

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020-2021 PROGRAM: AG BUSINESS

CLUSTER: HEALTH, WORKFORCE, AND KINE

LAST YEAR CPPR COMPLETED: 2019

NEXT SCHEDULED CPPR: 2022^(OBJ) C2021 Click here to enter a date.

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](#)
- 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 ADT

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.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Enrollment

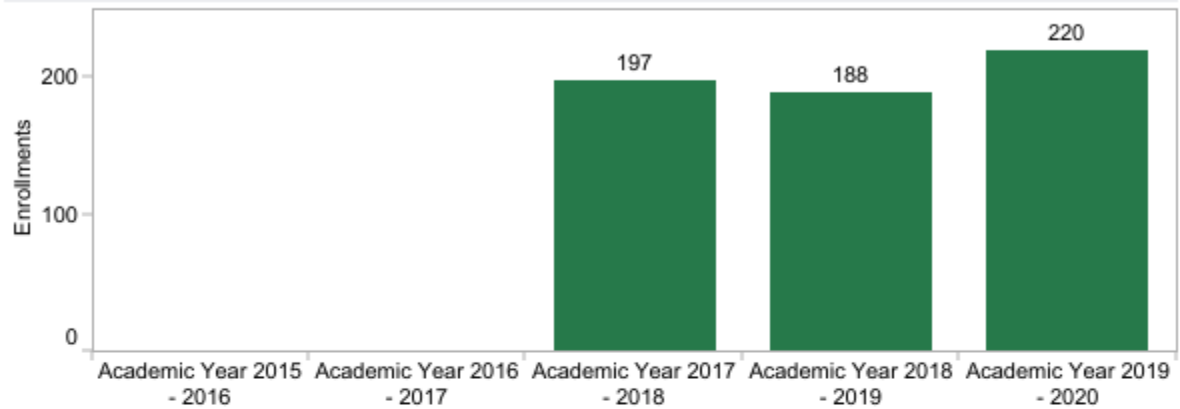
Department:
Agriculture Business

Course:
All

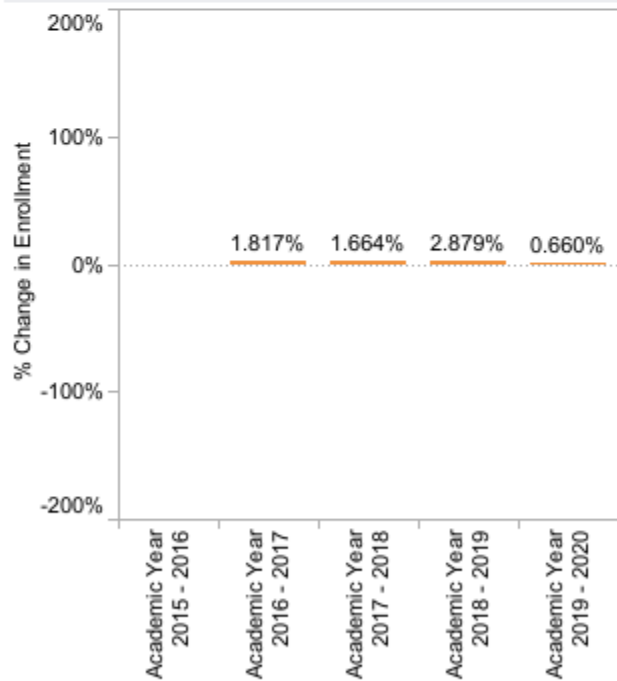
Dual Enrollment:
Not Dual Enrollment

Prison:
All

