2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023   PROGRAM: AGRICULTURE BUSINESS & AGRICULTURE MECHANICS
CLUSTER: ABS, SS, BE (CLUSTER 3)   LAST YEAR CPPR COMPLETED: 2022
NEXT SCHEDULED CPPR: 2025   CURRENT DATE: 3/1/2023

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

Agriculture Business, AAT; Agriculture Mechanics Certificates include Mechanized Agriculture and Equipment Technician

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. [General Enrollment (Insert Aggregated Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

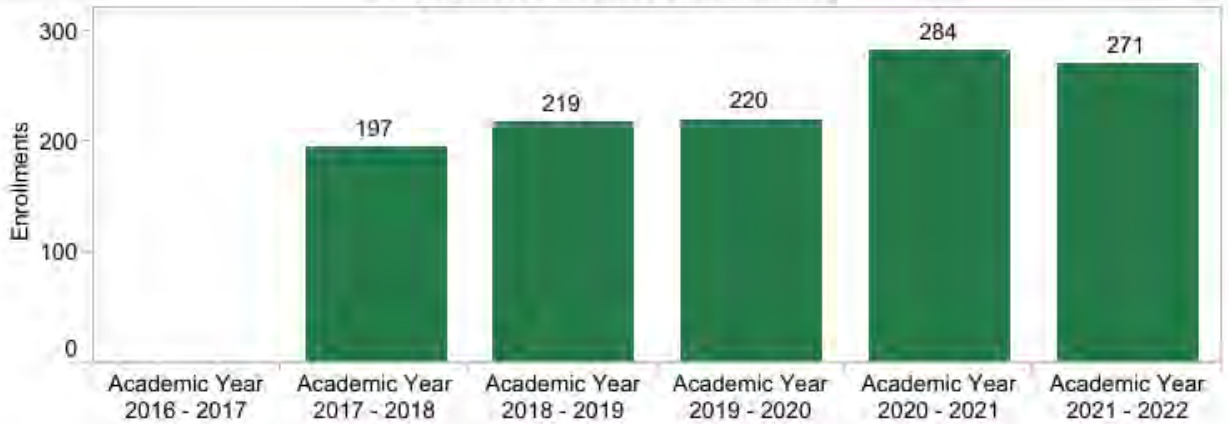## SLOCCCD Program Review Data - Enrollment

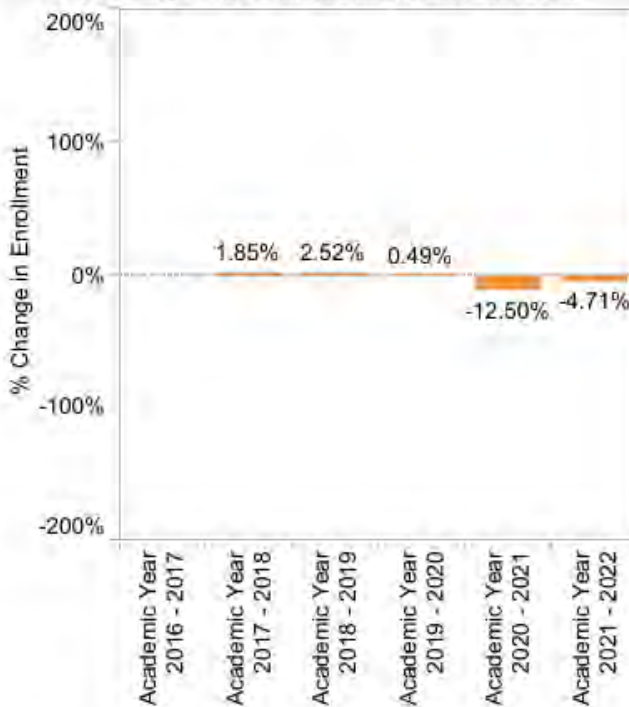| Department:	Course:	Dual Enrollment:	Prison:
Agriculture Business	All	All	All

Region: All

Agriculture Business Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
197	219	220	284	271	

(Enrollments, y-axis 0–300)

% Change - Overall College Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
1.85%	2.52%	0.49%	-12.50%	-4.71%	

% Change - Agriculture Business

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	11.17%	0.46%	29.09%	-4.58%	

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

Department: Agriculture Mechanics **Course:** All **Dual Enrollment:** All **Prison:** All
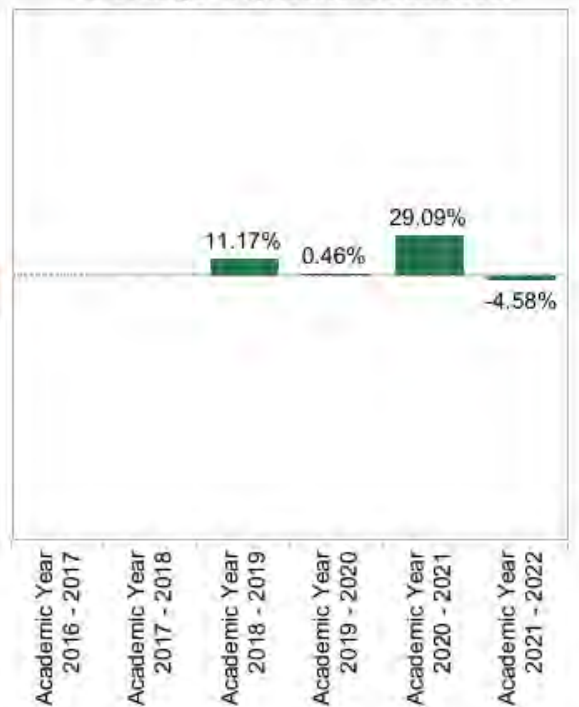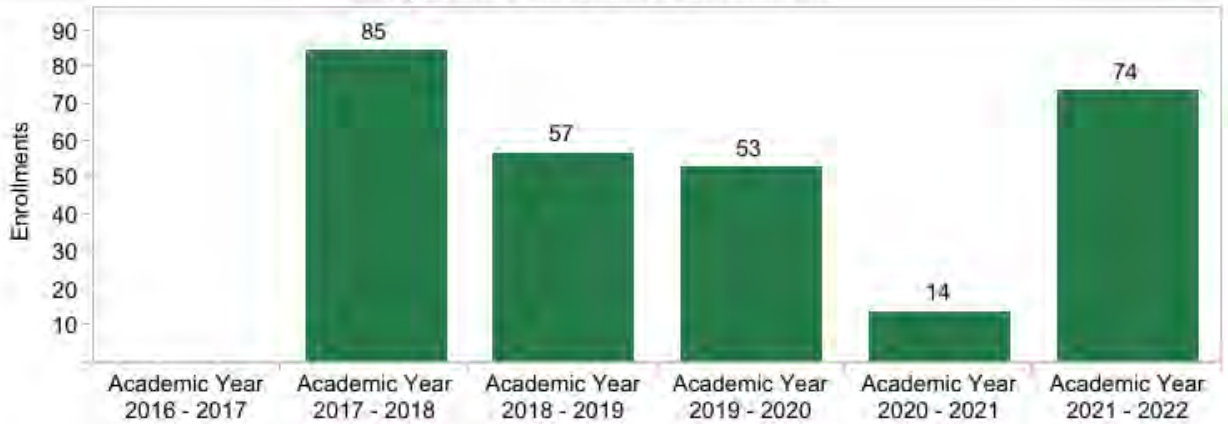
Region: All

