

# 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024

PROGRAM(S): AGRICULTURE MECHANICS

CLUSTER: ABS, SS, BE (CLUSTER 3)

AREA OF STUDY: BUSINESS, AGRICULTURE, HOSPITALITY & LEGAL

LAST YEAR CPPR COMPLETED: SPRING 2022

NEXT SCHEDULED CPPR: 2026

CURRENT DATE: 3/1/2024

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):

**EQUIPMENT TECHNICIAN, CA,  
MECHANIZED AGRICULTURE, 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.

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.

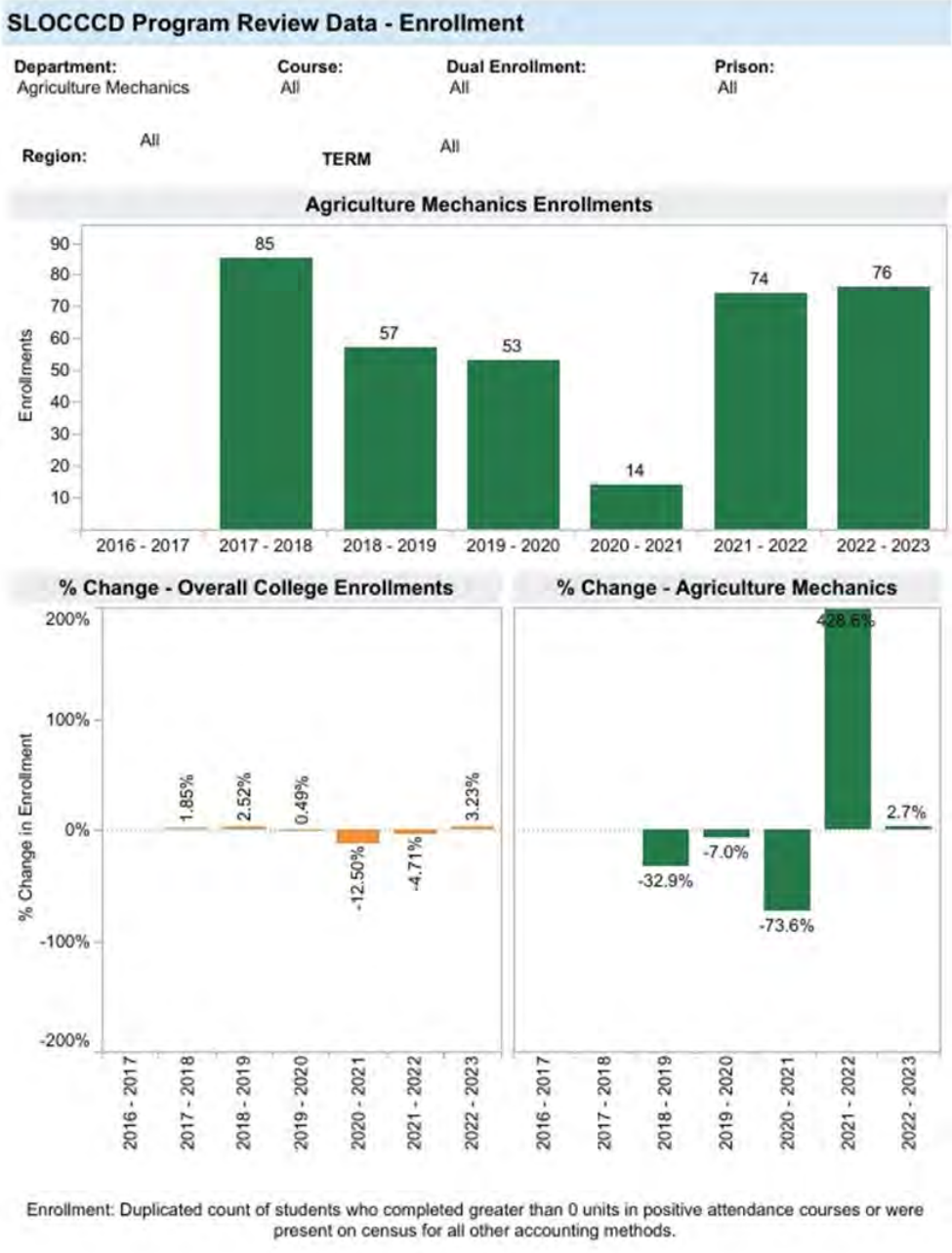
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

