2026-27 Comprehensive Program Review

Program: Viticulture and Winery Technology

Division: STEM

Writers: Brianna Lopez

SLO/SAO Point-Person: Brianna Lopez

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Our largest accomplishment was a substantial update to the curriculum. I rebuilt lectures and instructional materials for the courses I taught, incorporating more science, theory, current industry practices, and hands-on applications while maintaining accessibility for students new to wine or viticulture. I also worked closely with Craig Kutil to update course outlines, textbooks, and learning objectives, including interdisciplinary Horticulture courses.
- We made student learning more active and student-driven. Students had greater responsibility for choosing wine styles and making production decisions. We bottled student-produced wines with student labels, and I handled the TTB COLA process to support their sale. I also expanded field trips, winery and hospitality visits, and guest demonstrations so students could connect classroom content to actual industry work.
- We strengthened educational and industry connections. I coordinated separate UC Davis visits for faculty/staff and students, explored transfer opportunities with UC Davis and Brock University, developed a relationship with Beets Hospitality, and worked with our Lab Technician, Damian, to reconnect with local wineries. Partnerships with the Drone Technology programs also expanded cross-campus learning.

- We improved vineyard operations with support from Mendoza Vineyard Management and students, including pruning, shoot thinning, hedging, canopy work, and netting. We also introduced beneficial mealybug predators as part of an integrated pest management approach and began planning for a healthier, more sustainable teaching vineyard.
- We expanded student and community engagement through Wine Wednesdays, student RBS training, the Livermore Public Library event, collaborations with Horticulture and Theatre, and new student and alumni communication groups. I also supported program visibility through the website, social media, and a new program logo.
- I contributed to college and program operations through advisory meetings, vendor research and IER preparation, winery compliance transition planning, and Foundation Board service beginning in Spring 2026.

2. Please describe your most important **challenges** in year 25-26

- The condition of the teaching vineyard is the most pressing challenge. Significant mealybug pressure, disease, and declining vine productivity limit the vineyard's value as a reliable instructional and production resource. Even with improved maintenance, the vines will be pulled out this year, and a long-term replanting strategy has been planned.
- Our winery and laboratory have aging equipment and facility limitations. These affect the range of techniques students can practice and require substantial coordination with vendors and the college to plan improvements.
- Staffing has not kept pace with the growth of the new winery building and scope of operations and maintenance. A 20-hour laboratory technician position doesn't fully support a teaching winery, vineyard, laboratories, events, student activities, and production work. We also had to navigate changes in winery compliance responsibilities and improve our understanding of the related financial and Foundation processes.
- Critical need for a winery manager. The program urgently needs a dedicated Winery Manager to oversee tasting room operations, event planning, outreach, wine sales, and regulatory compliance, as these responsibilities mostly fall on Damian's and I. These duties collectively represent a full-time position, and without dedicated support, essential operations, revenue-generating opportunities, and program growth are being delayed and limited because existing staff cannot reasonably manage them alongside their other responsibilities.
- Balancing curriculum modernization, instruction, regulatory responsibilities, production, outreach, and longer-term program planning has required considerable time. The program also needs clearer longitudinal assessment and equity data to evaluate whether improvements are benefiting all student groups.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Finish developing the unified Viticulture & Enology certificate and associate degree planned for Fall 2027, alongside a broader Business & Hospitality pathway. Clearer pathways should make course planning and educational progression easier for students.
- Advance discussions about university transfer opportunities, including UC Davis and Brock University, and continue to work to offer WSET courses as another entry point for community members and industry professionals.
- Work with college leadership and Vine Farm Ridge Management on vineyard redevelopment, improved pest management, and progress toward organic and sustainable certification. Continue to involve students in the full seasonal cycle of vineyard work.
- Pursue appropriate staffing and equipment improvements through established college processes, including advocacy for a full-time lab technician, winery manager recruitment when the position is officially approved and authorized, and IER-supported equipment.
- Expand internships, job postings, industry visits, grape donation relationships, and student/alumni networks. These activities can help students with different backgrounds and goals across mentorship, hands-on experience, and employment connections.
- Use course-success patterns, student feedback, and broad program learning outcomes to identify areas where students would benefit from clearer instructions, additional practice, or stronger academic support. The goal is to make meaningful improvements without losing the rigor and hands-on experience central to the program.