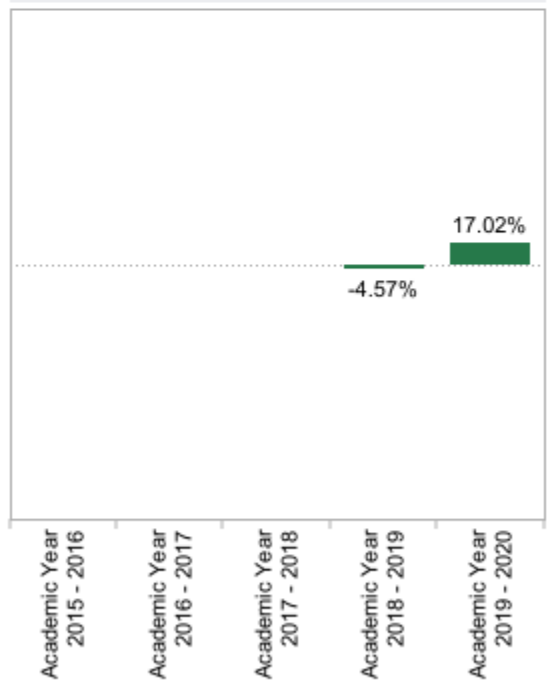
Agriculture Business Enrollments



% Change - Overall College Enrollments



% Change - Agriculture Business



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.

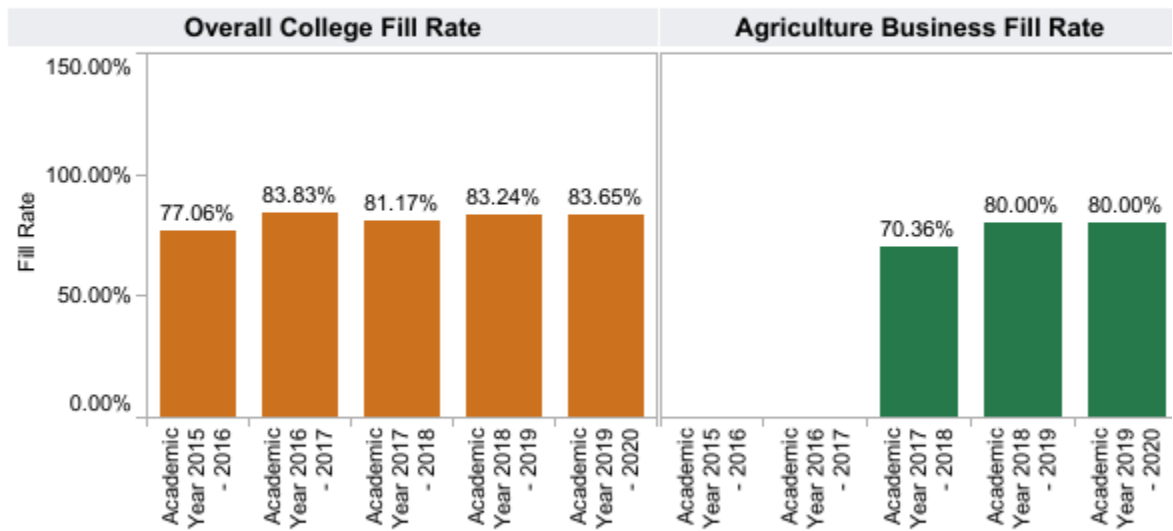
This excludes dual enrollment. The Ag Business program is in its fifth year and enrollment continues to grow. New course offerings and additional sections of existing courses (both online and face-to-face) give students more options.

[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.

Ag Business fill rates are very similar to the overall college fill rates.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

