

PROGRAM REVIEW UPDATE 2016-2017

Program: Viticulture/Horticulture

Division: BUSINESS HEALTH ATHLETICS & WORK EXPERIENCE

Date: 10/11

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/jU2yIZ>)

At 87%, we have met and continued to exceed our last set standard of a 78% success rate. There have been a number of AS degrees and certificates awarded since these numbers were generated. We are doing well but can do better.

We successfully filled the much needed lab-tech support position for VWT/HORT. Within days of the hire, it was apparent to both programs how important the position is to instructional support. What is even more obvious is that the 20hr per week position needs to be upgraded to a full time position as it supports two programs. Unfortunately, the person has since left the position but we were able to fill it with the second candidate. We have to go through the hiring process all over again which is unfortunate but we are looking forward to hiring our existing lab-tech on a permanent basis after the process has been completed per the contract.

The long standing request for an upgrade to our existing power grid was installed recently. The newly installed power grid supports 90% of the equipment for the VWT program. This power supports equipment used inside and outside for instruction. The press-pad space has been improved after the removal of the large, out-of-place Connex boxes that were located within the VWT/HORT program footprint. These storage containers were filled with tools/equipment that supported AUTO/WELD and were an impedance to logistical access.

There were incremental improvements to the VWT program's instructional equipment. Items such as a wine topping system, CO2 monitors (for safety) and a back-up glycol chiller have been acquired to support student instruction. As we basically started with nothing the program still has a long way to go to complete the request for a completely outfitted instructional winery space.

Due to lower enrollment numbers, the Vineyard Operations class was cancelled again for the 3rd semester in a row. This has had a negative impact on the Campus Hill Vineyard as one person (myself) is unable to manage the site effectively and continue to prep for classes, attend required meetings and committees and instruct in the classroom. The vineyard has since fallen into disrepair and we are out of compliance with a covenant agreement we have with Shea homes which face the vineyard. The president has since requested that M&O/Grounds take permanent responsibility of the perimeter of the vineyard. This has yet to be signed into action. The short term solution of cleaning up the vineyard perimeter has been met by M&O/Grounds but they did so on overtime pay status and the college is now looking for funds to pay them as the VWT program does not have funds to cover that maintenance.

Over the last year the program's needs are even more apparent. More space, full time classified support, more full time faculty, updated curriculum, updated website, acquiring modern equipment, on-going maintenance of the vineyard and equipment are critical to our program's success.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

The plan to update curriculum including course outlines, descriptions, and unit values, has been met but more is needed. It took a lot of effort and time and there was even some extra support but it did not last long. Our SLO plan was met but we have fallen short on assessments. Our plans for acquiring additional instructional equipment was met but only to a point.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Updating the curriculum has helped tremendously but it also shows how much more work in that area is needed. Updated course descriptions, outlines, PSLO's and assessments has helped clarify content for instruction and completion.

Upgrading to modern equipment has made a HUGE impact on students. Working with modern equipment makes a very positive impression on our students and to the community. It shows we are in touch with the current industry standards and know how important it is to our students that they receive the appropriate instruction and training they need to successfully transfer, be awarded a degree or certificate and/or enter the work force as a prepared candidate.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

We have been requesting to be a bonded winery for almost 5 years now. We have been met with a lot of positive feedback but zero action by administration. Being bonded would help support the program with a reliable revenue stream and it would bolster enrollment by offering instruction in an actual bonded winery where compliance is critical.

The VWT Website has not been updated for 10 years. It reflects poorly on the program and has negatively affected enrollments. This needs to be addressed immediately. I feel if we had current photos, testimonials, streaming material, etc; it would generate a lot of interest in the program. The website has been taken down.

We were unsuccessful hiring a full time faculty for the VWT/HORT program. This continues to put an untold burden on the sole faculty member responsible for SLO's, Assessments, curriculum, committees, etc; There are plans for another attempt but we feel the job description needs to be rewritten to be successful.

Curricunet is non-intuitive and the turnaround is still notoriously long creating frustration.

The lack of vineyard support and care is impacting instruction. This year we had a very small crop due to pest damage and this resulted in no fruit for our classes to work with. Weed growth is unchecked impacting fruit quality. We are supposed to be quality focused.

