

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): AGRICULTURE MECHANICS

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):

Mechanized Agriculture, CA; Equipment Technician, 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.

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

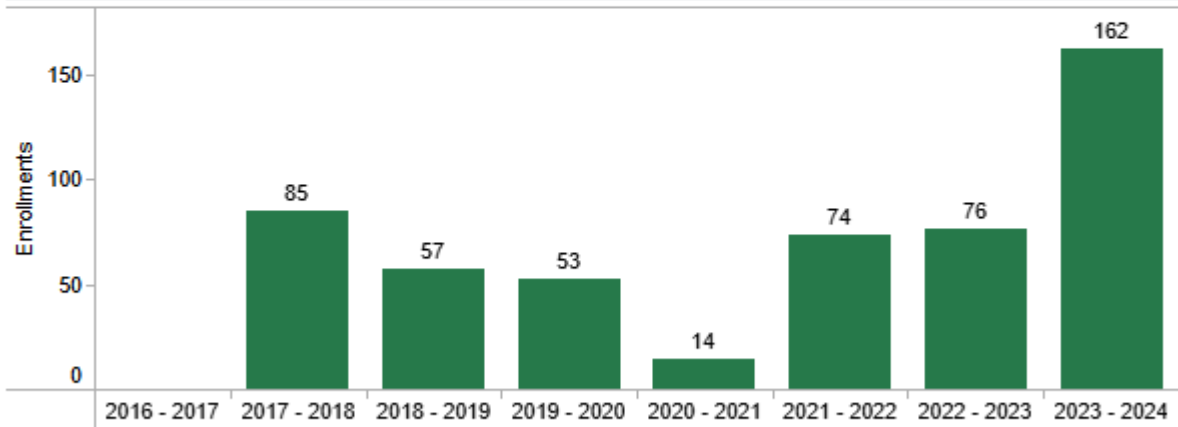
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends 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)**

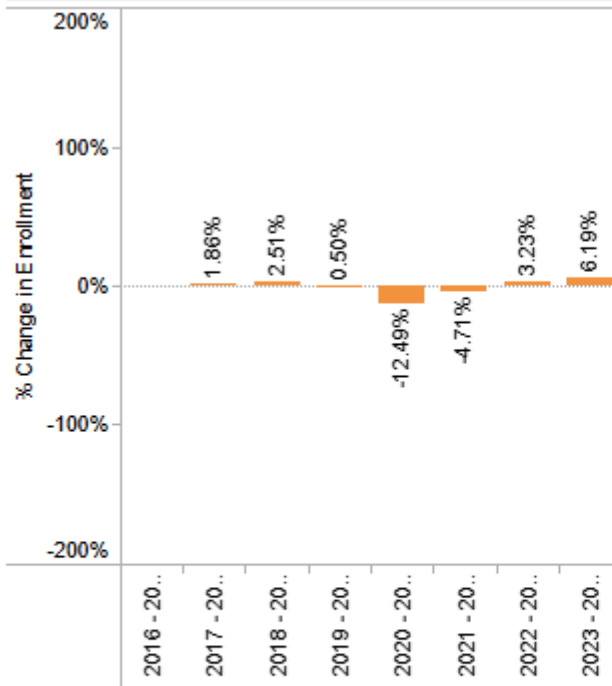
SLOCCCD Program Review Data - Enrollment

Department: Course: Dual Enrollment: Prison:
 Region: TERM:

