YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Viticulture and Enology. **Academic Year 2024-2025**_____

1. Has your program mission or primary function changed in the last year?

   No changes

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

   Second semester of the new Online Certificate of Accomplishment in Vineyard and Winery Administration. This online certificate may help to increase awareness of the Viticulture and Enology program, and it could also be an interesting entry point for students who would like to decide if they want to take more courses in the area.

   A newly arrived Winery Lab Specialist is bringing new ideas and enthusiasm to the program.

   A new petition for an Associate in Science and Certificate is going to be launched in the Fall 2025.

   Both degrees and certificates will change as follows:

   Agribusiness: Viticulture to Viticulture

   Agribusiness: Wine Business to Wine Business

   All classes will remain with VEN XXX.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

   The program maps for all agriculture program degrees and certificates have all been established and are published on the Viticulture and Enology program web page:
   https://www.hancockcollege.edu/pathways/sciences-technologies/viticulture-enology.php
   Low enrollment during the last two years is a continuous threat to be able to offer all courses.

4. Were there any staffing changes?

   Yes. We have a new Winery Lab Specialist.

5. What were your program successes in your area of focus last year?

   There were improvements in the scheduling and effectiveness of practical courses.

Although the assessment tool is not fully operational, these estimates come from excel spreadsheets from students' exams.

a. Please summarize key results from this year's assessment.

We had a continuous change in Winemaking Operations with improved participation since each student group is now responsible for specific wines.
In general, we had positive feedback.

Some Assessments were low in the following courses
Winemaking Operations class: understanding of additions.

Intro to Viticulture class: low understanding of cell function and plant physiology.

Integrated Pest Management class: sampling and monitoring techniques.

VEN 106 was successfully taught online for the first time. Some topics have longer content than others, and some topics could be expanded, such as compliance and taxation.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The winemaking operations practices can be further organized and streamlined but we believe that we are in the right path with lots of participation and the student groups' work. In that class, we could increase the content on additions by inviting guest speakers from different labs.

The viticulture class could increase the content in basic cell biology and physiology of the grapevine.

In the Integrated Pest Management class, we could increase the content in sampling and monitoring techniques, including a guest speaker and also briefly mention frost defense systems.

c. Please summarize recommendations and/or accolades that were made within the program/department.

To provide the Winemaking AS and certificates.

d. Please review and attach any ***changes*** to planning documentation, including PLO rubrics, associations, and cycles planning.

None currently.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Course*s)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

None

b. What were some key findings regarding RSI?

N/A

- Some strengths:

- Some areas of possible improvement:

c. What is the plan for improvement?

More advertising and promotion are needed for the program.
12 new videos are currently in production for online teaching.

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

According to EDD Employment Development Department of the state of California for Farmers, Ranchers, and Other Agricultural Managers, (SOC Code : 11-9013), 89,800 job openings are estimated for 2018-2028, with an hourly mean of $45.34. And Agricultural Inspectors, (SOC Code : 45-2011), 3,500 job openings for 2018-2028 with an hourly mean of $25.76

Ten year forecast from

2020-2030 Occupational Employment Projections
Santa Maria-Santa Barbara Metropolitan Statistical Area
(Santa Barbara County)

SOC Level[1]	SOC Code[2]	Occupational Title[3]	Base Year Employment Estimate 2020[4][5]	Projected Year Employment Estimate 2030	Numeric Change 2020-2030[6]	Percent-age Change 2020-203	Exits [7]	Transfers [8]	Total Job Openings [9]	Median Hourly Wages [10]	Median Annual Wages [10]	Entry Level Education [11][12]	Work Experience [11][12]	On-the-Job Training [11][12]
2	45-0000	Farming, Fishing, and Forestry Occupations	20,780	22,700	1,920	9.2%	9,140	24,720	35,780	$15.32	$31,873	N/A	N/A	N/A
3	45-1000	Supervisors of Farming, Fishing, and Forestry Workers	1,000	1,120	120	12.0%	390	1,100	1,610	$0.00	$0	N/A	N/A	N/A
4	45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	1,000	1,120	120	12.0%	390	1,100	1,610	$21.70	$45,132	High school diploma or equivalent	Less than 5 years	None
3	45-2000	Agricultural Workers	19,760	21,560	1,800	9.1%	8,740	23,590	34,130	$0.00	$0	N/A	N/A	N/A
4	45-2091	Agricultural Equipment Operators	1,030	1,200	170	16.5%	470	1,270	1,910	$18.33	$38,116	No formal educational credential	None	Moderate-term on-the-job training
4	45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	17,990	19,590	1,600	8.9%	7,960	21,470	31,030	$15.28	$31,791	No formal educational credential	None	Short-term on the-job training
4	45-2093	Farmworkers, Farm, Ranch, and Aquacultural Animals	290	300	10	3.4%	120	340	470	$15.00	$31,200	No formal educational credential	None	Short-term on the-job training