Agriculture Mechanics Enrollments

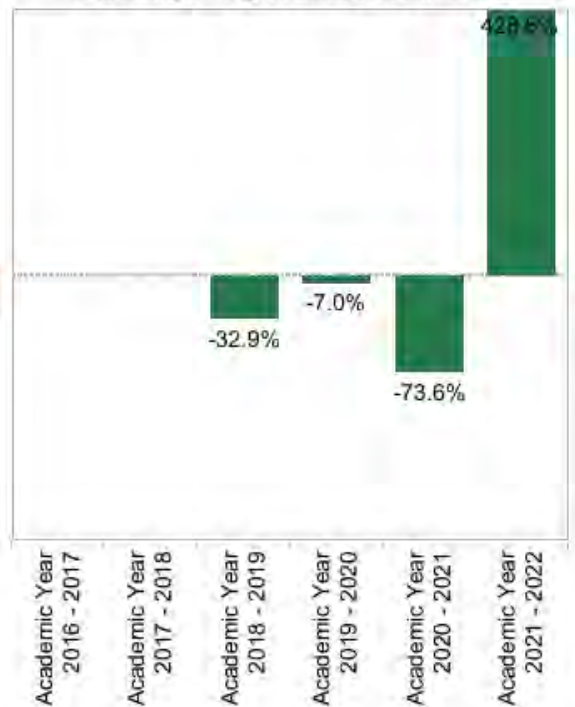### % Change - Overall College Enrollments
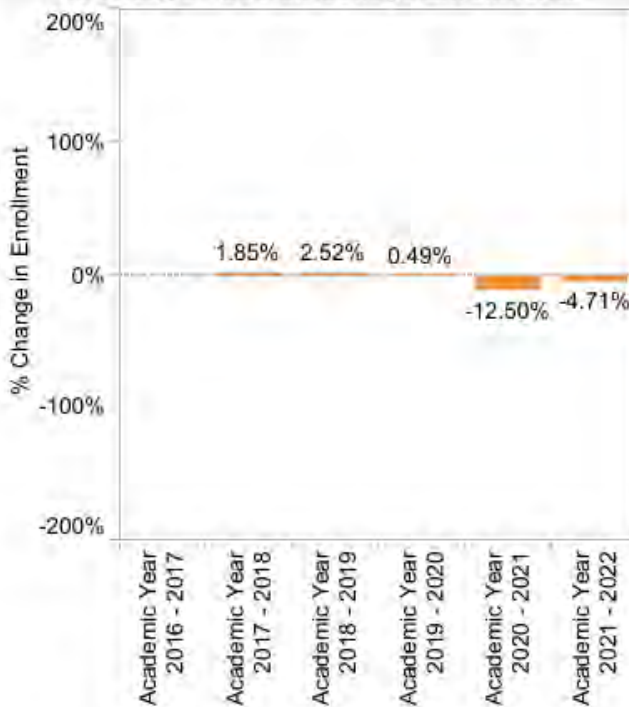
% Change - Agriculture Mechanics

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Instructional Annual Program Planning Worksheet
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

Agriculture Business has seen a slight decline after the substantial increase in the 2020-2021 academic year. Agriculture Mechanics shows an increase due to several new dual enrollment courses.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)
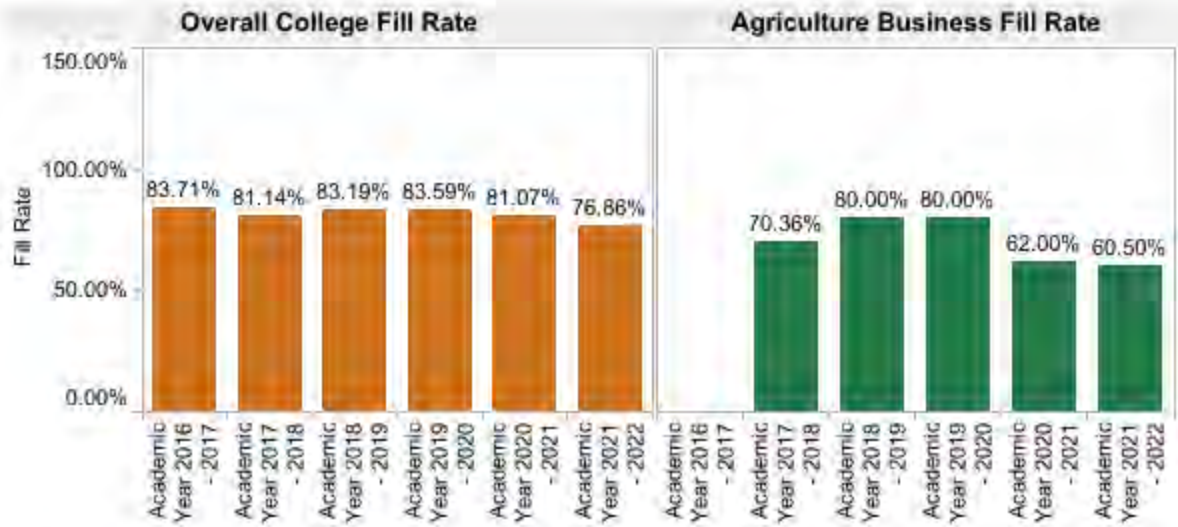Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Agriculture Business	All	Not Dual Enrollment	All

