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| **California State University, Fresno** **JCAST**  **Department of Viticulture and Enology**  **Wine Business**  **Department/Program Assessment Coordinator [i]: Kevin M Smith** |
| **Student Outcomes Assessment Plan (SOAP)** |
| **I. Mission Statement** |
| The mission of the Department of Viticulture and Enology at California State University, Fresno is:   * To train the future leaders of viticulture and enology through education and research * To conduct solution-driven research for the grape and wine industry * To disseminate knowledge and information to the grape and wine industry, and community |

1. **Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s**
   1. **developing a foundational, broad and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.
   2. **acquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.
   3. **improving intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning. Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study.
   4. **applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge.
   5. **exemplifying equity, ethics, and engagement**. Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in the classroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.

A. Program Learning Outcomes (Also known as Goals) and related SLO’s

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO’s or Goals may be broader than SLO’s but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

* + 1. PLO (Goal) **Discipline-related knowledge**
       1. SLO: Understand and describe wine processing operations that define wine styles.
       2. SLO: Understand and describe the processes and principles of winemaking and fermentation while relating those to business and marketing strategies.
       3. SLO: Develop an appreciation for and understanding of the seasonal stages in viticulture, irrigation, pruning, pest management and labor.
    2. PLO (Goal) **Wine business marketing and regulations**
       1. SLO: Compare and contrast established wine business, marketing, and sales practices and incorporate them in a business plan.
       2. SLO: Demonstrate detailed knowledge of wine and winery regulations at the Federal and California State levels.
       3. SLO: Demonstrate detailed understanding of event planning, hosting and reporting within the wine industry.
    3. PLO (Goal) **Basic management, marketing and finance concepts**
       1. SLO: Students will integrate fundamental agribusiness principles and/or analytical techniques to identify benefit/cost decisions at all levels of wine business and/or consumer activity.
       2. SLO: Students will demonstrate critical thinking skills by analyzing resources, evaluating information and sources for accuracy and by identifying appropriate interpretations and conclusions based on specific sources of information.
    4. PLO (Goal) **Information literacy**
       1. SLO: Demonstrate the ability to access scholarly resources and interpret, synthesize, and evaluate the information critically.
       2. SLO: Communicate concepts effectively through oral, written, and visual mediums.
       3. SLO: Students will demonstrate appropriate informational and technical competencies when applying the formal language and concepts of business.

1. **Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated**

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| Core Courses / Student Learning Outcomes | 1a. | 1b. | 1c. | 2a. | 2b. | 2c. | 3a. | 3b. | 4a. | 4b. | 4c. |
| AGBS 31: Financial accounting |  |  |  |  |  |  | I | I | I | I | I |
| AGBS 32: Agribusiness Managerial Accounting |  |  |  |  |  |  | I | I | I | I | I |
| AGBS 76: Agribusiness Microcomputer Applications |  |  |  |  |  |  | I | I | I | I | I |
| AGBS 100: Intermediate Microeconomics |  |  |  |  |  |  | D | D | D | D | D |
| AGBS 105: Ag Business Quantitative Methods |  |  |  |  |  |  | D | D | D | D | D |
| AGBS 130: Financial Principles |  |  |  |  |  |  | M | M | M | M | M |
| AGBS 160: Agricultural Marketing |  |  |  |  |  |  | M | M | M | M | M |
| ENOL 15: Intro to Enology | I | I | I |  |  |  |  |  | I | I |  |
| ENOL 45: Wine tasting | D | D |  |  |  |  |  |  | I |  |  |
| ENOL 140: Regulations |  |  |  |  | M |  |  |  | D | D | D |
| ENOL 163: Fermentation | D | M | D |  |  |  |  |  | I |  |  |
| ENOL 170: Wine Business Management |  | D |  | D | D | D | M | M | D | M | M |
| ENOL 173: Wine marketing |  |  |  | M | D | M | D | D |  | D | D |
| ENOL 175: Winery Management | M | D | D | I | D |  | D | D | D | D | D |
| ENOL 194I: Internship in Wine Business | M | D |  | M |  |  |  |  |  |  |  |
| VIT 15: Intro to Viticulture | I | I | M |  |  |  |  |  |  |  |  |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

**I = Introduced D = Developed M=Mastered**

1. **SLO’s Mapped to Assessment Measures and Methods [e]**

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| Assessment Measure | Evaluation Method | 1a. | 1b. | 1c. | 2a. | 2b. | 2c. | 3a. | 3b. | 4a. | 4b. |
| Final exams | Passing grade  ≥ C | X | X | X |  |  |  | X | X |  |  |
| Projects reports | Rubric for project |  |  |  | X | X | X | X | X | X | X |
| Oral/Public presentations | Rubric for presentation |  |  |  | X | X |  | X | X | X | X |
| Homework / Problem Sets | Passing grade  ≥ C |  |  |  |  |  |  | X | X |  |  |

1. **Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]**
2. Direct Measures
   1. Final exam.
      1. Evaluation Method: 75% or more of the senior students will correctly answer more than 70% of questions
   2. Term paper or project report.
      1. Evaluation Method: A score of 70% or more from the total points in the evaluation rubric is considered to have met the learning outcome.
   3. Oral presentations of final projects.
      1. Evaluation Method: A score of 70% or more from the total points in the evaluation rubric is considered to have met the learning outcome.
   4. Homework / Problem Set.
      1. Evaluation Method: 75% of the students will achieve a score of 70% or better.
3. Indirect Measures
   1. Alumni Survey:
      1. Recent alumni (3 to 5 years since graduation) are surveyed to assess their perception of course content, its impact on their performance and growth in the industry, and any gaps in course content reflected by current industry demands.
4. **Assessment Schedule/Timeline [g]**

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| **Academic Year** | **Measure** | **SLO** | **SLO** |
| **2024-2025** | **Final Exam**  E15 | 1.a, b and c |  |
| **2025-2026** | **Project Report**  AG32 | 3.b | 4.b |
| **2026-2027** | **Oral Presentation**  E140 | 4a | 4c |
| **2027-2028** | **Final report**  E170 | 3.a |  |
| **2028-2029** | **Oral presentation:**  E163 | 4.b |  |

**VII. Closing the Loop [h,j,k]**

Program/Department Closing the Loop process:

The Department of Viticulture and Enology will form an assessment committee, with the Assessment coordinator serving as chair. The Assessment Committee will be responsible for collecting assessment data, including not only performance data, but also assessment measure design and assessment performance samples. It will be this committee’s charge to analyze these measures, and report to the Department faculty their findings and suggestions for larger discussion and implementation. This data and resulting recommendations/changes will also be reported to the Department Chair to serve as key element of the Department Annual Report.

The Assessment committee will also analyze indirect measures. This practice will support “big picture” thinking in regards to student outcomes, and also connect classroom practices to industry needs, solidifying the Department’s commitment to prepare our students to be the future leaders in the grape, wine, and raisin industries.