



Academic Program Review

Program Name: Culinary Arts - Certificate

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

We appreciate the review panel's recognition of the efforts of the faculty member in managing multiple degree programs and adapting lecture courses to an online format, as well as the commendation of the program's well-developed student learning outcomes (SLOs) and high-impact practices (HIPs) during the period that they were the sole faculty member for the program. While we recognize that SLOA's and review processes are similar for both the Baking and Pastry Certificate and the Culinary Arts Certificate, both 9 month degrees share many aspects and lead themselves to be evaluated in similar and consistent ways. We would like to reiterate that there is nuance in the SLOA's recognizing the different expectations, for example a certificate student may be asked to define a process where an AAS student would be asked to successfully demonstrate the task. To maximize the effectiveness and efficiency of the review process, faculty have determined that the similar review processes are appropriate when utilized with clearly different expectations. The core differences in the degrees lie in the featured content of the lab classes students take as well as the roles they play in events, restaurant production and other scenarios. This is addressed by the different skills checklists for each degree offered and variations in the SLOA's via different questions and evaluation processes. For example, culinary certificate students have a different practical evaluation, different skills being evaluated and engage differently during service events, bistro and catering.

In response to feedback on SLOs, the program has revised the language to include measurable action verbs such as "identify," "analyze," and "explain." A culinary skills checklist has been developed as a rubric and assessment instrument for Culinary Arts Certificate SLOs, providing a consistent method to monitor student progress and ensure successful completion of these outcomes. This includes outcome #4 that was referenced in the review comments as needing additional evaluation tools. This outcome is also evaluated during in-class work through daily points and students are tested on this subject through the proctored Servsafe Food Protection Managers Certification exam. Assessment data is now tied directly to assignments and courses, with procedures established for consistent collection and review.

Assessments of learning outcomes are carried out in each lab session through daily score sheets and the skills checklists, evaluating SLOs 1-4. In addition, students are evaluated by final practical exams, feedback from customers at the student restaurant and quizzes/assignments in their online canvas courses. Faculty regularly meet to evaluate the student's performance in relation to SLO activity. Cumulative assessment concludes at the end of each year with practical examinations of student learning. The certificate degree is a pathway to the AAS degree and scaffolds, along with the baking and pastry certificate towards proficiency in the AAS SLO's.

HIPs have been clarified to indicate where and when students engage in these experiences, whether required or elective, and examples of student activities illustrate how HIPs support SLO achievement and workforce readiness.

The addition of one faculty member and one full-time administrator will enhance implementation, tracking of student success, and systematic review of SLO achievement, ensuring continuous improvement across the program.

These steps address the panel's recommendations and provide a clear path for ongoing program improvement.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

The Certificate in Culinary Arts program assesses student learning and professional readiness through Bistro guest feedback, student surveys, event summaries, faculty reflections, and this year's new Student Skills Checklist. Together, these sources offer a balanced picture of student progress in foundational culinary techniques, workplace professionalism, and applied problem-solving.

Learning outcomes for the certificate emphasize safe and effective use of culinary tools and equipment; correct application of fundamental cooking methods; organization and timing in production; adherence to sanitation and workplace standards; and effective teamwork and communication in a professional kitchen environment. The Student Skills Checklist, launched this year, serves as a key performance tracking tool. Using a three-point scale (✓ = Demonstrated Competence, Δ = Needs Practice, ✕ = Not Yet Demonstrated), instructors document progress in areas such as knife handling, recipe literacy, cooking methods, and sanitation. The data collected during this inaugural year will establish a baseline for future comparisons and continuous improvement.

Bistro guest feedback and event summaries provide context for applied learning and customer service experience, while student surveys reflect personal growth and satisfaction. Faculty review observations weekly through CAH meetings to align instructional approaches and identify support needs. The combined use of these tools creates a holistic assessment framework that values both technical mastery and professional behavior.

The addition of the Skills Checklist strengthens the program's ability to measure outcomes objectively and consistently across courses. As results are analyzed at the end of the academic year, they will guide refinements to instruction and confirm that certificate completers possess the essential skills, confidence, and professionalism required to enter the culinary workforce.

Over the period of assessment, through practical examinations, servsafe certificate results and student feedback we determined that while students are successfully meeting learning outcomes, there is a need and desire for more repetition in regards to core culinary skills such as sauce making, knife skills and practical use of sanitation knowledge.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

Based on responses from students and evaluation of SLOA results we have made the following changes for the Culinary Arts Certificate: Adoption of open source instructional material, implementation of Canvas for all courses, not just online courses, complete restructuring of lab course progression and recipes, incorporation of production for student restaurant into second semester of culinary arts, allowing for more repetition and skill development. Program events and catering operations have been built into kitchen labs, allowing students to participate without barriers based on availability to volunteer outside of classtime as well as allowing culinary students to produce all items needed for each activity. Addition of Culinary Skills Checklist as an evaluation tool has been planned for years and is currently implemented. In addition to the student restaurant, essential skills are incorporated into lab courses in a more comprehensive way (making the same recipe repeatedly) to allow for proficiency of identified SLO.

