated restaurant service and externship opportunities.

GOAL STATEMENT: Students earning the Culinary Arts Certificate will have acquired a solid foundation of the knowledge and cooking skills necessary to be successful in a professional kitchen setting. The foundational knowledge and skills will prepare students to enter the workforce and begin to ascend up the employment ladder while in pursuit of achieving their personal goals in the foodservice industry.

Intended Outcome / Objectives	Assessment Criteria and Procedures	Implementation (What When Who)
1. Baking and Pastry Arts 1a. Students should be able to demonstrate foundation-level techniques, processes, methods and ingredients used to prepare baked goods.	<u>Instrument 1:</u> Faculty survey measuring student competencies in relation to baking and pastry student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing faculty to asses : - techniques, processes, methods and ingredients used to prepare baked goods. <u>Instrument 2:</u> Student survey self measuring competencies in relation to baking and pastry student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing students to self-asses : - techniques, processes, methods and ingredients used to prepare baked good <u>Instrument 3:</u> A practical examination consisting of a variety of challenges relating to baking and pastry <u>Rubric:</u> A rubric rating the items produced representative of core concepts of baking and pastry in regards to: - techniques, processes, methods and ingredients used in baking and pastry - production, sanitation, workflow, time management	<u>What:</u> Completed surveys will be collected from students and relevant faculty Practical examinations will be conducted in lab courses <u>When:</u> Data collected every spring semester, assessment every other year. Practical examinations will occur at the end of fall and spring semesters in 4 credit lab courses <u>Who:</u> CAH faculty.
2. Culinary Arts 2a. Students should be able to demonstrate foundation-level techniques, processes, methods and ingredients used in cooking. 2b. Students should be able to apply various methods and processes to add flavor to foods. 2c. Students should be able to prepare and evaluate various stocks, soups and sauces.	<u>Instrument 1:</u> Faculty survey measuring student competencies in relation to culinary arts student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing faculty to asses : - techniques, processes, methods and ingredients used in cooking; - methods and processes to add flavor to foods; and, - preparation and evaluation of various stocks, soups and sauces.	<u>What:</u> Completed surveys will be collected from students and relevant faculty Practical examinations will be conducted in lab courses <u>When:</u> Data collected every spring semester, assessment every other year. Practical examinations will occur at the end of fall and spring semesters in 4 credit lab courses

	<u>Instrument 2:</u> Student survey self measuring competencies in relation to culinary arts student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing students to self-asses : ● techniques, processes, methods and ingredients used in cooking; ● methods and processes to add flavor to foods; and, ● preparation and evaluation of various stocks, soups and sauces. <u>Instrument 3:</u> A practical examination consisting of a variety of challenges relating to Culinary Arts <u>Rubric:</u> A rubric rating the items produced representative of core concepts of culinary arts in regards to: ● techniques, processes, methods and ingredients used in cooking; ● methods and processes to add flavor to foods; and, ● preparation and evaluation of various stocks, soups and sauces. ● production, sanitation, workflow, time management	<u>Who:</u> CAH faculty.
3. Professionalism in the Workplace 3a. Knowledge of Industry: Students should be able to demonstrate an understanding of the history and workings of the culinary arts and hospitality industry. 3b. Communication: Students should be able to effectively provide information to supervisors, co-workers, and subordinates in written form, email, or in person. 3c. Computation: Students should be able to perform recipe conversions, calculate yield analysis, determine food and restaurant costs, determine menu price, and interpret profit and loss statements. 3d. Human Relations: Students should be able to apply human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates	<u>Instrument 1:</u> Faculty survey measuring student competencies in relation to professionalism in the workplace <u>Rubric:</u> A survey utilizing a likert scale allowing faculty to asses : ● understanding of the history and workings of the culinary arts and hospitality industry; ● effective communication between supervisors, co-workers, and subordinates in written form, email, or in person; ● recipe conversions, yield calculations and analysis, food and restaurant costs, menu pricing, and interpretation of profit and loss statements; and ● human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates.	<u>What:</u> Completed surveys will be collected from students and relevant faculty <u>When:</u> Data collected every spring semester, assessment every other year. <u>Who:</u> CAH faculty.
4. Safety in the Workplace 4a. Tools and Equipment: Students should be able to demonstrate proficient and proper use of tools and equipment. 4b. Food Safety and Sanitation: Students should be able to demonstrate safe receiving, handling and processing of food; identification and properly handling of food spoilage; and application of safety and sanitation measures to minimize food borne illness and injury.	<u>Instrument:</u> Tools and equipment proficiency and safety assessment check-off. <u>Rubric:</u> Being developed. <u>Min. Standard:</u> 90% of students meet or exceed expectations. <u>Instrument:</u> Certification exam <u>Rubric:</u> Being developed. <u>Min. Standard:</u> 90% of students meet or exceed expectations.	<u>What:</u> Tools and equipment proficiency and safety check off assessment will be assessed each semester. ServSafe Managers certification exam from the National Restaurant Association Education Foundation given in CAH F150 (Food Service Sanitation)

		<u>When:</u> Data collected every semester, assessment every other year. <u>Who:</u> CAH faculty.
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