Overall College Fill Rate

Academic Year	Fill Rate
Academic Year 2016-2017	83.71%
Academic Year 2017-2018	81.14%
Academic Year 2018-2019	83.19%
Academic Year 2019-2020	83.59%
Academic Year 2020-2021	81.07%
Academic Year 2021-2022	76.86%

Agriculture Business Fill Rate

Academic Year	Fill Rate
Academic Year 2016-2017	
Academic Year 2017-2018	70.36%
Academic Year 2018-2019	80.00%
Academic Year 2019-2020	80.00%
Academic Year 2020-2021	62.00%
Academic Year 2021-2022	60.50%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Agriculture Mechanics	All	Not Dual Enrollment	All

Overall College Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	83.71%
Academic Year 2017 - 2018	81.14%
Academic Year 2018 - 2019	83.19%
Academic Year 2019 - 2020	83.59%
Academic Year 2020 - 2021	81.07%
Academic Year 2021 - 2022	76.86%

Agriculture Mechanics Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	
Academic Year 2017 - 2018	83.33%
Academic Year 2018 - 2019	71.67%
Academic Year 2019 - 2020	41.67%
Academic Year 2020 - 2021	70.00%
Academic Year 2021 - 2022	62.50%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.
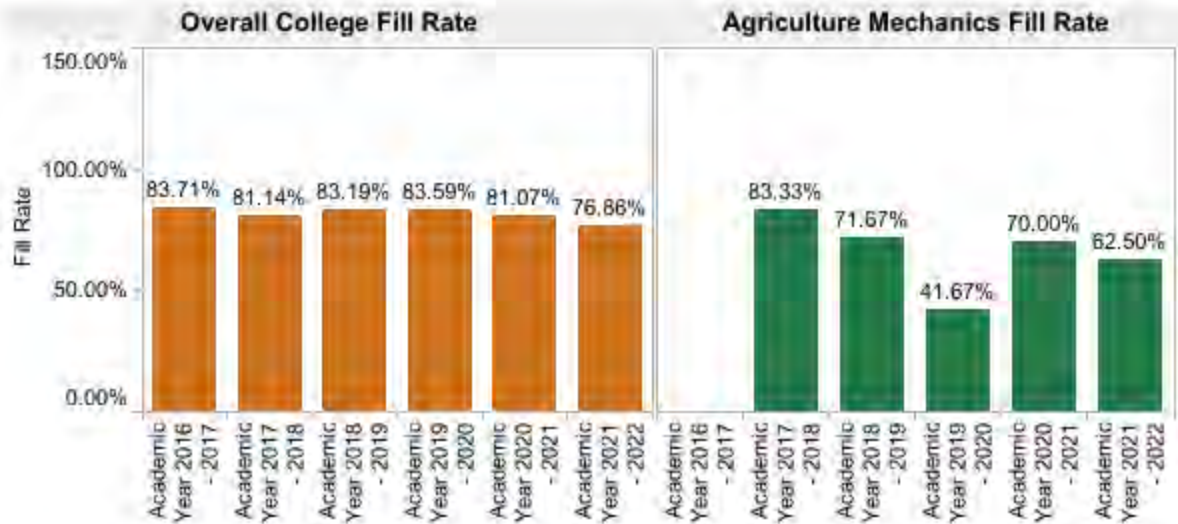
Agriculture Business fill rates are down. I believe this is due to Covid, as well as the offering of some newer courses that students are just beginning to discover.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)
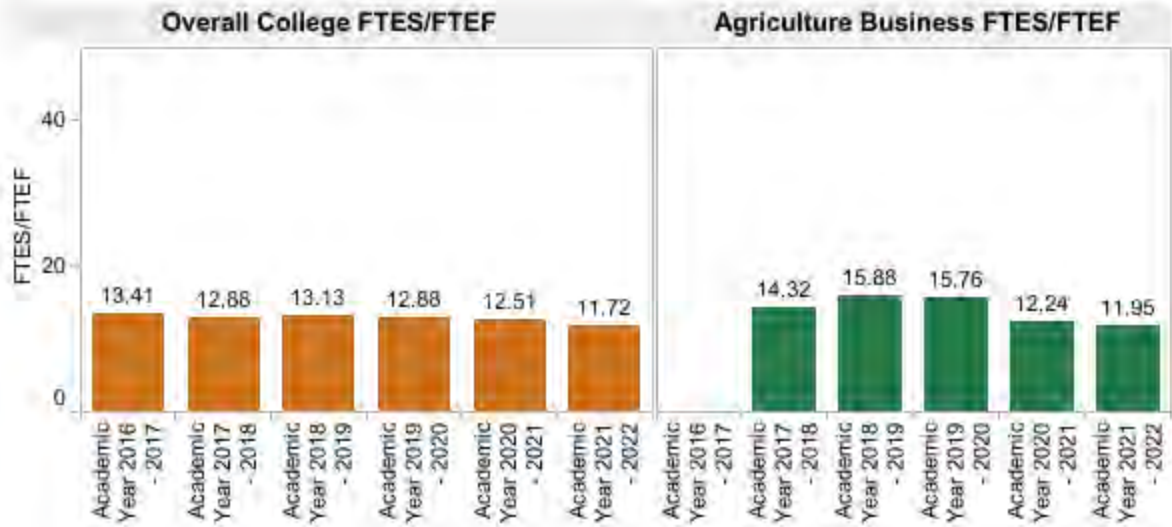Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Agriculture Business	All	Not Dual Enrollment	All

Overall College FTES/FTEF

FTES/FTEF

Academic Year	Value
Academic Year 2016 - 2017	13.41
Academic Year 2017 - 2018	12.88
Academic Year 2018 - 2019	13.13
Academic Year 2019 - 2020	12.88
Academic Year 2020 - 2021	12.51
Academic Year 2021 - 2022	11.72