b. How does the program address needs that are not met by similar programs?

This program is very specialized in viticulture and enology, which is one of the largest crop productions in California.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

There have been lower enrollments right during and after COVID but enrollments are growing back again in Fall 2022 and Spring 2023. Then decreased again from Fall 2023 to Spring 2025. We expect to slowly increase after extensive promotional activities to be developed during 2025-2027.

See below Perkins College Core Indicator Information for specific data. In the Core Indicator Report, it is noted that in the following areas, Allan Hancock College is exceeding the 90% negotiated level for Postsecondary Retention & Placement and Employment by 0.4%. The AHC Viticulture and Enology program is 9.4% higher than the 90% negotiated level for the 2023-2024 cohort for Earned Postsecondary Credential. The AHC V&E program sees many students who transferred without earning an associate's degree from AHC or take a few classes for work or practical reasons without obtaining an associate's degree or certificate.

The most recent data available from AHC Institutional Effectiveness is for the 2024-2025 academic year shows that overall program retention is 88% and overall program success is

72%. These statistics indicate that the program was able to ensure student success and completion. See Appendix 3.

Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes. They were reviewed in 2022. The program has completed a comprehensive course review that included a review and update, when needed, of all course prerequisites and advisories.

Have recommendations from the previous report been addressed?

We still need to prepare the following:

Winemaking Certificates and new AS	Increased awareness of the AHC V&E program	New this year	Goal E1, SLS2, SLS3	Social media marketing, field visits,	Better outreach to increase awareness of the program and student completions	Other	2026
New Certificates in Sustainable AG with emphasis in viticulture	Increased awareness of the AHC V&E program	New this year	Goal E1, SLS2, SLS3	Social media marketing, field visits,	Better outreach to increase awareness of the program and student completions	Other	2027
5 Year Class Schedule	Increased awareness of the AHC V&E program	New this year	Goal E1, SLS2, SLS3	Social media marketing, field visits,	Better outreach to increase awareness of the program and student completions	Other	2025

a.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** ***This section is only used if there are new planning initiatives and resources requested.***

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	1. New Sustainable Agriculture Certificate of Accomplishment with emphasis in Viticulture
Planning years:	*2024-2028*

Description:

Using mainly existing courses like Sustainable Agriculture, Organic Winegrowing and Integrated Pest Management, create a new certificate to link later with Environmental Ag/Horticulture Careers.

The new requirements that are promoting and sometimes dictating the use of alternatives to pesticides create a whole different dynamic in ecophysiological problems. California is leading prohibiting many strong pesticides use by 2035. There is also growing concern on the quality of the food available due to easy and unexpensive test on residuals with Gas Chromatograph- Mass Spectrometry measures. A joint work with Ag, Food Nutrition and Viticulture will carry this project forward. Important links with industry will provide insight and internship opportunities.

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☒ **Guided Pathways** ☐ **AB 705/1705**

☒ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	2. Agreement for further studies in wine and viticulture at a Spanish Institution
Planning years:	*2024-2028*

Description:

Spain produces many interesting grape varietals which only a few of them are planted in California, although many climatic and soil conditions are similar. Students could benefit from European grape culture and learn from the characteristics of ancient varietals in a Spanish speaking region. Efforts of coordinator have been oriented towards institutions in Logroño (Rioja)- Universidad de la Rioja y Escuela la Laboral and more recently with the Universidad de Navarra in Pamplona. Still some courses in English may be necessary at receiving institutions or intensive Spanish training prior to classes.