  Student success and equitable access will remain central to our planning. Differences in outcomes by gender and race/ethnicity encourage us to examine how scheduling, course expectations, learning resources, and classroom support may affect students with different backgrounds and responsibilities.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- Across the assessment cycle, our central goal has been to understand whether students are developing the knowledge, confidence, and practical skills needed to succeed in viticulture, winemaking, winery operations, and wine hospitality. At a program level, we want students to connect classroom concepts

with safe, thoughtful decisions in the vineyard, winery, and workplace, and to be prepared for employment, continued education, or transfer.

- Our ongoing assessment priorities are clear communication of expectations, meaningful hands-on practice, opportunities to apply scientific and technical knowledge, and student confidence in working independently and collaboratively. These goals guide curriculum updates and program planning across our many courses.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Our instructional and operational improvements have created more opportunities for students to demonstrate learning through real production decisions, laboratory work, vineyard operations, wine service, and community-facing activities. Students have increasingly taken ownership of projects, from choosing wine styles to developing labels. These experiences support our broad program outcomes, while course success and student feedback help identify where further support is needed.
- The reviewed student-success results also show meaningful differences among student groups: overall success was 71%, compared with 79% for female students and 64% for male students, and 85% for White students compared with 63% for Latino/a/x students. These differences deserve thoughtful attention without assuming a single cause, particularly where group sizes are small.
- Taken together, the available results support continuing our emphasis on applied learning, clear expectations, supportive instruction, and consistent opportunities for students to practice and improve. We will use program-level trends, instructor observations, and student feedback to refine teaching and learning over time.

3. Explain potential plans to improve student outcomes and close equity gaps.

- Continue building multiple ways for students to learn and demonstrate mastery: structured lectures, laboratory and vineyard practice, field trips, demonstrations, and real production decisions.
- Use assessment results and student success data to identify concepts, courses, or student populations that need additional support. Review assignments, prerequisite expectations, course sequencing, equipment access, and scheduling as appropriate.
- Expand industry mentoring, transfer information, and career resources while maintaining clear, accessible communication through Canvas and other appropriate channels.
- To address differences in student success, I will maintain rigorous course and safety expectations while offering clear instructions, accessible materials, timely feedback, and additional opportunities for students to practice challenging concepts. I also want students to feel comfortable reaching out early when they encounter challenges.
- I also plan to strengthen support for neurodiverse and first-generation students through approachable communication, structured opportunities to practice, collaborative hands-on learning, and referrals to college support services when appropriate.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- The program spans many courses and combines classroom learning with vineyard, winery, and hospitality operations. Maintaining a consistent assessment approach across these varied experiences is challenging, especially while modernizing curriculum and managing significant facility and staffing needs. A practical program-wide focus on essential skills, student learning, and continuous improvement will be most useful.
- Helpful support would include accessible, clearly organized institutional reports; guidance on interpreting success and equity trends; and streamlined assessment processes that allow faculty to identify meaningful program-wide improvements without duplicating work across numerous courses.
- Some student groups and individual courses have relatively small enrollments, so percentages can shift substantially from year to year. We should interpret differences with care, look for patterns over time, and combine quantitative findings with student experiences and faculty observations.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

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

*(**Note**: Not all Programs have RPIE 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 RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- The RPIE Discipline Data Packet documents meaningful growth in the number of students participating in Viticulture & Winery Technology. Fall headcount increased from 41 students in Fall 2021 to 74 in

Fall 2025, while fall course enrollments rose from 75 to 122. Spring 2026 had 73 students and 110 course enrollments, compared with 43 students and 51 enrollments in Spring 2025. These numbers are encouraging and suggest growing engagement with our offerings, although enrollment alone does not tell us whether every student is being supported equally well.