## 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)**

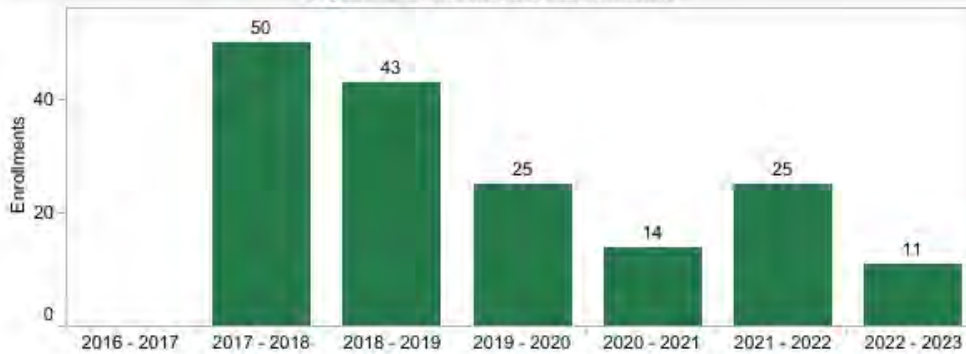


## SLOCCCD Program Review Data - Enrollment

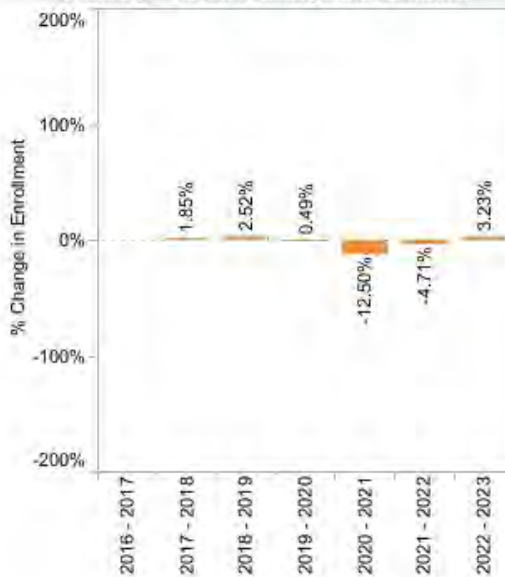
Department: Agriculture Mechanics      Course: All      Dual Enrollment: Not Dual Enrollment      Prison: All