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

Communication outcomes in the SLOA plan are: **Embedded**

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **Yes**

If so, please summarize what changes were made.

Response:

Incorporation of skills checklists, updated language, clarification of differences between Culinary and Baking Certificates

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

☒ Capstone Courses & Projects

☒ Collaborative Assignments & Projects

☒ Diversity/Global Learning

☐ ePortfolios

☒ First-Year Seminars and Experiences

☐ Internships

☒ Service or Community-Based Learning

☐ Undergraduate Research

☒ Labs

☐ Graduate Level Research

☐ Writing-Intensive Courses

☐ Publications

☒ Communications

☒ Scholarly Activities

☒ Studios

☒ Practicum

☐ Other

☐ None of these

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

Student work in Borealis Bistro, external and internal catering/foodservice events, practical examinations all contribute to skill development evaluation via skills checklists, student surveys, practical exams scoring and instructor evaluations. These varied practices allow for dynamic evaluation, student progression through learning outcomes and emphasize skill development. Student experiences during service and fundraising events help reinforce and allow for practice of SLOs.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: **Decrease**

Pass Rates: **Decrease**

Student Credit Hours: **Increase**

Majors: **Increase**

Degrees Awarded: **Decrease**

Other Trends (if applicable):

Since the Covid 19 pandemic, the program has seen steady, if irregular, growth in students. Currently (2025) we have the largest number of students we have had since 2016.

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

The Culinary Arts & Hospitality program continues to demonstrate strength in student diversity, accessibility, and engagement. Between 2024 and 2025, notable demographic shifts highlight the program's growing appeal to younger learners and its success in cultivating an inclusive learning environment. Students aged 18 and 19 increased from 25% to 50% of declared majors and from 52% to 73% of degree completers, reflecting strong recruitment through dual-enrollment and outreach initiatives that connect high school students to postsecondary opportunities.

Gender representation has also become more balanced. Male participation rose from 31.8% to 38.1% among majors and from 34.8% to 60% among degree earners, suggesting increased engagement and persistence among male students. Racial and ethnic representation remains diverse, with Black student enrollment rising to 19% and Hispanic representation increasing from 9.1% to 14.3% among majors. This diversity contributes to a rich educational environment that mirrors the communities the program serves.

Access indicators demonstrate the program's continued support for students with financial need and those who are the first in their families to pursue higher education. Pell eligibility remains between 35% and 53% across cohorts, while first-generation student representation—ranging from 50% to 65%—underscores the program's role as an accessible entry point to higher education.

Overall, the program reflects a vibrant, inclusive, and growing student population aligned with institutional goals for equity, access, and career readiness.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

The UAF CTC degree programs strategically aligns high-impact practices with its student learning outcomes to ensure students develop technical proficiency, professional competence, and career readiness. Core outcomes—including proficiency of culinary techniques, successful completion of the ServSafe Food Protection Manager exam, teamwork and leadership, writing and computation skills, and preparation for careers or further education—are reinforced through experiential and collaborative learning opportunities. Baking and pastry and culinary recipes are evaluated each year and replaced as needed so that students receive a contemporary education via relevant teaching that delivers on modern expectations while meeting SLOs. The incorporation of baking and pastry and culinary lab courses into all events as well as the student restaurant allows students to be involved in exciting and challenging activities, gain proficiency in skills and improve professionalism, teamwork and communication. The operations we engage in simply would not be successful if students were not achieving SLO's. We participate in challenging, high profile events such as a train ride feeding 250 people a 5 course dinner, remote catering operations, a lunch service that is sold out months in advance and food service for conventions/meetings and presentations. Students report positively and exhibit improved practical examination scores after participating in our HIPs.

Labs, studios, and practicums allow students to practice hands-on techniques, refine computation skills for recipe scaling and costing, and prepare for ServSafe certification. Collaborative assignments and projects strengthen communication, problem-solving, and leadership, while service and community-based learning in Bistro operations and catered events provide authentic professional experience and accountability. Scholarly activities and structured communications exercises support development of writing and documentation skills critical for workplace success.

