2018-19 Instructional Program Review

Program Name: Enology/Viticulture

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Purpose: The purpose of Program Review is for faculty to reflect on their teaching and learning and to promote student success and equity through critical analysis and careful planning. Each program should look thoroughly at their student success data, learning outcomes assessment data (at the course and program level), and the relevancy of its curricula. The Academic Senate will provide support during Program Review in the form of workshops, guidance documents, and one-on-one mentoring. Faculty should also consult their dean for assistance on their Program Review and Resource Requests.

**1.** **Description of Program**

Provide a brief description of the program and how it supports the college’s Mission and Values Statements, its Diversity Statement, CSM’s and SMCCCD’s Strategic Plans, and the college’s Educational Master Plan. You may also discuss any factors that have impacted the program and its enrollment. Include changes in student populations, statewide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, and community needs.

Situated between the Napa, Sonoma, and Livermore valleys and the Monterey AVA,

the CSM enology/viticulture program has grown in popularity over the past year (30% more students declared it as a major during the 2017-18 AY) and has fostered a department that is exciting, nurturing, and intellectually stimulating. The program offers a range of classes in enology (winemaking) and viticulture (grape growing) that both responds to the workforce needs of the winemaking industry and also aligns with the mission of CSM. Specifically, the enology/viticulture program demonstrates the CSM mission’s call for programs that “foster a culture of excellence and success that engages and challenges students through a comprehensive curriculum,” including “career and technical programs” and “transfer preparation.” The enology/viticulture program offers A.S. degrees in enology/viticulture and wine business as well as certificates in viticulture and wine pairing. These degrees and certificates enable graduates to enter the wine industry immediately, or in the case of the A.S. degrees, transfer to a four-year program, such as those offered at Sonoma State, Cal Poly, and UC Davis.

Furthermore, the program is an integral component of the college’s and district’s strategic plans. The enology/viticulture program not only offers a rigorous, industry-approved program as prescribed by the Wine Institute and the Santa Cruz Mountains Winegrowers Association (Strategic Goals 2 & 3), but its success rates have consistently mirrored the college averages (Strategic Goal 1). We are also fortunate to have a core of experienced full-time faculty and adjuncts, many of whom have or still work in the industry (Strategic Goal 4). Similarly, the SMCCCD Board of Trustees has outlined several strategic goals to increase student success and academic preparation. Our partnerships with local wineries and our transfer curriculum supports district Strategic Goal 2: “Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.” In the spirit of district Strategic Goal 3’s calls for expanded use of information technology, the enology/viticulture program has expanded our use of industry-related technology, from the latest grape growing and winemaking techniques and tools to the software used for cellar management and tasting room points of sale.

In alignment with CSM’s *Diversity Statement,* the enology/viticulture program draws students from diverse backgrounds and with diverse educational needs. Though the largest number of students come from the local high schools, most of which declare transfer as their academic goals, we also serve non-traditional, returning students as well as professionals and workers from the wine industry looking to update their skills. We also have a small population of local residents who are simply interested in winemaking and wine pairing as hobbies.

The enology/viticulture program also strives to support the college’s Educational Master Plan in several ways. The 2012 EMP reported several key findings about CSM’s enrollment, basic skills success rates, transfer rates, and student demographics. The enology/viticulture program has worked towards the following goals in support of the college’s EMP:

1. **Location** - Half Moon Bay is uniquely situated just west of the Santa Cruz Mountains Appellation, which presents a unique opportunity for the enology/viticulture program. We’d like to explore both distance education courses and internship programs with local wineries in order to offer our certificates of specialization remotely. We hope these certificates will encourage students to pursue the AA degree locally.
2. **External community** - CSM has committed to providing access and support services to low-income communities in the county. Half Moon Bay has such communities inside its city limits, and in alignment with goal #1, we’d like to increase the representation of low-income students in the program. As a result, we’d like to partner with EOPS in order to support these students.
3. **Enrollment trends** - the 2012 EMP found that the majority of the vast majority of the college’s students (approximately 75%) are enrolled in 12 units or less. However, research shows that full-time students are more likely to graduate and transfer at a higher rate than part-time students, not to mention full-time students can take advantage of the new Year One Promise program. We’d like to partner with this program to ensure that incoming enology/viticulture students can take advantage of the financial and student support services in this program.
4. **Transfer** - we’d like to increase the program’s transfer rate from 16.9% to 50% in 150% of regular time by 2022 Program Review cycle, which we believe is plausible if we accomplish the above goals.

