

Fresno State
Degree Program Proposal
Bachelor's of Science in Wine Business
November 2, 2023

1. Program Type (Select all that apply)

- a. This is a **New Program**
- b. This program will be **State-Support**
- c. This program will be **Fully Face-to-Face**
- d. This program is NOT requested as **Fast Track**

2. Program Identification

- a. Campus: **California State University Fresno**
- b. Degree Designation: **Bachelor of Science in Wine Business**
- c. Approved by Board of Trustees: **March 21, 2023**
- d. Term and academic year of intended implementation: **Fall 2024**
- e. Total unit required for graduation: **120**
- f. Department: **Department of Viticulture and Enology**
- g. Proposal drafted by:
 - i. **Sonet Van Zyl, Department Chair, Associate Professor, Viticulture and Enology**
 - ii. **Kevin Smith, Temporary Faculty, Rank B**
- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (Attachment A)
- i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).
- j. Substantive Change Screening Form: Pending from Office of Undergraduate Studies (Submitted via Jayne Ramirez)
- k. Although the Chancellor's Office assigns CIP Codes, campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list you can search CIP

2020 at <http://nces.ed.gov/ipeds/cipcode/> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

Suggested CSU degree program code: 01122 Wine Business Strategies
Suggested CIP Code: 01.0199

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes, and 3) the compelling reasons for offering the program at this time.

The BS in Wine Business is designed to provide students with skills and knowledge necessary for managing wine production, grape growing, marketing, accounting, and sales in the wine industry. The main purpose of the program is to provide our local and state industry with professionals that can grow their business and maximize the benefit from commercializing fine wines. Courses will address the unique set of regulations, challenges, annual variations in style, and hyper-competitive market forces in the wine industry.

Wine is one of the leading economic drivers of the San Joaquin Valley once you consider winegrowing and winemaking enterprises, sales and marketing channels, along with all of the businesses servicing the wine industry that are located in the San Joaquin Valley. In addition, these larger entities in the San Joaquin Valley expressed a need for more graduates trained in wine business, finance and marketing skills. Fresno State is uniquely positioned to provide a workforce that is prepared to address these issues and roles.

One of the program's key strengths is its commercial winery. The Winery at Fresno State is the first commercially bonded winery for any academic institution in the Nation. It is also the largest by growing acres and case production. The Winery utilizes nearly all sales channels, including wholesale to independent stores, chain stores, national chains and large box stores. Sales channels also include a wine club, local events, our own campus store and online sales. Because of this thorough mix of sales, Wine Business students will have hands-on learning experiences that include working directly with buyers, programming promotions and utilizing wine business applications.

The proposed courses will integrate high-impact practices via laboratory activities and hands-on experiences that relate directly to the demands of the local wine industry. Courses offer the opportunity to develop collaborative partnerships with

industry stakeholders. The program will fit well within Fresno State's mission of preparing students to serve and to lead in the Central Valley by collaborating with various community and industry partners. Our program's goals will align with our university's objective of creating campus-community connections through internships, continuing education and community based problem-solving research.

Similar programs in Wine Business are currently offered at Sonoma State and Cal Poly, San Luis Obispo, but no local program of its kind exists in the San Joaquin Valley. Building on the strengths of the Viticulture and Enology and Agricultural Business programs at Fresno State, the new degree will offer an unmatched advantage of hands-on learning that is not offered by any of the other CSU campuses. Resources such as the bonded winery (and its diversity of wine styles), the on-campus 120 acres of vineyard, and the production of raisins and table grapes will provide the students with the opportunity to apply knowledge and support the sustainability efforts of the University Farm units via laboratory activities and hands-on projects. Besides this, internship programs and ongoing collaborations with key industry stakeholders will provide students with the opportunity to engage with the wine industry prior to graduation and consolidate a competitive resume.

b. Provide the proposed catalog description. The description should include:

i. A narrative description of the program

The BS in Wine Business is designed to provide students with skills and knowledge necessary for managing wine production, grape growing, marketing, accounting, and sales in the wine industry. Courses will address the unique set of regulations, challenges, annual variations in style, and hyper-competitive market forces in the wine industry.

ii. Admission requirements

Freshmen applicants must meet the CSU eligibility requirements for admission. Both Enology and Agricultural Business major programs have provisional admissions requirements through Impaction. The Wine Business Major will be subjected to Impaction. A GPA of 2.75 (2200) for local and 2.85 (2280) for non-local freshmen and transfer students is required. It is recommended that transfer students complete all lower division requirements before transferring to Viticulture and Enology.

