2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM (Due October 15 tolhe dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits stude/Antistual assessment reportining forms decision making and resource allocation aimed at improvemental learning and success. It admissibles the AAC to analyze assessment across the institution and to responded to yestem Board of Regents legislative, and Northwest Commission on Colleges and University/CCU) equests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to accedemicassessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Ancademic Assessment Report. It also proprietes questions about how academic programs contributed ent achievement of institutional core competencies and student success.

This annual report will be due to the dean on October 15. Programs with spended admission and new programs in the first year of implementation new programs with spended admission and new programs in the first year of implementation new programs with spended admission and new programs in the first year of implementation new programs in the first year of th

These reports are public documents and will be posted on the assessment well because are to be narrative only, and must be ADA and FERPAmpliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Z š Z Œ U μ • • š š u v š • • μ Z • U ^/v zîí (} μ Œ ‰ Œ } P Œ u P Œ in μ š • Á Œ Š Z (] o X _ W Œ } P Œ u • Á]š Z •‰] o]ì Œ]š š]} v } Œ }š Z Œ Æ š restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form willtribe accepted.

The form uses narrative, text, and drolpwn boxes. Narrative boxes have a character limit, which includes spaces. When using text and drolpÁ v $\}$ Æ •U](Ç} μ Á v š š} μ v $\}$ v - v • Á Œ U • $\}$ Œ ^ } μ • U] (Ç} μ Á v š š}

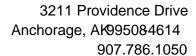
For technical ssistance with this form, email Academic Affairsa (oaa@alaska.e) tu

PROGRAM SECTIONue to the dean on October 15)

After completing the ProgramSection, the program should email this form to the dewith a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submissiordate: 10/15/2021

Revised9-3-2021 Page1 of 7





- P Riza Brown, Assistant Professor, rlparsons@alaska.edu
- P Selectprogram U } Œ ^ K š Z Œ _ X (Programs with suspended admissions and new programs in the first year of implementation are not

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

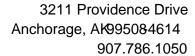
If you selected ^ K š Z CE _ } Àid Lehtif (100 characters or less) EC in Bakery and ulinary Arts

Community and Technical College

P P Select Specialized Accrediting AgeonclyN/A
P P P ACF (American Culinary Federation)

?

Revised9-3-2021 Page2 of 7





challenges that are faced and overcome. Professional excellence is nurtured through a curriculum of rigorous industry **s**thdards judged by their peers and superiors and community engagement comes from interacting with a diverse group of diners, various mentors, volunteer opportunities, and required internships.

O P P

Revise@-3-2021 Page3 of 7



A PreTest and PosTest is given in Wk 1 and Wk 15, and measures student understanding of basic culinary knowledge, writing, and quantitative skills.

A Bakery Skillson petency Evaluation is given at the end of the course and measures student's proficiency/competency with baking theory, concepts, techniques.

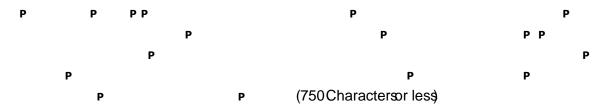
A Culinary Skills Competency Evaluation is given at the end of the course and measures student's proficiency/competency with cooking theory, concepts, and techniques.

A yearly Alumni/Employer survey measures student and employers' satisfaction with program.

P P P

(750 characters or less)

We have had quite a bit of upheaval in the program due to COVID protocol, which drastically affected our curriculum and our ability to teach fatceface. Many classes were traitioned to an online format or turned into a hybrid class when possible. Because this is a verydmapdsgram, there was reduced satisfaction with student learning, although we continued to adhere to and espouse student success. However, students watere grateful that we continued to teach classes and were creative with our delivery in order to keep them engaged and invested.



The program has seen many changes in the past few years; we have been updating curriculum, introducing new OEC's, considering implementing a Minor, and has buffled classes to create a more streamlined, relevant experience for the students. By nextry we hope to have a solid schedule locked in with our new classes and offerings so that both students and faculty know what to expect and how the student journey will unfold. We will know if the change has worked by tracking our student retention rate students who are satisified with the reliability of the program will be more likely to complete the EC



Course curriculum changes Course prerequisite changes Changes in teaching methods

- Changes in advising
- Degree requirement changes

Revised9-3-2021 Page4 of 7



- Degree course sequencing
- Course enrollment changes (e.gourse capacity, grading structure [pass/faif,])
- Changes in program policies/procedures
- Changesto Program Student Learning Outcomes (PSLOs)
- Collegewide initiatives (e.g.High Impact Practices) Faculty, staff, student development
- Other

No changes were implemented in AY21.

P ^ _ P (100characters or less)

PP P P

p (750 characters or less)

Our enrollment numbers are up, which show a positive reaction to changes we have implemented.

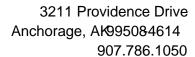
Programs are not required to respond to question #8 below for 18D0675T63()9(b)3(elo)-5(w)8(0.0000091206

Revise®-3-2021 Page5 of 7



Metric	Definition	Rationale
		committed to a specific major, can provide actionable information for departments.

Revise@-3-2021 Page6 of 7





like the Culinary team to continue refining the curriculum and outreach. The improvements are starting to show positive results. Additionally, I agree that this curriculum at this time is better delivered primarily in personin this case, the curriculum will need to be based completely in person.

v[••]Pv. šĻ_____

Revised9-3-2021 Page7 of 7