Finally, as part of the Strong Workforce Program (SWP), the enology/viticulture program is committed to the CCCO’s objectives to increase success and completion, to design innovative curriculum, to create a guided pathway to the industry or transfer, to support the program’s faculty, and coordinate with local colleges and universities (doing what matters.cccco.edu). Specifically, enology/viticulture faculty have developed strong partnerships with both industry leaders and four-year programs in order to maintain a stimulating, industry-approved curriculum. Our enology/viticulture courses include:

· Introduction to Winemaking

· Winemaking II

· Sensory Evaluation of Wines

· Chemistry for Winemakers (cross-listed with CHEM)

· Sustainable Winemaking Practices

· Winery Organization

· Introduction to Viticulture

· Viticulture II

· Viticulture Practices

· Soils and Fertilizers

· Vineyard Irrigation

· The Science of Grape Growing

· Pest Management

We also offer courses in wine business, including:

· Introduction to Wine Business

· Wine Marketing and Sales

· The Tasting Room

The above curriculum is designed in such a way that graduates of the program are prepared to enter the industry directly or transfer to a four-year enology/viticulture program. Students are also expected to meet with both their academic counselors in addition to the enology/viticulture program services coordinator who ensures that students complete the curriculum in a timely fashion and in a sequence that will best serve their academic goals. In other words, the program has established an informal “guided pathway.”

**2. Results of Previous Program Review**

1. Describe the results of your previous Program Review’s action plan.

Four years ago, the enology/viticulture program saw declining enrollments and high attrition, which we attributed to several factors, including a curriculum that was out of alignment with industry standards, outdated winemaking equipment, and a lack of full-time professors. As a result, we hired two new full-time faculty members as part of the 2016 resource requests. These faculty members have spent the last year rewriting existing course outlines and adding new courses that prepare our students for working in the wine industry and/or transferring to a four-year program. As a result, we have seen a modest increase in course enrollment and in the number of students declaring enology/viticulture as their major. A group of students have even started the CSM Vintners’ Association, a campus club that builds community within the program and promotes appreciation for the craft of winemaking across the campus.

Also, through a partnership with several local vineyards and wineries, we were able to acquire lightly used and refurbished equipment for the program.

Furthermore, both the full-time and adjunct faculty are encouraged to attend professional development activities in order to not only stay current in the industry’s standards and technology, but to also improve their pedagogy. Examples of professional development workshops include:

* CSM flex day activities, including workshops on SLOs, equity, and Canvas
* Workshops provided by local vintners and wineries on new winemaking techniques and how to use emergent technologies
* One adjunct participated in the educational equity “train the trainer” series
* National and local conferences and trade shows

b. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments.

Since the last program review, we have banked several courses that were outdated or

did not prepare students for the industry (AG 151; AG 152; AG 200; AG 205). Furthermore, we revised several introductory courses to align with industry standards and new technologies (AG 100 – 106). Finally, we’ve added several courses that help the program stay relevant and innovative, including both enology/viticulture courses and courses under the new A.S. in Wine Business (AG 130; AG 131; AG 210; AG 250).

As part of the program’s curriculum review, we also aligned the degrees and courses with institutional learning outcomes and strategic goals. At the program level, the A.S. degrees in enology/viticulture and wine business and the certificates in viticulture and wine pairing align with the following ILOs:

* Effective Communication
* Quantitative Reasoning
* Critical Thinking
* Ethical Responsibility/Effective Citizenship

c. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.

As mentioned above, the program’s aggregated success, retention, and withdrawal

rates are on par with the college averages. However, when disaggregated, a few opportunity gaps present themselves, particularly for Latinx (Hispanic) students. According to the program’s *Student Success and Core Program Indicators*, the success rate for Latinx students is 54.3%. This is 10 percentage points lower than the college average for Latinx students and 20 percentage points lower than the highest success rate in the program (Asian students at 75.8%). This is surprising considering the long history of enology and viticulture in Latin American cultures and countries, which may point to a lack of historical context and representation in the curriculum.

Now that we are aware of this opportunity gap, we would like to investigate why Latinx students are not succeeding in this program. Fortunately, CSM has several resources for this inquiry and for developing strategies and interventions for our Latinx students. The enology/viticulture program will first meet with the college’s Director of Equity to look at curriculum and pedagogy, and we would like to partner with Puente and METaS to recruit students and better support them in the program.

