Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
VWT / HORT	BSBA	David Everett

INSTRUCTIONS:
1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
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 (*e.g.*, Bio, math, EOPS)
4. 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.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website.   The examples are from a variety of programs and may give you ideas of how to respond for your own program.
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 co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
    - student learning and achievement
    - services for students
    - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

Viticulture and Winery Technology

The Viticulture and Winery Technology (VWT) Program is designed to prepare students for

careers in the wine industry. Courses will help students to develop the knowledge and practical skills to enter a career in a variety of positions, or increase their career advancement opportunities.

The VWT program emphasizes the application of viticulture and winemaking theory together with practical, experiential learning. The VWT program prepares students for transfer to university viticulture/enology programs. The programs also prepares students for direct entry into a wine industry career upon completion of their course of study at Las Positas College. There are both Certificate and Associate in Science Degrees available to provide students with the knowledge and skills essential for success. Students are able to pursue their studies in either of two tracks: Viticulture (grape/wine growing) or Enology (wine making).

The VWT program offers an opportunity for students to enhance their knowledge levels on both "precision" viticultural practices and advanced winemaking techniques. Students currently employed in the wine industry are able to hone their skills on the most current wine making and wine *growing* equipment. The VWT program also offers rigid sensory training for interested students with a number of tasting classes focused on wines of the world, California wines, pairing wine and food, or the more technical aspects of sensory analysis of wines.

Horticulture

   The horticulture curriculum is designed to train personnel in a broad range of horticultural fields in the following concentration areas: Landscape Planning, Installation and Maintenance, Nursery Management and Operations, and Floristry. The Horticulture program emphasizes the application of horticultural theory together with practical, experiential learning. The Horticulture program prepares students for transfer to university horticulture programs. The program also prepares students for direct entry into a Horticulture industry career upon completion of their course of study at Las Positas College. There are both Certificate and Associate in Science Degrees available to provide students with the knowledge and skills essential for success. Students are able to pursue their studies in either of three tracks: Landscape Installation and Maintenance, Nursery Management and Operations and Floristry.

The mission of Las Positas College is:
   Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
   (**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

> **VITICULTURE AND WINERY TECHNOLOGY**
> The Viticulture and Winery Technology program supports the transfer, degree, career-technical and industry retraining goals of the college mission.
>
> **HORTICULTURE**
> The Horticulture program supports the transfer, degree, career-technical and industry retraining goals of the college mission.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

   (Highlight the appropriate box to type in an X.)

   YES X   NO ☐

   If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

   (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
VWT 20	The revision of VWT 20 (Introduction to Enology) will be built to compliment the creation of the new course: VWT 21 (Enology II)
HORT	N/A

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

   YES X   NO ☐

   If yes, please describe briefly what new curriculum is planned.

   > VWT 21 Enology 2 – new course to be created as a continuance of the introductory course; to be included in AS and Certificate in Enology.
   > VWT 22 Wine Science - new course to be created to compliment VWT 20 & 21 as an advanced enology class; to be included in AS and Certificate in Enology.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES ☐   NO X

If yes, please describe briefly what new initiatives are planned.

Click here to enter text.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

    (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
VWT: 17	VWT: 13	VWT: 0
HORT: 18	HORT: 18	HORT: 0

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

    (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

    VWT: From 2010 to 2012, course SLOs were being written and revised therefore assessments were not being conducted on a regular basis.

    HORT: From 2010 to 2012, course SLOs were being written and revised therefore assessments were not being conducted on a regular basis

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
VWT: 4	VWT: 0	VWT: 0
HORT: 4	HORT: 0	HORT: 0

4. Analysis of SLO/SAO data for AY 2011-12.
    (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

    a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

        (This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

        VWT: As a single faculty department, there is no evidence of dialogue around SLOs.

Assessment results have not consistently been entered into Elumen. Informal assessments of student learning have led to updates in course curriculum, restructuring of the program and acquisition of additional instructional equipment. There is evidence of these actions taken to improve student learning.

HORT: As a single faculty department, there is no evidence of dialogue around SLOs. Assessment results have not consistently been entered into Elumen. Informal assessments of student learning have led to updates in course curriculum, restructuring of the program and acquisition of additional instructional equipment. There is evidence of these actions taken to improve student learning.

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

VWT: Informal assessments demonstrated that student learning could be improved (particularly in the area of practical skills) with the implementation of pre-requisites and the acquisition of additional instructional equipment.