Agriculture Business FTES/FTEF

Academic Year	Value
Academic Year 2016 - 2017	
Academic Year 2017 - 2018	14.32
Academic Year 2018 - 2019	15.88
Academic Year 2019 - 2020	15.76
Academic Year 2020 - 2021	12.24
Academic Year 2021 - 2022	11.95

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
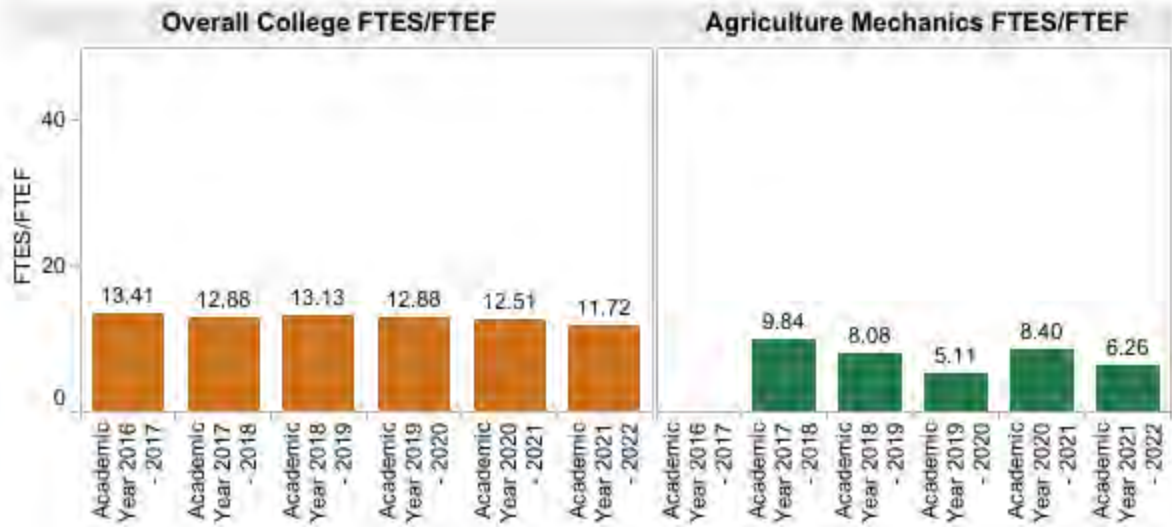(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Agriculture Mechanics	All	Not Dual Enrollment	All

Overall College FTES/FTEF

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
13.41	12.88	13.13	12.88	12.51	11.72

Agriculture Mechanics FTES/FTEF

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	9.84	8.08	5.11	8.40	6.26

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Click here to enter text.

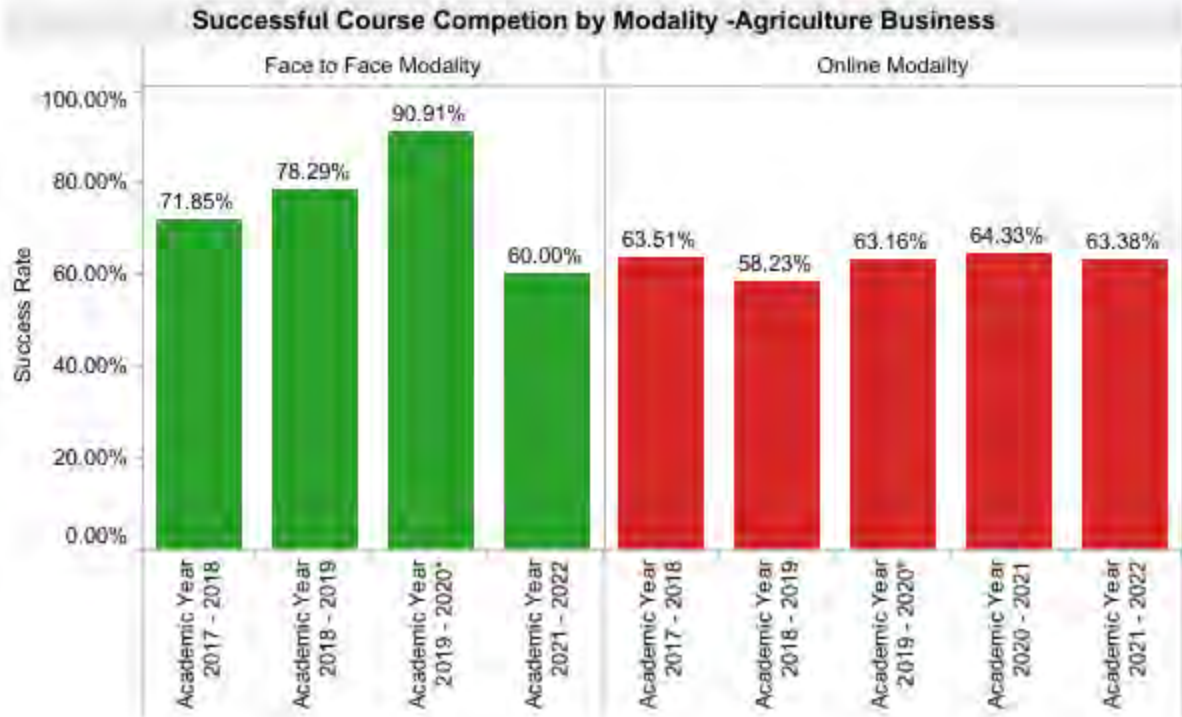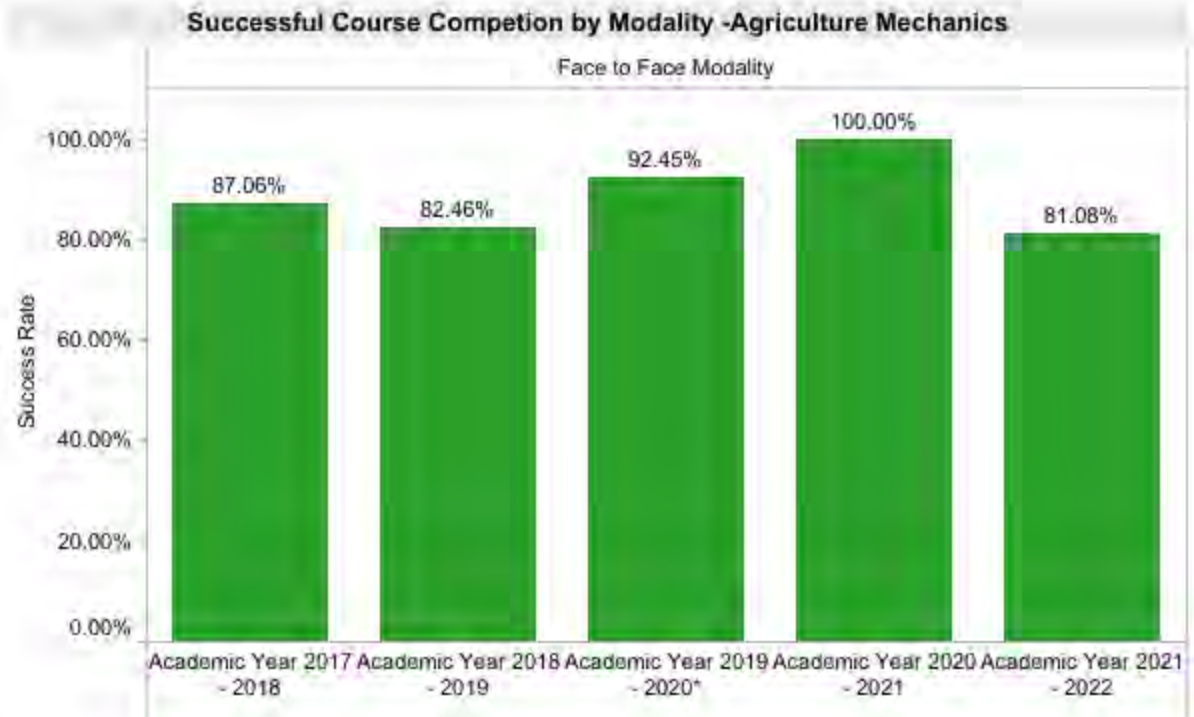D. [Student Success—Course Completion by Modality (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Business

