2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024   **PROGRAM(S): AGRICULTURE PLANT SCIENCE**
CLUSTER: ABS, SS, BE (CLUSTER 3)   AREA OF STUDY: BUSINESS, AGRICULTURE, HOSPITALITY & LEGAL
LAST YEAR CPPR COMPLETED: 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):

Agricultural Plant Science AS-T; Viticulture, 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. Dean Harrell the only full-time faculty member is retiring at the end of this semester. He has been instrumentally in getting the program going. We are sad to see him go. We have engaged in hiring a new full-time faculty member for the next academic year, still to be determined at this time.

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)**
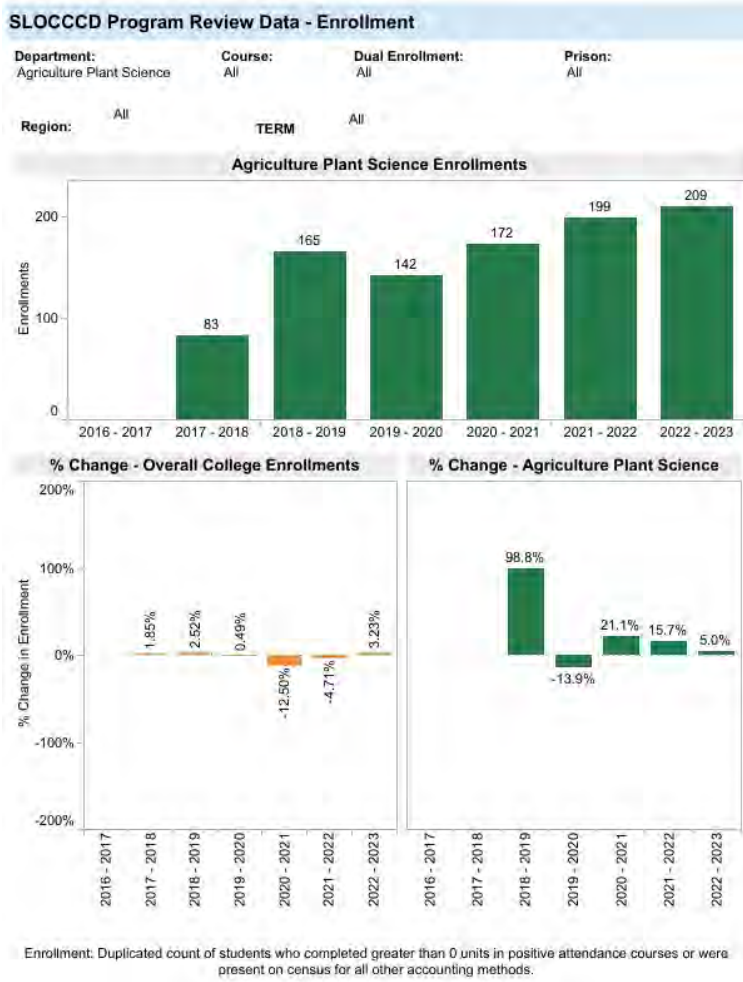
Agriculture Plant Science has seen steady increase since the program's inception in 2017-2018 (except during 2019-2020 when students were able to drop the course during the pandemic semester of Spring 2020 without penalty).

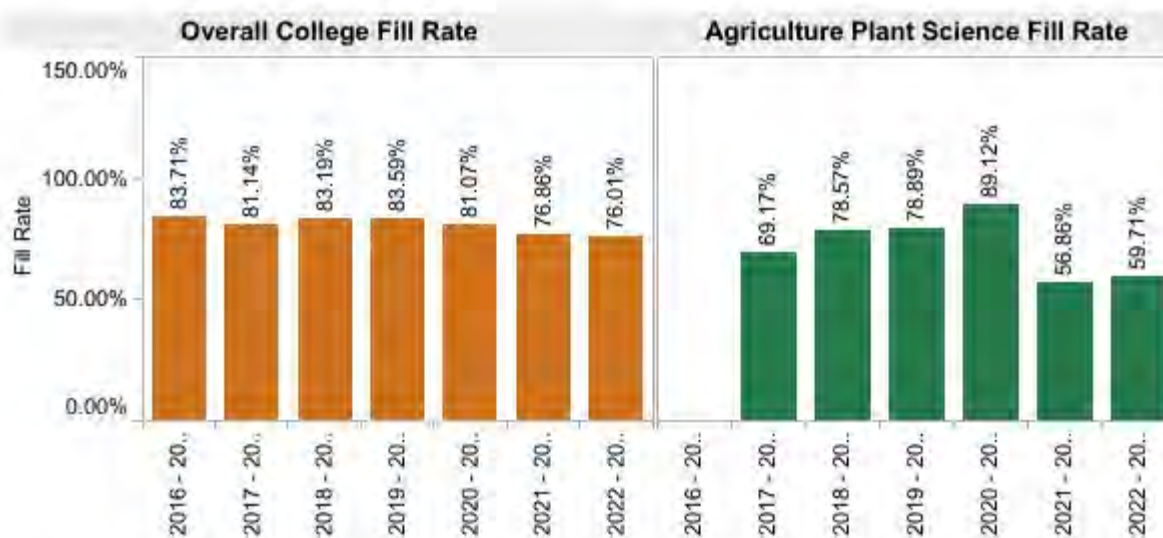B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Agriculture Plant Science	All	All	All

