### 1. Enrollment Patterns
Enrollment in the Baking & Pastry Arts Program from Fall 2007 through Spring 2012 remained stable, averaging 63 students each semester. For this same period, FTES remained stable, averaging 23.03 each semester, and WSCH remained stable, averaging 690.80 per semester.

Waitlist numbers have traditionally been in the 20s for Baking & Pastry Arts Program courses, but as of Fall 2011 they have been reduced to the single-digits.

### 2. Achievement Data
Since Fall 2009, Student Success, Retention, and Completion Rates in the Baking & Pastry Arts Program have improved in all courses. In Fall 2009, the Student Success Rate was 81%, Completion was 81%, and Retention was 88%. In Spring 2012, the Student Success Rate was 89%, Completion was 90%, and Retention was 92%. In the School of Business and Social Science, rates for Student Success, Completion and Retention have shown modest increases of approx. 3% each. The Baking & Pastry Arts Program compared favorably, exceeding the School in all three areas.

### 3. Staffing
The Baking & Pastry Arts Program is taught by one Full-Time Faculty member.

### 4. SLOs
See Program Review narrative (below) for additional information on SLOs.

**Program SLO #1**
Create a yeast bread product to industry standards.

The Baking & Pastry Arts Students all do very well in achieving this Program Outcome.

**Program SLO #2**
Create a pastry product to industry standards.

The Baking & Pastry Arts Students all do very well in achieving this Program Outcome.

**Program SLO #3**
Synthesize the principles and reactions of basic baking ingredients and their properties alone and when combined with other ingredients.

The Baking & Pastry Arts Students do not do very well with this Program Outcome.

### 5. Goals
See Program Review narrative (below) and Department Plan for explanation of Cular Department Goals/Projects.

The Cular Department has been focusing almost exclusively on the fall-out from the retirement of long-time Chef Instructor and former Department Head Romain Bertein, and hiring his replacement.

Additionally, there has been the long-term absence of Chef Steve Caballero, which also has had an effect on the smooth running of the Department and the adequate teaching of the Culinary Arts Program.
Baking & Pastry Arts – Program Review

6. College Wide

Overall – How does this information fit with the College Wide Goals?

The Culinary Arts Department’s Mission and the Baking & Pastry Arts Program’s SLOs are focused on preparing students for the workforce.

Please see the end of the narrative Review for how the above information in numbers 1-5 fits with College-Wide Goals, including the Board’s Goals and the President’s Goals.

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and accreditation.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages). Each question includes the “Feedback Rubric Prompts“ that will be used by the committee to read, reflect, and provide feedback on your Program Review; please use these to guide the formulation of your responses. Each program (curriculum guide) within your department requires a separate Program Review Document.

Program Review Questions

Name of Program being reviewed: Baking & Pastry Arts

1–3. Enrollment, Achievement, and HR Data

Summarize and interpret the data for each of the first three above as they relate to your program.

Feedback Rubric Prompts:

- How has the program explained their data for the columns 1-3 (enrollment, achievement, staffing)?
- Was the content concise yet sufficiently in depth?
- Was there sufficient detail to understand their point?
- Were the data effectively related to trends in student access and performance during the review cycle?
  - If there were anomalies in the data, were they adequately explained?
- Did the review explain how the staffing structure (including full-time to part-time ratio of faculty) has affected, positively or negatively, the program’s ability to fulfill its mission and goals?

Response:

1. Summarize and interpret the data for Enrollment Patterns as it relates to your program.

The Baking & Pastry Arts Program consists of four unique Cular courses (Cular 204, 205, 206, and 207) in which only the Baking & Pastry Arts Program students enroll. Each of these courses is a five-unit course consisting of two hours and fifteen minutes of Lecture and ten hours and five minutes of Lab each week.
Baking & Pastry Arts – Program Review

There are also three “cross-over” Cular courses (Cular 20AD, 200AD, and 271AD) with are part of both the Baking & Pastry Arts Program and the Culinary Arts Program. These courses are vital to both Programs and are not exclusively part of one Program or the other, and as such will not be addressed in this Program Review.

