



Academic Program Review

Program Name: Culinary Arts and Hospitality - Associate of Applied Science

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). While we recognize that SLOA's and review processes are similar for the Associate's of Applied Science as the Baking and Pastry Certificate and the Culinary Arts Certificate. Both 9 month degrees share many aspects and lead themselves to not only be evaluated in similar and consistent ways but also act as a direct pathway to the Associate's of Applied Science degree. To maximize the effectiveness and efficiency of the review process, faculty have determined that the same review process is appropriate. The core differences in the degrees lie in the featured content of the lab classes students take in the certificate degrees and the escalation of skill development and academic content in the AAS courses. 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, student restaurant and catering. AAS students have an externship, a production and leadership role in the student restaurant and service events and coursework aimed at preparing them for management positions.

In response to feedback on SLOs, the program has revised the language to include measurable action verbs such as "identify," "analyze," and "explain." A skills checklist is being developed as a rubric and assessment instrument for Associate's SLOs, providing a consistent method to monitor student progress and ensure successful completion of these outcomes. We have identified courses and SLOs specific to the AAS and created new SLOs to better evaluate the AAS in comparison to the two certificate degrees.

Assessments of learning outcomes are carried out in each lab session through daily scoresheets and the developing skills checklists, evaluating SLOs 1-5. 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.

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 Associate of Applied Science in Culinary Arts & Hospitality program evaluates student learning through multiple measures, including Bistro guest feedback, student surveys, event summaries, weekly CAH faculty meetings, and the in-progress Student Skills Checklist. Together, these tools provide a comprehensive view of how students develop technical proficiency, professionalism, and leadership in applied culinary settings.

Program learning outcomes focus on students' ability to demonstrate advanced culinary techniques and safety practices; plan and execute menus and production systems in live service; lead and collaborate effectively in professional environments; demonstrate creativity and critical thinking in problem-solving; and reflect on their growth, readiness, and career goals. Each outcome is measured through both direct and indirect assessment tools that capture technical skill, applied learning, and self-reflection.

The Student Skills Checklist will be introduced either this year in the spring or the following fiscal year as a structured, competency-based assessment tool. It measures individual progress in knife skills, cooking methods, leadership qualities, recipe literacy, sanitation, and professional behavior using a three-point scale (✓ = Demonstrated Competence, △ = Needs Practice, ✕ = Not Yet Demonstrated). This initial year establishes a baseline for future comparisons, ensuring consistent documentation of technical progress across cohorts.

Bistro guest comments and event reflections provide real-time evidence of student learning in production and service, while student surveys capture feedback on program quality and perceived skill development. Weekly CAH meetings allow faculty and staff to share observations, identify trends, and coordinate student support strategies. Data from these sources will be reviewed collectively at term's end to evaluate alignment with learning outcomes and inform program enhancements.

The integration of the Skills Checklist from their certificate degrees strengthens the program's ability to measure student achievement over time, supporting continuous improvement and validating that AAS students graduate with both the technical and professional competencies required for industry success.

Utilizing the practical examinations scores, student surveys and evaluation methods it was determined that events should fall into scheduled class time to allow all students to participate and use the events as intended; for skill development, team building and leadership opportunities. We also discovered that students would like more time for independent, creative outlets that would allow them to practice their techniques and knowledge in additional ways.

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 Associate's of Applied Science: 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, allowing for more repetition and skill development. Program events and catering operations have been built into labs, allowing students to participate without barriers based on availability to volunteer outside of class time as well as allowing students to produce all items needed for each activity. The addition of the Skills Checklist will be used as an evaluation tool has been planned for years. It is currently in development with the goal of being utilized in spring 2026 or the following fall of 2026. 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. For larger events, AAS students are provided with "handbooks" that contain detailed event plans. AAS students are expected to utilize these handbooks to take on leadership roles and work closely with faculty to facilitate successful events.

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:

- Updated language encompassing current evaluation methods and rubrics, replacement of wording based on previous recommendations by review committee, inclusion of more AAS activities to further differentiate from certificate SLOA's

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 | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☒ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☒ Communications Scholarly |
| ☒ First-Year Seminars and Experiences | ☒ Activities |
| ☐ Internships | ☒ Studios |
| ☒ Service or Community-Based Learning | ☒ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☒ Labs | ☐ 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 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: **Increase**

Other Trends (if applicable):

Since the Covid 19 pandemic, the program has seen steady, if irregular, growth in students. Currently 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 [REDACTED] and [REDACTED] 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. [REDACTED] 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 [REDACTED] students. Racial and ethnic representation remains diverse, with [REDACTED] student enrollment rising to 19% and [REDACTED] 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. [REDACTED] remains between 35% and 53% across cohorts, while [REDACTED] 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 mastery 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 maintaining 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 are engaged 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 HIP.