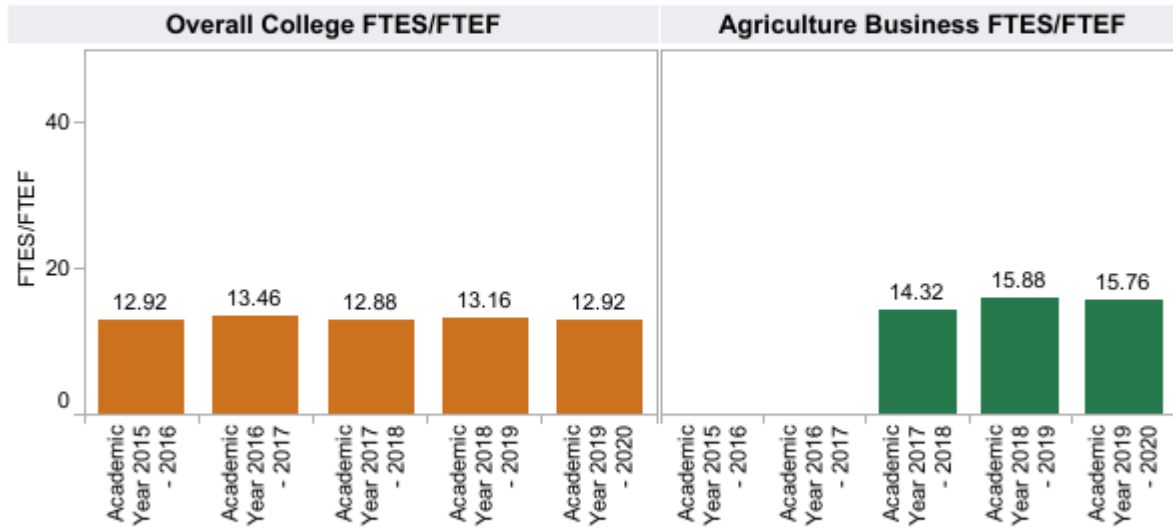
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Agriculture Business

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)

Ag Business' 15.76 efficiency is higher than the college's overall efficiency of 12.92.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

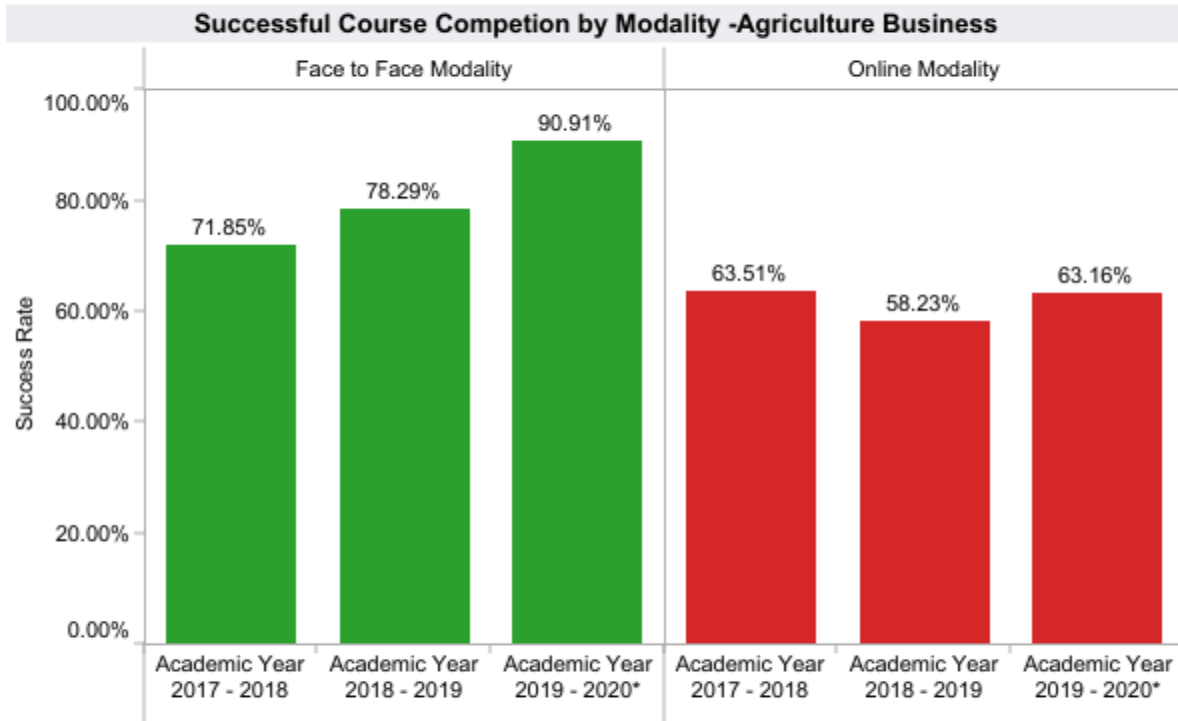
Insert the data chart and explain observed differences between the program and the college.

