

**Perkins Department Proposal 2008-09
Narrative**

Department: Viticulture & Winery Technology Department

In no more than three pages (12-point font, 1 inch margins), answer the following questions.

1. What labor market does your program address? Document it using labor market information and industry feedback.

In good times and bad, people enjoy a fine glass of wine. This appreciation for wine is reflected in the continued strength of our state and region’s related production and sales industry. Despite the recent economic downturn, California wine sales in 2007 grew by 2 percent over 2006 rates, totaling nearly \$18.9 billion in retail value sales; industry representatives predict similar growth for 2008. A recent report produce by the industry advocacy group The Wine Institute indicates that the “California wine industry and its affiliated businesses created 309,000 full-time equivalent jobs in California, with a total of \$10.1 billion in gross wages. California’s wine industry related employment has increased 37 percent since 2002.” Employment Development Department labor market information for our region alone predicts a 25 percent increase in related employment between 2004 and 2014 for an expected 1,800 new jobs.

CCSF’s Viticulture and Winery Technology Department offers programs designed to meet this burgeoning industry and prepare individuals for its continuum of workforce opportunities. Wine industry roles range from viticulture to winemaking to sales and marketing. Certificate and degree options prepare individuals for entry and advancement in each of the three aspects of the industry. Table 1 below shows a sampling of the types of jobs and salaries available to individuals completing certificates and degrees in each of these program areas.

Table 1: Sample Wine Industry Job Titles and Salary Estimates

CCSF Viticulture & Winery Technology Program	Related Job Opportunities (by Title)	Salary Estimates
Viticulture	Vineyard Laborer	\$9.15-11.55/hr
	Vineyard Sampler	\$9.86-19.72/hr
	Vineyard Manager	\$22.22-44.64/hr
Winemaking	Assistant Winemaker/Winemaker	\$15.66-25.46/hr
	Lab Technician	\$13.06-20.05/hr
	Production Manager	\$22.58-35.60+/hr
Wine Marketing & Sales	Sales Managers	\$21.59-\$70+/hr
	Tasting Room Representatives	\$7.44-17.75/hr
	Tasting Room Supervisor	\$14.21-\$29.21/hr

2. With this labor market in mind, what are your department’s primary career and technical education program improvement issues?

Because industry reports indicate that “marketing and sales positions...are continually increasing in importance and salary,” the VWT Department is focusing current efforts on increasing student success in and completion of Wine Marketing and Sales program certificates and degrees.

Observation of VWT's core indicator reports suggest, however, a slow decline in performance for Core Indicator 1: Technical Skill Attainment. For the past three years, results have fallen 3, 4.5, and 5 percentage points respectively, now bringing student performance below the District's negotiated level of 92.46 percent for this indicator.

This data caused our Department to consider the range of possibilities for decreased student achievement of a 2.0 GPA in required certificate and degree courses. Departmental conversations centered the seeming decline in students' basic oral and written communications skills—skills critical to success in field of wine marketing and sales. Faculty noticed that students struggle with writing composition and oral presentation assignments central to a few key courses required by the program. In a meeting this fall, industry advisory board members echoed this concern, noting the time they were taking to correct recent graduates' written communications upon entry into the workplace and a decline in confidence about graduates' verbal communications with clients and customers.

Using the Decision Support System, the Department was able to confirm that student achievement has dropped in three key courses where instructors assign a significant number of oral presentations and written assignments. These courses include:

- VWT 130: General Viticulture
- VWT 137: Cultural Appreciation of Wine
- VWT 241: Wine Marketing

VWT aims to specifically revamp the curriculum for and advance instruction of assignments in these three courses focused on improving students' basic oral and written communications competencies.

3. What activities will your department undertake with Perkins funding to assist you with these improvements? Address Required Uses of Funds. (If requesting computer hardware/software to replace current technology, indicate age of hardware, version of software to be replaced).

Departmental activities will focus Required Uses of Funds 1 and 5 as listed in the RFP:

- *Strengthening the academic and career and technical skills of students participating in career and technical education programs...through the integration of academics with CTE programs (1)*
- *Provide professional development programs...to faculty...involved in integrated career and technical education programs(5)*

VWT will engage in the following four activities.

Identification of basic English skills. Two VWT faculty will partner with two English faculty to identify what basic English composition and oral communications/presentations skills are required for success in the three abovementioned courses (VWT 130, 127 and 241). This interdepartmental team will document these requirements by reviewing current course syllabi and required course assignments. (Fall Semester)

Development of contextualized curriculum. The team will then develop at least three lessons with related assignments for each course that specifically focus on strengthening students' basic writing and oral presentation skills in the context of wine marketing and sales. For example, the unit focused on development of marketing plans might include an integrated lesson on grammar (use of active vs passive voice). Students might then be required to develop a marketing plan for a new line

of Pinot Noir produced by a local winery. Students will be assessed not only on their demonstration of the required components of a marketing plan and their knowledge of the market for the particular wine, but also on their use appropriate grammar. Teams will revise course syllabi to reflect these new assignments. (Fall Semester)

Piloting of contextualized curriculum. VWT faculty will pilot these new lessons with students. They will hold at least two meetings with their English Department teammates to debrief implementation and student success with the assignments. (Spring Semester)

Professional Development. VWT faculty will also take part in the regional professional development series hosted by the Bay Area Community College Consortium and the State Academic Senate focused on contextualized teaching and learning as part of the Basic Skills Initiative. The team will attend a monthly workshop geared toward providing CTE faculty strategies and support for developing their related instructional practice. (Fall/Spring Semester)

4. What specific and measurable outcomes will result from these activities? What is the anticipated impact on students' learning outcomes—including CTEA core indicators? If applicable, state the specific product or service resulting from this project.

VWT will produce and pilot at least three English basic skills assignments contextualized for the VWT Wine Marketing and Sales program. Additionally, two faculty will receive training in contextualized basic skills curriculum development and delivery.

Approximately 150 students (based on two sections of the three courses) will engage with these assignments. VWT anticipates a small rise in student achievement in this first round of implementation and larger gains as faculty develop their facility with contextualized instruction and revise their practice. VWT aims to regain achievement of the state negotiated target for Core Indicator 1— 92.46% students receiving a GPA of 2.0 or more in each course—within three semesters. Because of the delay in receiving timely core indicator data from the State, VWT will use the Decision Support System to assess progress.

5. Who is the person(s) responsible for this project?

VWT Department Chair Rose Champagne, will oversee project implementation. Two VWT faculty, Sam de Canter and Susie Vine, will complete the activities outlined above. VWT has already approached the English Department about this partnership and received the commitment of two faculty, Mark Twain and Jane Austen, for team participation.

6. What is the timeline for completing this project?

Fall Semester 2009:

Identify Competencies

Develop Curriculum

Attend Professional Development

Spring Semester 2010:

Implement Curriculum

Hold Debrief Sessions

Attend Professional Development