Preliminary student success data—including course completion rates, skills checklist evaluations, event feedback, and employer input—demonstrate that these high-impact practices effectively support achievement across all outcomes. Together, they ensure that graduates acquire the foundational knowledge, moldable skills, and professional competencies necessary to succeed in culinary careers, pursue further education, and meet employer expectations.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The UAF Mission is to integrate teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers. The UAF Culinary Arts program provides trained workers for the high-demand hospitality industry. Tourism, foodservice and hospitality are essential parts of Alaska's economy, making our mission of preparing students for careers in those industries essential to the UA mission and Alaska's workforce.

Public service is at the core of our program and influences everything we do. Over the years we engage with non-profits, community organizations as well as fundraise for our own program. These activities allow our students to increase the amount of skill development, service practice and communication practice they participate in. Exposure to some of the myriad of hospitality opportunities, jobs and events sets them up for more comprehensive career choices, lifelong learning and networking.

As the hospitality industry continues to rebound after the pandemic and Alaska's tourism economy continues to grow, we are seeing more and more demand and requests for our students from restaurants, hotels, Alaska Native Corporations and many other hospitality operations. Pay and opportunities have improved and our students have 100% employment after graduation, often with a large selection of offers to choose from.

How is your program related to others in the UA system?

Response:

The Certificate in Culinary Arts program serves as both an entry point into the University of Alaska's Community and Technical College system and a pathway to further education within the UA network. It aligns with other UA culinary and hospitality programs through common learning outcomes, shared faculty expertise, and collaborative approaches to student success.

Students who complete this certificate gain the technical and professional foundation to continue into the AAS in Culinary Arts or related programs across the system. The program contributes to UA's broader goals by supporting workforce development, regional food industry needs, and educational accessibility. Its integration within the Community and Technical College framework ensures consistent quality, transferability, and connection to Alaska's growing hospitality and service sectors.

The Certificate in Baking & Pastry Arts program complements other UA system offerings through its focus on specialized culinary skill development and industry readiness. As part of the University of Alaska's Community and Technical College structure, it aligns with system-wide efforts to provide applied learning that supports local business needs and regional workforce priorities.

There are currently no other Baking and Pastry Certificate degrees offered in the UA system, leaving UAF CTC as the only opportunity for students in Alaska to receive a degree in baking and pastry.

The Associate of Applied Science in Culinary Arts is an integral part of the University of Alaska's Community and Technical College system, connecting closely with related programs across UA campuses through shared learning outcomes, articulation pathways, and workforce alignment. The AAS program provides a bridge between foundational certificate-level training and advanced opportunities in hospitality management and business programs within the UA system.

Who are your key community or external partners?

Response:

The UAF Community & Technical College Culinary Arts Program maintains strong partnerships with a variety of community and industry stakeholders who support student learning, experiential education, and workforce development. Key partners include local restaurants and hospitality operations such as The Pump House, Chartwells, Latitude 65, Hari Om Indian Cuisine, House of Fire Pizza, Westmark, Holland America Princess, Soba, and others, which provide internship placements, externship opportunities, and employment pathways for our students. We also collaborate with local food producers and distributors including Charlie's Produce, Calypso Farms, Roaming Root Cellar, Costco, Quality Sales, Favco, Fred Meyer, and Oriental Market to supply ingredients and support our focus on local, sustainable, and seasonal products. Additionally, partnerships with organizations such as the Fairbanks North Star Borough School District, Bread Line's Stone Soup Café, and ICHARR connect students to community engagement, workforce development, and industry best practices.

These collaborations strengthen our program's connection to the regional food industry and ensure that students gain hands-on experience aligned with Alaska's unique culinary landscape.

What role do your services courses play, if any?

Response:

N/A

How do your graduates succeed after leaving the program?

Response:

Graduates of the Culinary Arts & Hospitality program are well-prepared for success through a combination of technical skill development, professional readiness, and strong industry connections cultivated during their time in the program. Our curriculum emphasizes applied learning in real-world environments such as the student-operated Bistro, catered events, and community partnerships. These experiences help students transition seamlessly into the workforce by developing confidence, professionalism, and adaptability.

A key factor in graduate success is the program's commitment to connecting students with employment opportunities both locally and abroad. Faculty maintain strong relationships with regional restaurants, hotels, bakeries, and food service operations, creating an active network for internships, job placements, and ongoing career growth. Industry professionals frequently collaborate with instructors through guest lectures, workshops, and special events, allowing students to gain direct insight into career pathways while establishing valuable contacts.

Many graduates secure positions through professional references and recommendations developed during their studies. The hands-on training model ensures that students work closely with instructors and industry mentors who can attest to their abilities and work ethic. This personalized support strengthens students' credibility when entering the workforce and helps match them with employers seeking skilled, reliable culinary professionals.