Overall College Fill Rate

- 2016 - 20..: 83.71%
- 2017 - 20..: 81.14%
- 2018 - 20..: 83.19%
- 2019 - 20..: 83.59%
- 2020 - 20..: 81.07%
- 2021 - 20..: 76.86%
- 2022 - 20..: 76.01%

Agriculture Plant Science Fill Rate

- 2016 - 20..: (none)
- 2017 - 20..: 69.17%
- 2018 - 20..: 78.57%
- 2019 - 20..: 78.89%
- 2020 - 20..: 89.12%
- 2021 - 20..: 56.86%
- 2022 - 20..: 59.71%

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.

The fill rate for Ag Plant Science courses has fallen precipitously for 2021-2022 as compared with the fill rate of 89.12% in the previous academic year. One reason for the drop is the decrease in enrollment seen college-wide which was 76.86% in 2021-2022 as compared to 2020-2021 at 81.07%. Factors that additionally influence Ag Plant Science courses include offering multiple sections of the feeder class "AGPS 241" as well as offering viticulture classes, that had been cancelled previously due to low enrollment. The viticulture was in peril of not having been offered in several years, so the decision was made to keep the courses, which did lower the overall fill rate for the department. Our Ag Plant Science faculty continue to advertise and try to "grow" (pun intended) the viticulture program. There was a survey developed by the Cuesta College Foundation trying to understand if there is industry need for these courses, and if it is lack of awareness of the program or lack of need. Results have not yet been shared.

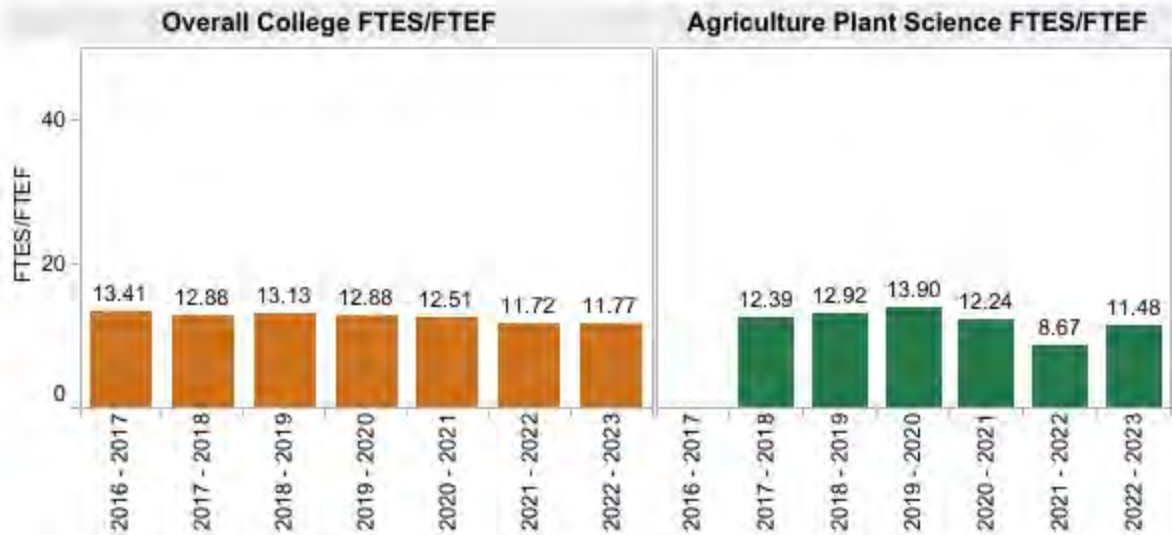C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Agriculture Plant Science	All	All	All

Overall College FTES/FTEF

Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.88
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77

Agriculture Plant Science FTES/FTEF

Year	FTES/FTEF
2016 - 2017	
2017 - 2018	12.39
2018 - 2019	12.92
2019 - 2020	13.90
2020 - 2021	12.24
2021 - 2022	8.67
2022 - 2023	11.48