Students will be required to take the following courses in the GE area which will also satisfy major requirements:

GE Area B1 - CHEM 3A or equivalent

GE Area B2/3 - BIOL 11 or equivalent

GE Area B4 - MATH 11 or equivalent

GE Area D2 - AGBS 1 or equivalent
 Upper Division Writing Requirement and Elective - AGBS 170WS or
 PLANT 110W

- iii. A list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

Jordan College of Agricultural Science and Technology
 Bachelor of Science Degree Requirements
 Wine Business Major

Viticulture and Enology / Ag Business Core courses 54 units)				
Course	Title	Offered	Units	Prerequisites
AGBS 2	Agricultural Sector Analysis	F/S	3	
AGBS 31	Farm accounting	F/S	3	
AGBS 32	Agribusiness Managerial Accounting	F/S	3	AGBS 31
AGBS 76	Agribusiness Microcomputer Applications	F/S	3	
AGBS 100	Intermediate Agricultural Economics	F/S	3	AGBS 1 or ECON 40 MATH 11 or MATH 75 or MATH 75 a and b
AGBS 105	Agricultural Business Quantitative Methods	F/S	3	AGBS 1, AGBS 76, MATH 11 or MATH 75 or MATH 75 a and b
AGBS 130	Agricultural Finance	F/S	3	AGBS 2, 32, 76, 100
AGBS 160	Agricultural Marketing Analysis	F/S	3	AGBS 100
ENOL 15	Introduction to Enology	F/S	3	
ENOL 45	Wine Evaluation Techniques	F/S	3	
ENOL 140	Regulations: Wine and Brandy	Spring	2	ENOL 15
ENOL 163	Fermentation	Fall	3	ENOL 15
ENOL 170	Wine Business Management	Spring	3	AGBS 1
ENOL 173	Wine Marketing	Fall	3	ENOL 45
ENOL 175	Winery Management	Spring	3	ENOL 15
ENOL 194I	Internship in Wine Business	F/S	4	
VIT 15	Introduction to Viticulture	F/S	3	

AGBS170WS or PLANT110W	Writing Requirement	F/S	3	AGBS 1, 2, 28, 32 and 76 OR GE for Plant110W
Upper Division Electives (Select 11 units)				
Course	Title	Offered	Units	Prerequisites
AGBS 117	Agricultural Labor-Management Relations		3	AGBS 1 or ECON 40
AGBS 120	Agribusiness Management	F/S	3	AGBS 1 or ECON 40
AGBS 163	Agricultural Export Marketing	Spring	3	AGBS 160
AGBS 164	Agribusiness Sales Management	Spring	3	AGBS 1 or ECON 40
AGBS 185T	Topics in Agricultural Business		3	AGBS 1 or ECON 40
ENOL 199	Undergraduate Seminar		1	
VIT 101	General Viticulture I	Fall	3	Bio-11
VIT 102	General Viticulture II	Spring	3	Bio-11
AGBS 155	Environmental and Natural Resource Policy		3	
AGBS 122	Agricultural Cooperative Management	Once a year	3	AGBS 120
AGBS 109	Management of Agri-food Supply Chains	F/S	3	AGBS 100 and AGBS 105
AGBS 150	Agricultural and Food Policy	F/S	3	AGBS 1 or ECON 40 AGBS 2 or ECON 50
RA 117	Special Event Planning	F/S	3	
RA 119	Conference, and Meeting Planning	Fall	3	
General Education (48 units)				
Course	Title	Offered	Units	Prerequisites
Fundamental Skills	A1	F/S	3	
	A2	F/S	3	
	A3	F/S	3	
	B4 MATH 11	F/S	4	
Sciences	B1 (Chem 3A)	F/S	3	
	B2/B3 (Biology 11)	F/S	3	
Arts & Humanities	C1	F/S	3	
	C2	F/S	3	
	C1/C2	F/S	3	
Social Studies	D1	F/S	3	
	D2 (AGBS 1)	F/S	3	
Self Development	E	F/S	3	

Ethnic studies	F	F/S	3	
Upper Division GE	IB / Physical Sciences	F/S	3	
	IC / Arts & Humanities	F/S	3	
	ID / Social Sciences	F/S	3	
Other Degree (9 Units)				
Political Science	PLSI 2			
Multicultural International Course	See list			
Upper Division Writing	Included in Core Courses			

4. Curriculum – *(These requirements conform to the WSCUC 2013 Handbook of Accreditation)*

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

b. These program proposal elements are required:

- Comprehensive Assessment Plan addressing all assessment elements
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an

established schedule, generally every five years.