The program also emphasizes continuing connections with alumni, inviting graduates to participate in class activities, demonstrations, and networking events. Alumni serve as role models and mentors for current students, sharing their experiences and fostering a sense of professional community. This ongoing involvement not only inspires incoming cohorts but also reinforces graduates' presence within the local and regional culinary scene.

As a result, our graduates leave with more than technical proficiency—they possess a strong professional network, a foundation of real-world experience, and a lasting connection to the CAH community that supports their growth throughout their careers. Whether they choose to remain in Alaska, relocate to the Lower 48, or pursue opportunities abroad, they are equipped to succeed as skilled, adaptable, and community-minded professionals.

Submitter and Collaborator Names:

Sean Walklin, Benjamin Pratte, Hannah Prenger

Submitter Email:

sbwalklin@alaska.edu

Committee Review

Program Name: Culinary Arts - Certificate

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|--|---|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/
Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective
Practices | ☐ Recommendation to University-Wide
Committee |

Explanation of Overall Recommendations

Response:

The Culinary Arts and Hospitality certificate program demonstrates strong alignment between assessment, outcomes, and high-impact practices, with clear evidence of faculty collaboration and student-centered learning. Their practices not only enhance student success and workforce readiness but also provide valuable models that can be shared across other programs to promote continuous improvement and institutional excellence.

Student Learning Outcomes Feedback

- | | |
|--|--|
| ☒ Strong | ☐ Developing |
| ☐ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|---|
| ☒ Strong Alignment with SLOA Plan | ☒ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within
Department | |

SLOA Feedback Narrative:

The assessment demonstrates clear alignment with the stated outcomes, ensuring that all measures are directly connected to the intended educational objectives. Findings are presented in a meaningful and coherent manner, allowing for thoughtful interpretation and actionable insights. Direct measures are employed to capture student learning and program effectiveness, thereby strengthening the validity of the results. Evidence of departmental collaboration is present, reflecting a shared commitment to continuous improvement and collective responsibility for student success. Finally, results are actively used to inform changes, guiding curricular adjustments and program enhancements that advance both institutional goals and workforce readiness.

Student Success and Equity Feedback

Narrative:

The program is experiencing growing enrollment and increasing diversity, with more [REDACTED] students, [REDACTED] students, and [REDACTED] learners entering the program. However, recent declines in persistence, pass rates, and degree completion indicate that students may need additional academic and structural support. To address these challenges, the program is strengthening early advising, hands-on skill scaffolding, and faculty mentorship to better support students with varying levels of preparation. By identifying emerging equity gaps, the program aims to improve retention and ensure that all students have the resources they need to succeed.

High Impact Practices Feedback

Narrative:

High-Impact Practices (HIPs) are embedded throughout the Culinary Arts and Hospitality AAS program and directly support the Student Learning Outcomes Assessment (SLOA). Students engage in meaningful applied experiences such as the Borealis Bistro, catering events, labs, studios, and practicums, where they demonstrate professional foodservice operations, advanced culinary techniques, baking and pastry skills, and workplace professionalism. These experiences are assessed through skills checklists, practical examinations, faculty and student surveys, and guest feedback, ensuring direct measurement of learning outcomes.

HIPs foster strong connections between theory and practice, enhance communication and teamwork, and expose students to diverse culinary traditions. Service and community-based learning further strengthen student engagement and reinforce human relations skills essential to the industry. Faculty collaboration and structured assessment processes ensure that HIPs are systematically integrated and used to inform program improvements. Opportunities remain to expand integration through ePortfolios and internships, which would provide students with longitudinal records of growth and additional workforce pathways. Overall, HIPs are clearly aligned with SLOA, provide authentic and measurable learning experiences, and prepare graduates for success in the culinary and hospitality industry.

Profile Feedback

- | | |
|---|---|
| ☒ Mission-Centric to College and/or UAF | ☐ Unique within UA |
| ☐ Collaborative with other UA Programs | ☐ Provides Job Placement for Graduates |
| ☒ Strong Post-Grad Success for Students | ☐ Strong Service Teaching Component |
| ☒ Strong Ties to Community or Industry | |

Financial Feedback

- | | |
|---|--|
| ☐ High Tuition Revenues | ☐ High Grant Revenues |
| ☐ Operates at Low Cost | ☒ Productive Faculty |
| ☒ Opportunities to Increase Revenue | ☐ Low Enrollment |

Reviewer Names:

Jackie Hatley, Laurel Keyer, Teisha Simmons

Dean Review

Program Name: Culinary Arts - Certificate

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

With solid leadership within the program and, from that, success of the program over the last several years enrollment is on the rise. Program faculty maintain close ties to industry and strong service across the U providing growth opportunities for students during and after attending the program classes. Opportunities for growth are being explored by CTC leadership and program faculty especially into indigenous cooking etc.