The lack of space for practical instruction is impacting enrollment. We still try to squeeze in students and equipment is a very small space (room 806) and it makes a poor impression. It is a very confining space where you cannot fit more that 10 or so students in at a time.

We hired a classified "lab-tech" position but he chose to leave after two weeks (got a full time job offer) We immediately offered the position to the second candidate but have since been instructed to post the position again and go through the entire hiring process again. This is time consuming and also negatively impacts our current candidate.

There has been no change in the VWT program's budget for over 10 years. The amount was set when there was ZERO equipment to maintain, no vineyard and no lab equipment to keep calibrated and up to date. Two thousand dollars a year is impossible to support this program. The last two program review updates mention this.

Not offering GE classes at night for the VWT students is negatively affecting our success rate. Botany for one (BIO 1A). Two sections are offered back to back in the daytime. As it turns out, offering VWT 10 only during the day has had a negative effect on our students hoping for completion.

E. What are your most important plans (either new or continuing) for next year?

Priority ONE is to accommodate the Master Plan which is supported by the recently passed Bond Measure and layout the plans for the teaching winery. This means making sure there is adequate teaching space which means appropriately sized classrooms and labs, space for processing equipment, temperature controlled storage facilities, space for the bottling line, barrel storage, bin storage, vehicle covered parking for forklifts and support trucks, space for wine tanks, location for chillers, chemical storage spaces, and a tasting room facility to be used for instruction.

There needs to be an increase of the VWT program budget especially if there is to be a teaching winery (which is in the master plan). This will take dialogue with the President and the Business office.

Continued equipment acquisition to equip the teaching winery. There are plans to increase production. We cannot accommodate expansion without upgrading our infrastructure.

Our course offerings need to be improved. We have to modernize our program and the content to reflect the job market data we have. We need to create curriculum that is more hospitality centric and there should be more focus on the science of wine.

We need to pursue hiring a full time faculty member to help support VWT. There is too much work for one faculty member.

We need to successfully hire a classified lab-tech and push to have the position increased to full time.

Update course outlines of record, existing Certificates and Degrees as needed

We have plans to add a new certificate which will focus on wine hospitality. This will include courses that will feature sales and service practices which will cover the tasting room and the dining room. We have seen a need for this in the area.

F. Instructional Programs: 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.

N/A

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- Provide necessary institutional support for curriculum development and maintenance***
- Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***

- **Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.**

We are attempting to hire a full time faculty member to assist in these processes. The VWT program needs institutional support for curriculum development and maintenance. I have created and mapped additional PSLO's but there needs to be more emphasis on this.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? Yes!!!

(This data can be found here: <http://goo.gl/Ssfik2>)

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

N/A

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIZ>

SAO:

Describe the quantitative or qualitative results:

Discuss any actions taken so far (and results, if known):

Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

**Part Three: Assessment Results
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: VWT 10
Course SLO: The student will be able to identify the external, structural components of a modern trellis system trained grapevine
Describe the quantitative or qualitative results: The qualitative results are of a critical nature when approaching the grapevine for a multitude of cultural practices ranging from pruning a dormant grapevine to managing the canopy on an actively growing grapevine.
Discuss any actions taken so far (and results, if known): This is a major focal point for the VWT student. We have increased not only our classroom instruction with this piece but also the practical aspect of "in-vineyard" time for the student.
Discuss your action plan for the future: To assist with this instructional piece I plan on planting a couple of grapevines right outside the classroom. These grapevines will greatly help with assessments.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AS Viticulture
Program SLO: The student will have proficient knowledge of the seasonal requirements of a working vineyard
Describe the quantitative or qualitative results: The qualitative result is a student who can enter any vineyard during anytime of the growing season and effectively manage most situations faced.
Discuss any actions taken so far (and results, if known): There is a strong emphasis on vineyard management practices. The actions taken are practical exercises in the college's own vineyard where the student is faced with real world challenges.
Discuss your action plan for the future: There are plans for a management company to come in and care for the Campus Hill Vineyards under the purview of the VWT program director. This will serve as an additional instructional piece which will be of great value to the viticulture student.

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

- a. The capstone requirement is the work experience/internship of VWT 99 which is in the process of being created. This will require any student wishing to complete (degree or certificate) to complete an “internship” with the program supporting either enology or viticulture or even both disciplines.