

PROGRAM REVIEW UPDATE 2015-2016

Program: VWT

Division: BSBA

Date: 10/15

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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.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

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 "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Shift demographic; A calculated risk was taken to shift the demographic in the program (planning to increase the enrollments to college freshmen more likely to transfer or major in the discipline) starting with the introduction VWT courses by changing the class times to mid-day which better reflects the needs of incoming freshmen students. The risk proved successful as the change was immediate. This change has improved the entry level pathway to the program's advanced classes. Having a direct impact on the VWT program has been the state mandated "sip and spit" law (SB 1989) which allows over 18/under 21 students to taste and spit wine solely for analysis purposes. This has increased interest in all other VWT classes.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Successfully implemented curriculum work including updating all course descriptions and outlines. (in process)
Completed 100% SLO's.

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

Curricunet is not the most intuitive program and the curriculum committee tends to split hairs that have already been split. A year for approval is outrageous. There also is a desperate need for a curriculum specialist on campus.

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

To continue to improve the program by creating new classes (yes, developing new curriculum) for the program. Get to 100% assessment level

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

Planning Priorities for 2015-16

- *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.*

Direct connection.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ___X_yes ___no

(This data can be found here: <http://goo.gl/y9ZBmt>)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Instruction has improved; student safety has been improved; student accessibility has greatly improved.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

VWT 10 Introduction to Viticulture; "successfully operate a refractometer". We focus on this critical piece during the semester in class and in the field, covering all aspects of operation and actions based on results. There is a practical side to this assessment (operational) which was missing that would help insure student success. After assessing this missing component in student learning, I implemented a field lab to improve student learning.

- B. Discuss assessment results that indicate a need for improvement.**

VWT 41/42; instructional equipment handling, operation and safety. This is an area of instruction that reflected the need for improvement. Assessment was made after poor quiz/test scores and questionable equipment handling skills. After assessment, the program began establishing SOP's for ALL instructional equipment.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

We are currently engaged in the process of creating SOP's for each piece of equipment the program (the students) use. These SOP's will be integrated into the curriculum as instructional materials. The improvement will be all too apparent.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

I have changed our Winery operations classes (VWT 41/42) back to 2 hr lecture/3 hr lab after assessment. After a semester of a 3 hr lecture (augmented with random practical experience) the need for more instructional time and hands on practical learning was obvious which was reflected in quizzes, exams and even class dialogue. Not only for learning but for safety concerns while handling misc equipment.

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

N/A

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

It's all about enlarging and modernizing the teaching space, more qualified instructors, classified support position, and improving instructional equipment

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

I am in process of changing the number of units to 2 courses

I am in process of changing the number of lecture/lab hours to 2 courses

Curriculum updates are either in place or in process;

Pedagogical changes are either in place (for current classes) and / or in the planning stages for future classes

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

| | |
|---|----------|
| Estimated number of courses for which SLOs will be written or revised: | 5 |
| Estimated number of SAOs that will be written or revised: | |

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

VWT 10, VWT 41, VWT 31, VWT 47

- b. Instructional programs only: 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 who are likely to participate in the SLO process in 2015-16.

| Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs) | |
|---|----------|
| Fall 2015 | 2 |
| Spring 2016 | 2 |