The data also showed that African American students are underrepresented in the program. African American students make up 3.1% of CSM’s student body, yet they are only 1.7% of the enology/viticulture program. We would like to work with programs like Umoja to increase African American enrollment in the program.

Similarly, Pacific Islander students only make up 0.9% of the enology/viticulture program (compared to 2.7% college-wide), and they have a success rate of 14.3%. However, with only 7 students in the program, this datum is statistically insignificant. We do recognize, however, that we need to both increase Pacific Islander enrollment and support the Pacific Islander students already in the program. We will partner with Mana in order to recruit and support them. We will also collaborate with METaS on better supporting all minoritized students in the enology/viticulture program.

Finally, distance education success rates are only 3 percentage points lower than traditional instruction. However, when disaggregated, data show that African American and Pacific Islander success rates are slightly lower in an online format as opposed to classroom instruction. We suspect that this could be the consequence of a technology gap (e.g. access to Internet or computers). We would like to partner with PRIE and the Director of Equity to investigate the reasons for this.

d. Provide an update on any long-term plans that are still in progress (if applicable).

* We are still in the process of updating the department’s equipment, much of which is decades old. Fortunately, we have several industry partners ready to donate their used equipment. We are also looking at grant opportunities for purchasing brand new equipment.

**3. Current Assessments**

1. **Course and program assessment.** Discuss the results of your program assessment. Explain any strategies, research, initiatives, curriculum development or other activities intended to improve student learning and promote educational equity in your discipline, either at the course or program level.

AS Enology/Viticulture:   
A. Curriculum review: Faculty reviewed the SLOs in the core and elective courses, for coherence, cohesion and currency. As a result of the review, one elective from BUS (BUS 666) was dropped from the program since its SLOs no longer align with the program learning goals.   
B. Student learning review: Faculty took a snapshot of student learning in the program using the following methods:

* *Examination of student work:* Faculty developed a rubric to assess program learning outcomes. From the capstone course, 15 end-of-semester presentations were selected at random, and assessed using this rubric. The results indicate that students are achieving program learning outcomes at the rate suggested by their grades.
* *Feedback from alumni.* Ten graduates of the program, now studying at other institutions, were invited to make a presentation to currently enrolled students, and were canvassed to give feedback on the program to the faculty. One common response was that students could have benefitted from more field work, especially regarding the business end of wine-making.

C. Results: Faculty implemented the following:

* Tidied up curriculum (dropping the non-aligned course)
* Identified which courses would best benefit from a field work assignment requirement, and added this to “Winery Organization,” “Wine Marketing and Sales.”

Certificates of Specialization to be assessed next Program Review cycle.

**b. General Education / Institutional assessment.** Discuss participation in any General Education, Core Competencies, institutional or interdisciplinary assessment activities.

Faculty in the department participated in two interdisciplinary assessment activities.

ILO workshop - Ethical Responsibility / Effective Citizenship. In Fall 2017, two department faculty participated in assessing this outcome. Working in a group of six faculty from across disciplines and service areas, faculty met to discuss how our program supports this outcome, and to develop a cross-disciplinary rubric for assessing ethical responsibility / effective citizenship in our students’ work. Faculty in six sections of AG 202 (Sustainable Winemaking Practices) used this rubric to assess a capstone assignment. Of the 153 students assessed, 139 (90%) showed strong ethical competence (see attached). However, in evaluating the results, faculty felt that students would benefit from a clearer and more direct discussion of ethical and citizenship responsibilities as part of the curriculum. Faculty are revising the course outline for AG 202 to reflect this.

Collaboration between AG 303 (“Wine Marketing and Sales”) with ENGL 165: One instructor teamed up with an English instructor to create a shared assignment: the rhetorical challenge for students of “Marketing Wine In A Health-Conscious World.” Emphasizing **effective communication** and **critical thinking** in two different disciplines, the classes collaborated on projects, evaluated one another’s work, and completed a short post-assignment survey assessing how the activity had enhanced their confidence in these core competencies. Of the 43 students surveyed, 41 (95%) agreed or strongly agreed with the statement, “Working on these skills across disciplines helped me.” (See attached).

