

Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

| Name of Program | Division | Author(s) |
|---|-----------------|------------------|
| Viticulture and Winery Technology HORTICULTURE | BSBA | David Everett |

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program’s catalog rubric and this format when naming your document:

Rubric INS PPU 15_16

e.g., ESL INS PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

Assessments show that there is an excellent level of success in student learning. The results may even show the need for more in-depth SLO's to show the success is more broad than the limited existing SLO

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

N/A

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

After seeing close to 100% success rate I felt the need to focus on a component in the curriculum that deals more with critical thinking as opposed to a more simpler approach such as identifying a piece of equipment

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

The results showed a need for more current, leading edge equipment for technical training. There is some instructional equipment being used in the classroom that is no longer used anymore due to modern technology.

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Click here to enter text.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Click here to enter text.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

I am a one person program therefore no emails are passed, no meetings are held, and no website is sourced. I don't get much help either.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program’s data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

There is a definite majority of demographic that is enrolled for Occupational Certificate or Job Training that speaks to the need of up to date instructional equipment that is current industry standard. This hands on facet of these instructional programs is critical for learning and not only for procedural benefits but for health and safety. This dovetails onto the glaring need for a dedicated support position to maintain equipment for safety reasons. The data also shows the need for greater depth of curriculum offerings in which to quantify a degree in either of these disciplines.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of ‘A’, ‘B’, ‘C’, ‘CR’, and ‘P’ divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

| | Program-Set Standard for successful course completion | Did you meet your program-set standard? (Yes or No) |
|---------|---|--|
| 2012-13 | http://tinyurl.com/mmfwgfe | <u>YES for both VWT and HORT</u> |
| 2013-14 | http://tinyurl.com/q6dah55 | <u>YES for both VWT and HORT</u> |

2. 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

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

The data shows the need for a greater depth of curriculum offerings in which to quantify a degree in either of these disciplines. The hands-on component is extremely valuable but offering curriculum focused more on critical thinking using core values (Math, science and English) is needed for balance. Curriculum is now being created to help the program move in this direction of instructional endeavor and hopefully will be in place by 2016

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Yes, the historical data showed the programs were lacking in awarding degrees or certificates and in order to offer the classes needed for completion we added two more part time faculty members to instruct specific curriculum.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No but there is a serious need to add a DEDICATED classified support staff member to ensure the safety of the faculty and students. Adding a LABTECH 4 position would free up the faculty to follow up on responsibilities such as curriculum and SLO's.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

Adding professional instructors has proven to be very positive to the programs. They have added a component of academic rigor and helped with the overall reputation of each program. The hands-on component is extremely valuable but offering curriculum focused more on critical thinking using core values (Math, science and English) is needed for balance. This has been very beneficial to the students for expected learning outcomes. If there was a dedicated LABTECH 4 position added, it would reflect positively by freeing up the instructor for other responsibilities like instruction, committees and other position requirements.

E. Other information pertinent to the program

Along with new equipment comes the need for a dedicated, industry savvy support role in which to maintain and repair said equipment to insure safe operation by faculty and students alike.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

As the program was started with zero equipment, the main focus for instructional support (for a discipline such as VWT and HORT) has been to accumulate the appropriate equipment for instruction. Finding funding has been an on-going challenge. We have had some success and it has paid off in dividends with enrollments and with the programs' reputation with the professional community.

Another accomplishment was to focus on awarding our AS Degrees, Certificates and following up with our transfer students. The faculty has encouraged all students to COMPLETE! There has been an uptick in completed degrees and certificates in both disciplines. The course offerings were "streamlined" for ease of completion which seems to have had some success.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
 1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours
 - changing pedagogy/curriculum
 - changing assessments

We will change the number of units/lab hours in at least two courses

After accurate assessments are performed, I will begin to focus on more detailed critical thinking measures which to me reinforce SLO’s. The curriculum will continue to expand into more detailed expected learning outcomes. Assessments could transition to reflect the hands-on learning environment which enforces the knowledge of safe operation of discipline relative machinery

2. Have your assessment results shown a need for new SLOs? YES NO
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

| Number of Courses | Estimated Percentage for which new SLOs will be written |
|-------------------|---|
| 6 | 100% |

3. What percentage of courses will your program assess in the next academic year (2015-16)?

Hopefully 100% of the offered classes

4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

| Estimated Number of Part-time faculty | Estimated Percentage who will participate in the SLO process |
|---------------------------------------|--|
| 3 | 50% |

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program’s reasons for the changes. Please provide any data which supports your program’s reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

Yes; the changes to existing curriculum include the increase in units/lab hours for two courses: VWT 45 from 2 hour lecture /2 units increased to 3 hour lecture / 3 units and VWT 47 from 2 hour lecture/1 unit increased to 3 hour lecture/3 unit based on the immense amount of material covered and the existing time constraints imposed on learning. The curriculum for these classes will be enlarged to cover the material “supposedly” covered. The increased time will be a great asset to learning and will help with existing SLO’s and planned future SLO’s. VWT 20 curriculum will be improved to serve as a prerequisite for two new courses that are being developed to enhance the Enology degree: VWT 21 Enology II and VWT 22 Wine Science.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