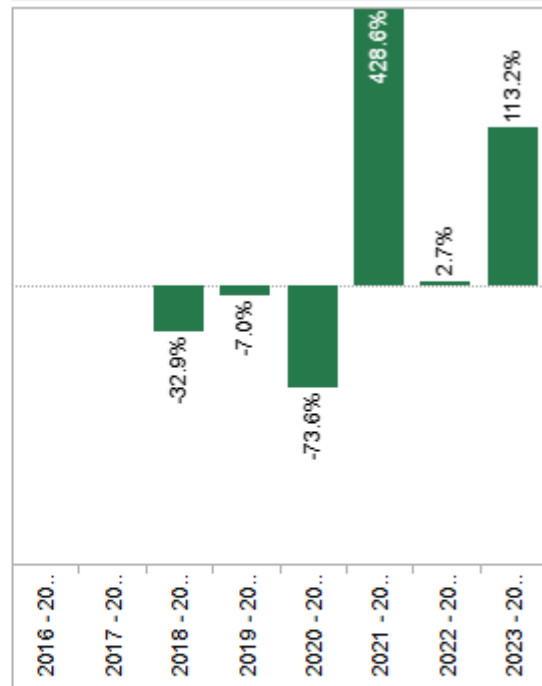
Agriculture Mechanics Enrollments



% Change - Overall College Enrollments



% Change - Agriculture Mechanics



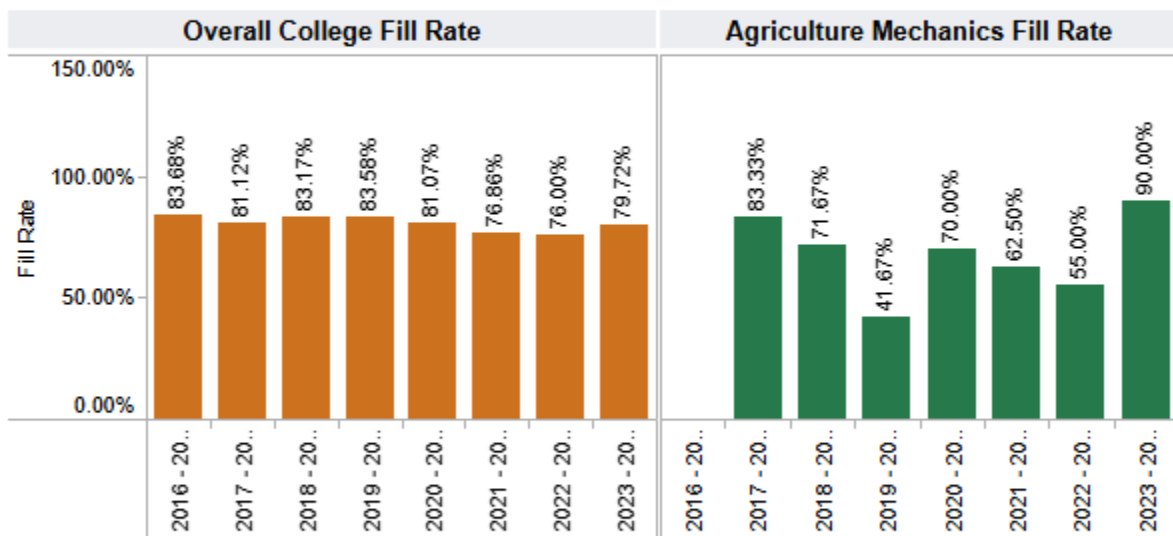
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The enrollment for Ag mechanics has been steadily increasing since the historic low of 20-21 academic year. The numbers are looking great for our program. The dual enrollment sections make up the bulk of the numbers, but even without the dual enrollment students, our numbers on campus are still the best they have been since the 18-19 year.

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Course: Dual Enrollment: Prison:



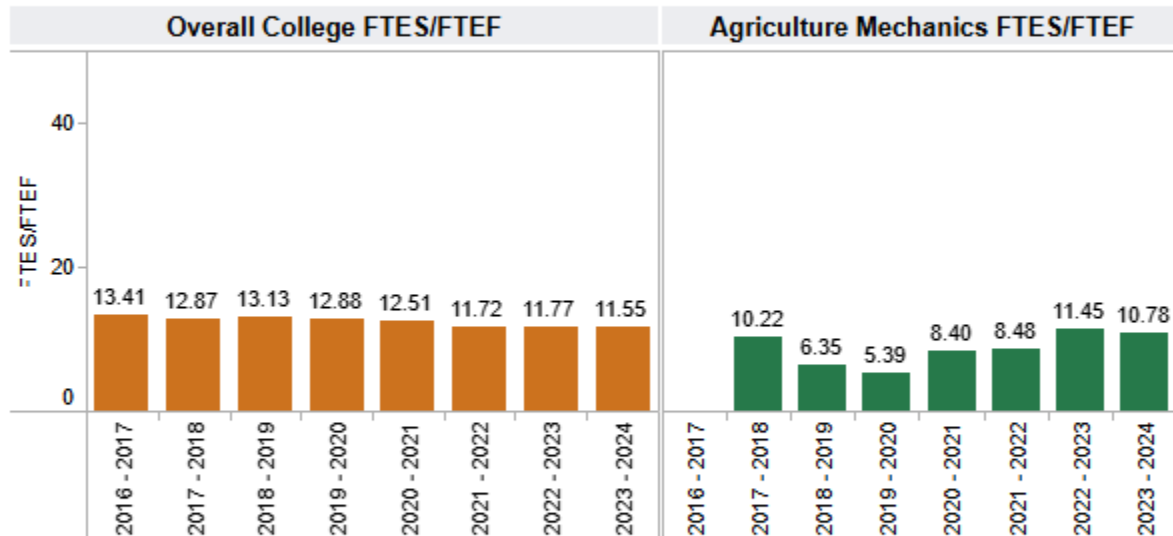
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

This last year was a historic high of fill rate, even exceeding the 17-18 previously high rate of 83.3%. The 23-24 year was at 90%, exceeding even the highest fill rate for the college as a whole. This fill rate excludes dual enrollment.

