

Annual Assessment Report for 2020-2021 AY

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Department of Viticulture and Enology; BSc. Enology

Assessment Coordinator: Miguel Pedroza

1. Please list the learning outcomes you assessed this year.

This report includes assessment activities from 2020 and 2021. The corresponding SLOs are:

3.a) Compare and contrast established wine business, marketing, and sales practices and incorporate them in a business plan.

1.a) Understand and describe wine processing operations that define wine styles.

1.b) Evaluate the microbiological, chemical, and sensory properties of wine through industry-standard methods.

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.

Academic Year	Measure	SLO	SLO
2019-2020	Laboratory exam: Course: ENOL- 115	1.a	1.b
2020-2021	Final report: Course: Business Plan ENOL 170	3.a	

Assignment: ENOL-115 Laboratory Exam

Description: It will take place in the lab and will be 2 hours in length. It is meant to place a student in a problem-solving situation. Wine samples will be presented. There will be different subjects and each student will select one randomly. It is permitted to bring the analysis

instructions to the exam. There will be different exam sessions depending on students' number. The schedule will be posted on Canvas two weeks before the exam.

Evaluation Criteria Points:

Lab exam report 80

Bench cleanup 10

Complete within the specified time 10

Total 100

The laboratory report rubric is shown below

Category		Percentage
Title and Date		5%
Principles		20%
Results and Discussion	Present data in the form of graphs or tables	30%
	Discuss results	20%
	Conclusions	5%
	Describe experience gained from the laboratory experiment	10%
	Describe changes you would make next time	10%

Assignment: ENOL-170 Business Plan

Description: This assignment includes a written report and an oral presentation at the end of the semester.

Evaluation criteria points: A description of the assignment is provided in the annex of this report PowerPoint together with rubrics. A draft business plan is required half way through the semester; and most students take advantage of one-on-one consultations that focus on the viability of the business plan.

The oral presentation comes in the form of a timed business pitch. The audience (student peers) use tokens to invest in their preferred business model (with instructions to look for viability, competitive edge, well-researched facts and overall speaker's knowledge of the subject matter). The tokens are then collected and count towards 20% of the student's oral presentation grade.

Alumni Survey

The alumni survey scheduled for 2019 assessment activities was not conducted due to the suspension of assessment activities. This activity is postponed for next assessment cycle (2021-2022).

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

ENOL 115 Wine Analysis

The proficiency of students in the laboratory exam from Enol 115 was well above the benchmark indicated in the SOAP and shows that the vast majority of students (94% or more) scored a grade higher than 70%. In 2020, COVID-19 teaching adaptations are reflected by the exceptional where 100% of students obtained grade of “A+”. This was a result of the small number of students in this cohort (6) and a one-to-one instruction. The instructor indicated that whenever proficiency scores were below the benchmark (2017), extracurricular aspects (illness, change of major) are the main reason behind them.

Semester	Enrolled students	Earned points				
		A+ (100%)	A (90%)	B (80%)	C (70%)	D (60%)
2017	22	14	27	45	9	5
2018	17	13	25	56	6	
2019	17	12	29	53	6	
2020	8	100				