- Our students bring a wide range of experiences and goals. In Spring 2026, 42% identified occupational certificate or job training as their educational goal, and 18% identified personal development. Forty-four percent were age 50 or older, while 18% were under age 25. Nearly half (49%) were enrolled in only 0.5–5.5 college units. These patterns reinforce the importance of welcoming adult learners, working students, career changers, and students pursuing a degree or certificate on different timelines.
- The course-success data also give us reason to reflect. In the 2025–2026 academic year, 177 of 232 VWT course enrollments ended in success (76.3%), 22 were non-successful (9.5%), and 33 ended in withdrawal (14.2%). Success was 86.7% in 2024–2025 and 77.5% in 2023–2024. We should not assume that the year-to-year change has a single cause, particularly as course mix, enrollment, and delivery modes have changed. It does tell us that our next steps must include closer attention to persistence, student support, and the specific courses where students encounter difficulty.
- Historical context is helpful here. In 2024–2025, VWT achieved an 86.7% course-success rate (111 successful enrollments out of 128) and exceeded its then-applicable program-set standard of approximately 76%. The historical RPIE report rounds these figures to 87% and 76%. By comparison, the 2025–2026 success rate was 76.3% across 232 enrollments, below the newly calculated 78.8% standard. The increase in enrollments alongside the lower success rate warrants careful review, especially withdrawal patterns, student support, and course modality; it does not establish a single cause.
- The Fall 2025 and Spring 2026 discipline packet reports 73% and 80% success, respectively, using term-specific groupings, while the dashboard reports 76.3% for the combined academic year. We will use the academic-year dashboard for the program-set-standard determination and the discipline packet for more detailed term-by-term planning. We are also continuing curriculum renewal, equipment planning, and industry partnerships so that increased access is matched by meaningful, high-quality learning experiences.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- The data points to several questions we need to approach with care, curiosity, and a commitment to belonging. The VWT discipline packet shows a diverse student population: in Spring 2026, 27% of students were identified as Latine, 48% as White, 7% as Asian, and 7% as African American. These are participation figures, not race-specific success rates; by themselves, they do not establish whether an equity gap exists in successful course completion.
- In the reviewed teaching data, overall success was 71%, with 79% success among female students and 64% among male students; success was 85% among White students and 63% among Latino/a/x students. These figures are a useful prompt for reflection, not proof of why the differences occurred. I

want to understand barriers to participation and success, including work schedules, access to resources, course design, and the availability of support.

- In the meantime, I want our classrooms, winery, and vineyard to be places where every student feels respected, comfortable asking questions, and confident that they belong. We will continue providing clear instructions and expectations, accessible course materials, varied ways to practice technical skills, constructive feedback, and proactive outreach when students begin to fall behind. We will also review course sequencing, scheduling, access to technology, and the cost and time demands of hands-on activities. I will seek input directly from students rather than assuming we know what barriers they experience.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Yes. The modality data show a substantial and persistent difference between face-to-face and distance education (DE) sections. In Fall 2025, the face-to-face success rate was 81% across 59 course enrollments, compared with 65% across 63 DE enrollments. In Spring 2026, the difference was larger: 91% success across 77 face-to-face enrollments versus 55% across 33 DE enrollments. The Spring 2026 DE non-success rate was 33%, compared with 4% face-to-face; withdrawals were 12% and 5%, respectively.
- This difference deserves focused attention, but it does not establish that the delivery format itself caused lower outcomes. Course content, student circumstances, course selection, scheduling, and the different numbers of students in each group may contribute. We will review the course-level results, identify where students are struggling in online sections, and work with faculty to strengthen consistent organization, instructor presence, timely individualized feedback, regular substantive interaction, and opportunities to practice complex concepts. Where feasible, we will explore how to make demonstrations and technical material more engaging and accessible online while preserving the hands-on experiences that define the program.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No_x___