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: 🔍
 Course:
 Dual Enrollment:
 Prison:



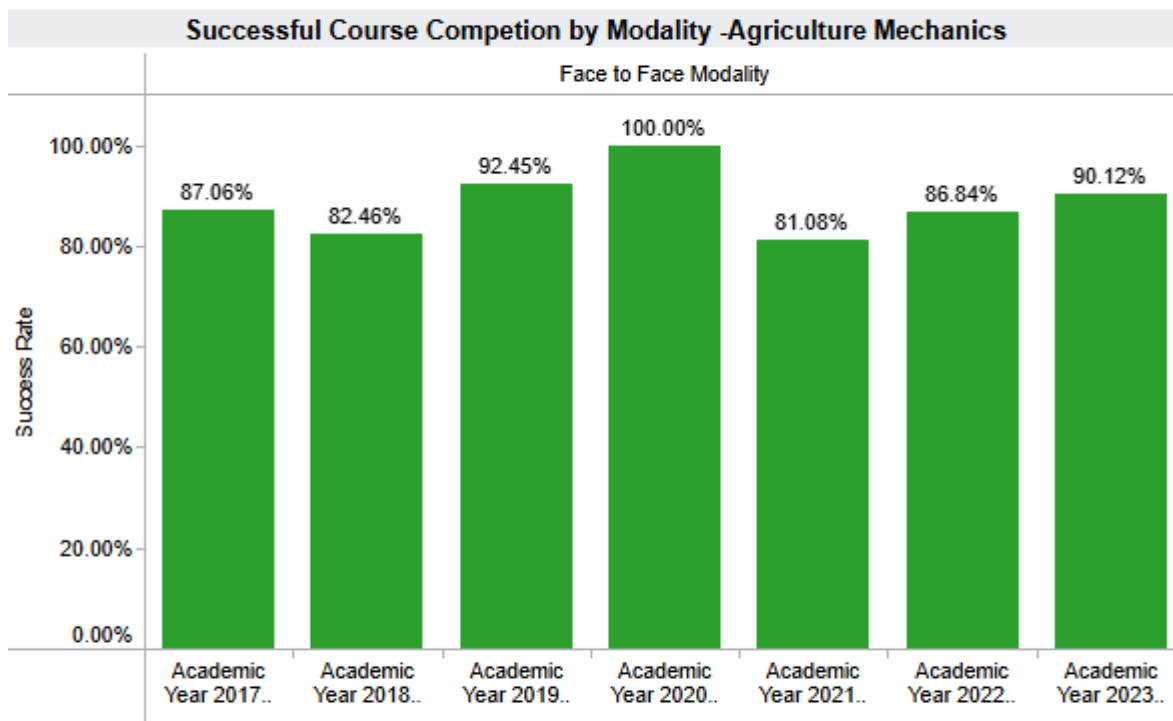
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

FTES/FTEF numbers are looking better for not dual enrollment, at 9.87, up from 6.60 last year. With dual enrollment added in we are at 10.78 vs 11.45 22-23 year.

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Course: Legend: ■ Face to Face Modality



Successful Course Completion by Modality Table - Agriculture Mechanics								
		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..	87.06%	82.46%	92.45%	100.00%	81.08%	86.84%	90.12%
	Total Depart..	85.0	57.0	53.0	14.0	74.0	76.0	162.0

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.

