

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024

PROGRAM(S): AGRICULTURE BUSINESS

CLUSTER: ABS, SS, BE

AREA OF STUDY: BUSINESS, AGRICULTURE, HOSPITALITY & LEGAL

LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2025 CURRENT DATE: 2/23/2024

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**, which can be downloaded from this **SharePoint 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 programs of study (degrees and/or certificates):

Agriculture Business, AAT; Farm Management, CA

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. **A new Agriculture prefix, Animal Science (AGAS), is approved. Four new courses are currently being developed. There are now four programs within the area of agriculture. We continue to create programs and courses to meet demand for post-secondary education in agriculture offering students job skills and effective transfer paths.**

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.

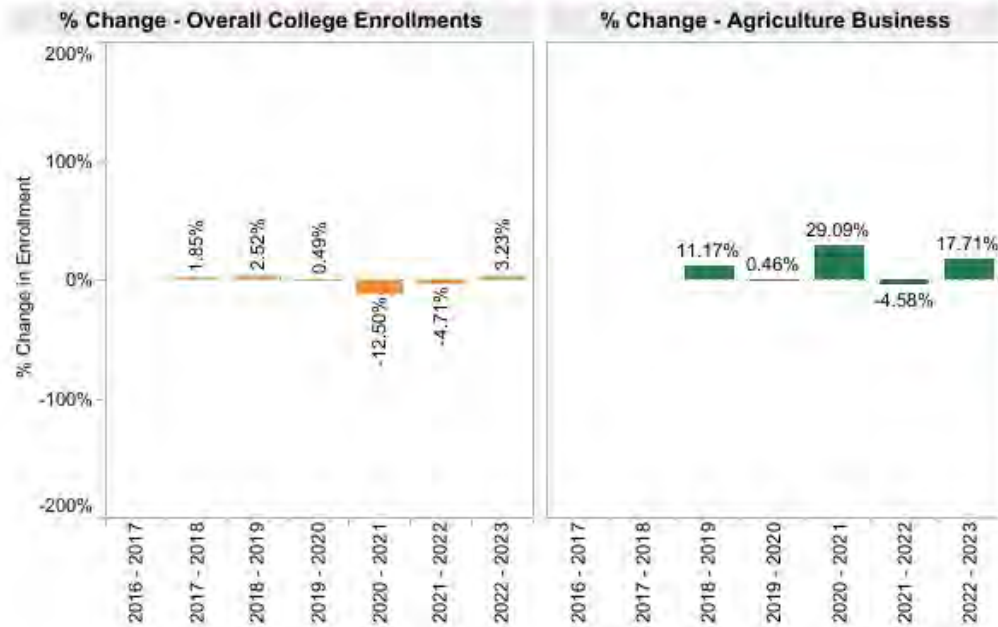
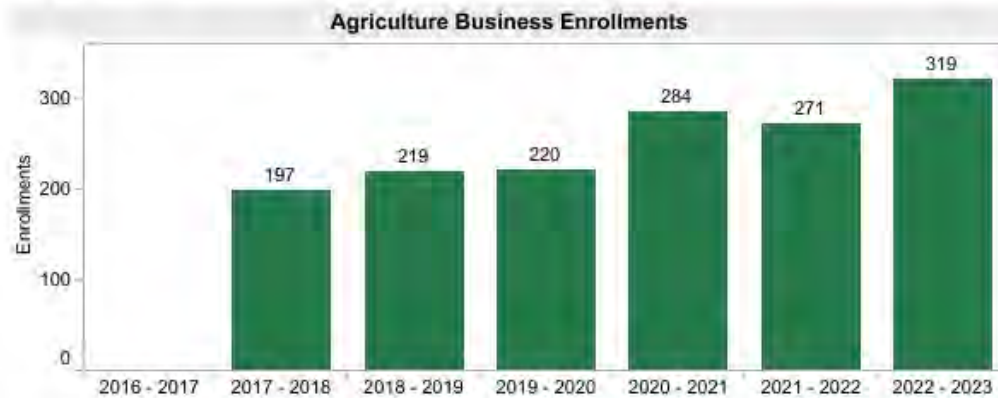
A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

