

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): AGRICULTURE BUSINESS

CLUSTER: 3

AREA OF STUDY: BUSINESS, AGRICULTURE, HOSPITALITY, LEGAL

LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 2/24/2025

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 the **IPPR Program Review Documents 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. No changes to mission, purpose, or direction. Faculty regularly participate in professional development to build skills and modify policies to address equity gaps.

### 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 Business

**Course:**  
All

**Dual Enrollment:**  
All

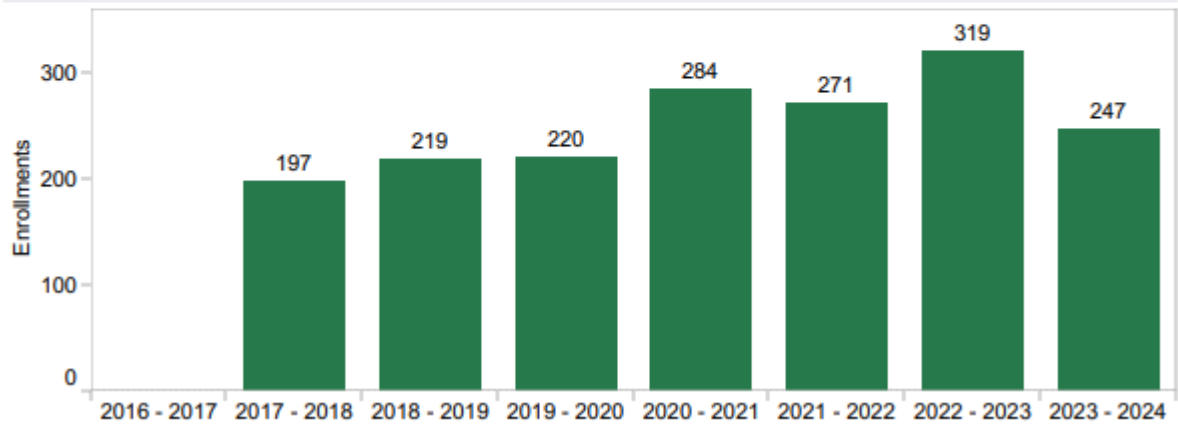
**Prison:**  
All

