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

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to a new academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. 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 šZ Œ U µ• •š š u vš• •µ Z •U ^/v zîí (}µ Œ ‰ Œ} P Œ u P Œ•in µ š • Á 0 šZ (] o X_ W Œ}P Œ u• Á]šZ •‰] o]Ì Œ] š š]}v }Œ }šZ Œ Æ š (restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-Á v }Æ •U](Ç}µ Á vš š} µv} v-v•Á Œ U ‰ •_ }Œ ^ }µ uX_ v

For technical assistance with this form, email Academic Affairs (uaa_oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

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

Submission date: 10/15/2021

Riza Brown, Assistant Professor, rlparsons@alaska.edu

Select program *Other* ^Kš Z Œ _ X

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

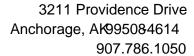If you selected ^Kš Z Œ _ } À identify (100 characters or less): OEC in Bakery and Culinary Arts

Community and Technical College

• • • •

Select Specialized Accrediting Agency or N/A.

ACF (American Culinary Federation)

challenges that are faced and overcome. Professional excellence is nurtured through a curriculum of rigorous industry standards 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

(500 characters or less)

o

•

(500 characters or less)

Example: Communicate effectively in a variety of contexts and formats - Exceeded faculty expectations

Apply theories and concepts of baking and implement techniques to operate or function in a commercial bakery - Exceeded faculty expectations
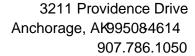
Apply theories and concepts of cooking and implement techniques to operate or function in a commercial kitchen - Exceeded faculty expectations

Identify sanitation and safety codes and process necessary to maintain a safe foodservice facility. - Exceeded faculty expectations

Demonstrate technical knowledge and critical thinking necessary for success in the field of culinary arts. -

A Pre-Test and Post-Test is given in Wk 1 and Wk 15, and measures student understanding of basic culinary knowledge, writing, and quantitative skills.

A Bakery Skills Competency 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.

(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 face to face. Many classes were transitioned to an online format or turned into a hybrid class when possible. Because this is a very hands on program, there was reduced satisfaction with student learning, although we continued to adhere to and espouse student success. However, students were also grateful that we continued to teach classes and were creative with our delivery in order to keep them engaged and invested.
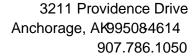
(750 Characters or less)

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 have shuffled classes to create a more streamlined, relevant experience for the students. By next year, 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 rates. Students who are satisified with the reliability of the program will be more likely to complete the OEC.

Course curriculum changes
Course prerequisite changes
Changes in teaching methods
- Changes in advising
- Degree requirement changes

- Degree course sequencing
- Course enrollment changes (e.g. course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g. High Impact Practices)
  Faculty, staff, student development
- Other

No changes were implemented in AY21.

^   _   (100 characters or less)

(750 characters or less)
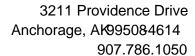Our enrollment numbers are up, which show a positive reaction to changes we have implemented.

Programs are not required to respond to question #8 below for 18D0675T63( )9(b)3(elo)-5(w)8(0.00000912 0 6

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

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 person. In this case, the curriculum will need to be based completely in person.

(750 characters or less)

v [• •] P v. š ɪ _____