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

Region: All TERM All

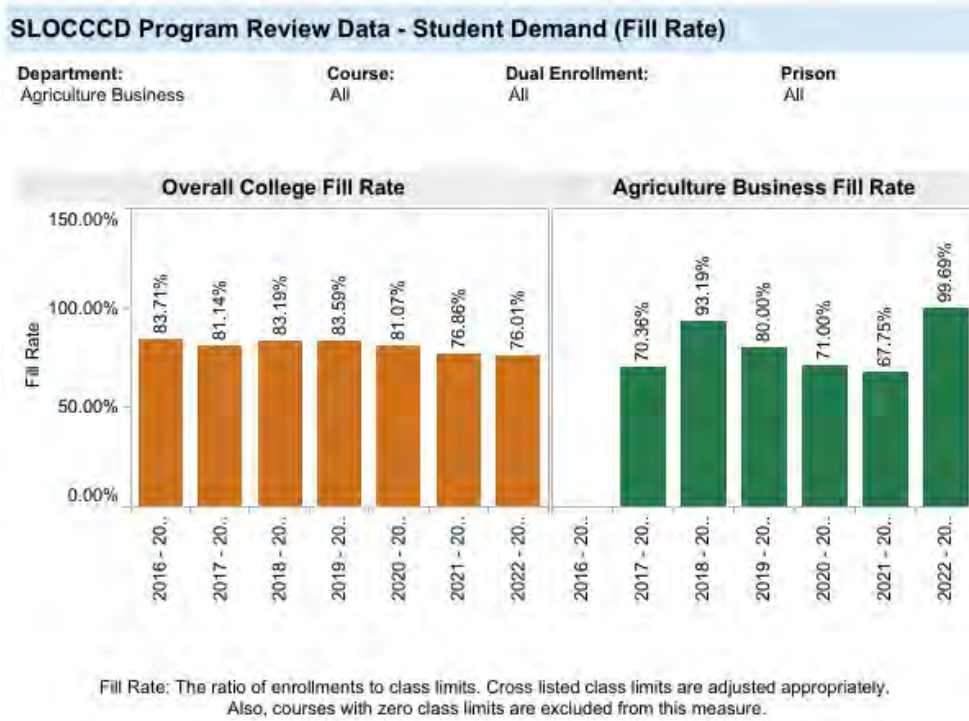


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Agriculture Business enrollment for 2022- 2023 is up, significantly, from 2021-2022. This reflects quality agriculture programs in local high schools and growing awareness of Cuesta’s robust offerings in agriculture. Growth in dual enrollment is also reflected. Targeted marketing dollars from an HSI/USDA grant supported strategic outreach for Cuesta’s agriculture offerings.

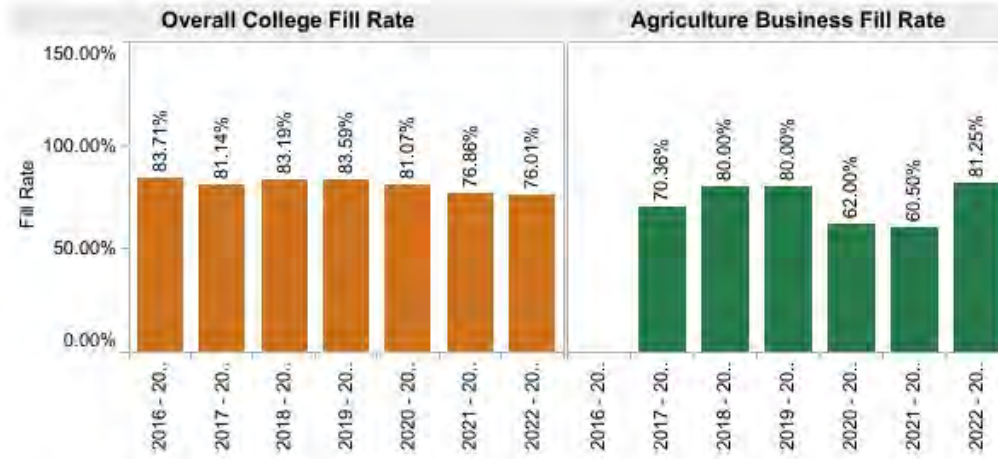
B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



SLOCCCD Program Review Data - Student Demand (Fill Rate)

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



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.