Describe outcomes for the 1) institution, 2) program and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

<p>California State University, Fresno</p> <p>JCAST</p> <p>Department of Viticulture and Enology</p> <p>Department/Program Assessment Coordinator [i]: Kevin M Smith</p>
<p>Student Outcomes Assessment Plan (SOAP)</p>
<p>I. Mission Statement</p> <p>The mission of the Department of Viticulture and Enology at California State University, Fresno is:</p> <ul style="list-style-type: none">- 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

II. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO's

I. 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.

II. 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.

III. 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.

IV. 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.

V. 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**
 - a. SLO: Understand and describe wine processing operations that define wine styles.
 - b. SLO: Understand and describe the processes and principles of winemaking and fermentation while relating those to business and marketing strategies.
 - c. 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**
 - a. SLO: Compare and contrast established wine business, marketing, and sales practices and incorporate them in a business plan.
 - b. SLO: Demonstrate detailed knowledge of wine and winery regulations at the Federal and California State levels.
 - c. SLO: Demonstrate detailed understanding of event planning, hosting and reporting within the wine industry

3. PLO (Goal) **Basic management, marketing and finance concepts**
 - a. 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.
 - b. 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**
 - a. SLO: Demonstrate the ability to access scholarly resources and interpret, synthesize, and evaluate the information critically.
 - b. SLO: Communicate concepts effectively through oral, written, and visual mediums.
 - c. SLO: Students will demonstrate appropriate informational and technical competencies when applying the formal language and concepts of business.

III. Curriculum Map [d]: Courses in which SLO's are addressed and evaluated

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

IV. SLO's Mapped to Assessment Measures and Methods [e]

Assessment Measure	Evaluation Method	1a.	1b.	1c.	2a.	2b.	2c.	3a.	3b.	4a.	4b.
Final exams	Passing grade $\geq C$	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 $\geq C$							X	X		

V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

A. Direct Measures

1. Final exam.
 - a. Evaluation Method: 75% or more of the senior students will correctly answer more than 70% of questions
2. Term paper or project report.
 - a. 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.
 - a. 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.
 - a. Evaluation Method: 75% of the students will achieve a score of 70% or better.

B. Indirect Measures

1. Alumni Survey:
 - a. 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.

VI. Assessment Schedule/Timeline [g]

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.

c. Indicate total number of units required for graduation. **120**

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program. **N/A**
- e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program. **N/A**
- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level. **N/A**
- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

YEAR 1

ENG 10 (Academic Literacy)
 COMM 3, 7 or 8 (Communications)
 GE Arts (Arts)
 Math 11 (Elementary Statistics)
 GE E
 BIO 11 (Plan Biology)
 GE
 GE
 AGBS 1 (Introduction to Agricultural Economics)
 ENOL 15 (Introduction to Enology)

YEAR 2

CHEM 3A (Introduction to General Chemistry)
 GE C1 or C2
 GE D1
 VIT 15 (Introduction to Viticulture)
 GE F
 PLANT1 (Introduction to Plant Science)
 AGBS 31 (Farm Accounting)
 ENOL45 (Wine Evaluation Techniques)
 Elective

YEAR 3

AGBS 32 (Agribusiness Managerial Accounting)
AGBS 76 (Agribusiness Microcomputer Application)
ENOL 163 (Fermentation)
AGBS 100 (Intermediate Agricultural Economics)
Elective
ENOL 170 (Wine Business Management)
AGBS 105 (Agricultural Business Quantitative Methods)
Elective
Elective
UD GE IB
UD GE IC

(WASC 2013 CFR: 2.2b)

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations. **N/A**
- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited. **N/A**

(WASC 2013 CFR: 2.2b)

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework. **N/A**

(WASC 2013 CFR: 2.2b)

- k. For graduate degree programs, specify criteria for student continuation in the program. **N/A**
- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Most of the lower division courses offered in this degree program are already articulated with the community colleges. Any courses which are not articulated would be done as per need basis.

- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor's degree programs or an appropriate year major roadmap for master's degree programs that outlines the suggested coursework students should complete each semester. **Attachments B & C**

- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).
N/A

(WASC 2013 CFR: 1.8)

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option, emphasis or concentration that is accredited by an appropriate specialized accrediting agency.

1. Societal and Public Need for the Proposed Degree Program

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

Although not currently offered at Fresno State, a similar degree is offered at Cal Poly. Sonoma State also offers a selection of Certificates in Wine Business Management, Wine Finance and Entrepreneurship.

- b. Describe differences between the proposed program and programs listed in Section 5a above.

Cal Poly offers a BS in Wine and Viticulture with a concentration in Wine Business. Cal Poly's program includes courses in the science of fermentation and winemaking. While the selection of courses has a strong business focus, the title of the degree (BS in Wine and Viticulture) along with the courses in fermentation and winemaking, make the course more suitable for the head winemaker who wants to gain a business acumen in his/her industry. The Fresno State degree being proposed (BS in Wine Business) is very much geared towards a broader demographic of individuals who have a keen interest in business and want to focus their energy on the wine industry.

The nature of the degree itself will attract a wider selection of student business interests first (e.g., finance, marketing, human resources, management) than the Cal Poly student whose focus is wine with a concentration in business.

The Sonoma State program is geared towards executives already embedded in the wine industry and who want to hone their business strategies and advance their professional careers. Fresno State's degree will be centered on incoming Freshman and transfer students who are taking the first steps in a career in wine business positions.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

The curriculum that comprises the Program is not being offered on the Fresno State campus. That being said, all of the courses within the program exist in the Department of Agricultural Business and the Department of Viticulture and Enology, as well as an Events Planning course in Recreational Science.

There is currently a BS in Agricultural Business offered in the Jordan College of Agricultural Sciences and Technology. However, there are myriad unique issues in the wine industry that merit their own solutions and models. Whether it be convoluted product costing due to having vintages in a single bottle, logistics barriers with shipping wine state to state, or regulations on labeling, advertising and selling; the wine industry requires a unique set of business practices to succeed.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

The Department of Viticulture and Enology has an Industry Advisory Board (IAB). They help guide and promote the program, participate in resume workshops and internship recruitments. The IAB has expressed their full support for the proposed Wine Business degree and has offered input on specific learning objectives in individual courses that match their position qualifications. The IAB members include:

Sal Arriola (Bronco Wine Co.)
Greg Coleman (E&J Gallo)
Nat DiBuduo (Alliance Ag Services)
Cathy Ference (Constellation Brands)
Matt Frank (Trinchero Family Estates)
Dianne Nury (Vie-Del Company)
Brott Ritzel (The Wine Group)

- e. Provide applicable workforce demand projections and other relevant data.

Perhaps most revealing, the central San Joaquin Valley is home to three of the five largest wine producing companies in the world, with a fourth in Napa. E&J Gallo (Modesto with a large plant in Clovis), Constellation Brands at Mission Bell (Madera), The Wine Group (with operations in Fresno, Sanger and throughout the Valley), and Treasury Wine Estate (Napa). With 80% of Fresno State graduates

staying in the Central Valley, it is easy to see why a Wine Business degree is long overdue.

Employment in the wine industry has grown by 76% from 2009 to 2019 according to the US. Bureau of Labor Statistics. Additionally, California leads the nation in the number of jobs. Nearly 80% of all jobs posted in the U.S. wine industry are jobs posted in California.

The number of wineries continues to grow in California, increasing over four-fold, from just over 1,000 in 2001 to 5,000 in 2020.

According to Wine Business Monthly, even during the strain of the Pandemic on business and jobs, the Winery Job Index was 19 percent higher in 2022 than in 2021.

2. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

The business side of the wine industry is highly attractive to incoming students. Cal Poly has roughly 300 students enrolled in their Wine and Viticulture program. Out of the three areas of concentration– Viticulture, Enology and Business– the Business concentration attracts nearly 50% of all enrollees. Fresno State’s own Enology students’ express interest in earning a Wine Business degree as well.

In addition, key local employers like E&J Gallo, Bronco Wine Co., Constellation Brands, The Wine Group and Vie-Del Company typically have more position openings in business, accounting and sales than entry winemaking during any given year.