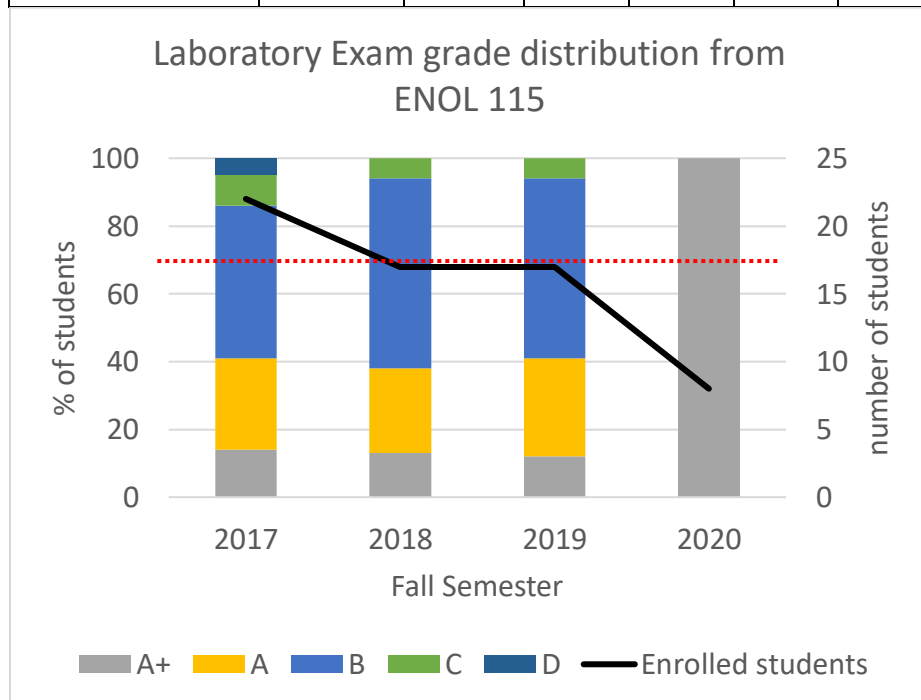


Figure 1 Grade distribution of the final laboratory exam for ENOL 115 from 2017 to 2020.

ENOL 170-Wine Business

The grade distribution of the Business Plan assignment during the Spring 2020 Semester is shown in Figure 2. The figure corresponds to a sample size of twelve students. As indicated by the red line in the figure, the vast majority of students (83%) had a proficiency level equal or above the 70% from the total points in the evaluation rubric. Two students earned a grade below proficiency due to a lack of submission of the business plan and/or did not attend oral presentations. In all cases, students are emailed multiple times and are given several last-minute chances to submit material. The final communication warns the student of a failing grade if there is no business plan.

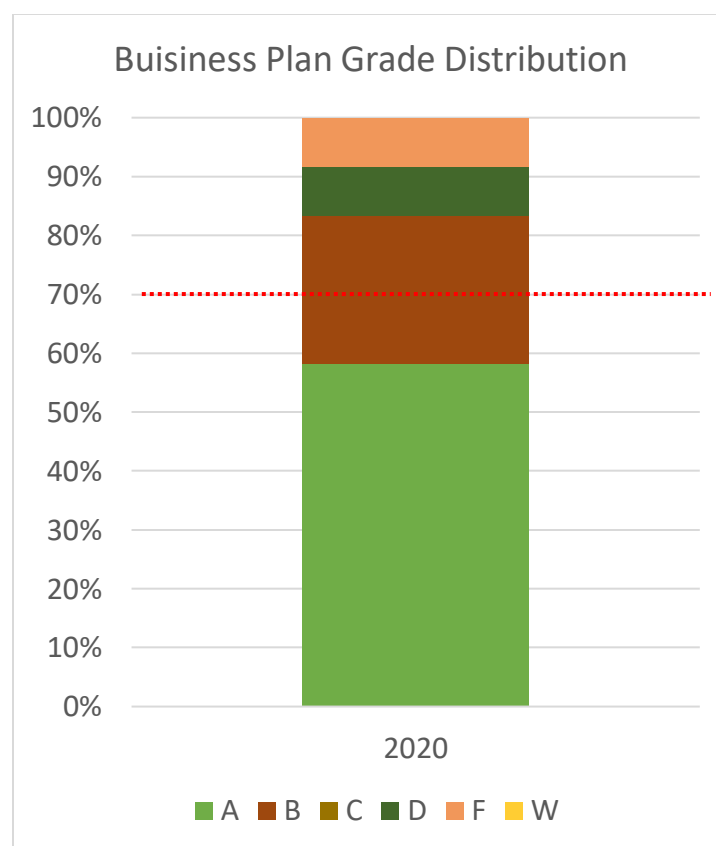


Figure 2. Grade distribution of the final Assignment in ENOL-170 Business plan.

4. What changes, if any, do you recommend based on the assessment data?

Overall students would benefit from having rubrics that describe proficiency levels as a list of aspects or contents required by each section of the assignment. For example: an *Introduction* section can define a length of one page that include at least two references to peer-review literature. While some of these details are currently explained by the instructors during class time, defining specific criteria in the form of a table has been shown to make grading more uniform and easier to understand for students. Ideally

these rubrics can be presented at the beginning of the semester. Further, the rubrics can be “embedded” into the Canvas assignments which facilitates grading.

The option of including examples of proficient assignments in Canvas can be a good way to provide additional references for the students.

Review of rubrics used by instructors revealed that some instruments only consider one part of the assignment (either the oral presentation or the written report). This may potentially cause some level of confusion to the students when trying to understand expectations of proficiency for the entire assignment.

