

PROGRAM REVIEW Fall 2022

Program: Viticulture

Division: Science, Technology, Engineering and Mathematics

Date: 10/20/22

Writer(s): David Everett

SLO/SAO Point-Person: David Everett

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 Classes that had transitioned to on-line mode have been close to enrollment capacity with a successful pass rate.
2 The introductory classes have proven to be so successful that they will remain as such.
3 Harvests in the Campus Hill Vineyard have been completed but without student support, vineyard management has been a formidable challenge.
4 The VWT Facebook page continues to perform well. Updating it can be time consuming.
5 Wine sales continue but lack of foot traffic on campus has had an impact of slow sales.
6

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. Keeping student morale up was very challenging during the pandemic. Classes just weren't the same as face to face classes have been in the past.
2. Addendums and curriculum work screeched to a halt.
3. Lab tech support has and continues to be insufficient
4. The budget for the program continues to suffer as insufficient
5. Face to face tasting classes were all but eliminated during the pandemic but should rebound strongly.

- | |
|--|
| 6. The planned location of the teaching winery facility was vetoed by the administration. This will have a deep impact on the program. |
| 7. The program just seems to not be on the administrations "radar of love"... |
| 8. The new facility was first in line for construction. It is now LAST in the long line of buildings which will impact funding. |

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

As mentioned earlier, transitioning the introductory classes to 100% on-line has been really successful. Not only are classes almost full but <u>accessibility</u> has proven to be a major factor that feeds the advanced classes.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____N/A

The VWT program is proudly inclusive with the learning community. Winemaking and grape growing has been equity based for a millennia encompassing all societies, genders, ages and more. We strive for completion, transfer, receiving a certificate, completion of a degree and the polishing of career-technical goals. The VWT program has the added benefit of life-long learners. Not only do life-long learners improve the demographics of classes, they provide solid roles as experienced leaders in class which is invaluable to our students.
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E. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
1 Moving forward with the new facility		X		X

2 Recruiting new faculty for the new facility	X			X
3 Securing full time lab tech support		X		X
4 Petitioning for a bigger budget		X		X
5 Growing the program		X		X

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F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	VWT Facebook classroom conversations
What did you learn?	The students say the program deserves more of everything. Equipment, space, faculty and support
How will you use the feedback?	I'm using it now

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

___X___ N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2IYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Percentage of female students has progressively increased from FALL 19 to FALL 21 from 51% to 56% to 60%

The majority (56%) of students enrolled in the program are more than 40 yrs of age

Diversity is trending upwards; Latinos and Asian student enrollments have increased while white students decreased.

78% of the students enrolled in the program are part time. The % of full time students enrolled in the program has increased considerably from 8% in 2018 to 22% in 2021. This could be due to offering classes during the daytime. On line classes and daytime labs have greatly contributed to this trend.

Productivity (WSCH/FTEF) went down significantly during FALL 20-21 when face to face sensory classes could not be offered due to Covid. The program looks forward to returning back to healthy productivity now that class are permitted to meet face to face.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?
☒ Yes ☐ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

No three year assessment plan has been created for the VWT program.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). ____0____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☒ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

To be honest, with only one full time faculty in the program that has 18 courses, 3 certificates, 2 degrees and a transfer pathway is completely overwhelming. Little to no progress has been made.

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate

 - No. The Program Map for _____(degree/certificate name)_____ Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

_____X___YES _____No

Course Name & Number
***Course Outline Report in CurricuNet is incorrect. There is no way a COR can have an effective date of Fall 2016 at the top and textbooks with 2015 publications and the report says that the COR was last updated in 2003. This report error appears to apply to VWT 10, VWT 31, VWT 32, VWT 41, VWT 42 and VWT 47.
VWT 10, VWT 31, VWT 32, VWT 41, VWT 42 and VWT 47 were due for updates 2021.
VWT 1, VWT 12, VWT 2, VWT 20, VWT 21, VWT 23, VWT 25, VWT 33, VWT 35, VWT 45, and VWT 55 are due for updates by 12/22.

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____X_____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____X_____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

*Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the [Curriculum & SLO Specialist](#) if you are planning a new program.***

_____YES _____X_____No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____YES _____X_____No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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