Region: All      TERM: All

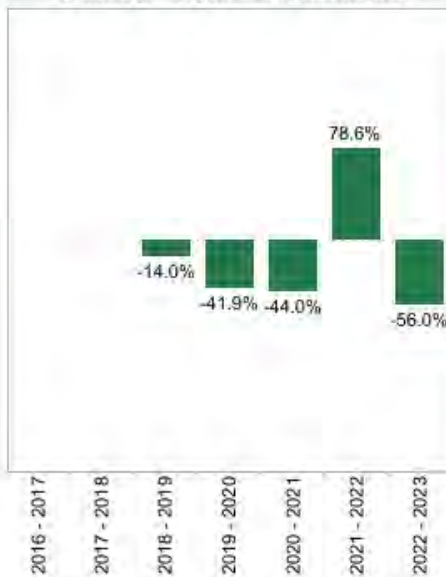
### Agriculture Mechanics Enrollments



### % Change - Overall College Enrollments



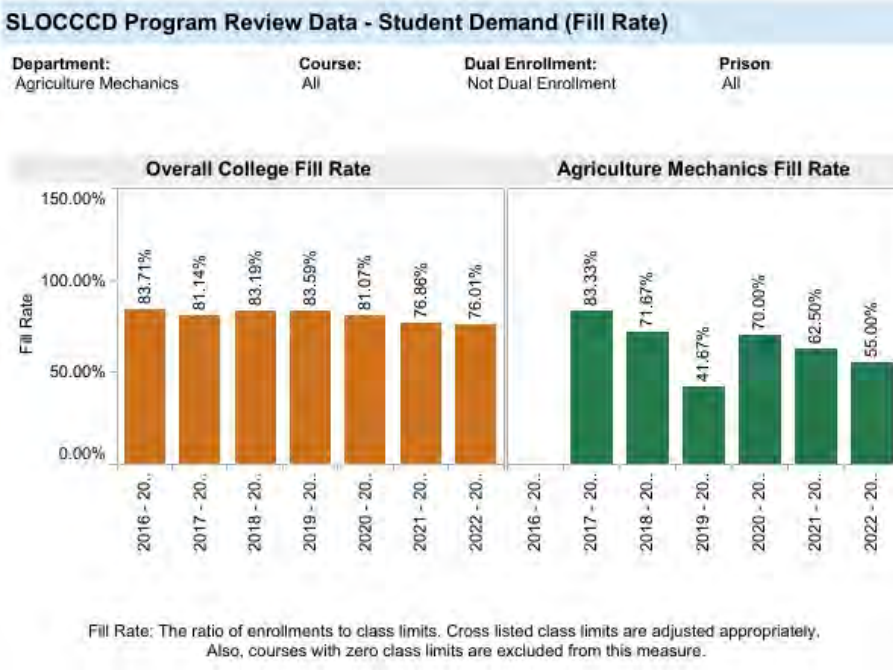
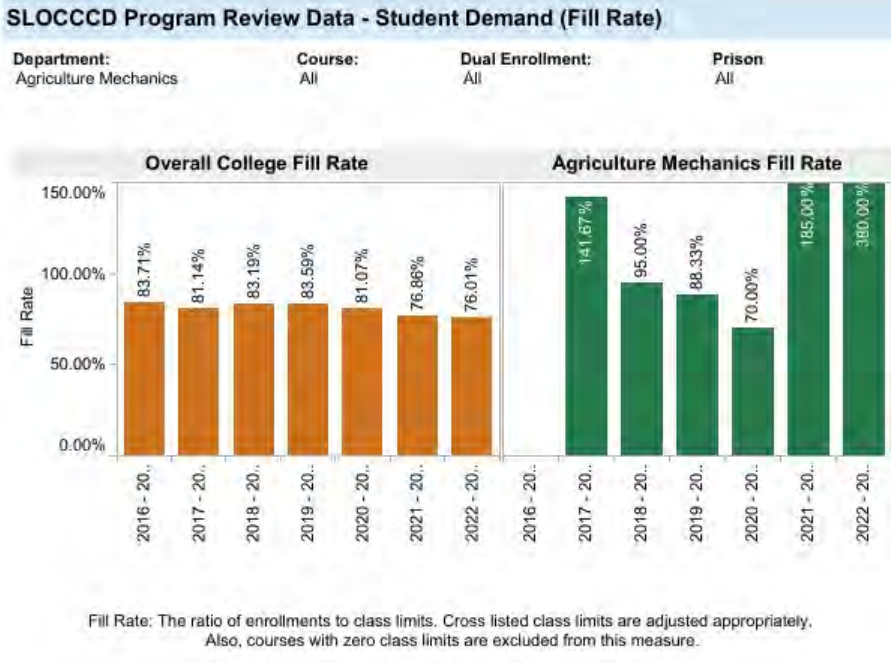
### % Change - Agriculture Mechanics



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.

Agriculture Mechanics has seen a slight increase after the substantial increase in the 2020-2021 academic year. This is primarily due to Dual Enrollment sections, as we struggle to identify demand and available faculty at the SLO campus.

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

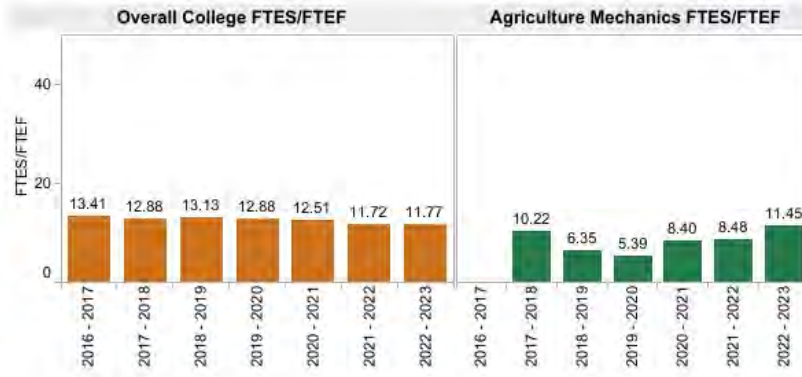


Because Dual Enrollment sections are set at course cap of 0, there is a fill rate of 380% when including Dual Enrollment sections. Looking only at Not Dual Enrollment sections, fill rate for last year was 55%, a slight decrease from 62% the previous academic year.