HORT: Informal assessments demonstrated that student learning could be improved (particularly in the area of practical skills) with the implementation of pre-requisites and the acquisition of additional instructional equipment.

c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

VWT: As a career technical education (CTE) program it is critical that students gain hands on experience with the equipment that they will be expected to use in their future places of employment. Informal assessments have shown that recently acquired instructional equipment have significantly improved student learning and employability in the industry. The program has acquired a considerable amount of instructional equipment over the last few years. For 14-15 there are still a number of equipment needs but even more importantly there is a desperate need for non-instructional support.

HORT: Due to historically low enrollments, Horticulture is in the early stages of deactivation, therefore there are no plans for additional resource requests in AY 2014-15

d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e*. additional assessments or reassessment)?

VWT: There are plans to assess each VWT course offered each semester.

HORT: Due to historically low enrollments, Horticulture is in the early stages of deactivation, therefore there are no plans for assessments in AY 2014-15

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

    a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

    (This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

    > VWT: The majority (74%) are 30 years of age or older. VWT faculty strongly believes this is due to exclusively evening classes. In 13-14 and 14-15 the start times of course offerings have be moved up to an earlier start time to attract a younger demographic. 91% of VWT students are part-time students. This is due to the majority of students that are looking to change their own career paths while holding down a full time job.
    >
    > HORT: The overwhelming majority of students have been 25 years or older. Historically, the program has experienced a high percentage of attrition with the enrolled younger demographics. This is due to Horticulture not being a preferred career path. The students that do enroll, do so just to get a class because other "needed" classes were full. The students typically stay with the class for a few weeks then drop when other classes they "need" open up.

    b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

    (Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

    > VWT: The program learned that to change enrollment demographics, it must adapt to the time frame a younger demographic adheres to which is more daytime enrollment opportunities. Changing the class length from the existing 3-4 hour classes to 1.5 hour, two days a week classes.
    >
    > HORT: Due to historically low enrollments, Horticulture is in the early stages of deactivation, therefore there are no plans for 2014-15

    c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

> VWT: Students have requested more hands on learning with up to date, industry standard equipment. The students have suggested more diverse VWT faculty for learning. The students have urged the program coordinator to hire a classified support person that would help ease the overwhelming work load of the current faculty member.
>
> HORT: Due to historically low enrollments, Horticulture is in the early stages of deactivation, therefore there are no plans for 2014-15

2. Enrollment Management **(Instructional programs only)**

   a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

   > VWT: 2.06
   >
   > HORT: .45

   b. If this amount differs from 2011-12, describe what changes have occurred.

   (To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

   > Almost identical

   c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

   > VWT: We will be adding another sensory class. The sensory classes tend to be "feeder" classes to the entire program which keeps it vibrant. Presently, we are focused on the classes that will enable a large portion of the program students to get their degrees and certificates. We are also hoping to have the new VWT 21 (Enology II) rolled out by 2014-15.
   >
   > HORT: We are slowly de-activating the Horticulture program due to very low enrollments. At this point the program is unsustainable.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:
(http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
VWT: 2.05	VWT: 1.37	VWT: 67%
HORT: 1.09	HORT: 0.24	HORT: 22%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	Click here to enter text.	Shared classified with Welding and Auto. 20%	10	12
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	0	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	0	Click here to enter text.	Click here to enter text.	Click here to enter text.

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES ☐   NO X

If No, briefly describe. Provide any data which support these needs.

> VWT:
> The classified position that is shared with Welding and Auto was originally assigned to also support Horticulture. When the Viticulture program came on line, it was written into the job description of the classified support position to supply additional support to the VWT program. As the Horticulture program shrank so did its support needs but at the same time, the viticulture program grew as did its support needs. The classified position is

> stretched to the limits and now there is friction between programs. As opposed to Welding and Auto, the VWT program is a ONE man program with very little or NO HELP and it has turned into a real safety issue. It's unfortunate that this has situation has created a caustic work environment due to the Auto and Welding faculty creating unnecessary stress on the classified staff member and on the VWT faculty. Hiring a dedicated VWT classified staff member is priority one which should help free up the current classified staff to dedicate himself to Auto and Welding.
>
> HORT: N/A

3. Are there Staff Development needs for the academic year 2014-15?

   YES X   NO ☐

   If yes, elaborate. Provide any data which support these needs.