**Region:** All

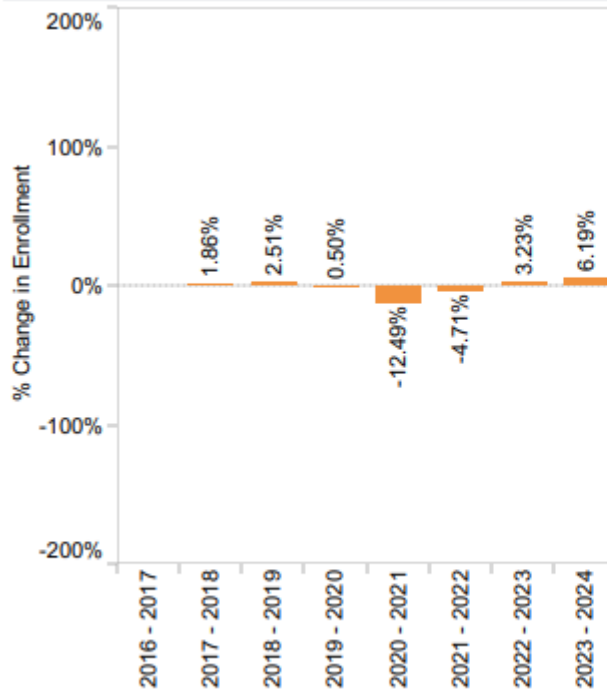
**TERM**

All

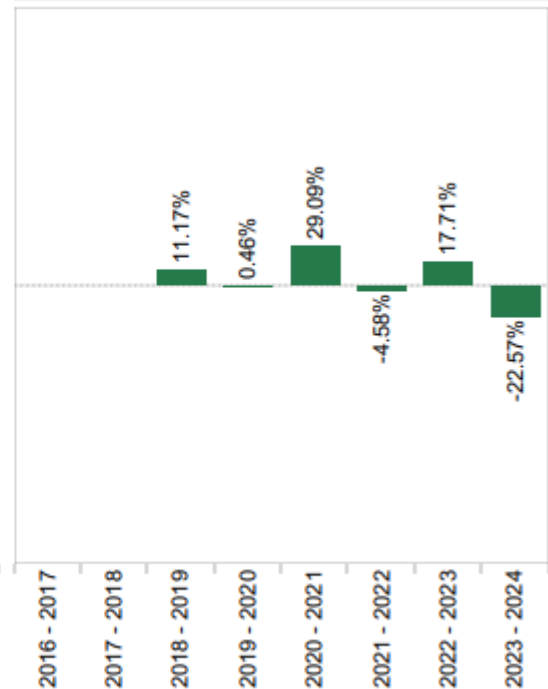
### Agriculture Business Enrollments



### % Change - Overall College Enrollments



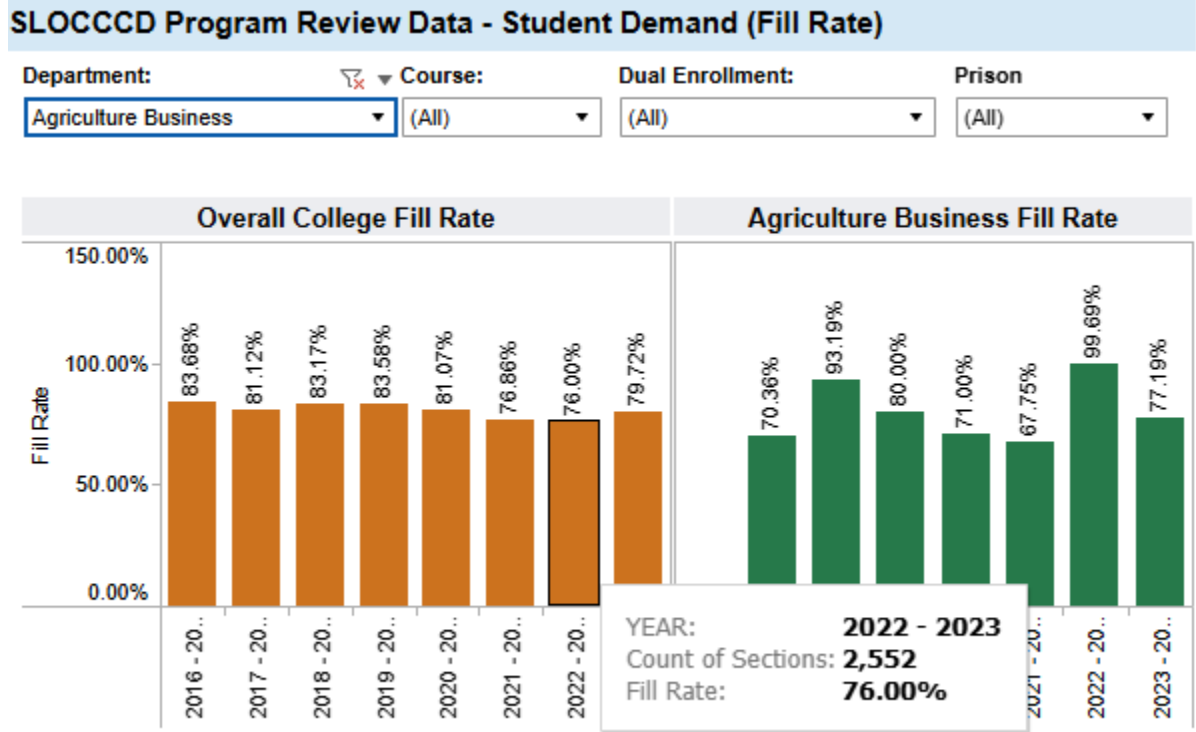
### % Change - Agriculture Business



AGB enrollments are noticeably down in 2023/2024. This is not in line with overall college enrollments. One explanation is high school staffing changes and alternating year offerings reduced the number of AGB dual enrollment offerings in the 23/24 school year. Additionally, students interested in agriculture have more agricultural options at Cuesta

so they may be choosing those rather than AGB. Further exploration into this decline is warranted.