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☒ **Guided Pathways** ☐ **AB 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	3. Equipment update and optimization
Planning years:	*2024-2030*

Description:

Equipment at the campus winery could be optimized for the current and forecasted production. E.g. the press could be changed for a newer and higher capacity one. The crossflow filter also changed for a more updated and smaller one. There is a need for a red fermentor to be able to showcase red wine production in the same conditions as in a commercial winery. So this is basically equipment optimization to newer technology. This project should be carried forward by coordinator with the help of Winery Lab Specialist.

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

Viticulture and Enology Program, 2024-2025
Area of Focus Discussion

Area of Focus Discussion Template ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- _Review FTES, headcount and enrollment trends disaggregated by population groups.
- _Assess trends in productivity.
- _Review retention and success rates by modality and disaggregated by population groups.
- _Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- _Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- _Establish program goals for success rates.

1. What data were analyzed, and what were the main conclusions?

Previous enrollments since 2021. After COVID, enrollments have been decreasing, especially in the viticulture and winemaking operations classes. Online courses seem to do fine.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Challenges come in part from the industry because:
Overplanting: probably 50,000 acres should be pull out from CA central valley to equilibrate demand.(Allied Grape Growers, 2024)
Seltzers and other drinks are flooding the market, competing with wines.
More families have less discretionary income (Bank of America Institute, 2024)
601 vs 154 Cons vs Pro wine and alcohol postings and articles in 2024 (Colangelo Partners, 2024)

It is tough, but it will get better. The wine industry is getting smaller and more competitive, and more specialization will be required.

3. What are your plans for change or *innovation*?

Program Promotional campaign during 2026 and 2027 focused on opportunity awareness, visiting as much as possible vineyards, wineries, and associations promoting the courses, and listening to needs from the industry. See sample survey in Appendix 6.

Strategies for Increasing Enrollment in Hands-On Viticulture and Winemaking Courses
Concern regarding low enrollment in hands-on viticulture courses, noting that recent years have seen unprecedented declines.
While online classes maintain decent enrollment, in-person courses struggle, prompting a call for

suggestions to boost participation.
Other strategies include:
Proposed renaming courses to emphasize regional practices, which could attract more students. It was suggested to offer non-credit courses to engage older adults interested in
hands-on learning.
Emphasis on the role of community centers in engaging retirees and offering educational courses. It is noted that their community education program has existing connections that could facilitate outreach.
Exploring local community gardens and centers to further connect with potential participants.
Engagement with vineyard management companies to increase employee participation in training courses. It is planned that a visit to these companies will take place during a sabbatical to promote the courses and gather feedback on content.
Targeting farm labor contractors and recent retirees could serve as potential sources of students for the courses.

4. How will you *measure* the results of your plans to determine if they are successful?

Student enrollments during 2028.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