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*
Face to Face Modality	Department Success Rate	71.85%	78.29%	90.91%
	Total Department Enrollments	135.0	152.0	152.0
Online Modality	Department Success Rate	63.51%	58.23%	63.16%
	Total Department Enrollments	74.0	79.0	87.0

Ag Business students are more successful in face-to-face courses. I'm unclear what bumped up the 19/20 face-to-face success rates but am pleased to see it.

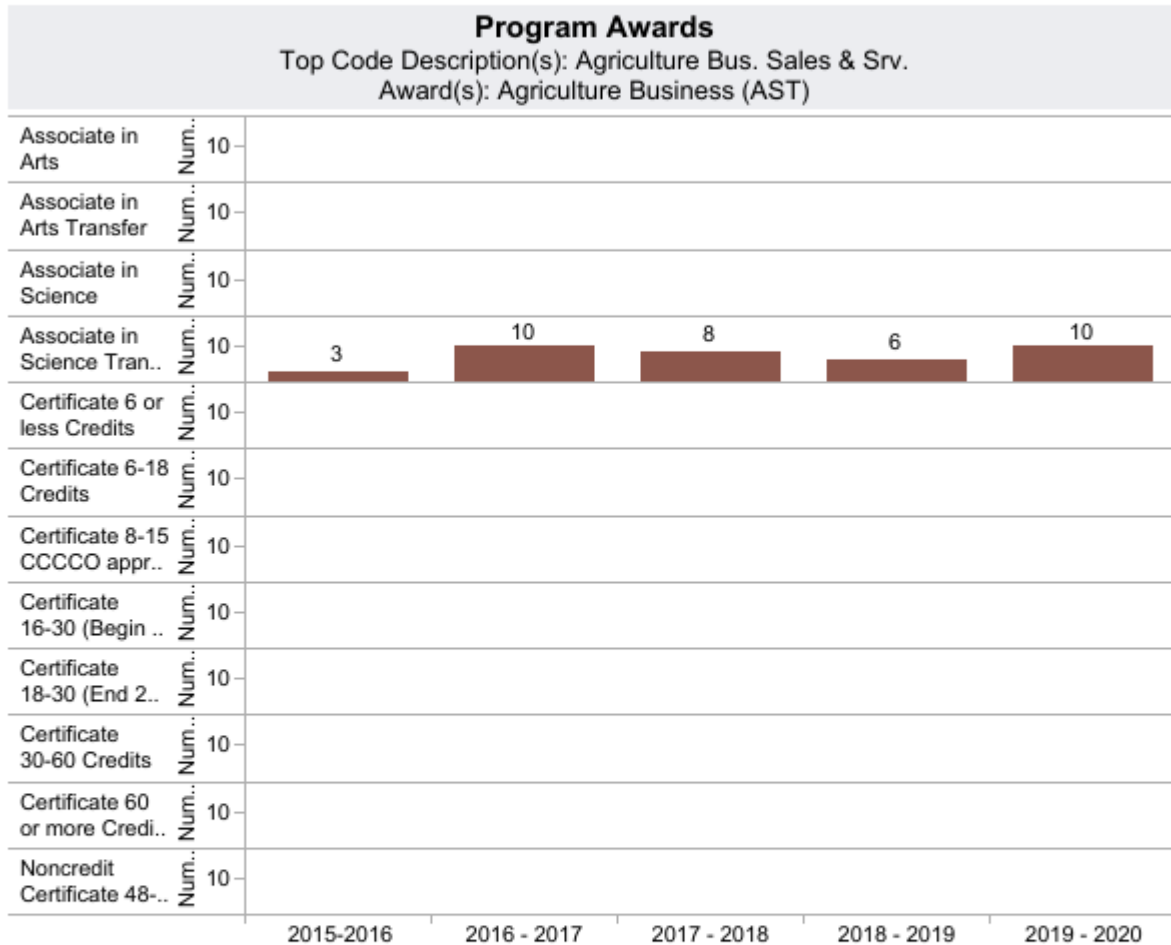
A new course was developed called Introduction to Agricultural Studies and Careers. This course is intended for new-to-college Ag students to help them explore education and career paths with the hope of contributing to improved successful course and degree completion.