Course:
All

Legend:
- 🟩 Face to Face Modality
- 🟥 Online Modality

Successful Course Competion by Modality -Agriculture Business

Successful Course Competion by Modality Table - Agriculture Business

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	71.85%	78.29%	90.91%		60.00%
	Total Department Enrollments	135.0	152.0	152.0		75.0
Online Modality	Department Success Rate	63.51%	58.23%	63.16%	64.33%	63.38%
	Total Department Enrollments	74.0	79.0	87.0	302.0	213.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Mechanics

Course:
All

Legend:
🟩 Face to Face Modality

Successful Course Competion by Modality -Agriculture Mechanics

Face to Face Modality

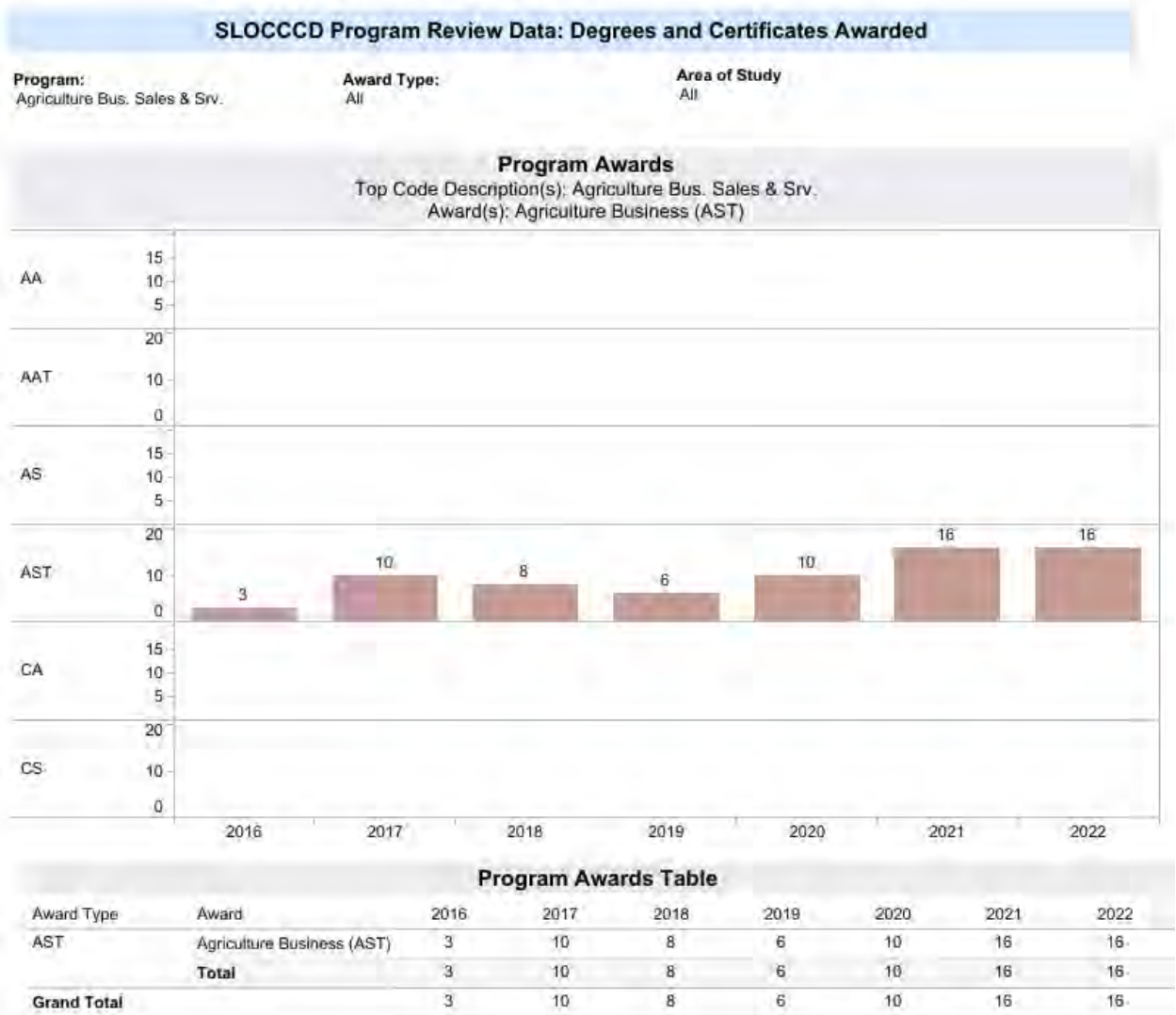|		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	87.06%	82.46%	92.45%	100.00%	81.08%
	Total Department Enrollments	85.00	57.00	53.00	14.00	74.00

The decline in Agriculture Business face-to-face course completion is significant. It is interesting to observe very little change in online course completion over the same

period. I am unsure how to explain this though I did observe a shift in classroom student engagement during and after Covid. I'm not sure that accounts for such a significant decline. I am concerned to see completion rates in the 60-63% range overall for both modalities. A conversation amongst Agriculture Business instructors is a next step to understand and improve these outcomes.