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

**SLOCCCD Program Review Data - Efficiency (FTES/FTEF)**

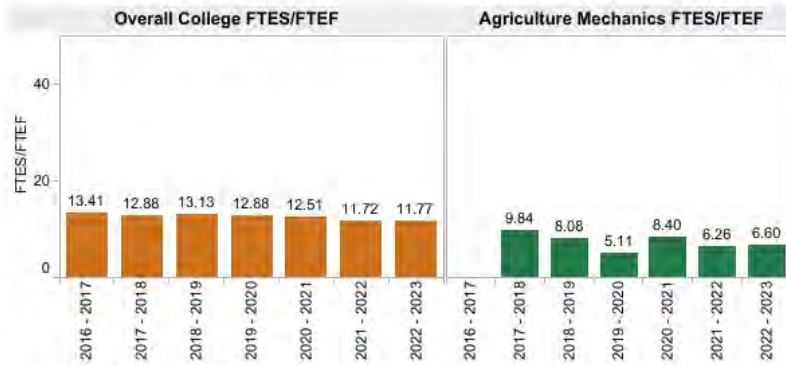
Department: Agriculture Mechanics      Course: All      Dual Enrollment: All      Prison: All



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

**SLOCCCD Program Review Data - Efficiency (FTES/FTEF)**

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

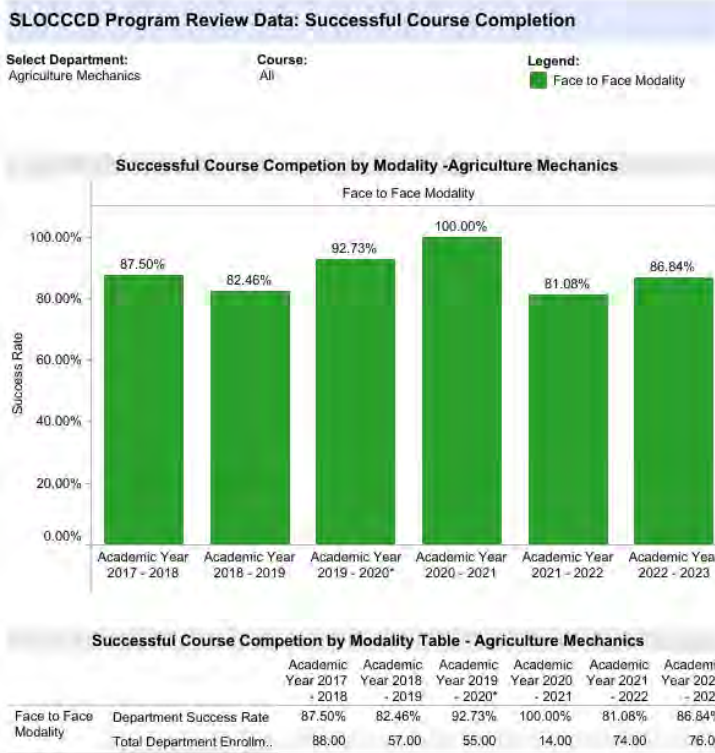


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Agriculture Mechanics is very much a picture of dual enrollment. With dual enrollment our efficiency is 11.45, without it is 6.60.