While this degree is focused on Wine Business, we project many graduates will go into other alcohol related businesses like beer, spirits and more.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

Fresno State Department of Viticulture and Enology (DVE) annually recruits from colleges throughout the Valley, as well as participates in community college articulation programs. These colleges have a demographic that mirrors our richly diverse Valley.

- c. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

- d. Describe professional uses of the proposed degree program.

As mentioned, graduating seniors have a broad range of professional career opportunities. On a local level, three of the five largest companies in the world have their headquarters and/or main facilities right here in the Central San Joaquin Valley. Furthermore, they recruit annually from our department. Nearly 100% of our current DVE students have jobs secured before they even graduate. On top of the large local employers, students may also find professional opportunities in any of the globally recognized wine regions in California. Wine business careers in areas like Napa, Sonoma, Lodi, Paso Robles and Santa Barbara County include: Brand Managers, Events Planners, Sales and Marketing, Finance and Accounting, Regional Sale representatives, Distributors and many, many more.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

Estimates below include articulating students in year two, adding to graduate counts in year three and five.

	Initial Year	After 3 Years	After 5 Years
Number of Majors	30	45	70
Number of Graduates		35	50

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

3. Existing Support Resources for the Proposed Degree Program

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs.

Name	Affiliation(s)	Rank	Appointment status	Academic degree	Field of expertise
Srinivasa Konduru	Agricultural Business	Professor	Tenured	PhD	Agricultural Business
Sonet Van Zyl	DVE, VERC	Associate Professor	Tenured	PhD	Viticulture
Cliff Yu	DVE, VERC	Assistant Professor	Tenure-track	PhD	Viticulture
Annette Levi	Agricultural Business	Professor	Tenured	PhD	Agricultural Business
Kristy Sun	DVE, VERC	Assistant Professor	Tenure-Track	PhD	Enology
Kevin Smith	Agricultural Business and DVE	Lecturer	Full-time Temporary	MBA	Wine Business, Sales and Marketing

- b. Describe facilities that would be used in support of the proposed program.

Because the initial curriculum relies on current, existing courses, no new facilities will be required before implementation of the proposed degree. That said, here is a list of the facilities where program courses will be held:

- Classroom at Viticulture and Enology complex (1)
- Winery at Viticulture and Enology complex (1)
- Laboratory at Viticulture and Enology complex (1)
- Ag Business course held in regularly used classrooms on campus

- c. Provide evidence that the institution offers adequate access to both electronic and physical libraries and learning resources. Librarians associated JCAST, DVE Library

All students on the Fresno State campus have well-promoted access to the Fresno State DISCOVERe program. As stated on the DISCOVERe website, "The Fresno State DISCOVERe program, under the Office of IDEAS (Innovation and Digital Excellence for Academic Success), is a priority initiative designed to foster a learning environment that is inclusive and engages students to improve their success in the classroom. DISCOVERe has been effective in breaking down the digital divide and reducing equity gaps by providing students who enroll in DISCOVERe courses with access to the latest technology tools and devices at no additional cost.

Several courses in the proposed curriculum are already classified as DISCOVERe. Thus, while not all courses in the degree will be equally classified, students enrolled in the Wine Business major will all have access to the latest technology tools and devices.

- d. Describe available academic technology, equipment, and other specialized materials.

Canvas, Zoom, Google Class, Information technology and computer lending services, laboratories and smart classrooms.

4. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

No new classes are being proposed in the onset of implementation; therefore, no new faculty will be required. However, the Viticulture and Enology Department has two open Assistant Professor positions- filling a recently vacated position, and hiring an additional faculty. Both of these hires will ensure both the Enology and Wine Business majors are well equipped with faculty.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

No new lecture or laboratory space is required for this program both for the planned start date of Fall 2024 and for the next five years. Current Enology classes that are slated for the new degree are at below 50% capacity.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Fresno State is home to the third largest library in the CSU system (in terms of square footage), and among the top ten largest in the CSU system based on the number of volumes. The library offers various services to our students which include providing consultations with research specialists, access to select data bases, technology lending services and distance learning resources. In addition, a satellite library, the Viticulture and Enology Library is housed within the Viticulture and Enology program. This library is the only one of its kind in the CSU system and serves the students, faculty, staff and community in Viticulture and Enology. Written report from the campus library is pending.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

All equipment is currently available and readily accessible to students and faculty alike. No new specialized equipment or materials will be needed.