Without including dual enrollment, Agriculture Business fill rates are still up to 81.25% from 60.5% the prior year. Agriculture Business fill rates are just over 5% above the college average of 76% without dual enrollment.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

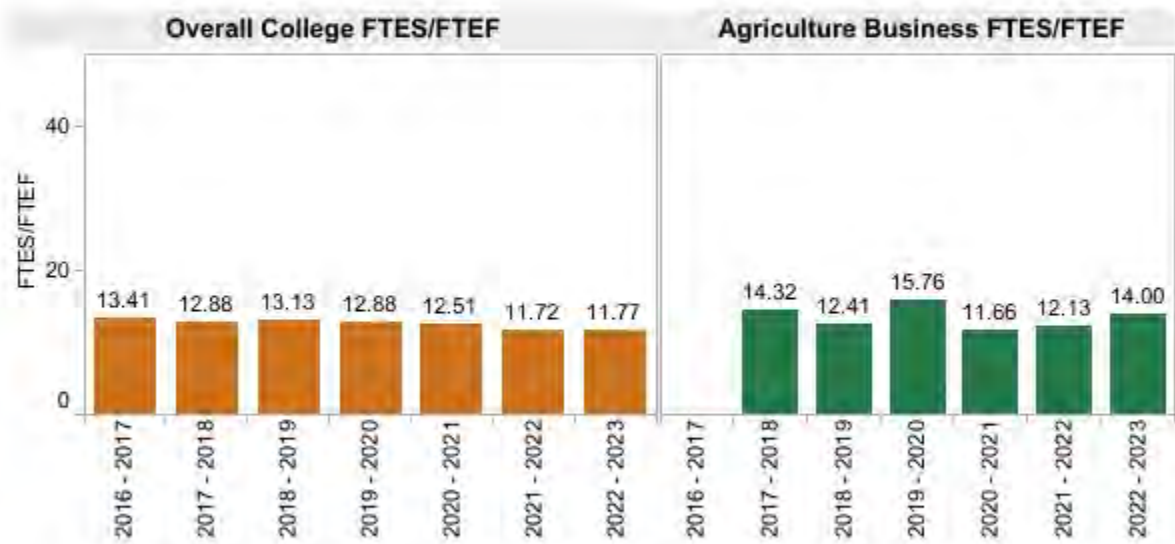
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Agriculture Business

Course:
All

Dual Enrollment:
All

Prison:
All



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

The Agriculture Business program is more efficient than the college. This includes all courses, including dual enrollment.

D. Student Success—Course Completion by Modality (Insert Data Chart)

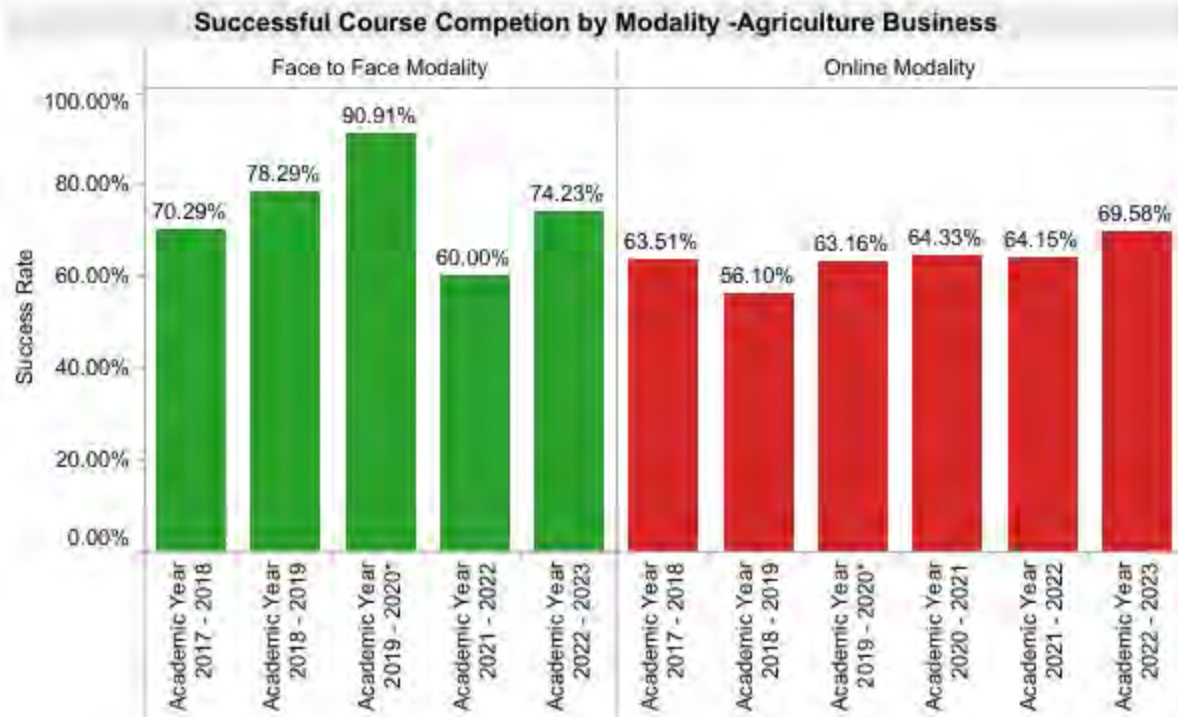
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Business