[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: Agriculture Bus. Sales & Srv. **Award Type:** All



Program Awards Table

Award Type	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Scienc..	Agriculture Business (AST)	3	10	8	6	10
	Total	3	10	8	6	10
Grand Total		3	10	8	6	10

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

Many students transfer to 4-year colleges in agriculture without obtaining an Ag Bus ADT from Cuesta. Due to the transfer requirements of a wide variety of agriculture majors at Cal Poly, where the highest percentage of Cuesta students transfer, Cuesta's Ag Bus ADT is not particularly

useful to them. Cuesta's Ag Bus faculty and academic counselors have explored how to create meaningful degrees and/or certificates to align more accurately but, at this time, counseling has not recommended making changes. Cuesta's Ag Bus faculty is considering if there are particular Ag courses that could be added to better serve transferring students.

A new course was developed called Introduction to Agricultural Studies and Careers. This course is intended for new-to-college Ag students to help them explore education and career paths with the hope of contributing to improved successful course and degree completion.

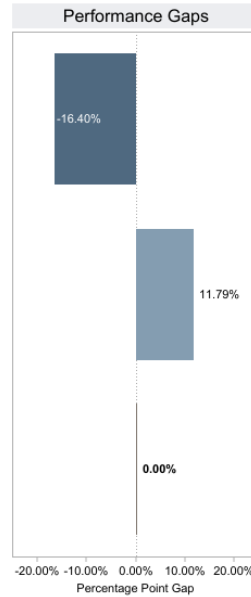
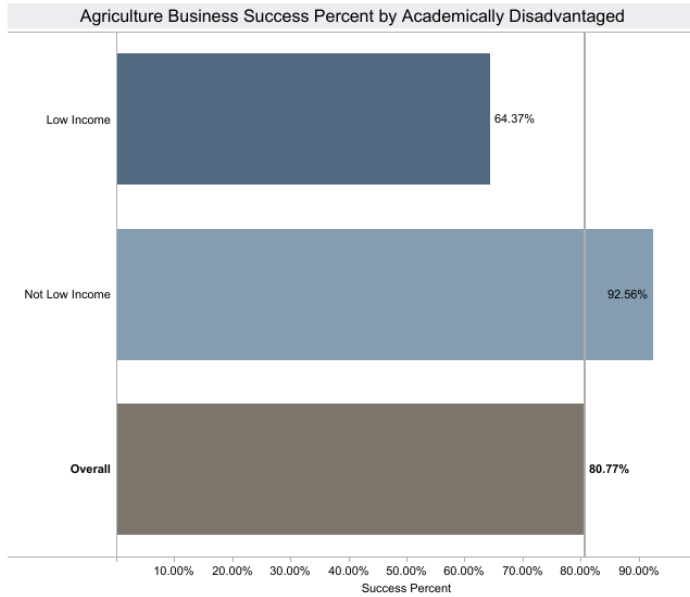
[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

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.

