PROGRAM REVIEW Fall 2019

Program: Viticulture and Enology
Division: STEM
Date: 10/10/19
Writer(s): Nan Ho
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 the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A 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 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

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

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Meet with your dean to review this document before October 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: https://bit.ly/2Y0j7fW

Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM

Frequently Asked Questions: https://bit.ly/2DHLnfj

Section One: Program Snapshot

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

> The LPC Viticulture and Winery Technology program covers instruction from grape growing to winemaking to hospitality. Our program seeks a balance between experiential learning and the complementary academics that support the degrees and certificates awarded. The program includes several facilities including a 3 acre vineyard, a winery with all the equipment required to take the fruit to a bottle of wine, and an analytical lab/food and prep lab. The program has recently been granted a wine bond allowing it to make and sell wine. Many alumni are working in the region in assorted roles including winemaker and in hospitality.

B. **IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

   IR Data packets are available here: https://bit.ly/2IYaFu7

   Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

Headcount has remained stable from fall to fall, and increased dramatically spring to spring, likely due to new courses. Enrollments are split approximately 55/45 males to females, with a fair amount of variation.   There are swings in age demographic splits from year to year, with an uptick in Asian students for both fall and spring. Latino students are the second most populous group. For the last two years, about 70% of students are taking fewer 6 units and 96%+ are taking only face-to-face classes, indicating that we are reaching the evening student population. It is notable that more than 20% of our students take up to 12 units, so we need to continue to explore offering day classes. Student educational goals are about 35-40% occupational certificate or job training, with more than 50% already having a college degree. Student success rates remain high (more than 80-90+% for 4 of 5 years)

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

C. **Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

   o **Data generated by your program**
   o **CEMC Data**
   o **Labor Market Data**

Productivity increased dramatically this past Fall, primarily due to the very popular classes that include tasting of regional or world wines. Productivity in the spring had a slight increase this past spring. Labor market data for farmers, ranchers, and agricultural managers show a slight decrease in jobs, while there is an almost equal percentage increase in jobs for separating, filtering, clarifying, etc. Job placement matches enrollment patterns with mostly white and Latino entering the job market.

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D. **Accomplishments: What plans from the 2018 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.**

The Bond was approved, so Campus Hill Winery may sell the wine it makes, starting with the Fall 2019 harvest.

The Wine Hospitality Career Certificate was successfully converted to a Certificate of Achievement.

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E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

An equipment maintenance budget line is still needed. Here is the wording from 2018:
- "Besides equipping the new facility with state of the art equipment, including an analysis teaching lab, the future facility will include a lot of new equipment that will require scheduled maintenance and occasional repair. This equipment is expensive and have complex operating systems which need professional attention. At this time we do not have a budget to address random equipment break-down. When a piece of instructional equipment malfunctions, it is up to the staff to attempt a repair. If the staff is unable to repair the equipment, it sits until funding can be sourced from who knows where."
- There has been a reduction in the budget along with other programs. Currently, if something breaks, we work with the business office to find funding. A larger line item would improve this process and allow the program to respond more efficiently to keep the winery running.

Successful crop of the bonded Campus Hill Vineyard was planned—this is underway.

Two previous obstacles remain—quoted from 2018 review

"1) SPACE. We have struggled for the last 10 years with a lack of space for instruction. There is a safety factor in play here and the small learning space has had a noticeable impact on enrollment. "Too many students for too small a space" is an often-heard sentiment from students."
- The program planning and initial work with architects to design the teaching winery will begin this fall. The new facility will not be available until at least 2022.

"2) NEED more faculty. The program is desperate for faculty diversity. The current state of the program with a single faculty has impacted enrollments. To improve rigor, additional faculty with diverse areas of expertise would improve the rigor of the program."
- The workload for the FT faculty member covers most of the offerings of the program. With the faculty member on sabbatical this fall, two new faculty were hired to teach classes, and there were reduced numbers of offerings because there is no faculty coordinator to oversee the wide range of classes and needs. When the faculty returns from sabbatical, these new faculty hires will revert to the part-time pool, unless there are openings that occur from increased offerings.

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	Curriculum Committee Items	**X**	Human Resources	**X** Pedagogy		Student Equity
X	External Factors		Learning Support	Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

We need to increase the lab technician position from 50% to 100%. The lab technician plays a vital role working in partnership with the faculty in the success of students in the horticulture and viticulture programs. They support students in the lab and the field. For example, during winery operations, the various pieces of heavy equipment (e.g., conveyer belts, sorters, crush pad, barrels, bottlers) are operated by students under close supervision of the instructor and lab technician. In the field or shade house or greenhouse, students learn various horticultural techniques, such as pruning, planting, irrigation, pest control, netting--the lab technician to ensure students have materials needed for the class and will work alongside with the instructor to ensure students learn their techniques well. The lab technician supervises student assistants, training them with skills that they are able to use in their careers. When classes are not underway, in the summer or between sessions, there is no one else to take care of the horticulture specimens or vineyard. A full-time technician is needed to provide quality continuity of care and good stewardship of the vineyard, winery, and other facilities.