The Enrollment in the Baking & Pastry Arts Program from Fall 2007 to Spring 2012 has remained stable, at an average of 63 students per semester. There was a slight dip in enrollment for AY 2010-2011 due to a deliberate attempt to maintain classes at capacity without going over. But, that was an exception, and most semesters the courses operate at 24% over capacity, on average.

Due to our limited Lab space and Staffing (see item 3 above/below) there is no expectation of enrollment fluctuation.

Due to the Fall 2011 implementation of a Department-wide pre-requisite/co-requisite of our Safety & Sanitation course (Cular 20AD), waitlist numbers for most of our courses have dwindled to the single-digits (where in the past they were in the 20s). This new requisite, in place to comply with SB 602: the California Food Handlers Law, now acts as a “gatekeeper” to all but one Cular course.

2. Summarize and interpret the data for Achievement as it relates to your program.

Student Success, Retention, and Completion in the Baking & Pastry Arts Program improved between Fall 2009 and Spring 2012. The Program’s Student Success Rate increased 7% (81 to 88%), while at the same time the School of Business and Social Science rate increased 3.7% (57 to 60.7%), approximately the same rate of increase as for the College as a whole (from 62 to 65%).

The Program’s Completion Rate also increased 9% (81 to 90%), while the Retention Rate increased 3% (88 to 91%). Current data (through Spring 2012) was not provided for Completion Rates nor for Retention Rates for either the School of Business and Social Science nor LBCC College-wide.

But, a review of the old archived data, for the period from Fall 2008 through Spring 2011, indicates that the School of Business and Social Science’s Completion Rate remained basically unchanged, averaging 66%, while its Retention Rate increased 9% (72 to 81%). The archived data also indicate that LBCC’s College-wide Completion Rate basically remained unchanged, averaging 69%, while its Retention Rate increased by approximately 4% (77 to 81%) for the same period.

As the Baking & Pastry Arts is a Vocational/CTE Program, it is also valuable to compare it to the School of Trades and Industrial Technologies, as well. For the period Fall 2009 through Spring 2012, their Success Rate remained virtually unchanged, averaging 70.66%. For the period from Fall 2008 through Spring 2011, their Completion Rate remained virtually unchanged, averaging 74%, while their Retention Rate increased approx. 7% (79 to 86%).

What this all means is that the average Baking & Pastry Arts Student is serious about their work, with only a 2% difference between the Success and Completion Rates, and a 3% difference between Success and Retention Rates.
3. Summarize and interpret the data for Staffing/ Resources as it relates to your program.

Since he began at LBCC in 2003, the Baking & Pastry Arts Program has been taught by one full-time Faculty member, Chef Pierre Juès.

Our current Culinary Arts Department Kitchen Lab space, with an official “space inventory” capacity of 23, is in use for approximately 17 hours each weekday, often with as little as five minutes transition time between classes. A new Culinary Arts Institute is planned as part of the Bond Measure-funded Math-Tech Building (Bldg. V at the corner of Carson & Clark), which is set to break-ground in Fall 2013.

Short of holding classes on a Saturday, which is not feasible for Culinary Arts students who usually work “in the industry” on weekends, there can be no expansion or increase in sections or courses offered in the Culinary Arts Department until the new facility is available.

Due to the space and staffing restrictions, the Baking & Pastry Arts Program is not offering any courses beyond the bare minimum for Certificate and Degree completion. There are several additional courses “on the books” (e.g. Cular 208 Artisan Bread Baking, Cular 298 Viennese Pastry, Cular 201 Introduction to Ice Cream, and Cular 220 Advanced Frozen Desserts) as well as others “in the works” (e.g. Sugar Work, Advanced Chocolates & Candies, Allergen-Free Baking, etc.) that simply cannot be introduced until there is more Kitchen Lab space and additional teaching faculty available.