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. 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 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. Collaboration across campuses ensures consistency in culinary standards, food safety training, and academic rigor, while also supporting student mobility through credit transfer and shared curriculum development. The program contributes to UA's statewide mission of accessible, skills-based education that strengthens Alaska's workforce and promotes economic growth in hospitality and tourism.

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 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.

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:

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Committee Review

Program Name: Culinary Arts and Hospitality – Associate of Applied Science
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 UAF CTC Culinary Arts and Hospitality AAS program demonstrates a strong commitment to using data to “close the loop.” Faculty systematically evaluate student learning outcomes through practical examinations, skills checklists, ServSafe certification results, course completion rates, and employer feedback. These findings are not only collected but actively used to refine curriculum, update recipes and techniques, and adjust instructional strategies to ensure students receive a contemporary education that aligns with industry standards. This continuous cycle of assessment and improvement reflects a responsive and evidence-based approach to student learning.

Strategies for improvement are clearly in place and embedded in program operations. Annual review of baking and pastry and culinary recipes ensures relevance to modern expectations, while integration of lab courses into Bistro operations and catered events provides students with authentic, high-profile experiences that reinforce technical proficiency and professionalism. Faculty collaboration, structured communication exercises, and service-based learning further strengthen student engagement and skill development. These strategies demonstrate intentional alignment between high-impact practices and student learning outcomes, ensuring that students are prepared for both immediate employment and long-term career advancement.

The narrative is highly responsive to student needs, particularly for diverse and non-traditional learners. Hands-on labs, studios, and practicums provide opportunities to practice and refine technical skills, while collaborative projects build communication, leadership, and problem-solving abilities. Service and community-based learning fosters accountability and professional readiness, while scholarly activities and structured writing assignments support workplace documentation skills. Students report positive experiences and improved performance after participating in these practices, underscoring the program’s ability to meet learners where they are and guide them toward success.

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:

Overall, the Student Learning Outcomes Assessments (SLOAs) for the UAF CTC Culinary Arts & Hospitality AAS program are clearly aligned with the program's stated outcomes. These SLOAs reflect the competencies that students are expected to achieve throughout the program. Curriculum changes are implemented based on student feedback and evaluations of SLOA results. Additionally, plans to incorporate the Skills Checklist in future semesters demonstrate a commitment to progressive thinking and adaptability.

Student Success and Equity Feedback

Narrative:

The average course pass rate has been almost stable, but the graduation persistence is inconsistent. Perhaps creating lecture courses online might have attracted students taking these courses online/hybrid. (Increased number of distance learning.) Students consist of more [REDACTED] than [REDACTED] and are from various cultural backgrounds that would indicate the classroom cultural diversity. As the program review states, this program has been growing with the younger students (20 and under) and about 50 % of the students are [REDACTED] college learners. Even though the program overview states the pass rates decreased, their course pass rates are high at 81.1% (2024) and 76.3 % (2025) (APRIE Data). Overall, the program's HIPs including diversity/global learning, community-based learning, labs, and other hands-on lessons indicate the students' success.

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:

Debra Steed, Suzan South, Yoko Kugo

Dean Review

Program Name: Culinary Arts and Hospitality - Associate of Applied Science

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.

Recommendation to University-Wide Committee

Vice Provost Review

Program Name: Culinary Arts and Hospitality - Associate of Applied Science

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 reviews are solid and reflect thoughtful development. The program followed guidance from the 2023 mid-cycle review, providing four SLOs with assessment procedures and implementation plans, including where in the program each SLO is assessed. Assessment criteria and rubrics were included, which is excellent. For the next review, the program should also provide the data used to assess SLOs along with narrative descriptions of the results. Additionally, curricular changes should be documented in more detail, including their impact on student success and outcomes. For the 2027 mid-cycle review, include direct evidence of assessment data and demonstrate how results inform decisions, ensuring continuous improvement and closing the loop.

The program identifies and reports key trends, noting decreases in persistence and pass rates alongside increases in credit hours, majors, and degrees awarded. It contextualizes post-COVID enrollment volatility and recent growth, and its strength as an access point for [REDACTED] and [REDACTED] students is clear. Growing participation among students aged [REDACTED] and [REDACTED] reflects successful dual-enrollment and outreach efforts. Adoption of open educational resources, Canvas integration, skills checklists, and redesigned lab sequencing supports affordability and consistency. Faculty collaboration and weekly meetings enable responsive, student-centered interventions. For future reviews, it would be helpful to include explicit equity gap action plans and strategies to address persistence declines, early interventions for struggling students, and considerations for online/hybrid delivery.

High-Impact Practices are integrated and align with student learning outcomes, but the report lacked sufficient detail for meaningful feedback. For future reviews, the program should revise this section to include specific examples and evidence for each HIP identified. This will strengthen the narrative and demonstrate how these practices contribute to student learning and success.



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 bakery 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.

Associated Programs

Program Name	Degree Type
Culinary Arts	Certificate
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

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