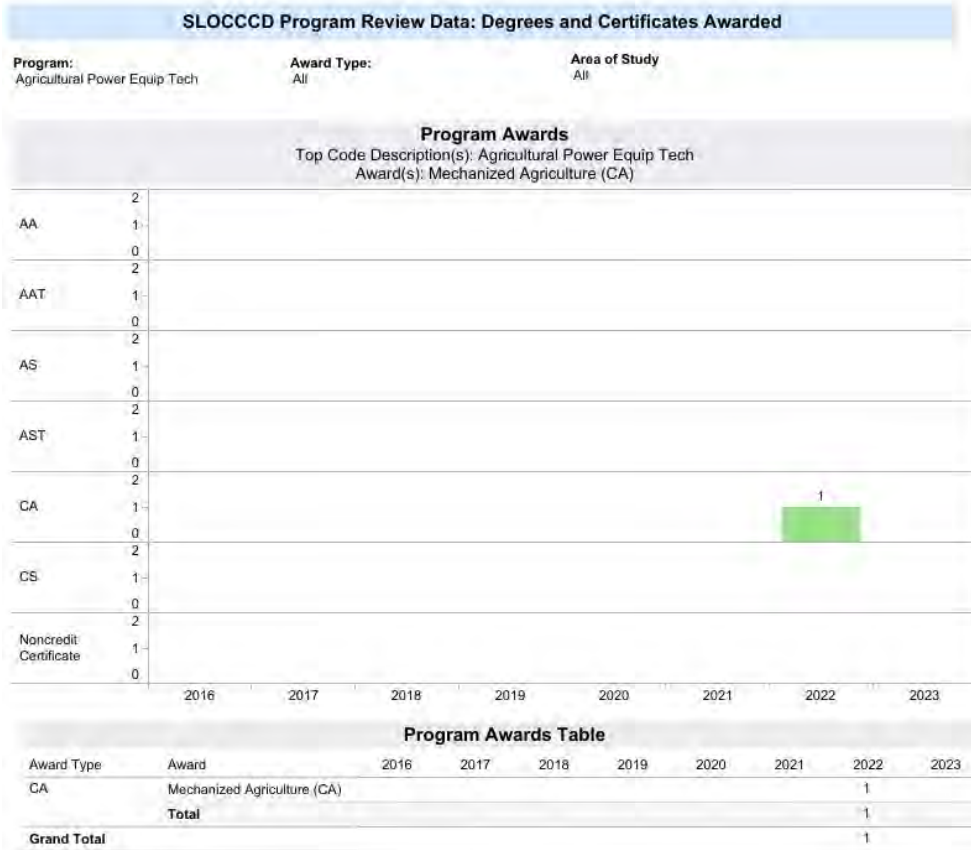


D. Student Success—Course Completion by Modality (Insert Data Chart)



Due to the nature of the courses, Ag Mechanics courses are not offered online, and are only offered face to face. Therefore, there is not metric to measure the difference in modality.

E. Degrees and Certificates Awarded (Insert Data Chart)



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

Ag Mechanics classes are on a “preferred” course list for entrance to Cal Poly. Thus, most of the demand for Ag Mechanics courses are due to that, rather than a desire to earn a certificate or degree in Ag Mechanics, which is reflected in the graph showing that Cuesta College has only ever awarded one certificate in this area.