Recommendation to University-Wide Committee

Vice Provost Review

Program Name: Culinary Arts - Certificate

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The reviews for the Certificate in Baking and Pastry Arts, Certificate in Culinary Arts, and AAS in Culinary Arts and Hospitality are largely the same given the similarities in the programs. I appreciate the faculty's efforts to revise the SLOs and SLOs to clearly differentiate among the three programs. The program followed guidance from the 2023 mid-cycle review and provided four SLOs with assessment procedures and implementation plans, including where each SLO is assessed. Artifacts and rubrics were included, which is excellent. For future reviews, the program should also provide assessment data and narrative analysis, as well as more detailed documentation of curricular changes and their impact on student success. For the 2027 mid-cycle review, include direct evidence of assessment results and demonstrate closing-the-loop actions for each SLO to show how data informs program improvements.

The program reports strong hands-on learning through the student-operated Bistro, catering events, labs, and practicums. Multiple measures—including the Culinary Skills Checklist, practical exams, ServSafe certification, event feedback, and surveys—support assessment of student learning. Growth in retention of [REDACTED] students, [REDACTED] participation, and underrepresented racial/ethnic groups reflects progress in equity and accessibility, while Pell eligibility and first-generation representation remain strong. Faculty collaboration through weekly meetings and curriculum adjustments based on data is commendable. However, detailed disaggregated achievement data and longitudinal trends are limited; future reviews should include persistence, course completion, and SLO mastery by subgroup to better illustrate measurable growth.

High-Impact Practices are integrated and align with student learning outcomes, but the report lacks sufficient detail for meaningful feedback. Future reviews should include specific examples and evidence for each HIP identified to demonstrate their impact on student learning.



Department Profile and Financial Data

Department Name: Culinary Arts and Hospitality

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? ☒ Yes

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully.

Response:

Our program engages in many events and activities through the fiscal year to produce revenue. This includes internal and external catering, a student run restaurant & food truck, solicitation of donations and program support from organizations such as iCHARR. Our faculty have a robust teaching load, are cross trained to be able to teach any CAH courses, are able to flex into teaching higher numbers of in-person students and with all lecture courses moved online, those classes have much higher enrollment than when they were in-person. We apply for TVEP annually as well as URSA awards and UNAC funds for faculty development. Over the period of review the program has earned enough revenue to cover expenditures and had a balanced budget at the end of each fiscal year.

Resource management is an essential part of our program- both as a teaching tool for students but also as a method of fiscal responsibility. The following measures are integrated: Ingredients for culinary courses are sold at our student restaurant; Borealis Bistro and students in culinary courses make soups, sauces and food items for catering, food truck use and other events. Culinary products are also used across other CAH courses, allowing students to have more practice and preventing the need to purchase additional items. Culinary equipment has been replaced using successful TVEP applications, preventing the need for UA funds to be spent. Over [REDACTED] in successful TVEP grants has replaced culinary equipment during the period of review. Recently we re-organized the culinary space to allow for high enrollment (2025), allowing more students to join the program and utilize the kitchen area. Purchasing for culinary items has been evaluated and condensed down to simplify instruction, limit purchases and improve SLO's by focusing more on essential techniques and education. We regularly evaluate inventory controls and update/improve processes to maintain cost effectiveness.

Associated Programs

Program Name	Degree Type
Culinary Arts and Hospitality	Associate of Applied Science
Baking and Pastry	Certificate

Collaborator Name(s):

Sean Walklin, Benjamin Pratte, Hannah Prenger

Collaborator Email(s):

sbwalklin@alaska.edu, bjpratte@alaska.edu, hbprenger@alaska.edu



Financial Data

Department Name: **Culinary Arts and Hospitality**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	628	767	749	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH				Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	3.208333333	2.708333333	2.983333333	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	195.74	283.20	251.06		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs	32	44	42	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	3.208333333	2.708333333	2.983333333	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	9.97	16.25	14.08		

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Total Expenditures					

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units	37	45	51	Department faculty's workload units assigned to teaching
Service Units	6	9	12	Department faculty's workload units assigned to service
Research Units	0	0	0	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	0.75	1.125	1.5	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	1.625	0.75	0.65	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.83	0.83	0.83	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	3.208333333	2.708333333	2.983333333	Sum of all employee FTEs

*Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Information last updated by: Sheena Tanner / Martha Westphal

Date: 9/18/25