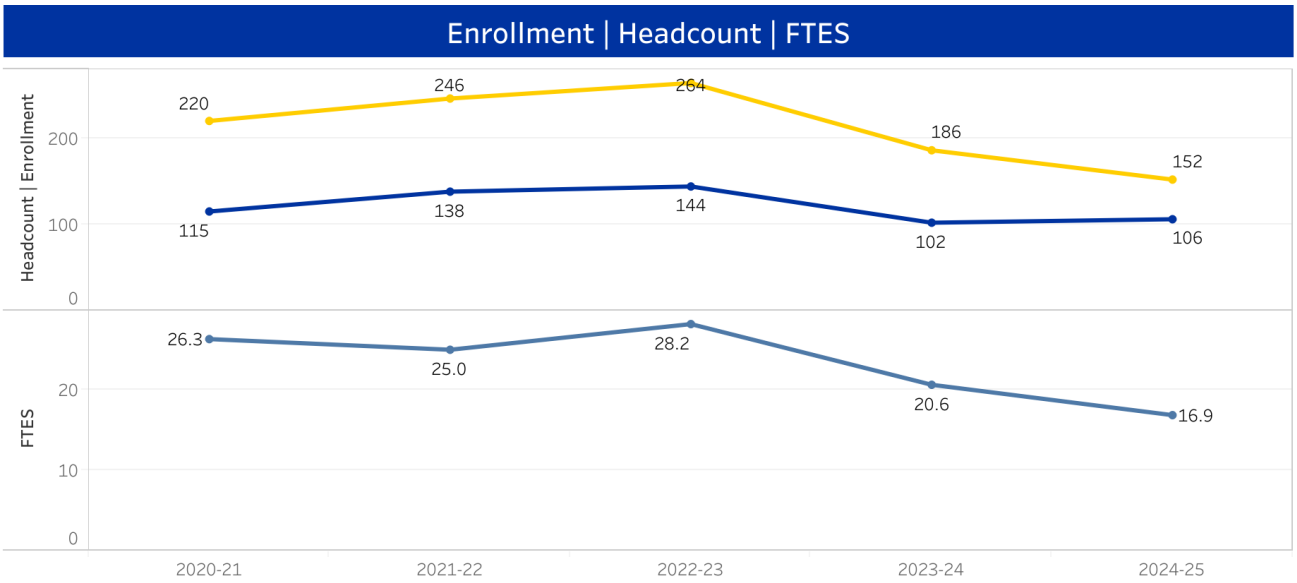
Sample:

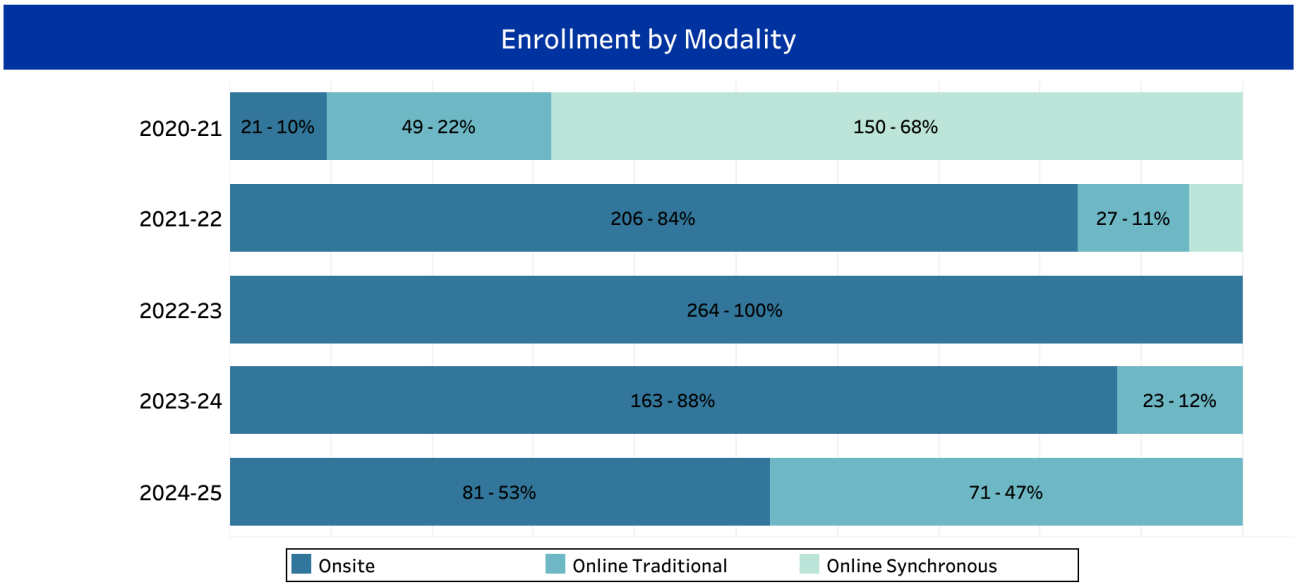
Program Review Signature Page:

Program Review Lead	Date
Sean Abel (Aug 13, 2025 17:19:01 PDT) Program Dean	Date
Vice President, Academic Affairs	Date