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

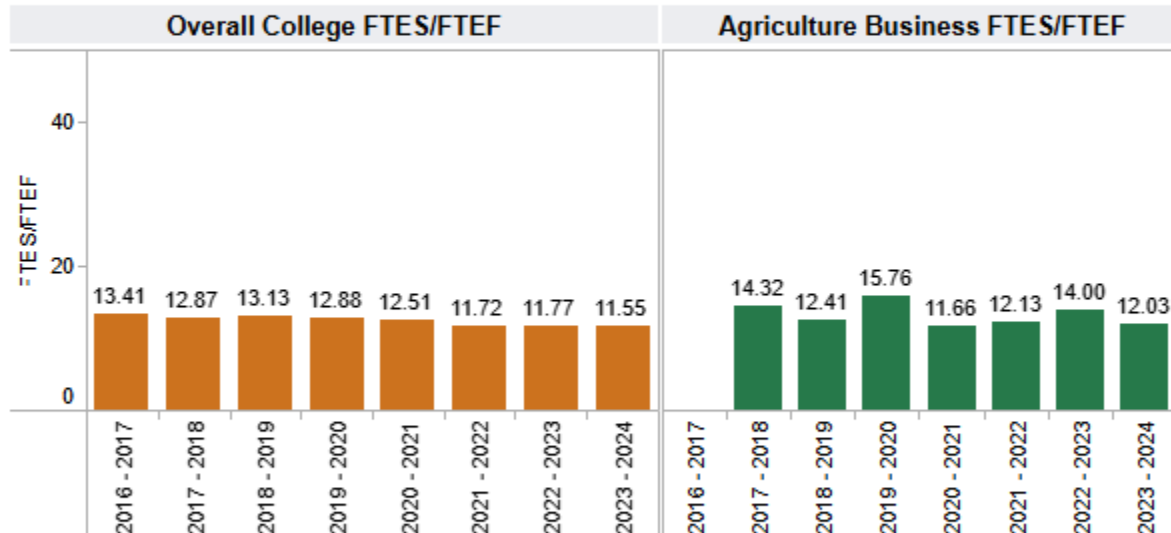


I am suspicious of the 2022/2023 data showing almost a 100% fill rate in AGB courses. I believe this is an error and that fill rates in AGB courses are up from 2021/2022. AGB course fill rates are slightly below the overall college fill rate. We are offering a smaller number of sections with higher fill rates.

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

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

Department:  
 Course:  
 Dual Enrollment:  
 Prison:



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

AGB efficiency exceeds overall college efficiency slightly and is down from 2022/2023.