Curriculum-related “Banquets” have in the past been an important part of the Culinary Arts students’ education, but with the implementation of a brand-new Culinary Arts Program curriculum, Banquets have been put on the back burner, so to speak, until the new curriculum has a chance to settle-in.

Banquets are so much a part of the educational process that the Department is developing a project (“Beyond Banquets” in the Department Plan) that could be absorbed, in theory, more easily into the daily curriculum and be just as beneficial but without the disruption often caused by Banquets. It is possible that the Baking & Pastry Arts Program will be the first to go “Beyond Banquets” with curriculum-related Holiday desserts being offered for sale on a pre-paid basis.

Unfortunately, due to the abrupt resignation of the Safety & Sanitation (Cular 20AD) and Work Experience (Cular 271AD) Adjunct Instructor just after the Fall 2012 Census, all focus and energies have been directed towards finding substitute Instructors so that the Students in both of these critical courses don’t fall behind or fail.

4. SLOs

a) Summarize the collected program data

**Response: Program SLO #1: Create a yeast bread product to industry standards.**

This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.
Baking & Pastry Arts – Program Review

Since the last reporting date of 12/30/2010, the new results show that 100% of the Students “score at least 70% of the total rubric points from several categories based upon a 5-point rubric: 5 = excellent 4 = good 3 = acceptable 2 = poor 1 = unacceptable.”

The average score was 85.93%.

**Cular 204 SLO #1: Select the appropriate tools and equipment used in baking.**
This SLO is assessed as a “Multiple Choice Test” with the Expectation that 80% of the Students will meet the Criteria.

This was last reported on 02/21/2011. The results showed that 83% of the Students “correctly answered at least 70% of the questions.”

**Cular 204 SLO #2: Prepare lean and rich yeast doughs.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This was last reported on 02/22/2011. The results showed that 100% of the Students “score at least a “2” on a 4-point rubric.”

As a result of these findings, the Criteria was changed (see discussion “4b” below).

**Program SLO #2: Create a pastry product to industry standards.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

Since the last reporting date of 02/28/2011, the new results show that 100% of the Students “score at least 70% of the total rubric points from several categories based upon a 5-point rubric: 5 = excellent 4 = good 3 = acceptable 2 = poor 1 = unacceptable.”

The average score was 90.86%.

**Cular 204 SLO #3: Prepare quick breads.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This was last reported on 02/22/2011. The results showed that 100% of the Students “score at least a “2” on a 4-point rubric.”

As a result of these findings, the Criteria was changed (see discussion “4b” below).

**Cular 204 SLO #4: Prepare pies.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.
Baking & Pastry Arts – Program Review

This was last reported on 02/22/2011. The results showed that 100% of the Students “score at least a “2” on a 4-point rubric.”

As a result of these findings, the Criteria was changed (see discussion “4b” below).

**Cular 205 SLO #1: Prepare different doughs and sponges.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria will be changed (see discussion “4b” below).

**Cular 205 SLO #2: Demonstrate piping skills.**
This SLO is assessed as a “Performance Test with direct observation” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria will be changed (see discussion “4b” below).

**Cular 205 SLO #3: Assemble classical cakes.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria will be changed (see discussion “4b” below).

**Cular 205 SLO #4: Perform the different cake-mixing methods.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”
Baking & Pastry Arts – Program Review

As a result of these findings, the Criteria will be changed (see discussion “4b” below).

Cular 205 SLO #5: Prepare French Pastries and chocolate candies.
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria will be changed (see discussion “4b” below).

Cular 206 SLO #1: Prepare a variety of Advanced Cakes.
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria will be changed (see discussion “4b” below).

Cular 206 SLO #2: Create chocolate and sugar candies and decorations.
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria will be changed (see discussion “4b” below).

Cular 206 SLO #3: Design plated dessert.
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria will be changed (see discussion “4b” below).
Baking & Pastry Arts – Program Review

**Cular 206 SLO #4: Prepare ice cream, sorbet, frozen cakes, and desserts.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This course is not up for Course Review until 2014, and results have not been reported in TracDat. Interim results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria will be changed (see discussion “4b” below).