Appendix 1

Enrollment by modality

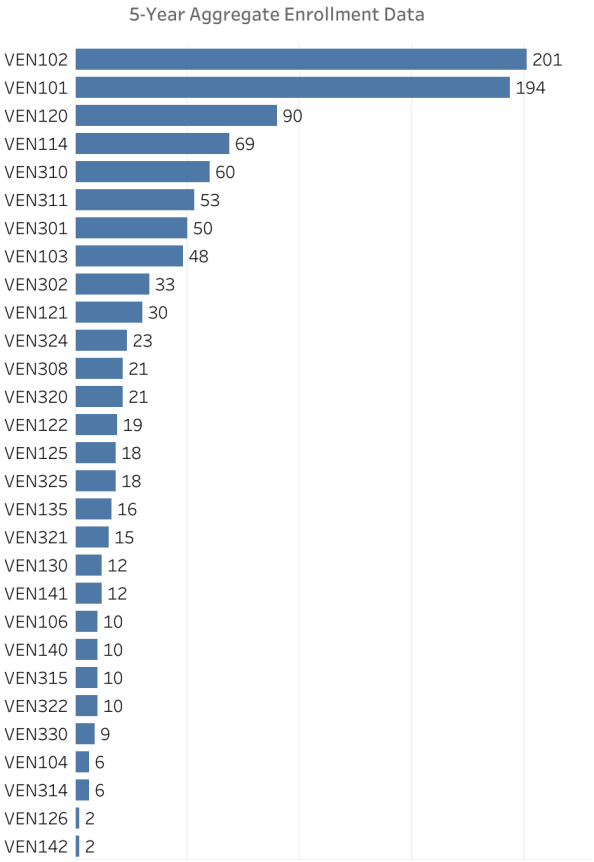




Appendix 2

Enrollment by course

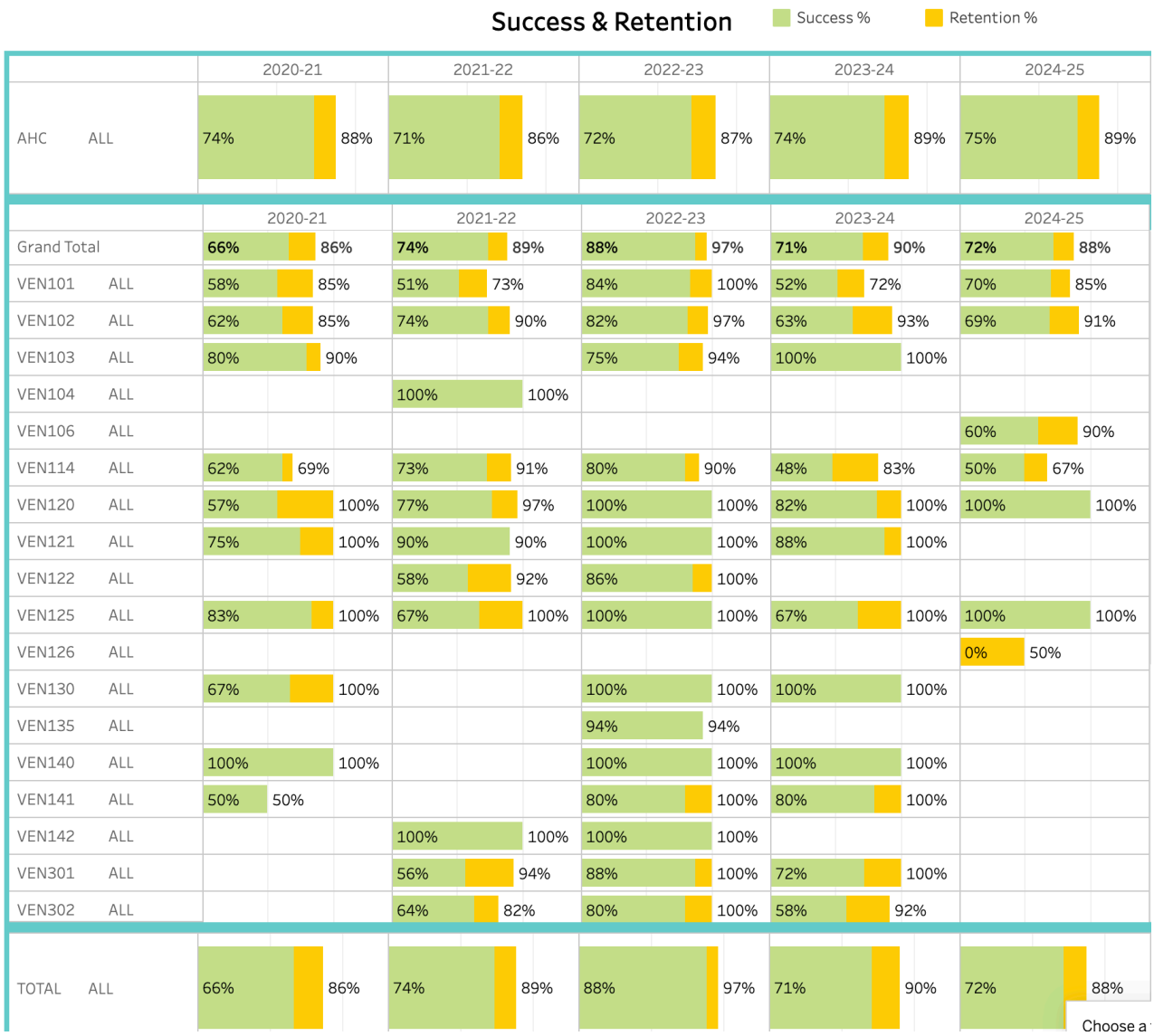
5-Year Enrollment by Course



	2020-21	2021-22	2022-23	2023-24	2024-25
VEN102	52	31	33	30	55
VEN101	71	41	37	25	20
VEN120	7	30	30	11	12
VEN114	13	11	10	23	12
VEN310	17	11	12	11	9
VEN311	12	12	8	14	7
VEN301		16	16	18	
VEN103	20		16	12	
VEN302		11	10	12	
VEN121	4	10	8	8	
VEN324		14	9		
VEN308		11			10
VEN320		8	13		
VEN122		12	7		
VEN125	6	3	4	3	2
VEN325			10		8
VEN135			16		
VEN321	1	4	3	5	2
VEN130	3		6	3	
VEN141	2		5	5	
VEN106					10
VEN140	3		2	5	
VEN315	3	4	3		
VEN322		1	5	1	3
VEN330		9			
VEN104		6			
VEN314	6				
VEN126					2
VEN142		1	1		