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

Efficiency has risen since last year, which is to be expected with an increase in enrollment. AGPS have low enrollment caps due to the safety nature of many classes and the included lab components of the classes.
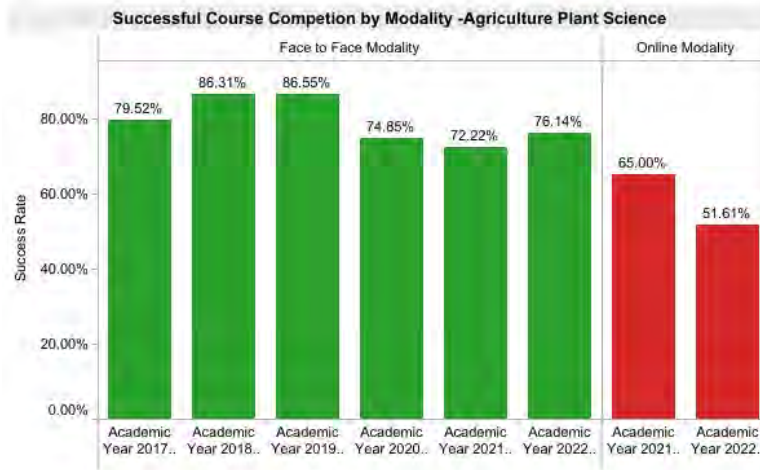
D. **Student Success—Course Completion by Modality (Insert Data Chart)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Plant Science

Course:
All

Legend:
- Face to Face Modality
- Online Modality

Successful Course Competion by Modality -Agriculture Plant Science

Successful Course Competion by Modality Table - Agriculture Plant Science		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	79.52%	86.31%	86.55%	74.85%	72.22%	76.14%
	Total Department Enrollm..	83.0	168.0	146.0	172.0	162.0	178.0
Online Modality	Department Success Rate					65.00%	51.61%
	Total Department Enrollm..					40.0	31.0

Given that most of the Ag Plant Science courses are lecture and lab classes, all but one of our courses is offered in either a fully in-person or Hybrid format, with only AGPS 246: Sustainable Ag Practices regularly offered online. Since there is no duplication between in-person and on-line it is not possible to draw any conclusions about the difference in success rates between in-person and on-line success rates.

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:	Award Type:	Area of Study
Multiple values	All	All

Program Awards
Top Code Description(s): Plant Science & Viticulture Enology & Wine Bus
Award(s): All

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AST	Agriculture Plant Sci (AST)				3	6	10	17	8
	Total				3	6	10	17	8
CA	Viticulture (CA)								1
	Total								1
Grand Total					3	6	10	17	9

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

The number of degrees earned in Ag Plant Science (ADT) continues to grow steadily. This is a representation of the increased enrollment in Ag Plant Science courses (even though fill rates do not match the increase which happens as the number of sections increases).

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Plant Science

TERM
All

COURSE
All

Measure Names
- Department Success Rate
- Overall College Success Rate
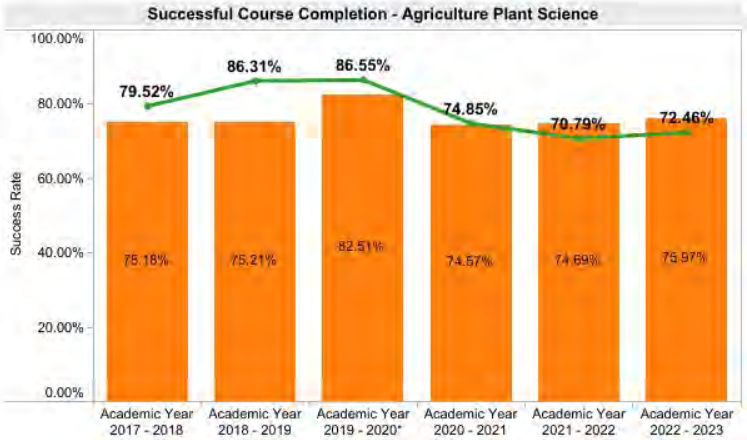
Successful Course Completion - Agriculture Plant Science

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	79.52%	86.31%	86.55%	74.85%	70.79%	72.46%
Total Enrollments	83	168	146	172	202	209

Agriculture Plant Science Success Rate Table

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

The success rate is slightly lower for the Ag Plant Science than the college overall. As a science class, this is to be expected, but we will continue to monitor this outcome.