**Cular 207 SLO #1: Prepare cake batter and soft icing.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This was last reported on 02/28/2011. The results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria was changed (see discussion “4b” below).

**Cular 207 SLO #2: Assemble and apply rolled icings.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This was last reported on 02/28/2011. The results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria was changed (see discussion “4b” below).

**Cular 207 SLO #3: Construct floral design.**
This SLO is assessed as a “Performance Test with a final product” with the Expectation that 70% of the Students will meet the Criteria.

This was last reported on 02/28/2011. The results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”

As a result of these findings, the Criteria was changed (see discussion “4b” below).

**Cular 207 SLO #4: Demonstrate piping proficiency.**
This SLO is assessed as a “Performance Test with direct observation” with the Expectation that 70% of the Students will meet the Criteria.

This was last reported on 02/22/2011. The results showed that 100% of the Students “score at least a “1” on a 4-point rubric.”
Baking & Pastry Arts – Program Review

As a result of these findings, the Criteria was changed (see discussion “4b” below).

Program SLO #3: Synthesize the principles and reactions of basic baking ingredients and their properties alone and when combined with other ingredients.

This SLO is assessed as a “Multiple Choice Test Exit Exam” with the Expectation that 70% of the Students will meet the Criteria.

Since the last reporting date of 02/28/2011, the new results show that only 36% of the Students met the Criteria of “70% of all questions answered correctly.”

The average score was 64.55%.

All Course-level SLOs contribute to this Program-level SLO; results are as indicated above.

Feedback Rubric Prompts:
- How has the program explained their SLO data (class and program level)?
- Were changes and responses made to the courses and/or program as a result of the data analysis?

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

  **Response:** The SLOs are being assessed according to their Assessment Task entries in TracDat (e.g. embedded in the Mid-Term exam, at the end of the Instructional Unit, during one specified Lab session, etc.).

  Based upon the data collected for the Program and the individual Courses, there have been/will be changes made:

  The 3- and 4-point rubrics for the Performance Tests were/will be changed to a 5-point rubric. The 3- and 4-point rubrics give results that are not accurate for measuring the SLO, as the results are too broad and not specific enough for rating skill attainment.

  Also, the results from the 3- and 4-point rubrics cannot easily be “translated” to grades that the student can understand (e.g. A, B, C, D, F).

  Additionally, the Program used to have a fourth SLO, “Demonstrate industry standard kitchen safety and sanitation practices.” This SLO was removed because the underlying Course, Cular 20AD, was not a pre-requisite course, and often Students took this course last. The SLO was removed because without the proper “training”
Baking & Pastry Arts – Program Review

in the subject, there was no way to assess Students’ learning within the other Cular courses.

But, Cular 20AD was added as a pre-/co-requisite to all Cular courses (except one) beginning AY 2011-2012, and as a result of this Program Review, Program SLO #4 “Kitchen Safety/Sanitation” was added back in to TracDat.

• Summarize how the program has responded to SLO assessment results.

Response: Since most, if not all, of the Assessment Task Results consistently meet or exceed the Criteria, the bar needs to be raised on each Task to get more meaningful results.

This has already been done on Cular 204 and Cular 207. The rubrics and Criteria have been changed to “at least 70% of the total rubric points from several categories based upon a 5-point rubric: 5 = excellent 4 = good 3 = acceptable 2 = poor 1 = unacceptable.”

Further, as a result of this Program Review, an out-of-cycle Report for Cular 205 and Cular 206 will be made in TracDat to do the same thing.

Additionally, the Achievement Level has been/will be raised from “70% of the Students” to “80% of the Students.”

Perhaps changing measurements one-at-a-time is more prudent. But, with the time lag (at least one Academic Year) to see any meaningful changes in the results, it seems like a waste of time to only change things one-at-a-time. The results may show that this was the wrong choice, but we won’t know until we try.

The only exception to all of the Assessment Results is Program SLO #3 “Baking Ingredients’ Reactions.” The results of this Assessment were exceptionally low at 36%. There is a reason for this.