The horticulture program and 100% of viticulture this fall is taught entirely by part-time faculty. The lab technician is critical to the success of these instructors because the technician prepares all materials needed for the lab and maintains a clean, organized, and safe lab space for students. The lab technician is also responsible to maintaining adequate inventory of supplies and equipment for the instructors to use in the lab; this includes making sure that equipment is in good order. Recently, the crush pad membrane failed during the busy harvest season. The only way to operate the apparatus was to have a person hold down a button continuously--this was unsustainable for students and the program--the current lab technician immediately began to solve the problem through vendor and purchasing interactions.

A constant challenge is the budget for maintenance of the vineyard. We need to keep this at its current level to satisfy requirements for maintenance as per our MOU with our neighbors Shea Homes.

Both our permanent faculty and staff are out on leave; the impact on the program is large, as this means two completely new faculty and two temporary lab technicians. The part-time faculty member who was hired to teach the winery operations class and take care of the fall harvest confirms that the current method of giving the coordinator reassigned time is insufficient for the work that is involved with running a vineyard and winery.

Increasing the part-time technician from 50 to 100% will help with at least some of the highly technical workload and requirement to be familiar and safe with equipment-heavy processes.

We are now a bonded winery. This presents the challenge of learning how to run a Foundation on top of the academic program.

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	External Factors		Learning Support		Professional Development	S	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

1. Increase lab technician position from 50% to 100%.
2. Begin facilities design process with architectural firm on new teaching winery.
3. Manage part-time faculty and staff who have stepped in during leaves of both permanent faculty and staff positions.
4. Adequately maintain vineyard and winery facility and equipment, including repairs and maintenance.
5. Increase course offerings and offer courses in the wine hospitality certificate so that it can be completed in one year.
6. Increase faculty pool and diversity.

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	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
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H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

1. Successfully make and sell wine.
2. Successfully run the Campus Hill Winery Foundation.
3. Groundbreaking for and move operations to new teaching winery.

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X	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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Section Two: Current Topics (Required for All Programs)

A. 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 may be many 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:
http://www.laspositascollege.edu/research/outcomes.php

(Data for AY 18-19 will be available by the beginning of Fall 2019).

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

Not applicable

B. **SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).**

Course (SLOs only): Faculty on sabbatical – no data available
SLO or SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

C. **Program SLOs (Degree/Certificate granting programs only**): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Faculty on sabbatical – no data available
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: https://bit.ly/2LggoKv. List any courses or services areas that

do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

VWT 1
VWT 2
VWT 23
VWT 55

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
- Ensuring eligible students receive financial aid, if desired   - Removing barriers that hinder students from moving toward their goals   - Offering additional information and support about educational pathways   - Offering academic support that increases English/math completion in the first year   - Enhancing career readiness through coursework   - Increasing completion of degrees and certificates   - Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

Both faculty and students used a simple tool to review what classes were required for the degree or certificate goal and to compare what courses the student had

> completed toward that goal and how those same courses could apply to another certificate or degree.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

> Program maps and intervention with students who have made progress in degrees.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to

increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

Program faculty on sabbatical leave—no data available.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Program faculty on sabbatical leave—no data available.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: Curriculum Review

(Programs with Courses Only)

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

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

None

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

None

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

No plans to offer at this time.

Section Four: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

> Labor market data for farmers, ranchers, and agricultural managers show a slight decrease in jobs, while there is an almost equal percentage increase in jobs for separating, filtering, clarifying, etc. Job placement matches enrollment patterns with mostly white and Latino entering the job market.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

> Yes, the Advisory board recommended moving forward with a teaching winery, which is now at its initial stages. They reviewed and provided feedback on potential square footages dedicated to each stage of the winemaking process.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

> The program exceeds the state median in course enrollments. Completion and transfer data is suppressed because of the small sample size.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

> The program matches the macroregion and the state medians for employment, both for 2nd fiscal quarter after exit and 4th fiscal quarter. Living wage also matches the macroregion median and the state median.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

The program matches the macroregion and the state medians for employment, both for 2nd fiscal quarter after exit and 4th fiscal quarter.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

The program exceeds the macroregion median and state median. In fact, the median earnings are the top in the state. Median change is earnings lags the other areas, likely because the earnings are already at the top of the state.