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

Agriculture Plant Science Success Percent by Academically Disadvantaged

Subpopulation	Success Percent
Academically Disadvantaged	60.05%
Not Academically Disadvantaged	88.40%
Overall	77.18%

Performance Gaps

Subpopulation	Percentage Point Gap
Academically Disadvantaged	-17.12%
Not Academically Disadvantaged	11.22%
Overall	0.00%

Academic Year: All

Department: Agriculture Plant Science

Region: All

Enroll Status: All

Dual Enrollment: All
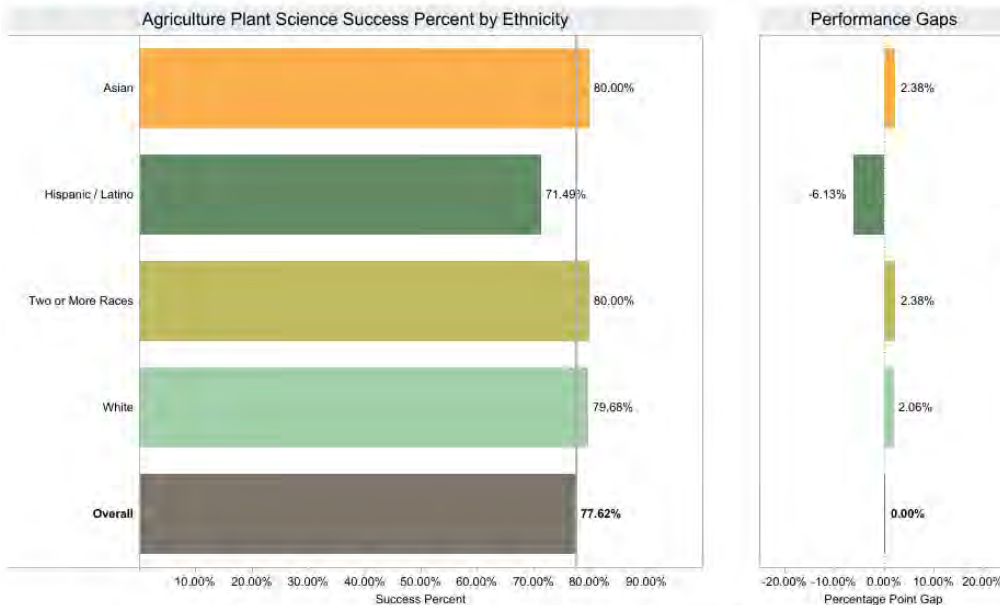
Prison: All

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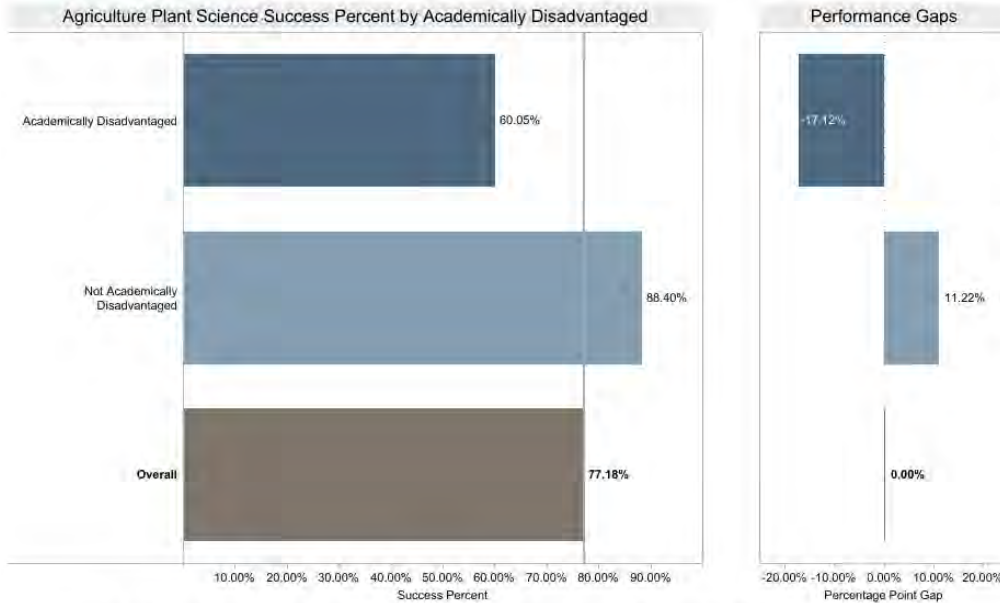
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Agriculture Plant Science Success Percent by Ethnicity

Ethnicity	Success Percent
Asian	80.00%
Hispanic / Latino	71.49%
Two or More Races	80.00%
White	79.68%
Overall	77.62%

Performance Gaps

Ethnicity	Percentage Point Gap
Asian	2.38%
Hispanic / Latino	-6.13%
Two or More Races	2.38%
White	2.06%
Overall	0.00%

Academic Year: All

Department: Agriculture Plant Science

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

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.

Equity gaps persist for Academically Disadvantaged students, and a smaller equity gap still persists for Hispanic/Latino students compared to the overall success rate. The department continues their commitment to equitable outcomes and engages in professional development when applicable.

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.

THE CURRICULUM REVIEW WILL BE COMPLETED WITH 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		☐ 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.