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



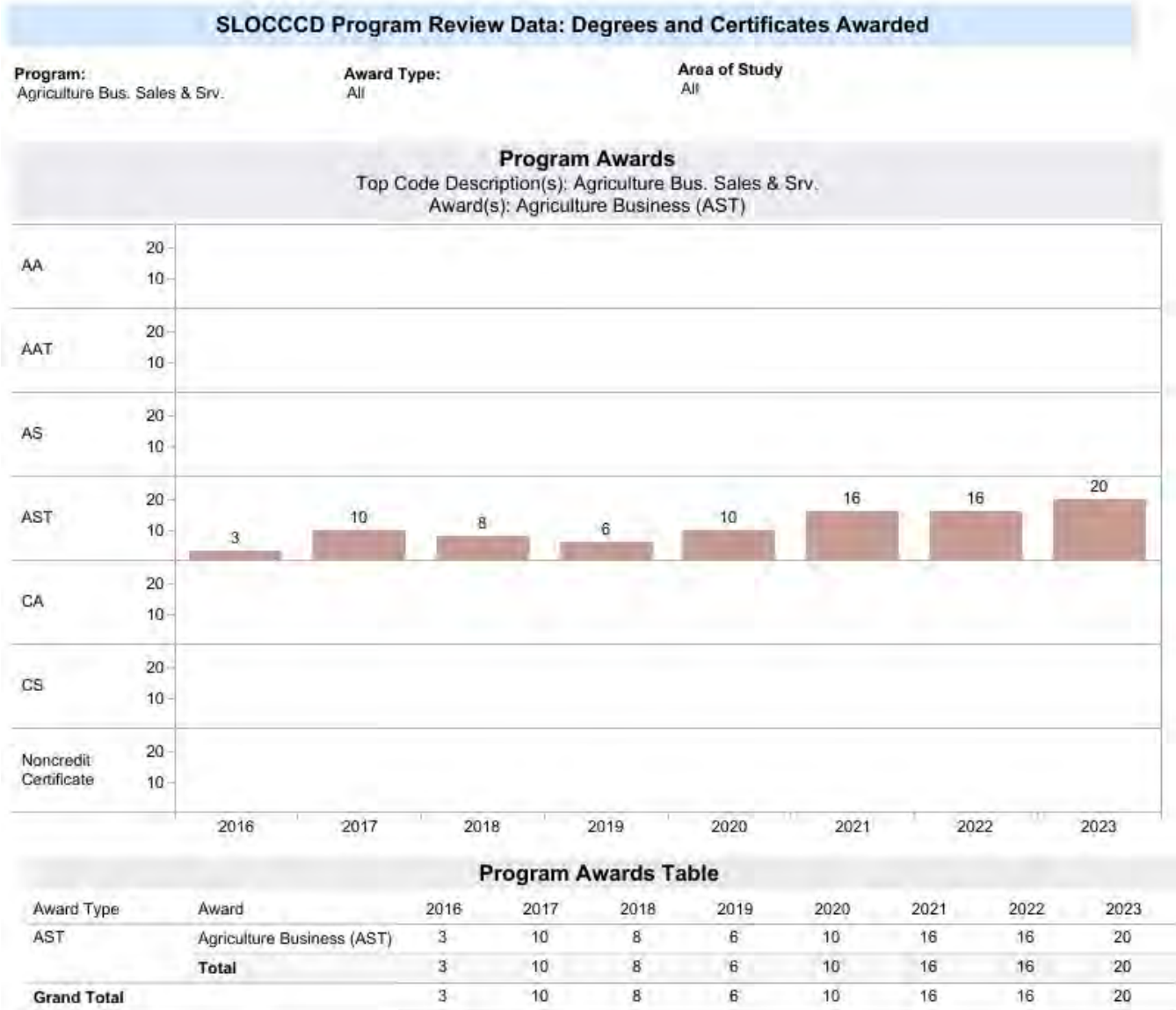
Successful Course Completion by Modality Table - Agriculture Business

| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 |
|-----------------------|----------------------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department Success Rate | 70.29% | 78.29% | 90.91% | | 60.00% | 74.23% |
| | Total Department Enrollm.. | 138.0 | 152.0 | 152.0 | | 75.0 | 97.0 |
| Online Modality | Department Success Rate | 63.51% | 56.10% | 63.16% | 64.33% | 64.15% | 69.58% |
| | Total Department Enrollm.. | 74.0 | 82.0 | 87.0 | 302.0 | 214.0 | 241.0 |