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

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Agriculture Business



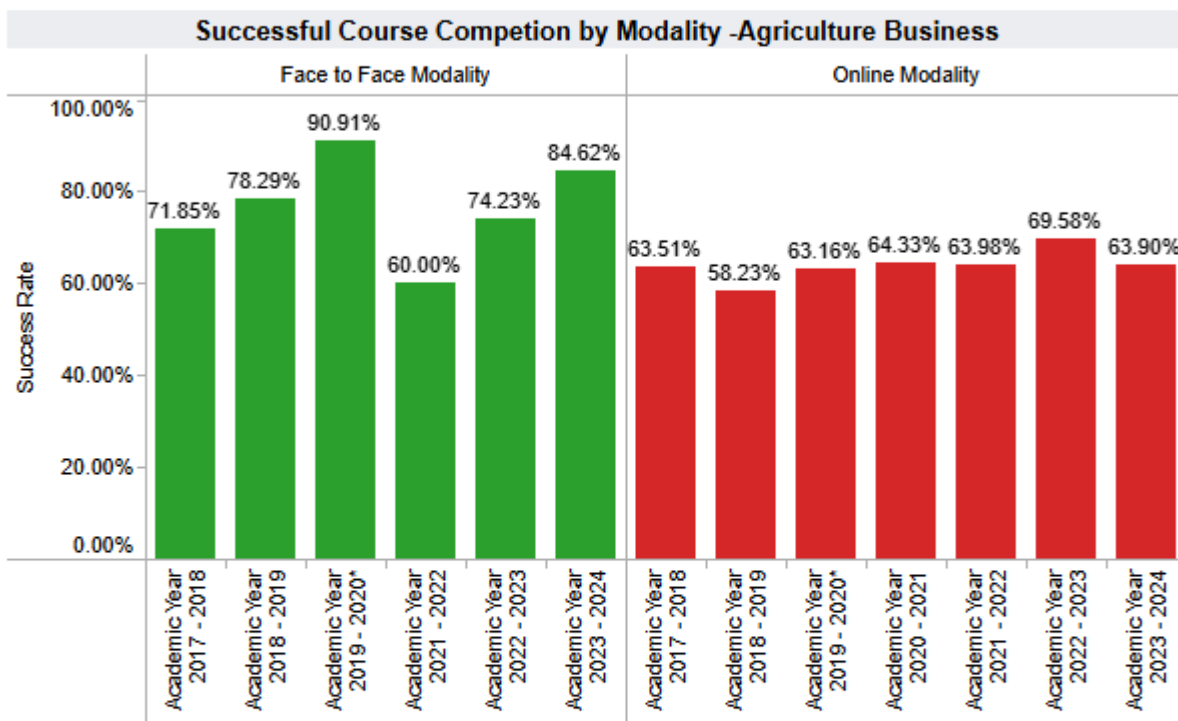
Course:

(All)

Legend:

Face to Face Modality

Online Modality



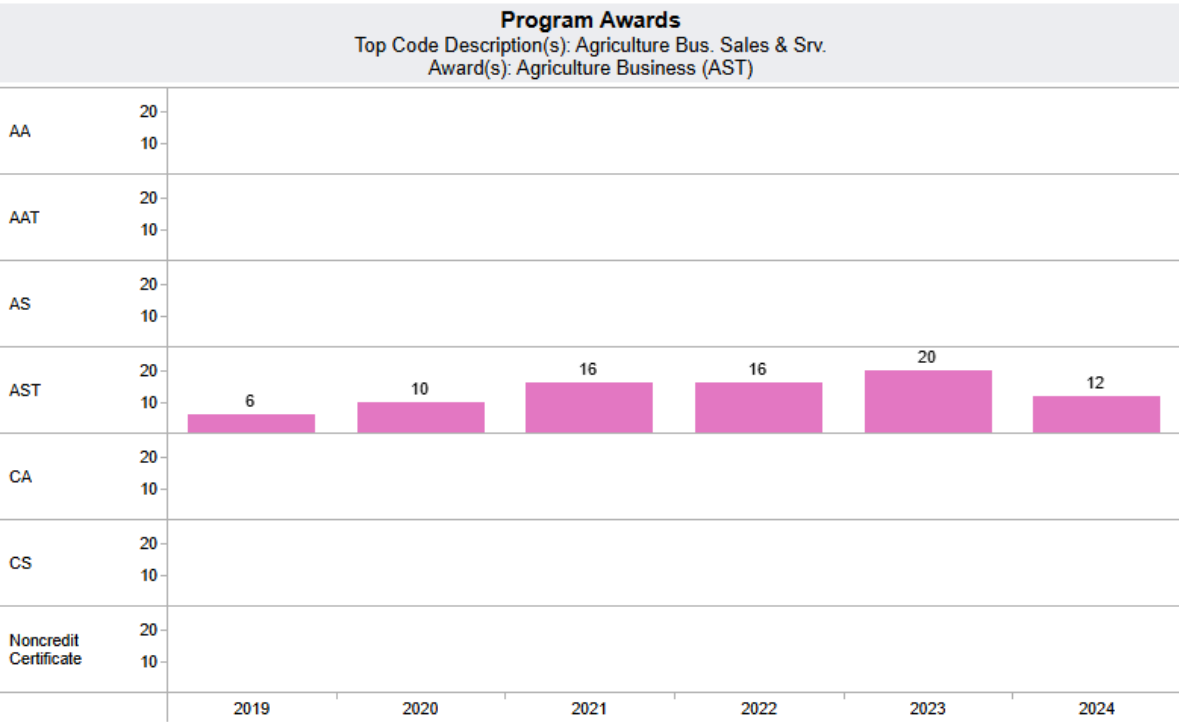
Successful Course Completion by Modality Table - Agriculture Business								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	71.85%	78.29%	90.91%		60.00%	74.23%	84.62%
	Total Depart..	135.0	152.0	152.0		75.0	97.0	52.0
Online Modality	Department S..	63.51%	58.23%	63.16%	64.33%	63.98%	69.58%	63.90%
	Total Depart..	74.0	79.0	87.0	302.0	213.0	241.0	205.0