E. Degrees and Certificates Awarded (Insert Data Chart)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:	Award Type:	Area of Study
Agriculture Bus. Sales & Srv.	All	All

Program Awards
Top Code Description(s): Agriculture Bus. Sales & Srv.
Award(s): Agriculture Business (AST)

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AST	Agriculture Business (AST)	3	10	8	6	10	16	16
	Total	3	10	8	6	10	16	16
Grand Total		3	10	8	6	10	16	16

Program Awards. The number of degress and certificates awarded by program type

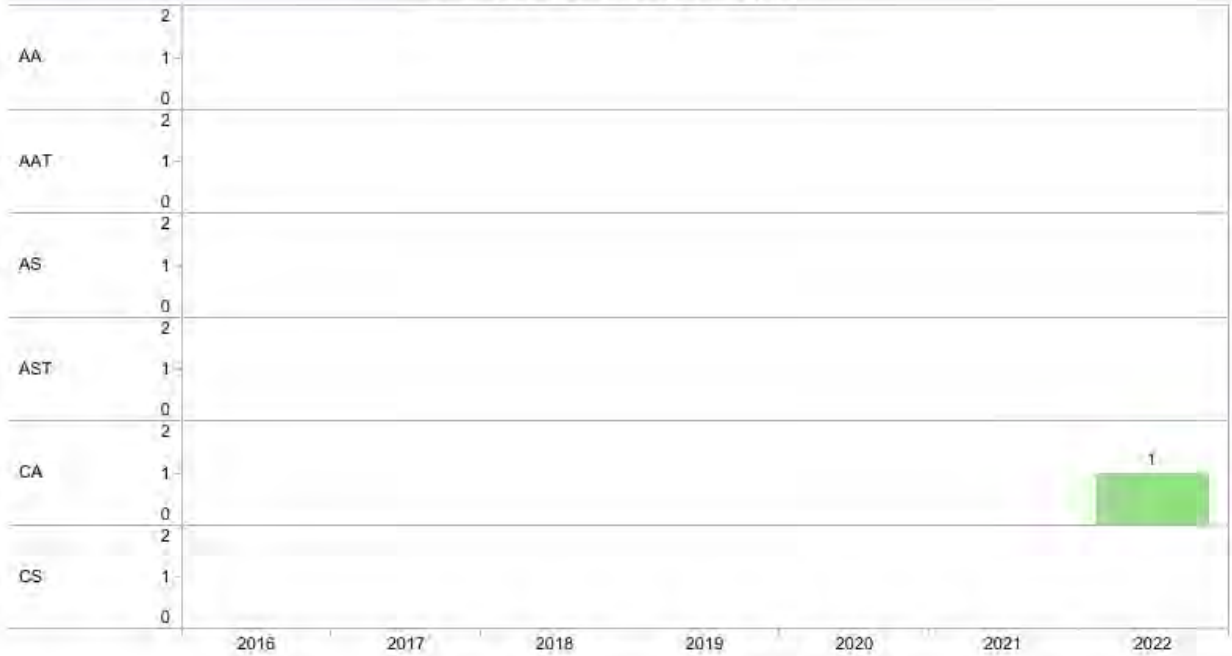## SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:	Award Type:	Area of Study
Agricultural Power Equip Tech	All	All

Program Awards
Top Code Description(s): Agricultural Power Equip Tech
Award(s): Mechanized Agriculture (CA)

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
CA	Mechanized Agriculture (CA)							1
	Total							1
Grand Total								1

Program Awards. The number of degress and certificates awarded by program type

I'm pleased to see that program awards for Agriculture Business have remained steady.

F. <u>General Student Success – Course Completion (Insert Aggregated Data Chart)</u>
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Business

COURSE
All

TERM
All

Measure Names
- ■ Department Success Rate
- ■ Overall College Success Rate

Successful Course Completion - Agriculture Business

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department (line)	68.90%	71.43%	80.77%	64.33%	62.50%
College (bar)	75.67%	75.46%	82.51%	74.60%	74.72%

Agriculture Business Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	68.90%	71.43%	80.77%	64.33%	62.50%
Total Enrollments	209	231	239	302	288