Student success is improved in both face-to-face and online modalities. Students are more successful in Agriculture Business courses online than they have ever been. This likely reflects an increased comfort level amongst online learners and improved pedagogy of Cuesta’s online teachers. We continue to assess modality offerings to meet the evolving needs of students.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

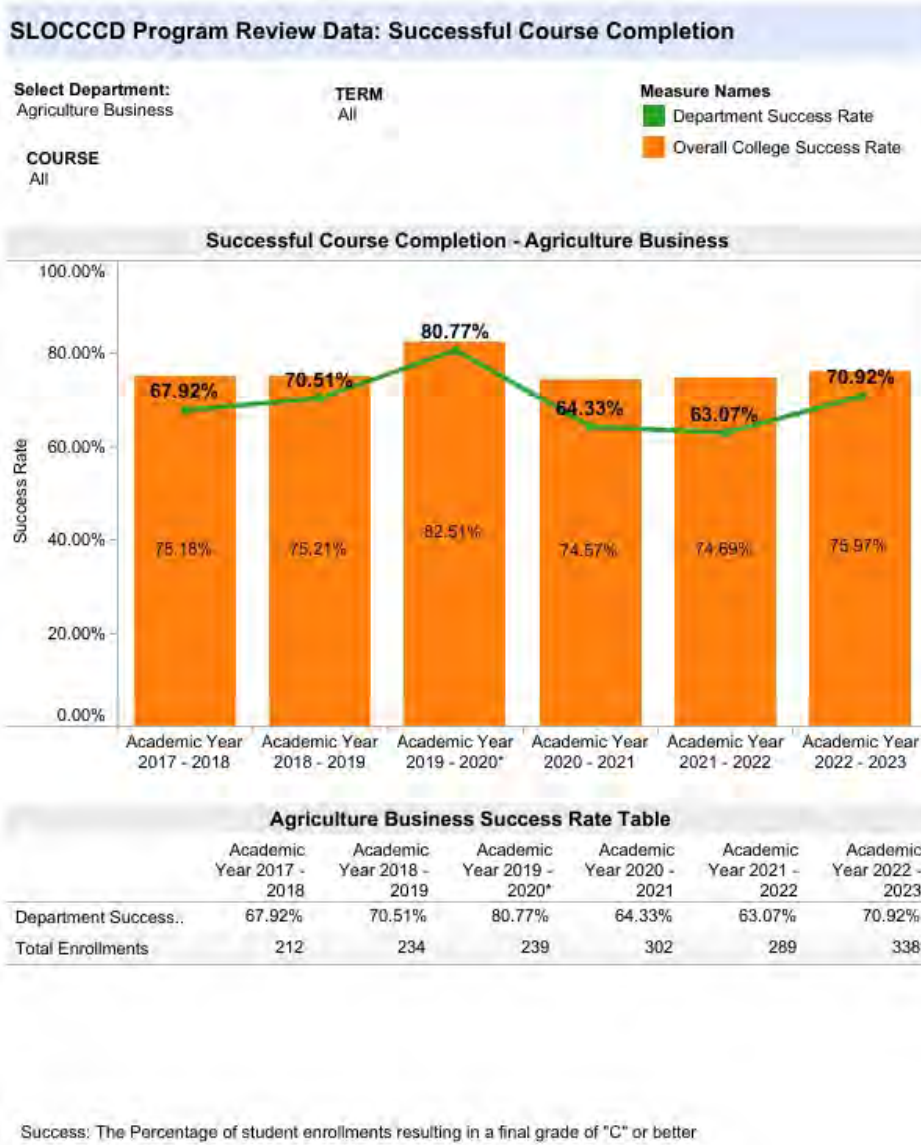


Program Awards: The number of degrees and certificates awarded by program type

The number of Agriculture Business AST awards is steadily increasing. I suspect the emphasis on Guided Pathways is positively impacting this.

