Program: Viticulture & Winery Technology

Division: STEM

Date: 10/30/24

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

Accomplishments:

- Successfully updated 18 course outlines in Spring 2024
- Created a wine stemware loaner program to decrease barrier/cost for students to take wine classes.
- Created a Materials Fee Scholarship program to reimburse students pursuing VWT degrees or certificates for the materials fees they are required to pay for classes.
- Opening the new Viticulture and Winery Technology facilities including Building 3600 Classroom building, Building 3700 Teaching Winery
- TWO people (single faculty and a part-time faculty) packing up the entire program and moving into the new facilities was a huge undertaking.
- Getting all instructional equipment setup and operational in new facility remains a challenge as logistical needs are fluid and changing daily.
- We have acquired new instructional equipment through RAC including 4-300L stainless steel wine tanks to support student projects.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

- Lack of personnel is a significant challenge. A Manager of Winery Operations is desperately needed. This new position would oversee winery compliance, facility infrastructure, instructional equipment,

winemaking, tasting room hours, and wine sales; align vineyard production and winemaking with instructional offerings; work with instructional faculty to best utilize program equipment and resources for student instruction; and supervise the part time Lab Tech. A recommendation to hire this position immediately was voted and approved by both the Las Positas College Viticulture and Winery Technology Advisory Board in 2023-24 and 2024-25, and the Las Positas College Viticulture & Enology Foundation Board in 2023-24 and 2024-25.

- Program budget remains insufficient. The supply budget and the maintenance budget lines both are insufficient to meet the needs of the program and have remained UNCHANGED for the last 18 years. When you consider how the program has been grown (equipment, etc;) this could be considered ridiculous and a sad oversight. Luckily, the program has been able to draw from the Las Positas College Viticulture & Enology Foundation budget, and Lottery funds to fill some gaps.

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

- Hire a new Manager of Winery Operations
- Advocate for more FTEF so we can continue to grow the VWT program and utilize/showcase new facilities
- Hire a replacement Full Time Faculty to fill a retirement.
- Continue recruiting quality part time faculty to diverse faculty and provide expertise to specific areas of instruction.
- Moving forward with an wine analysis lab that will service the Livermore Valley's winemakers.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers: Insufficient allocation of FTEF. Cannot put on schedule sufficient number of classes to allow students to complete degrees and/or certificates in a timely manner.

Suggestions:

DEMC and CEMC need to allocate more FTEF to existing programs with completion of degrees and certificates in mind.

N/A___

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes___X_   No____

2. Comments (Optional):
   Soils, pests and applied enology, wine science and independent studies

3. Please review your program [maps](#). Do you need to make any modifications?

   Yes____   No___X_

   Updates completed FALL 2024

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
   a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **[Pathway counseling faculty liaison](#)** to initiate changes.
   b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

   Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

Enrollments have consistently trended upwards since Covid. There were 98 students enrolled in VWT classes in Spring 2024 with 73 of them unique to the VWT program. Enrollments have recovered since COVID.

Gender demographics remain evenly split in the VWT program. In terms of age, around 50% of VWT students are 50 years or older, and 80% of VWT students are 30 years of age or older. We did see an exciting up-tick in younger students in the program in 23/24 which is very important to the VWT program AND the local wine industry.

Race-ethnicity demographics are slowly shifting to greater diversity in line with the college's overall shifts. In Spring 2024, 7% of VWT enrollments were African American, which is great compared to some previous semester when no African American students were enrolled. Percentage of multi-ethnic students is also increasing.

Total course enrollments continue to go up. Productivity has increased. We are close to pre-COVID numbers. There is potential for the enrollments to grow. There is unmet demand for classes. Students continually ask when certain classes will be offered so that they may complete. We need more FTEF.

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.

1. Did your program meet its program-set standard for successful course completion?

   Yes__X__   No____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:

☐ XXX 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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes__X__ No____

   If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist and the SLO Chair.

2. Based on your [3-year plan](), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report]() for 23-24).
   - _____0_____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide]() for instructions on how to disaggregate PSLO data.

5. <u>Based on discussions with others in your program,</u> explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook]() if you need instructions on how to do this).

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

C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. [Please review your 3-year plan]() and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   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.]()

2. Based on your [3-year plan](), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report]() for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
   Will all courses be assessed by June 2026?

   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.

2. Based on your 3-year plan, list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?