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

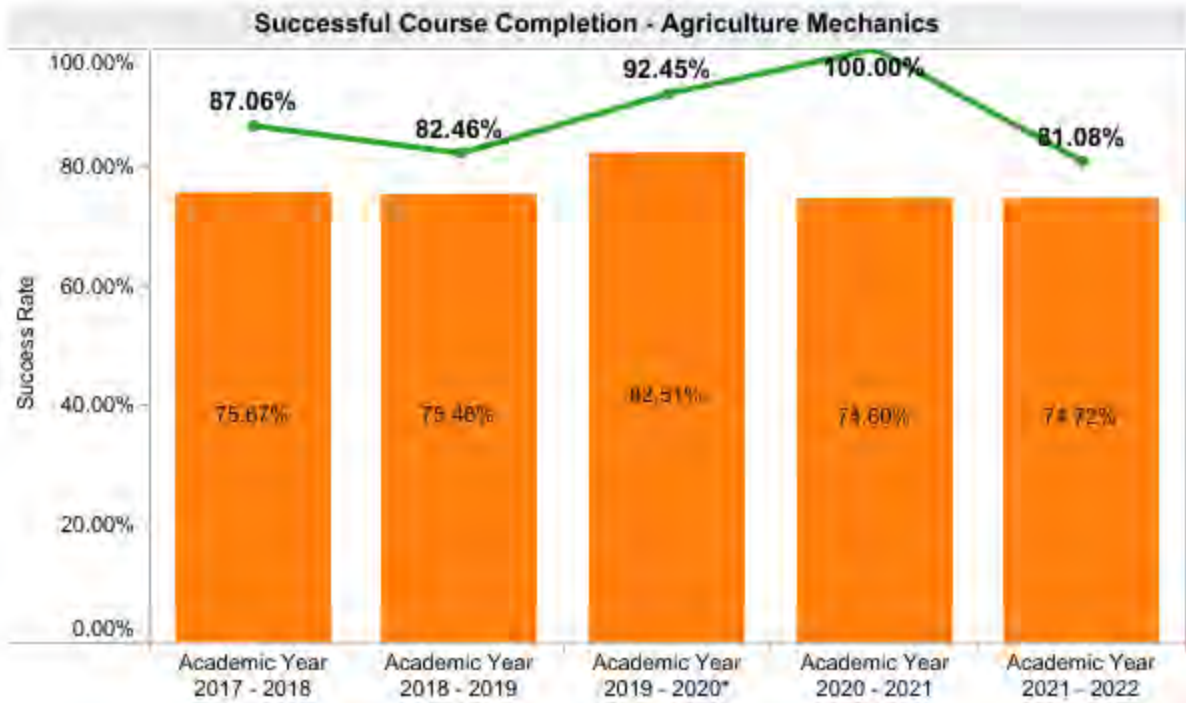## SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Mechanics

COURSE
All

TERM
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Agriculture Mechanics

Agriculture Mechanics Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	87.06%	82.46%	92.45%	100.00%	81.08%
Total Enrollments	85	57	53	14	74

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Same reflection as Course Completion by Modality above for Agriculture Business

G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2020 - 2021
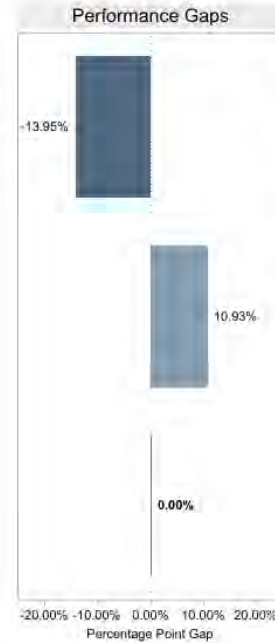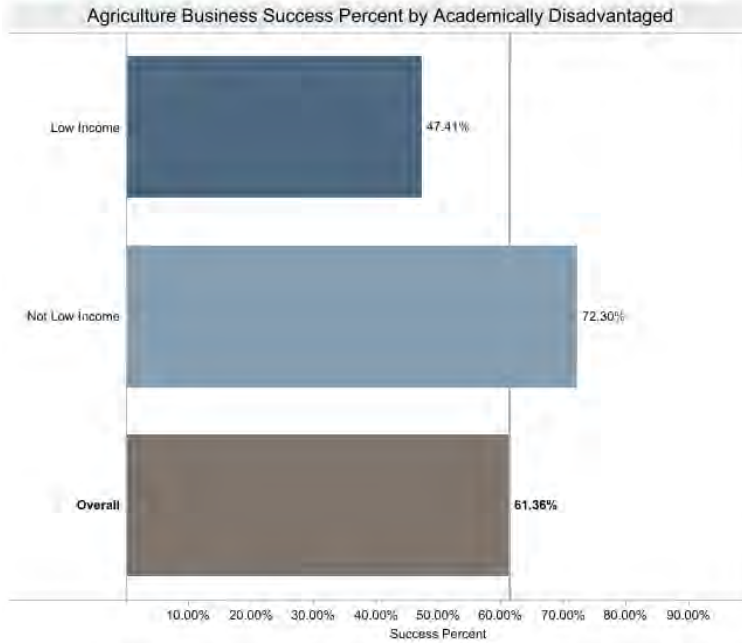
Department:
Agriculture Business

Region:
All

Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
Not Prison

Disaggregate By:
Academically Disadvantag..

Agriculture Business Success Percent by Academically Disadvantaged

Performance Gaps

Low Income — 47.41% — -13.95%

Not Low Income — 72.30% — 10.93%

Overall — 61.36% — 0.00%

Success Percent / Percentage Point Gap

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation
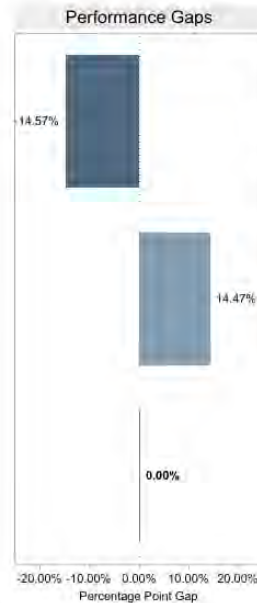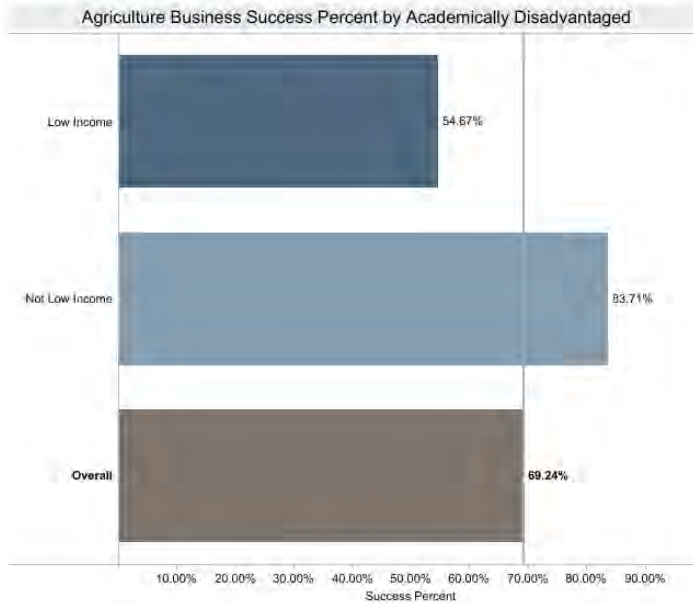
Academic Year:
All

Department:
Agriculture Business

Region:
All

Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
Not Prison

Disaggregate By:
Academically Disadvantag..