The “advanced” courses in the Baking & Pastry Program (Cular 205, 206 & 207) are offered without sequential pre-requisites on each subsequent course, with a majority of the B & P Students taking the courses non-sequentially.

This was done so that the Students had “open access” to each of these courses, and they didn’t have to “wait around” until a missed course was taught again. But, from a continuity and ASLO perspective this is not effective; since there is no “through line”/accumulation of knowledge from one course to the next, there is no way to test the Students’ knowledge on certain “previously” taught concepts.

For example:
Within the context of each course’s curricula, part of Program SLO #3 is taught to Cular 205 Students, part is taught to Cular 206 Students, and part is taught to Cular 207 Students.

In a perfect “cumulative” world, the part taught to the Cular 205 Students is tested while they are in Cular 205, and for the sake of retention, that part is also tested while the Students are in Cular 206 and when they are in Cular 207. It would be the same for the other courses; the part taught to the Cular 206 Students is tested while they are in Cular 206, and later while they are in Cular 207, etc.

But, in our imperfect “open access” world, the B & P Students are allowed to take Cular 206 before they take Cular 205. The result is not being able to test the Cular 206 Students on the portion of Program SLO #3 that is taught in Cular 205, because not all of the Cular 206 Students have taken Cular 205, and any results obtained via testing would be skewed, inaccurate, and inconclusive.

This explains why even some of my “best” or “smartest” B & P Students performed so badly on the B & P Exit Exam, a cumulative test.

- Discuss how each action/change is based on ASLO results, and how it will contribute to the improvement of the program.

  **Response:** The Baking and Pastry Arts Program would like to establish itself as an “educational cohort”-type Program, wherein the students begin the B & P curriculum at one time, and they work through the courses together as a group, in sequential order (Cular 204, then Cular 205, then Cular 206, and finally Cular 207).

This would mean that instead of Cular 204 being offered every semester (as it is now), it would only be offered in the Fall semester, with a new group starting 204 each Fall.

This would allow our Students to take the courses in order, with a cohort sequence like this:

2013 Fall: Cular 204  
2014 Spring: Cular 205  
2014 Fall: Cular 206  
2015 Spring: Cular 207

Each Academic Year the courses would be taught by our one faculty member in these pairs:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cular 204</td>
<td>Cular 205</td>
</tr>
<tr>
<td>Cular 206</td>
<td>Cular 207</td>
</tr>
</tbody>
</table>
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This would also allow for cumulative SLO testing throughout the Program, and allow for any deficiencies to be educationally addressed before the Students exited the Program and it is too late.

This sequential arrangement would also allow for more consistent seasonal specialties being taught in the appropriate course.

Currently, each “advanced” course is taught every third semester, so each time it comes around it is in a different “season” than the last time it was taught. With this kind of regularity, it will be possible for the B & P Students to make the more advanced Bûche de Noël each December in Cular 206, and the Cular 207 Students capstone project of a Wedding Cake would be more seasonally appropriate in June.

Feedback Rubric Prompts:
  o Do you feel that you have an understanding of how the program has used their SLO data for program improvement?

5. Goals

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

Response: Over the past three years, the Goals for the Culinary Arts Department have almost exclusively been focused on re-building the Culinary Arts Department and Culinary Arts Program due to:

1) The departure of long-time Chef Instructor and former Department Head Romain Bertein;
2) The long-term absence of Chef Instructor Steve Caballero;
3) The passage of SB 602: The California Food Handlers Law; and
4) Advisory Committee recommendations to break-up the large 11.5 unit Food Preparation Courses (213ABC) into more meaningful and manageable content-specific Courses.