Specific findings for ENOL 115 Wine Analysis

Different documents were presented to describe the laboratory exam assignment (section from the Syllabus and independent tables). Findings and/or recommendations for improvement are indicated below:

- Create a comprehensive document that consolidates all relevant descriptions of the lab report sections and rubrics.
- Rubrics should indicate detailed descriptions about the levels of proficiency and incorporate measurable aspects or criteria. A table format is recommended.
- Include a criterion to determine if students carried out the methodology adhering to the principles reviewed during the semester.

The instructor indicated that no major changes to the assignment are expected.

Specific findings for ENOL 170 Wine Business

Three rubrics were used to assess the Business plan, which includes a written document and an oral presentation. Findings and recommendations for improvement are indicated below:

- While all rubrics described levels of proficiency for different sections, it is unclear if rubric 1 (VEinternational) is meant to evaluate the written report **and** oral presentation, or if the oral presentation is evaluated **only** with rubric 2 rubric (“Oral Presentation Rubric” included in the PowerPoint presentation).
- There is a mismatch between rubric 1 (VEinternational) sections and the “Business Plan Guide”. Please revise the sections in each document to make them compatible. If only one of these documents is meant to be the evaluation rubric, please make an explicit mention to this in the assignment description document.
- Rubric 1 (VEinternational) guidelines seem to include criteria that might prove hard to measure; for example, at the section Business Model\Company and Product, measuring the *memorableness, honesty, and level of investor interest* would be hard to quantify and understand by students. Instead, including more tangible aspects is recommended, such as: “presents an entire range of products, company name, philosophy, innovation, distinction AND uses graphical figures relevant to the products and company to engage the potential investors”. Different levels of proficiency could be assigned to missing one or more of the pre-defined aspects. In fact this is what the “Business Plan Guide” document already has.

The instructor indicates that ENOL 170 is currently being converted into a W-course with support from a course designer. This process is facilitating the review and consolidation of rubrics.

SOAP Assessment method review

It was found that the benchmark criterion from the assessment method “2. Project reports and presentations” would benefit from adding precision by indicating the percentage of students with a proficient level. Below are two versions of the benchmark:

Current: “A score of 70% or more from the total points in the evaluation rubric is considered to have met the learning outcome”

Revised: “ **80% or more of the students** will score 70% or more from the total points in the evaluation rubric”.

5. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

The following points were identified in the 2019 report:

- Early identification of students struggling with course contents by means of quizzes and midterms grades.

The switch to online instruction actually created an opportunity to implement these types of activities. Some courses increased the number of “low-stakes” midterm exams to assess knowledge more thoroughly. This also allowed to identify students struggling with course contents.

- Tutoring sessions for topics requiring integration of knowledge and memorization of technical terminology.

Data from tutoring sessions is not currently available, however, most instructors included review sessions and/or study guides prior to midterm and final exams.

- Increasing the types of content representation (videos, multimedia, review papers, hands-on experience) for course materials.

The switch to online instruction actually forced the creation of alternative ways of representation of class topics in the form of videos and online activities. All instructors engaged in developing multimedia activities and ways of instruction.

6. What assessment activities will you be conducting during the next academic year?

- Oral presentation of Enol164-Wine Production and Analysis (Student learning outcome 4.b communicate concepts effectively through oral, written and visual mediums)

7. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

- Low student enrollment: constant decrease since 2016. Attributed to missing faculty, competition with other California schools, competition with other disciplines, COVID, and access to classes that are part of the core program but from other departments. Promotional materials to establish a new recruitment campaign are currently being developed by faculty members. Additionally, the option to offer a new minor in wine business is being discussed as a strategy to attract a wider audience of students.
- Difficulty to access classes from other departments: students struggle to access classes that are required in the program but offered by other departments. As a response to this, faculty has created new courses to mitigate problems related with delays in time to graduation. New courses are already underway to be approved by the University.
- Perception from students of insufficient hands-on activities: The review team suggested that the winemaker is involved in a more official manner in the curriculum. Redesign of lower and upper division courses has been suggested, but not yet implemented. Integration of freshmen and sophomores in hands on activities will be considered to address this point.
- Class supplies: present but not in sufficient quantity or quality. This issue stems from budget restrictions where a minimal allocation is dedicated to maintenance and provision of equipment. Some facilities are expected to be renovated in the short-term, notably the teaching winery. Additionally, faculty is considering to implement course fees in laboratory courses.
- Number of faculty: Enology program has been in deficit of faculty compared to previous periods. Requests to the Dean and Provost are underway for two positions (Tenure-track and full-time lecturer)