Students in AGB courses are increasing their success in face-to-face classes and decreasing their success in online classes. This is interesting to observe, as AGB fill rates are higher for online course offerings. I perceive that AGB students want online classes but are less successful in them. I notice this to be true in other disciplines as well and wonder how to better serve unsuccessful students given their modality preference.

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

# SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: 🔍 
 Award Type: 
 Area of Study: 🔍



Program Awards Table							
Award Type	Award	2019	2020	2021	2022	2023	2024
AST	Agriculture Business (AST)	6	10	16	16	20	12
	Total	6	10	16	16	20	12
Grand Total		6	10	16	16	20	12

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

2024 AGB degrees completed declined from 2023. There are many more options for degrees in Agriculture and this may explain the decline.

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

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Agriculture Business

TERM

(All)

Measure Names

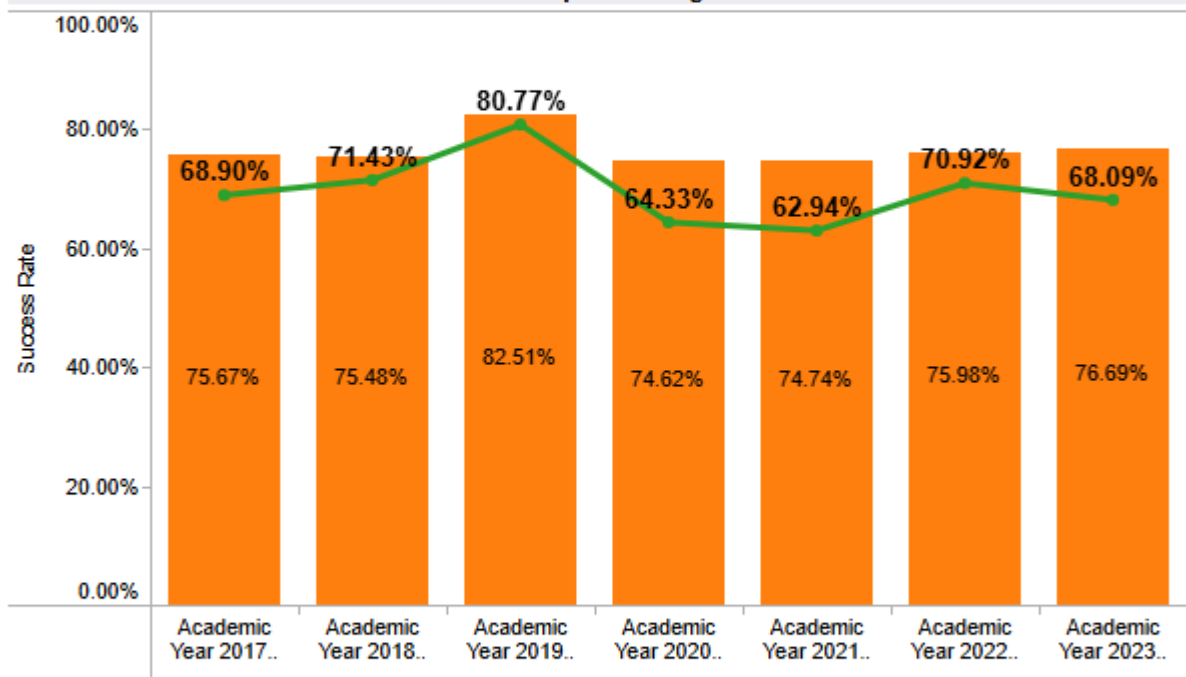
Department Success Rate

Overall College Success ...

COURSE

(All)

### Successful Course Completion - Agriculture Business



### Agriculture Business Success Rate Table

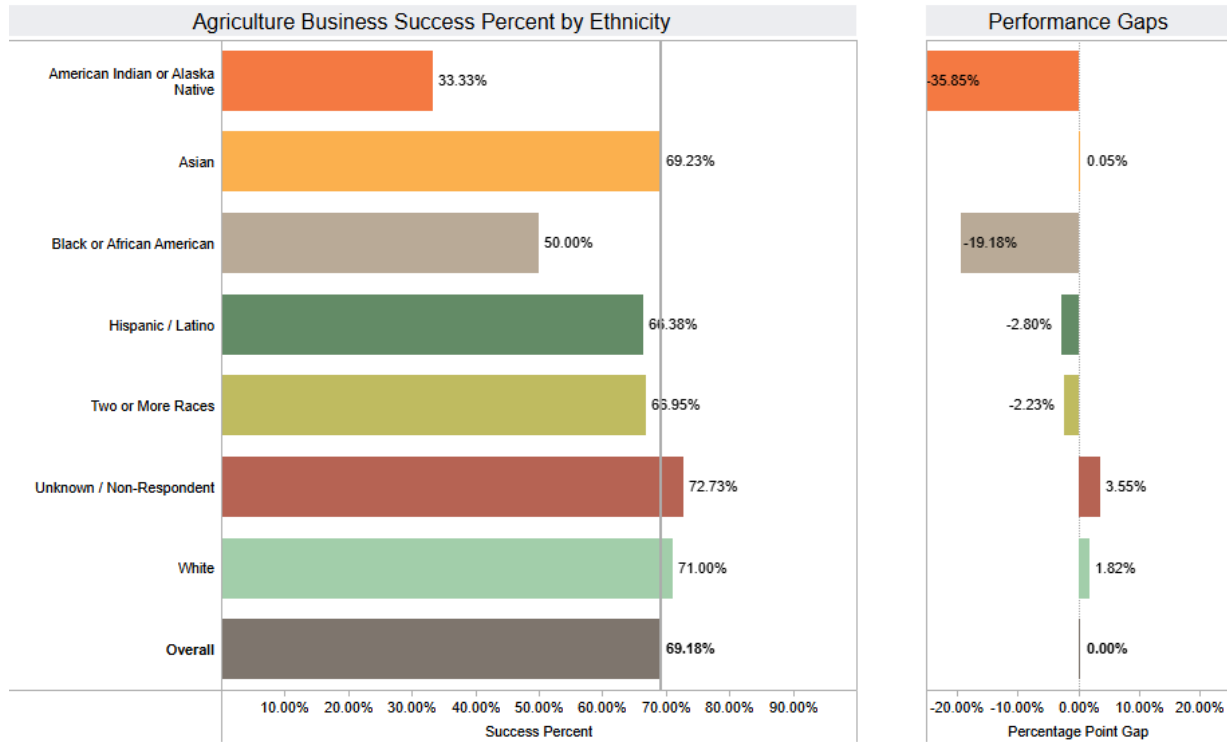
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	68.90%	71.43%	80.77%	64.33%	62.94%	70.92%	68.09%
Total Enrollments	209	231	239	302	288	338	257

AGB student success is lower than overall college success.