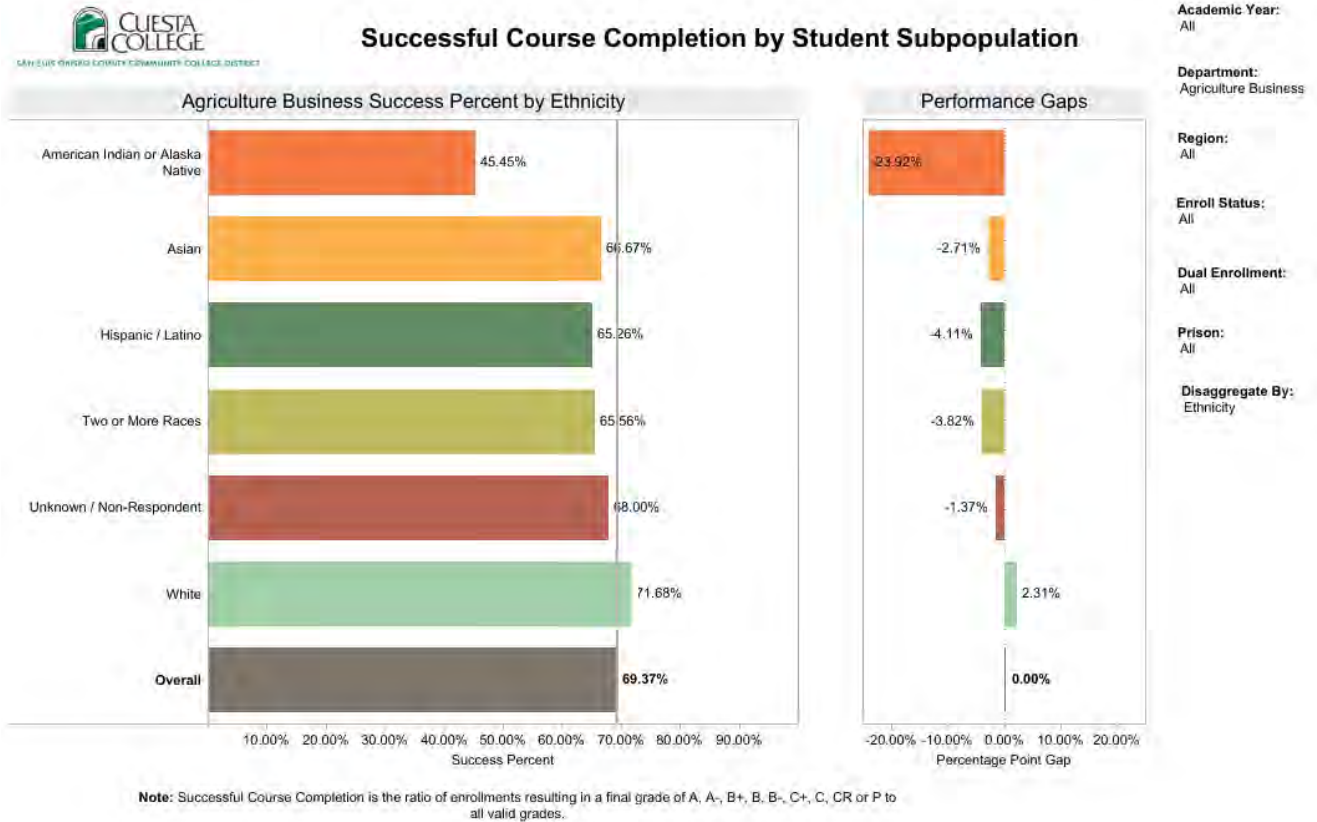
F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



Students appear to be increasingly successful in Agriculture Business courses though this is an area where progress can still be made to meet the college average. Agriculture Business faculty are exploring these numbers and how to make changes toward positive impact.

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?

The ethnicity success gaps are less than '21/'22. Last year the gap was 12-14% on average and this year is down to 6-7% on average. Agriculture Business faculty participate in training to

increase understanding of Cuesta student experiences and employ tools to reduce success gaps. We will continue working to address these gaps.

Programs and Curriculum Review PROGRESS

There are no changes in programs from 22/23 APPW. Intensive curriculum review will take place in 24/25 CPPR.

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 and addressing equity gaps
- B. Anticipated changes in curriculum, scheduling or delivery modality
We continue to consider scheduling and modality for all AGB courses. It will be interesting to see how Hybrid works for AGB students. AGB courses were scheduled at NCC for Fall '23 but enrollment was not sufficient to run the courses.
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

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 | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Demand (Fill Rate) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Efficiency (FTES/FTEF) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Success – Course Completion | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Success – Course Modality | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Degrees and Certificates Awarded | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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.