Agriculture Business Success Percent by Academically Disadvantaged

Performance Gaps

Low Income — 54.67% — -14.57%

Not Low Income — 83.71% — 14.47%

Overall — 69.24% — 0.00%

Success Percent / Percentage Point Gap

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

Successful Course Completion by Student Subpopulation

Agriculture Business Success Percent by Ethnicity

	Success Percent
Hispanic / Latino	47.14%
Two or More Races	72.73%
White	66.08%
Overall	61.11%

Performance Gaps

	Percentage Point Gap
Hispanic / Latino	-13.97%
Two or More Races	11.62%
White	4.97%
Overall	0.00%

Academic Year: Academic Year 2020 - 2021
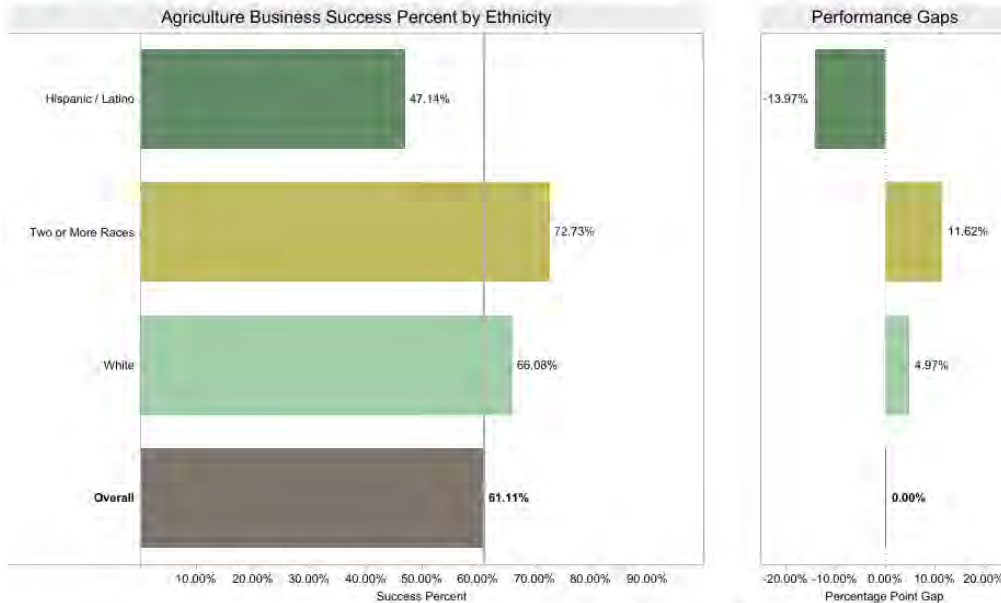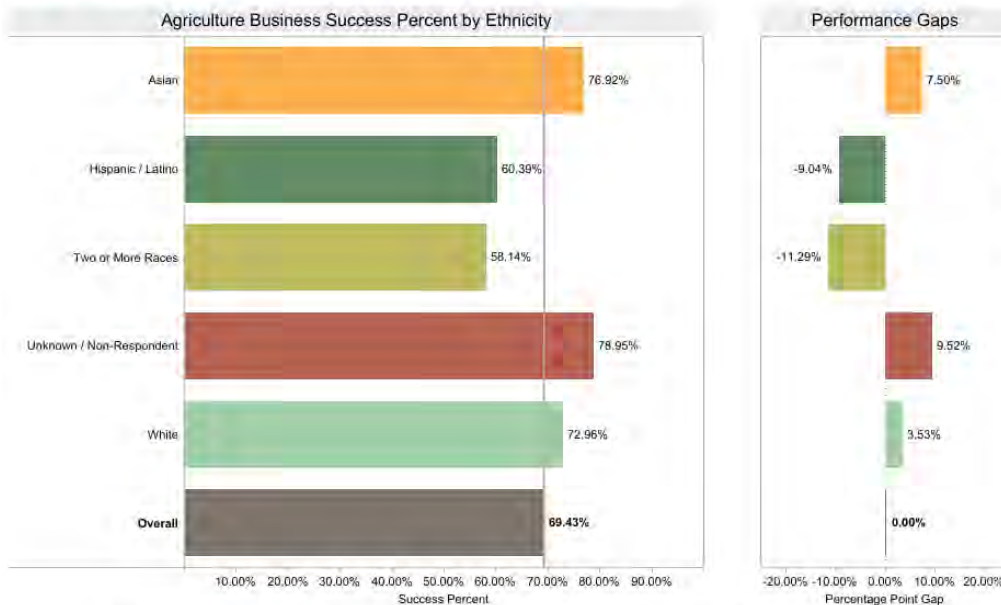
Department: Agriculture Business

Region: All

Enroll Status: All

Dual Enrollment: Not Dual Enrollment

Prison: Not Prison

Disaggregate By: Ethnicity

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Agriculture Business Success Percent by Ethnicity

	Success Percent
Asian	76.92%
Hispanic / Latino	60.39%
Two or More Races	58.14%
Unknown / Non-Respondent	78.95%
White	72.96%
Overall	69.43%

Performance Gaps

	Percentage Point Gap
Asian	7.50%
Hispanic / Latino	-9.04%
Two or More Races	-11.29%
Unknown / Non-Respondent	9.52%
White	3.53%
Overall	0.00%

Academic Year: All

Department: Agriculture Business

Region: All

Enroll Status: All

Dual Enrollment: Not Dual Enrollment

Prison: Not Prison

Disaggregate By: Ethnicity

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

There is more work to be done to improve outcomes for Low Income and Hispanic/Latino students.

I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:
- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below).* *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes
B. Anticipated changes in curriculum, scheduling or delivery modality
   We continue to consider scheduling and modality for all AGB and AGM courses. It will be interesting to see how Hybrid works for AGB students. AGB courses are also being scheduled at NCC for Fall '23 and Spring '24.
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
   With the hiring a full-time, tenure track faculty with some responsibility for AGM, the program is poised for growth and direction.
F. Other

19 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.