- 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.

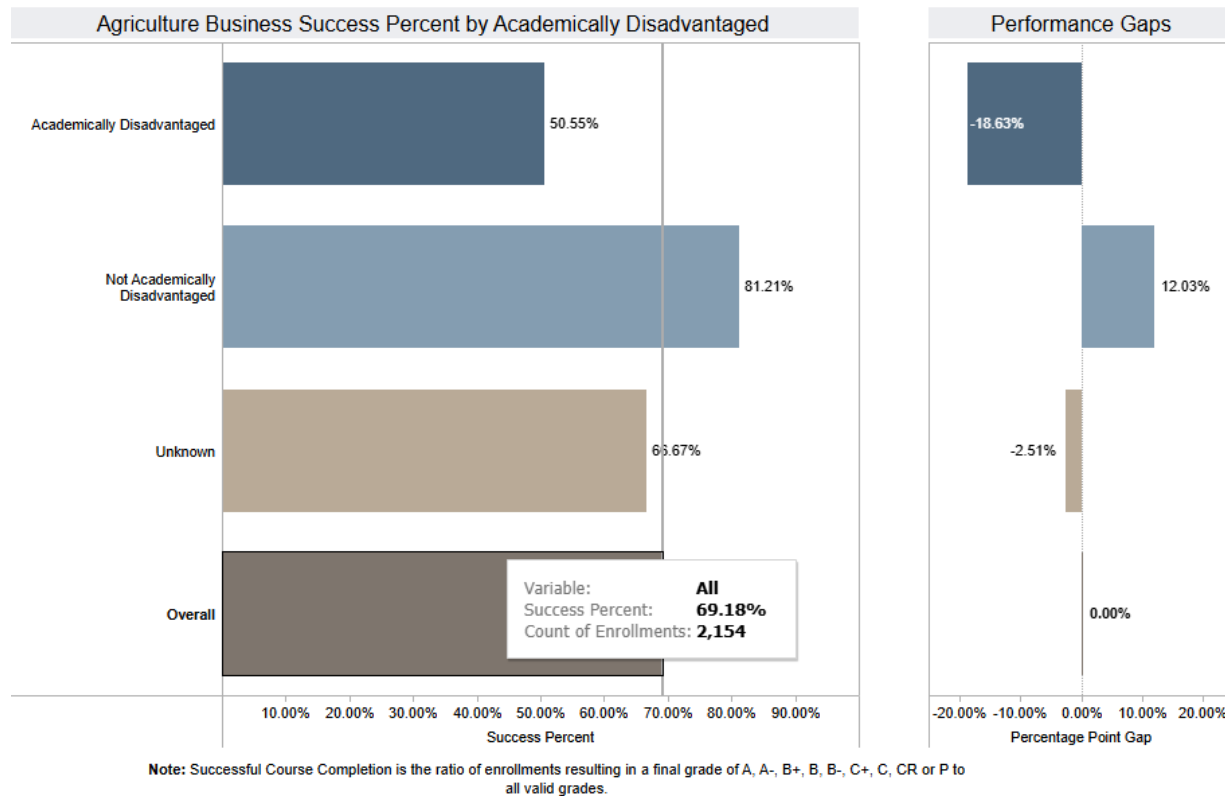


## Successful Course Completion by Student Subpopulation



**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



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 '22/'23. The success gap for Hispanic/Latino students is 1-2% decreased and has been decreasing steadily since 2019. There is a significant success gap between academically disadvantaged students and those not academically disadvantaged. Agriculture Business faculty continue to grow understanding with resulting pedagogical changes to address these gaps.

## PROGRAMS AND CURRICULUM REVIEW PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

**NONE**

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study <b>OR</b> 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 2024 academic 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)

### SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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.*

**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

*Number of sections, modality, and location continue to be explored to better serve students.*

*I wonder where the current Rodeo club will be placed structurally within the College. Agriculture Business supports the club becoming an athletics team at Cuesta, if feasible.*

- 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.