Appendix 3:
Success and Retention

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

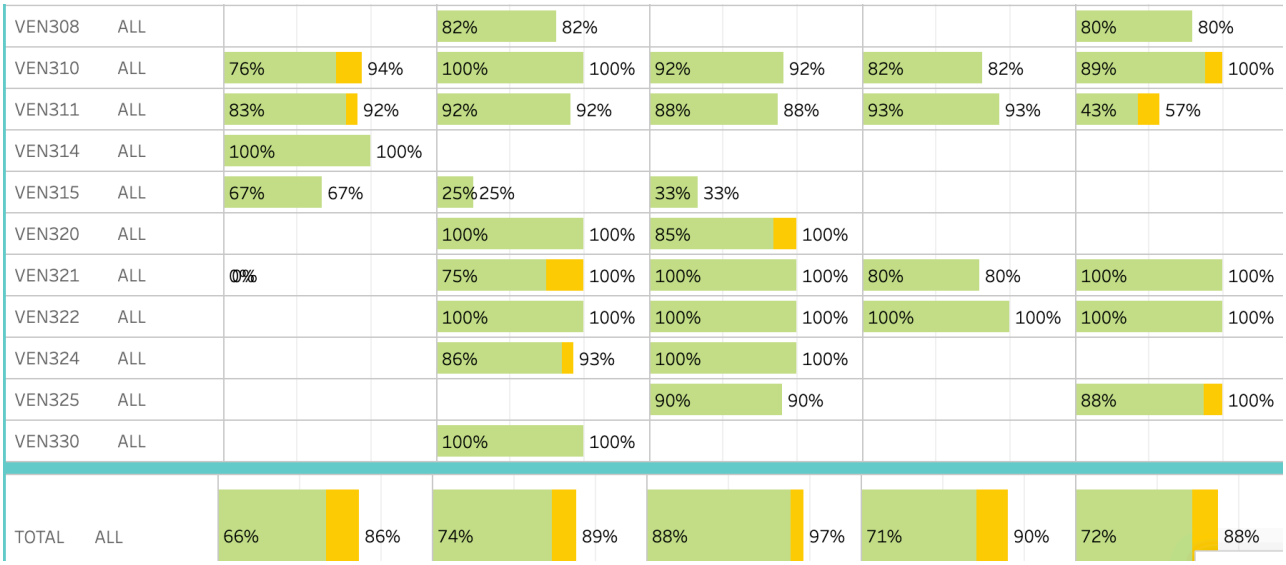


	2020-21	2021-22	2022-23	2023-24	2024-25
AHC ALL	74% 88%	71% 86%	72% 87%	74% 89%	75% 89%

	2020-21	2021-22	2022-23	2023-24	2024-25
Grand Total	**66%** 86%	**74%** 89%	**88%** 97%	**71%** 90%	**72%** 88%
VEN101 ALL	58% 85%	51% 73%	84% 100%	52% 72%	70% 85%
VEN102 ALL	62% 85%	74% 90%	82% 97%	63% 93%	69% 91%
VEN103 ALL	80% 90%		75% 94%	100% 100%	
VEN104 ALL		100% 100%			
VEN106 ALL					60% 90%
VEN114 ALL	62% 69%	73% 91%	80% 90%	48% 83%	50% 67%
VEN120 ALL	57% 100%	77% 97%	100% 100%	82% 100%	100% 100%
VEN121 ALL	75% 100%	90% 90%	100% 100%	88% 100%	
VEN122 ALL		58% 92%	86% 100%		
VEN125 ALL	83% 100%	67% 100%	100% 100%	67% 100%	100% 100%
VEN126 ALL					0% 50%
VEN130 ALL	67% 100%		100% 100%	100% 100%	
VEN135 ALL			94% 94%		
VEN140 ALL	100% 100%		100% 100%	100% 100%	
VEN141 ALL	50% 50%		80% 100%	80% 100%	
VEN142 ALL		100% 100%	100% 100%		
VEN301 ALL		56% 94%	88% 100%	72% 100%	
VEN302 ALL		64% 82%	80% 100%	58% 92%	

