Program: Viticulture and Winery Technology

Division: STEM

Date: 10/30/23

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

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

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

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

HELPFUL LINKS:

1) [Program Review Committee Page for Writers](#)
2) [Fall 2022 Program Reviews](#)
3) [Frequently Asked Questions](#)

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

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) 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, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**

    1. To check on the status of courses and programs to see if any updates are required

        a. Log in to CurricUNET

        b. Select "Course Outline Report" under "Reports/Interfaces"

        c. Select the report as an Excel file or as HTML)

    2. If updates are needed, submit these updates to the Curriculum Committee

    3. Then, 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 during certain semesters**.**

        a. If your map requires a non-Curricular change (i.e., course sequencing) consult your Pathway counseling faculty liaison to initiate any changes.

        b. If your map requires a Curricular Change (Program modifications) - these are initiated through the Curriculum Committee.

- ✓ **Review your programs to see if there are any modifications needed**

- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- ☐ **No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)

2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

The new Viticulture and Winery Technology facility finally broke ground in Fall 2022. Expected completion is Fall 2024. This new facility greatly expands the square footage of indoor instructional space (currently ½ of a classroom that serves as the "Campus Hill Winery"). This is exciting for the program and students. The new facility will need increased staffing. Increasing the VWT Lab Tech from 50% to 100% is needed with the opening of the new facility, and the ongoing needs of the Campus Hill Vineyard and equipment. A Winery Manager position to oversee the winemaking, facility infrastructure, tasting room hours, wine sales, winery compliance, and work with instructional faculty is also needed.

The VWT program includes 2 degrees, 3 certificates, and a transfer pathway; 18 unique courses; a licensed and bonded Campus Hill Winery; a 5 acre on campus vineyard; and LOTS of cutting edge CTE equipment for students to learn and use. This program involves an enormous workload for the one faculty member and one part-time (20 hour per week) classified Lab Tech.

During the COVID shutdown (Fall 2020, Spring 2021) VWT did not offer any in-person classes. In Fall 2021 VWT offered only one in-person class out in the vineyard where students would be at low risk for contracting SARS-CoV2. In Spring 22, VWT began offering in-person classes that include wine sensory labs, but enrollments were low. More than 50% of VWT students are over the age of 50, plus another 20% are 40-49 years of age. These "older" students were not comfortable returning to in-person classes in which students would have to remove face coverings to smell and taste sensory components of wine. The fear of COVID among VWT students persisted, so the VWT program did not offer any in-person sensory classes during Fall 2022. This means that VWT 1, 2, 25, 45, 47 and 55 were not offered during COVID times. These courses are usually the most highly enrolled VWT courses. COVID led to reduced enrollments, and post COVID enrollments have remained low as fears of COVID lingered. VWT went from 350 WSCH (Fa18 and Sp19 average) and 470 WSCH/FTEF (Fa18 and Fa19 average) to a low of 159 WSCH (Fa22) and 165 WSCH/FTEF (Fa22). Climbing back from these low enrollments has been slow. Luckily the college was committed to offering courses that were low enrolled, allowing students to make progress towards their educational goals.

The VWT program and Campus Hill Winery represented Las Positas College at over 30 events during 2022-23 including Tri Valley Chamber of Commerce, the Intercollege Wine Competition, Livermore Valley AVA Inter Winery Tasting, Alameda County Fair Wine Competition, Summer LPC Theater performances, ribbon cutting events, community education partnership with the Friends of the Vineyards and Open Spaces, and many others!

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.   3

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

> 38% of VWT students have an educational goal of occupational certificate / industry training.
>
> 20% of VWT students have an educational goal of personal development.
>
> More than 60% of VWT students already have a BA/BS of higher. Only about 20% of VWT students are considered "freshman" with less than 30 units of college units completed. Outreach and marketing efforts targeted towards a "younger" student population are needed. Facebook is already heavily used (but it's considered an "old person's platform). A greater social media presence (Insta and Snap) would be helpful for attracting and recruiting a younger student population.
>
> Most VWT students (70%) are taking only 1 class (<5.5 units). 20% of VWT students are taking 6-11.5 units. This aligns with what the program observes – Most VWT students are taking 1-3 VWT classes only per semester. Again, most VWT students already possess Bachelor's degrees or higher.

3. Got anything new planned for 23-24?

> New Viticulture and Winery Technology facility opens Fall 2024. Moving into the new facility during Summer 2024 will present challenges, as there is lots of equipment to move, set up and get running prior to the Fall 2024 harvest and student courses.
>
> VWT plans to update CORs.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

   Labor Marketing Information for Viticulture & Enology not available in EMSI / Lightcast

2. What is the median income for occupations within your program?

   Median Income Data for Viticulture & Enology not available in EMSI / Lightcast

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
        i.   _____YES ____X__No

2. If not, please explain.
   Advisory Board

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

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.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

57 Students in Luanchboard Data for 21/22

90 Students in 21/22 (Fa21 41 students + Sp22 49 students) enrolled in at least 0.5 units according to VWT Data Packet

How may these metrics improve?

 Increased outreach and marketing

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

25% of students earned 9 or more units in 21/22

How may these metrics improve?

 Increased outreach and marketing

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

NOTE: There are insufficient data to calculate this metric.

How may these metrics improve?   N/A

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

NOTE: Data are suppressed according to FERPA to protect students' personally identifiable information.

How may these metrics improve? N/A

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

No data available in Launchboard

How may these metrics improve? N/A

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

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.

Data are suppressed according to FERPA to protect students' personally identifiable information.

How may these metrics improve?   N/A

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

20/21 Median Annual Earnings for Exiting Student is: $92,574
Note: Majority, if not all, existing students are not employed in the industry.

How may these metrics improve? N/A

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

20/21 Median Change in Earnings for Exiting Students is: 12%

How may these metrics improve? N/A

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

20/21 Exiting Students who Attained the Living Wage is 73%
Note: Majority, if not all, existing students are not employed in the industry.

How may these metrics improve? N/A