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- The VWT academic-year course success rate for 2025–2026 was 76.3%, below the published program-set standard of 78.8% (approximately 79% in the rounded program view).
- The program did not meet its 2025–2026 standard: 76.3% successful course completion compared with a threshold of 78.8%, a difference of 2.5 percentage points. This result is a signal to review our practices, not a judgment of students or faculty. The program has experienced enrollment growth, changing course offerings, and differences in modality-specific outcomes, and we need to investigate these factors rather than assume a single explanation.
- Our immediate response will be to examine course-level success and withdrawal patterns, especially in DE sections; review disaggregated results with RPIE; and use student feedback to identify obstacles involving access, course design, scheduling, equipment, and workload. We will strengthen instructor outreach, assignment clarity, hands-on learning support, and the connection between theory and application. The results also reinforce the importance of sustainable staffing and functioning instructional facilities. A dedicated Winery Manager, increased technician support, and planned equipment improvements would allow instructional staff to devote more consistent attention to students while maintaining a safe and compliant teaching winery. Any formal resource requests will continue through the college's established processes.

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- 1. **Educational excellence and career preparation:** We have modernized lectures, laboratory work, and industry-oriented curriculum, while giving students greater responsibility for winemaking decisions,

wine production, and labeling. Our field trips, guest speakers, and vendor demonstrations connect classroom learning to the realities of the workplace. These activities reflect the college's commitment to educational excellence, lifelong learning, and career-technical preparation.

- 2. **Inclusive pathways and student opportunity:** We are developing clearer Viticulture & Enology degree and certificate pathways, exploring hospitality and business offerings and WSET instruction, and strengthening connections with UC Davis, Brock University, and others. Our students include working adults, career changers, and learners with different educational goals. We want students to feel that there is more than one meaningful way to enter the industry, gain confidence, and continue their education. This supports the Educational Master Plan's goals of equity, educational excellence, and community collaboration.
- 3. **Community partnership and environmental stewardship:** Wine Wednesdays, collaborations with Horticulture and Theatre, regional winery partnerships, and outreach events help students build relationships and contribute to the Livermore community. At the same time, our work on integrated pest management, vineyard renewal, and longer-term sustainability reflects the college's values of civic, social, and environmental responsibility. Our goal is not simply to produce wine, but to cultivate a welcoming learning community in which students see the value of their work and the impact they can make.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
x	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
x	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)

x	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
x	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
x	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
x	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
x	Other [explain]: Use of WhatsApp group chat to connect students with other students in the program and provide an additional pathway for students to get their questions answered.

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- One of the primary challenges in maintaining regular and substantive interaction (RSI) in online courses is balancing meaningful, individualized student engagement with the time required to manage multiple courses and other program responsibilities. Our program serves students with diverse educational backgrounds, work schedules, and personal commitments, making flexibility especially important. While online instruction provides valuable accessibility for working students, maintaining consistent communication, encouraging participation, and identifying students who may need additional support can be challenging.
- Moving forward, additional professional development focused on effective RSI practices, accessible online course design, Canvas communication tools, and strategies for increasing student engagement would be beneficial. Continued access to instructional design support and opportunities for faculty to share successful teaching practices would also help strengthen online instruction. Our goal is to create an inclusive, supportive learning environment where students feel connected to their instructors, receive timely feedback, and have meaningful opportunities to engage with course material, regardless of instructional modality.

Section 5: Program Review Feedback

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

- I appreciate the opportunity to reflect on both the progress and the needs of our program. It would be helpful to have program-level data, course-success trends, and assessment guidance available together in one easy-to-navigate location, with clear explanations of how to interpret small cohorts and changing program structures. A streamlined process would allow faculty to spend more time acting on findings and supporting students.

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. 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.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

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

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