   > VWT: The viticulture and Enology field changes day to day and keeping up with new technology, R&D, trends and new equipment is critical to the success of the VWT program. The faculty will be attending numerous workshops and conferences in 2014-15. As an example, each year the faculty attends the Unified Symposium in Sacramento, CA. and brings back a wealth of information (from workshops) that is eventually applied to the curriculum. New equipment and technology is on center stage at the Unified, which is a priority to the VWT program. This Symposium helps the faculty keep informed to make informed decisions when purchasing instructional equipment to bring into the classroom.
   >
   > HORT: NO

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

> VWT: The faculty is working closely with the IT department to complete the remote access support of the irrigation controller in the vineyard. Trenching, conduit, wiring and IT support is critical to the completion of this long awaited project.
>
> HORT: No

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

> VWT: Yes, the program is desperately seeking a modern pneumatic, bladder press and a forklift. The press reflects the need to upgrade and modernize the existing equipment to better reflect current equipment applications. The forklift is needed to support many cross curriculum needs in this CTE based program. There is a access and safety issue concerning the forklift. The forklift we use is based in M&O and it is not always available. It also does not have the capability of a winery forklift. The program needs have grown and changed and the forklift issue should be addressed.
>
> HORT: No

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

    YES X   NO ☐

    If yes, please briefly describe amount and general uses.

    > VWT and HORT: $3000 shared annually
    >   The funds have been used to purchase misc equipment which support the curriculum as well as reagents, and buffers for the analysis equipment. The money also goes to replacement parts or repairs for damaged equipment. Fuel for support vehicles also comes out of the budget.
    > HORT: The funds have been used to purchase misc equipment which support the curriculum as well as annual plantings. The money also goes to replacement parts or repairs for damaged equipment. Fuel for support vehicles also comes out of the budget.

2. Are there any **new** financial needs for the academic year 2014-15?
    (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

    YES X   NO ☐

    If yes, briefly describe. Provide any data which support these needs.

    > VWT:
    > As the VWT program has grown, so has its infrastructure and the needs of the students. This translates to funding. The current budget should be doubled. At this point the program is forced to source other funding options in the community. The program has

> been somewhat successful but the well could run dry. There are annual needs which are irrefutable and should be funded: chemicals, oak barrels, glass, paper, ink, corks and capsules.
> HORT: no

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

> The VWT program is in serious need of getting LEGALLY BONDED. This will enable LPC to be in compliance with the TTB (FEDS)

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
    (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

> VWT: The program coordinator has worked tirelessly to bring the program's infrastructure up to date with current, industry standard, instructional equipment. It still has a long way to go but with some items in place, the faculty can focus on updating curriculum and teaching materials. The VWT program has acquired a dedicated classroom and analysis lab in the Science bldg. The Campus Hill Vineyard has finally come in to maturity.
> HORT: N/A

B   **Summarize objectives not accomplished since the program review update (2012) and why not.**
    (Your brief discussion may include objectives <u>not</u> accomplished since the 2010 program review, even if not discussed in the Update.)

> VWT:
> The main objective has not been achieved: building a teaching winery. This is a funding issue that continues to be a major challenge. There has been discussion of a community drive to offset costs but it has not come to fruition.
> HORT: the main objective that has not been achieved is to boost enrollments which have been consistently dropping. The age demographics have not changed either which tends to have a negative impact on the programs reputation within the college community.

C. **What are the objectives for the academic year 2014-15?**
    (Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

    > VWT:
    >
    > To continue to advocate for a teaching winery. It would prove to be a flagship of the college if built. Also, to pursue updated, upgraded, modernized instructional equipment.
    > HORT:
    > To follow up with existing HORT students that need to graduate. To help them complete or transfer.

D. **For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**
    (This brief summary should capture the effects on students and the program if the needs are met or unmet.)

    > VWT:
    >
    > Modern equipment speaks for itself. State of the art instructional equipment is a statement to the student body and community that LPC is committed to excellence in teaching and learning. CTE driven programs RELY on safe, modern, current equipment to instruct with. It is critical to the success of the students. The VWT student requires that the knowledge gained in the classroom will ensure employability.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Updates certificates and degrees	Update curriculum to enable degree and certificate enhancements		Program level SLO's and assessments	Human	Release time	Curriculum
2	1	Classified assistance	To create a safer and more efficient work environment		Student SLO's and assessments	Human	Funding	RAC
3	2	Pursue a bond	Work towards creating a teaching winery		Program level SLO's and assessments; Advisory board reviews and responses	Human Financial	Funding LEGAL LEG WORK	RAC
4	2	CTE funds for faculty development	Improve upon faculty's current education		Student and program SLO's and assessments	Human Financial	Time and money	RAC CTE Staff Development

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Click here to enter text.	Click here to enter text.	Click here to enter text.

5	2	Expand and improve infrastructure	Work towards creating a teaching winery		Student SLO's and program SLO's and assessments	Human Financial	Funding	Public support Foundation RAC

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.