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2019 - 2020

Department:
Agriculture Business



Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

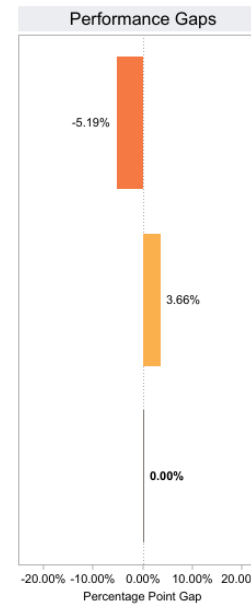
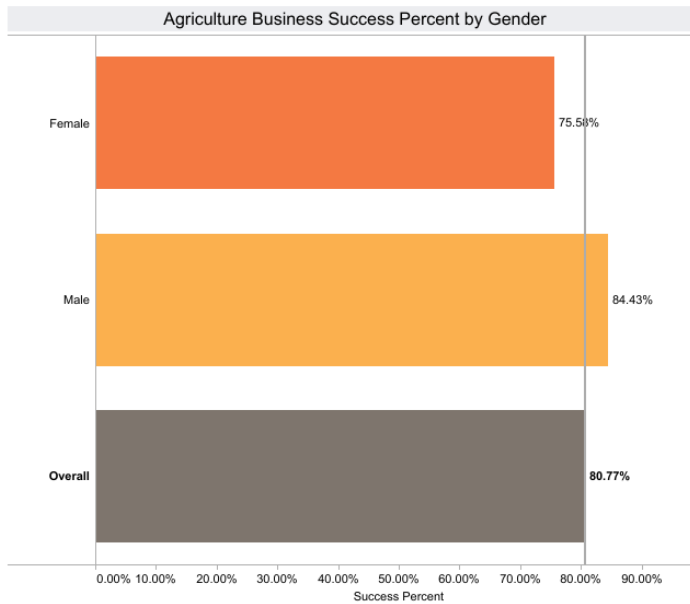
Disaggregate By:
Academically Disadvantag..

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

Academic Year:
Academic Year 2019 - 2020

Department:
Agriculture Business



Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Gender

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:
Academic Year 2019 - 2020

Department:
Agriculture Business

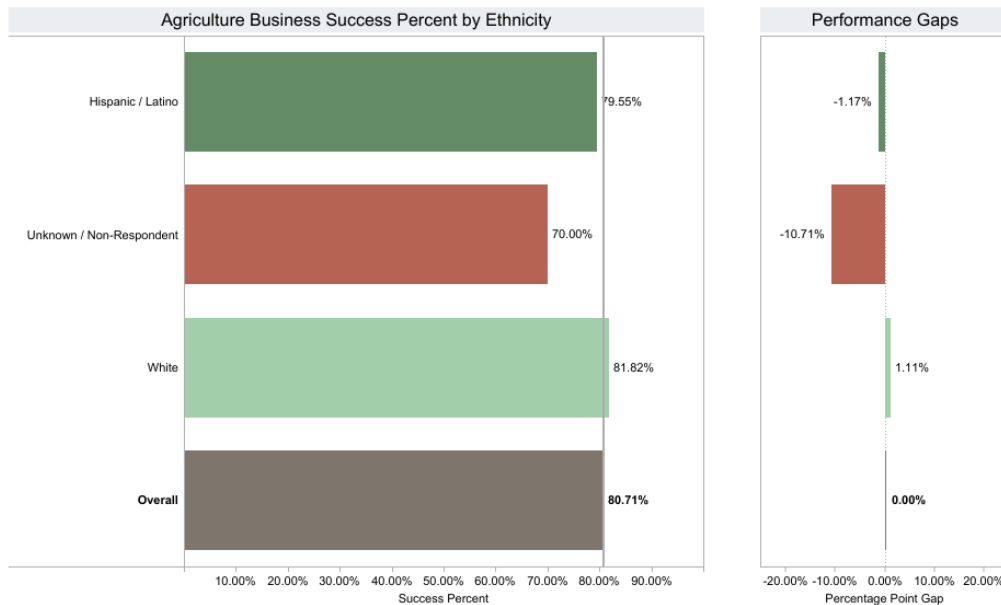
Region:
All

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-, C+, C, CR or P to all valid grades.

The largest achievement gap by disaggregated population is comparing “Low Income” of 64.37% versus “Not Low Income” student success of 92.56%. While this is concerning, it is close to the same statistics for the overall college, which has 68.57% student success for “Low Income” and 90.52% student success for “Not Low Income”. As most Ag Business textbooks are not available as Inclusive Access (otherwise known as First Day Access), the cost of textbooks may play a part in explaining the slightly larger gap for students in Ag Business.

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:

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
 - New course AGB 200 may be offered 21/22, depending on COVID-19 realities and modality
 - New courses AGB 205 Farm Management and AGB 206 Supervision and Management in Agriculture will be offered in 20/21 for the first time this year as part of a new certificate called Farm Management.
- 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.