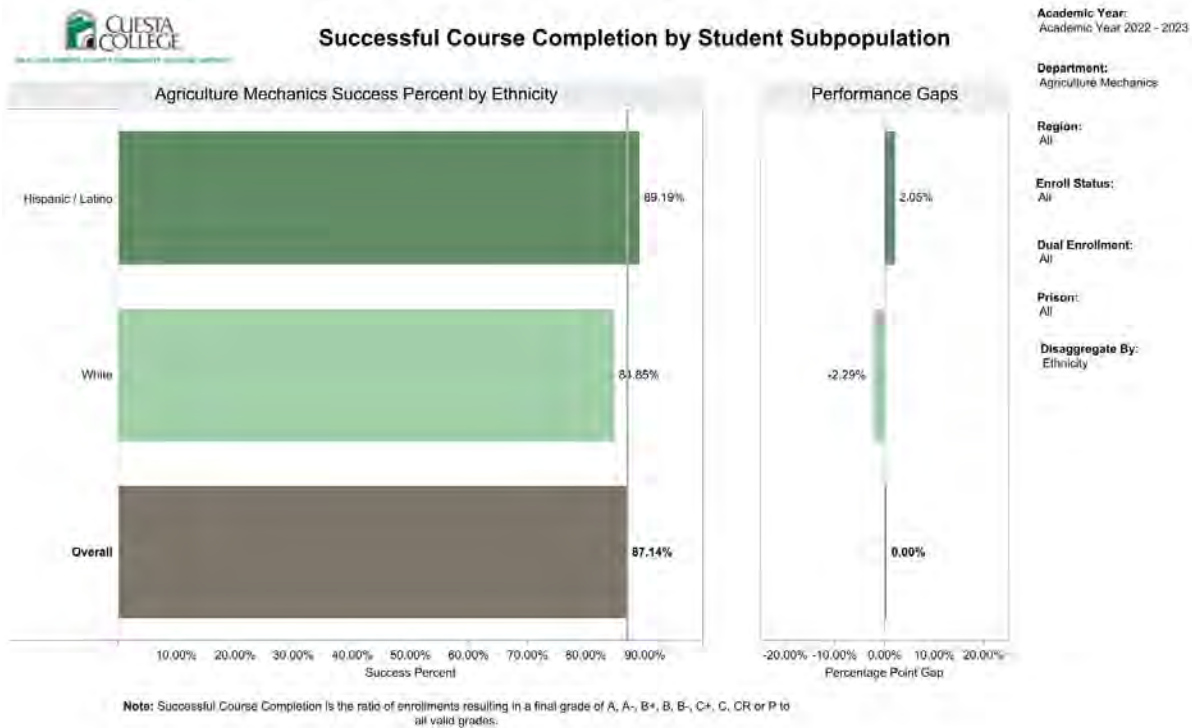
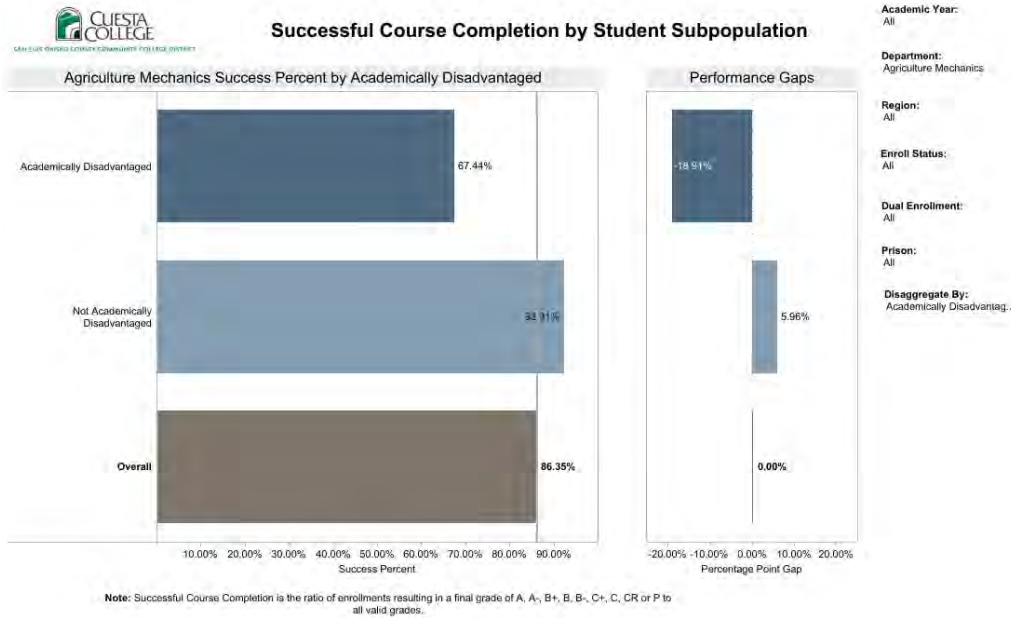
F. General Student Success – Course Completion (Insert Aggregated Data Chart)



Student Success Rates, defined as earning a “C” or better, remain higher than the college average, year after year. Students tend to do well in these classes because of the hands-on nature of the courses.



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 largest gap exists for students from an Academically Disadvantaged background, more so than ethnicity, or any other category available for disaggregation. Given the power tools, and other implements that are the primary source of material, this is not surprising, and incredible difficult to overcome from a community college perspective.

### PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the \_\_\_\_ year in the 5-year calendar of the Curriculum Review Worksheet.

**WILL COMPLETE IN THE CPPR.**

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

### 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
- 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.