Our primary Goal for the previous two years (until Department Planning moved to “Projects” rather than “Goals”) was “Course Level and Program Level Student Success.” This Goal informed the most important change in the Baking & Pastry Arts Program’s Curriculum Guide to date. Prior to AY 2011-2012, it was a requirement for B & P Students to take Cular 213A, an 11.5-unit course taught at 7 am, requiring 25 hours of weekly attendance. This was a major inconvenience for the B & P Students as all
Baking & Pastry Arts – Program Review

Baking & Pastry Arts Program Courses are taught in the evening and don’t end until 10 pm. This was the primary obstacle for the B & P Students to overcome in their efforts to complete either the Career Certificate or A.S. Degree in Baking, with most Students opting to avoid taking the Course, and thus not finishing the Program. This is evidenced in the very small number of Degrees and Career Certificates awarded in the 6-year period from 2005 to 2011:

<table>
<thead>
<tr>
<th>Year</th>
<th>Baking &amp; Pastry Arts</th>
<th>Culinary Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.Y.</td>
<td>A.S. Degree</td>
<td>Career Certificate</td>
</tr>
<tr>
<td>2005-2006</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2007-2008</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2008-2009</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2009-2010</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2011-2012</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

7 Year Totals 10 19 24 53

The removal of Cular 213A from the Baking & Pastry Arts Program Curriculum Guide opened a floodgate, and in the last AY alone, more Students received Career Certificates in Baking & Pastry Arts than in the previous six years combined!

The cross-Program requirement of Cular 213A did not contribute in any way to the Program-level SLOs, thus its removal is not believed to be detrimental to the Baking & Pastry Arts Students’ education, rather its removal is promoting Program-level Student Success and Completion.

As Department Planning is mostly a funding arena, and “Goals” have been replaced with “Projects,” the number one “Project” for the Culinary Arts Department was the replacement of Chef Bertein, which has been achieved; Chef Haley Nguyen began teaching in the Culinary Arts Program on August 27, 2012.

Other Departmental funding Projects for this AY have also been met, leaving only “Continued New Course Development,” part of the Advisory Committee-recommended Culinary Arts Program reconfiguration, on the Department Plan.

It bears mentioning here that the Culinary Arts Department was part of the 2011-2012 CTE Beta Test with the management consultants. Unfortunately, only 13 current Students and 14 former Students participated in the Survey. Additionally, an extremely common error was made in that the data collected was for “Culinary Arts” the Department, not for either the “Culinary Arts Program” or the “Baking & Pastry Arts Program” and the results are not separated out for individual Program analysis.

c) Based on the new data collected (4), what are your plans for change in the future?

Response:
Baking & Pastry Arts – Program Review

As stated in 4b, above, the most pressing plan for change is making the Baking & Pastry Arts Program a “educational cohort”-type Program. Not only will this allow for better teaching and assessing of the Program-level SLOs, it will make it possible to track Student progress through the Program, something we currently cannot do.

Feedback Rubric Prompts:
- Describe what appears to have contributed significantly to the program’s plan development for the past three years.
- Do they have a vision?
- Have the data from questions 1-4 (of the program review template) informed their planning?

6. College Wide

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Response: The Baking & Pastry Arts Programs’ SLOs and Departmental goals are designed for “student achievement” and “... workforce development by delivering high quality educational programs,” fully integrating with the College Mission and its Goals: promote efficient student pathways to academic and career success and to strengthen local economic and workforce development.”

The Baking & Pastry Arts Program complements the Goals of the School of Business and Social Science: Enhance and update CTE curriculum and course offerings to advance technology and student career opportunities; those of Academic Affairs: ... provide a foundation for successful career and workforce skills; the Superintendent- President’s Agenda 2012 – 2014: Economic, Workforce Development; as well as the Board of Trustees Goals 2011 - 2013: Support the Career Technical Education Workforce Development and Economic Development agendas to strengthen the regional economy.

The Baking & Pastry Arts Program is a Vocational/Career and Technical Education Program which offers a Career Certificate which addresses workforce preparation, job training, and employment opportunities for LBCC students.

Feedback Rubric Prompts:
- Do you have a clear idea of how their program supports institutional goals?
- Did they reference the institutional goals and mission?
- How does their Program Review give you a clear idea of how their program fits into the college mission?