Two new courses will be submitted; VWT 21 Enology II and VWT 22 Wine Science. These two courses will be critical to the Enology degree track. They will be far more comprehensive than the existing (solo) introductory enology class and focus more on critical thinking. They have added a substantial component of academic rigor. The hands-on component of learning is extremely valuable but offering curriculum focused more on critical thinking using core values (Math, science and English) is needed for balance. This

has been very beneficial to the students for expected learning outcomes

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

The program plans to focus more on the “why” as opposed to the “how”. Knowing how to perform an analysis is very important but understanding why is far more valuable to the student. Connecting these two learning parameters will result in an advanced learning environment. This will be possible by developing more advanced curriculum and hiring qualified faculty and staff. Together, this will create an excelled learning environment and an advanced level of student learning.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program’s resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

Click here to enter text.

0.33 FTEF

2. Rationale for request(s).

Needed to revert several operations courses back to accommodation of lecture / lab to better support student learning

B. Human Resources

1. Request: New or replacement faculty position(s).

Click here to enter text.

2. Rationale for faculty position request(s).

Click here to enter text.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

DEDICATED VWT LABTECH 4 position is desperately needed to support the program. This will be a 20hr a week/10 month position

4. Rationale for classified staff position request(s).

The VWT and HORT programs require a vast amount of time and expertise to support the infrastructure of both disciplines. Currently, the LAB TECH 4 position, for a number of reasons is only supporting Horticulture while the viticulture and enology disciplines are completely unsupported. First and foremost there is a glaring SAFETY issue. The current faculty has absolutely no support for even the simplest task like lifting heavy objects which could result in serious injury. Under daily working conditions the faculty could be under a tractor, up a ladder or down a hole without any outside communication or physical support. On a bigger scale of responsibilities, the program maintains a 4 acre hillside vineyard that requires a tremendous amount of attention. Besides an overwhelming list of required farming tasks, there is equipment that requires seasonal maintenance, constant irrigation repairs, the fabrication of support equipment, tool care and organization, logistics, fermentation room maintenance, and general cleanliness protocols.

The biggest issues at hand here are two:

- 1) The other programs that use the current LABTECH 4 position for support which is Auto and Welding. They seem to have a constant need for "support" which disallows any ancillary support (at ANY given time) to help the VWT or HORT faculty. There has been quite a bit of friction between faculty and it has been awkward and difficult to perform basic work functions for both the current LABTECH 4 position and the VWT/HORT faculty.
- 2) The hours of the current LABTECH 4 position are 9-5pm while the VWT and HORT classes take place during late afternoon and evening hours resulting in NO SUPPORT during class labs. Even accessibility to important tools is compromised by a locked tool room.

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

There needs to be an increase in the existing budget by \$2000.00

2. Rationale for financial request(s).

The existing \$2000.00 annual budget is not enough to support BOTH programs (Viticulture and Enology). There are HUGE chemical needs in the vineyard and in the wine lab. Reagents, titrants, fungicides, mildicides, nutrition, yeasts, bacterias, barrels, bottles, label paper, corks, closures, capsules, ink, and lab glassware need annual replacement and replenishment.

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

Click here to enter text.

2. Rationale for technology request(s).

Click here to enter text.

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

Teaching winery

2. Rationale for facilities request(s).

The need for a dedicated structure for instruction is apparent. There needs to be an actual teaching winery on campus which would support all teaching and learning for the VWT program. The creation of a teaching winery would enhance existing curriculum and create the need for new and expanded curriculum offerings. The on-campus winery could also be used for fundraising events.

3. Request: Upgrading of existing equipment or purchase of new equipment.

Crossflow filtration, water filtration, steam generator, dedicated forklift.

4. Rationale for equipment request(s).

Click here to enter text.

We MUST keep up with current practices and cutting edge technology.

- 1) Crossflow filtration is at the leading edge of modern winery technology. When the equipment is acquired, effective, non-evasive filtering will be a component of an eventual filtering SLO
- 2) Water containing chlorine can be hazardous to wine production. We need the capability to remove it from the water being used for wine production. When the equipment is acquired, the effects of chlorine in a winery will be a component of an eventual chlorine/TCA SLO
- 3) Steam is the best way to sterilize and sanitize without using chemicals. We would like to move away from chemical use. When the equipment is acquired, effective cleaning and sanitizing with steam will be a component of an eventual sanitation SLO
- 4) Having to “borrow” the M&O forklift has been problematic for both the VWT program and the M&O department. It is not always available when it is needed. The forklift is needed for SLO completion.
- 5) Barrel cleaning spray head compatible with a hot water pressure washer. When the equipment is acquired, barrel sanitation will be another component of an eventual winery sanitation SLO

5. Request: New supplies

There are HUGE chemical needs in the vineyard and in the wine lab. Reagents, titrants, fungicides, mildicides, nutrition, yeasts, bacterias, barrels, bottles, label paper, corks, closures, capsules, ink, and lab glassware need annual replacement and replenishment.

6. Rationale for supplies request(s).

Can't teach and learn without them. Not having the appropriate chemicals, etc. to support learning will render our existing instructional equipment useless.