**4. Planning**

Describe and prioritize goals and plans to sustain and improve student success and equity (referring to Parts 2 and 3 above):

1. Provide a brief description, including actions, measurable outcomes, and timelines.
   1. **Increase success rates for Latinx students**: As part of the college’s commitment to educational equity, we would like to close the opportunity gap for Latinx students. Over the next two years, we plan on taking the following actions:
      1. Meet with Director of Equity, Director of METaS, and Puente coordinators to investigate reasons for equity gaps and identify interventions for students (Fall 2018)
      2. Develop student success support and interventions with METaS and Puente to launch Fall 2019 (Spring 2018)
      3. Full-time faculty will participate in E3TTS in order to improve pedagogy and curriculum (Spring 2019)
      4. Launch partnership with METaS and Puente (Fall 2019)
      5. Overhaul course outlines to be more inclusive of the contributions of Latinx and other minorities to enology/viticulture (Fall 2019/Spring 2020)
   2. **Increase enrollment for African American and Pacific Islander students**: African American and Pacific Islander students are severely underrepresented in the enology/viticulture program. To increase enrollment, we’d like to:
      1. Meet with Umoja and Mana coordinators to recruit students into program and create student support structures and interventions (Fall 2018)
      2. Work with Marketing Department to ensure that marketing materials are inclusive and that they represent the diversity of our campus (Fall 2018)
      3. Visit local high schools to speak to Black Student Unions and Pacific Islander clubs (Spring 2019)
   3. **Investigate opportunity gaps for African American and Pacific Islander students in online courses**. We are unsure why African American and Pacific Islanders are not served well by our online courses, so we will:
      1. Meet with PRIE, DE coordinator, and Director of Equity to study the success, retention, and withdrawal rates of African American and Pacific Islander students in online courses (Fall 2018)
      2. Work with DE coordinators to improve Canvas courses (Spring 2019)
      3. Revise DE curriculum to be more inclusive and accessible (Fall 2019/Spring 2020)
   4. **Revise curriculum based on program assessments**:
      1. Revise AG 202to include ethical and citizenship responsibilities in winemaking and grape growing (Fall 2018/Spring 2019). We will submit the revised course outline to the curriculum committee this fall so it is included in the 2019-20 catalog.
   5. **Increase enrollment for low income students and students from Half Moon Bay**
      1. Visit schools, community centers, and job fairs in Half Moon Bay and low-income communities in San Mateo County to recruit for the program.
      2. Partner with EOPS and Year One Promise to provide support for these new students, both financially and in the form of student support services.
      3. Develop a certificate of specialization that combines online courses and internships to be offered in Half Moon Bay.
   6. **Revamp program’s online wine market**
      1. We would like to hire a web designer/consultant to revamp the department’s online store and create marketing strategies that are in alignment with popular search engines and social media.
      2. Though a tasting room on campus is not feasible, we have several industry partners interested in pouring student wine in their tasting rooms. We plan to pursue this partnership, which could include tastings, student employment and internships, and extra revenue for the department.
2. What will your program do to increase student success and promote student equity in the next two years? What kind of professional development and institutional support will be engaged and enacted to meet these goals?
   1. See above action plans a - c. To successfully complete these equity plans, we will need professional development that focuses on the following:
      1. **Curriculum that is inclusive of minority communities**. We would like to make sure that we include the contributions of women, people of color, and other underrepresented groups in our courses, particularly those relating to the history of enology and viticulture. This would also require us to include underrepresented wine making regions in the curricula, such as South America, Mexico, and South Africa. However, though we have the discipline expertise for this endeavor, we will likely need assistance with pedagogical and culturally responsive techniques and strategies to incorporate them into the curricula.
      2. **Strategies for recruiting students of color and low-income students into the program.** Traditionally, we have relied too heavily on the allure and mystique of winemaking to attract new students. However, we suspect that this allure has socio-economic and racial progenitors. We’d like to investigate ways to attract students from lower income communities and communities of color.
      3. **How to investigate the obstacles students of color face.** Data show that students of color, specifically Latinx students, are struggling in our program. We’d like to know why, but we do not have the tools or strategies to investigate these opportunity gaps.
3. Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the program achieve its goals and plans.
   1. As part of our initiative to increase student access and success, we would like to partner not only with METaS and the learning communities, but we would also like to collaborate with other student support services, including the Learning Center, the library, and counseling.
   2. Grant writing workshops would be helpful as we continue to update our equipment and technologies.
   3. We’d like to work more closely with EOPS and Year One Promise to better support our low-income students.