TOTAL ALL	66% 86%	74% 89%	88% 97%	71% 90%	72% 88%

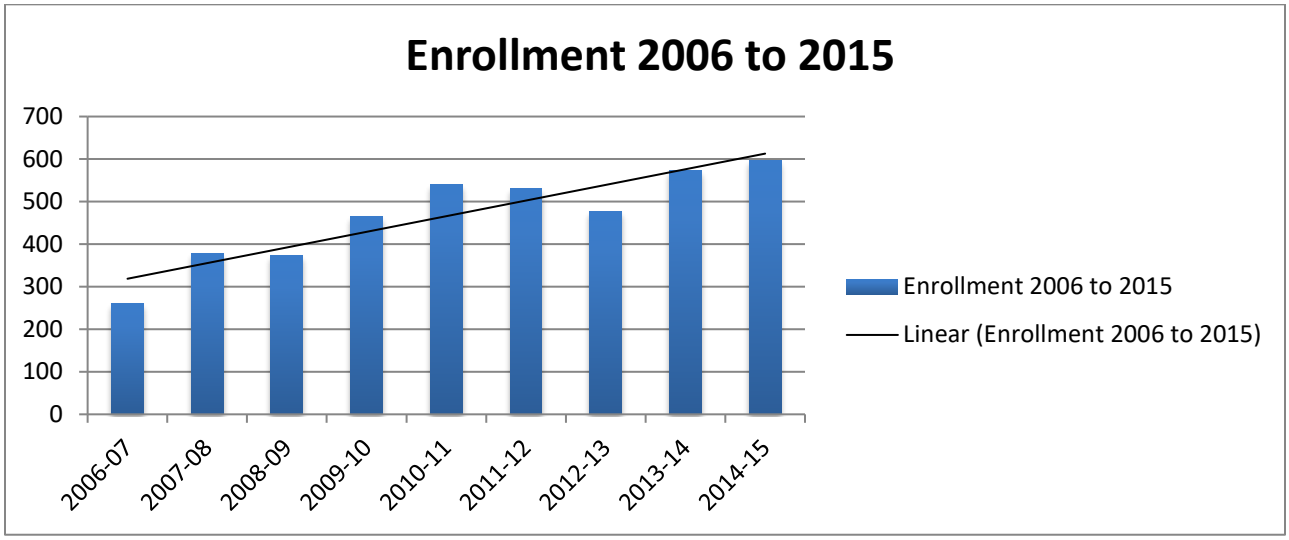
Choose a



Appendix 4:
Gender in Winemaking Operations Classes

	2020-21		2021-22		2022-23		2023-24		2024-25	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Female	10.00	48%	6.00	35%	11.00	65%	4.00	21%		
Male	10.00	48%	11.00	65%	6.00	35%	15.00	79%	13.00	100%
Non-Binary	1.00	5%								
Grand Total	**21.00**	**100%**	**17.00**	**100%**	**17.00**	**100%**	**19.00**	**100%**	**13.00**	**100%**

Appendix 5: Previous enrollments



Appendix 6: Sample Survey

V&E Program Survey 2025

Objectives:

Improve the recruiting and retention of students in the program
Improve courses, scheduling, and activities in general

Are the courses meeting your needs? What should we add or remove from the program to better meet your needs?
What are your suggestions for Scheduling? Timing for classes?
What are the limitations of this program?
When, where, and how do you think we should promote the program to improve enrollment?
Specifically, how can we increase enrollment in the Viticulture Operations and Winemaking Operations class?
Please provide any other suggestions to improve the Viticulture and Enology program at AHC.

Appendix 7:

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all

EQUIPMENT NEEDS

	Dept	Program	Source
1	Life & Physical Sciences	Viticulture & Enology (VEN)	**Annual Program Review**
2	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
3	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
4	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
5	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
6	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
7	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
8	Life & Physical Sciences	Viticulture & Enology (VEN)	**Annual Update**
9	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
10	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**

11	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
12	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**
13	Life & Physical Sciences	Viticulture & Enology (VEN)	**Program Review**

Year	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Priority	Estimated Equipment Cost
2025	Tractor Swap	$30,000			
2022	Wine Barrels	$3,000			
2022	Tasting room area improvements	$3,000			
2022	kegs and carboys	$2,000			
2022	Wine lab analysis equipment	$5,000			
2022	Must and Wine Pump	$23,000			
2022	ORP Sensors	$5,000			
2024	New Press	$45,000			
2022	Barrel Ozone cleaner	$12,000			
2022	Red Fermentation Tank	$5,000			

2022	Semiautomatic Bottling	$35,000
2022	Hopper for grape crush	$15,000
2022	Pickup truck	$26,000

Depending on availability for exchange

Enter Instructional and operational supplies requests below. Supplies are defined as general operational or classroom supplies **less than** $200 including tax.

SUPPLY NEEDS

Dept	Program	Source	Year	Resource Need
Life & Physical Sciences	Viticulture & E	**ual Program Rev**	**2025**	Wines
Life & Physical Sciences	Viticulture & E	**ual Program Rev**	**2025**	Wine analysis supplies

Requested Item(s) please include per item cost	Funding Request	Program Priority	Estimated Equipment Cost
$2,500			
$2,000			

Vit 2024-25 and Resources

Final Audit Report 2025-08-14

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By:	Florentina Perea (fperea@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA01sDg7A2ZpOZgs5u9m3WOC0JaNcAZKmw

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