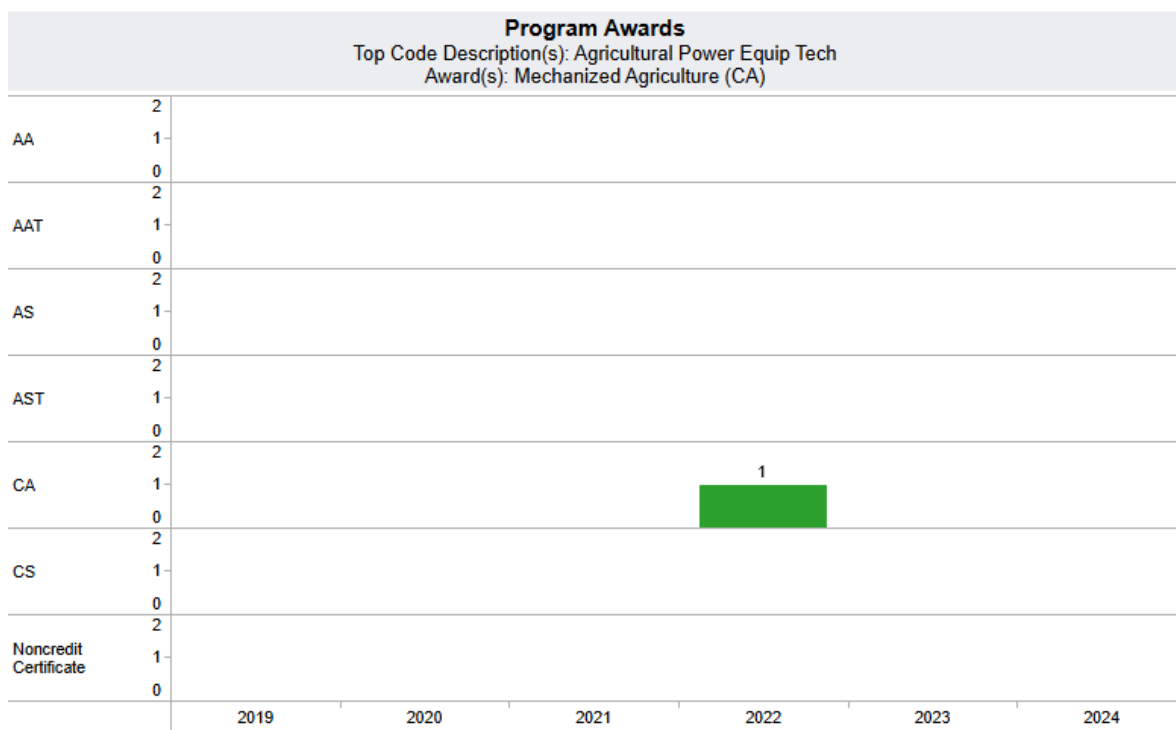
E. Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Agricultural Power Equip Tech

Award Type: Mechanized Agriculture (CA)

Area of Study (All)



Program Awards Table							
Award Type	Award	2019	2020	2021	2022	2023	2024
CA	Mechanized Agriculture (CA)				1		
	Total				1		
Grand Total					1		

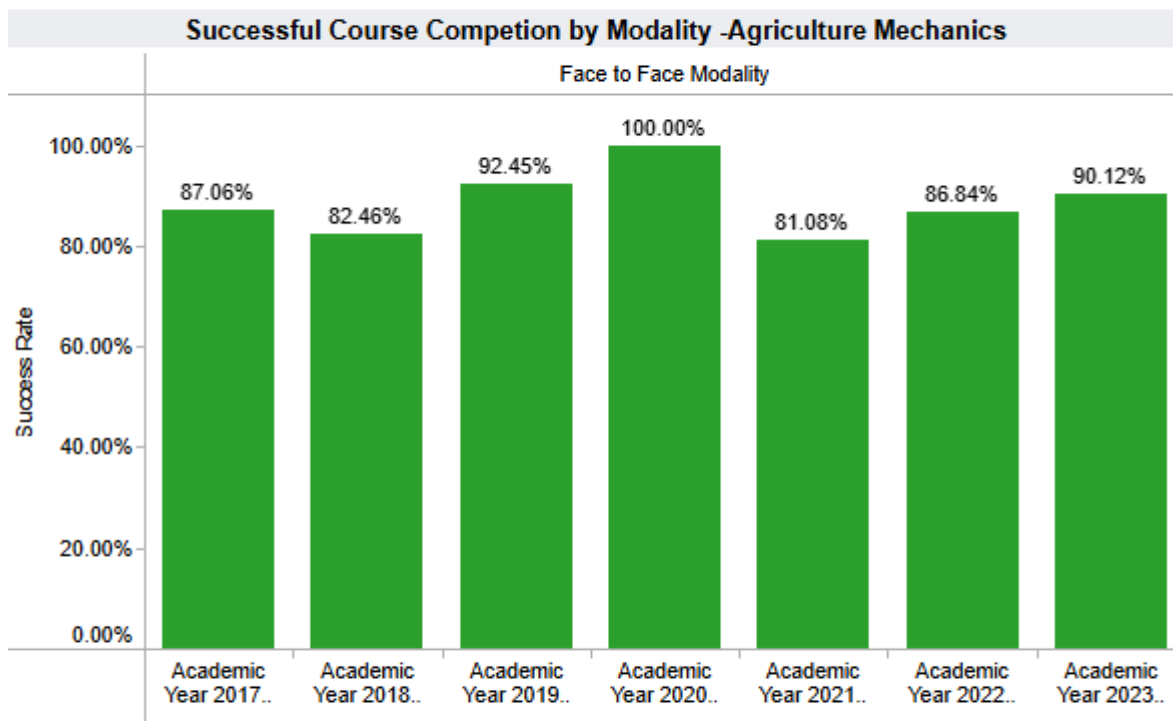
Program Awards: The number of degrees and certificates awarded by program type

Students taking these classes at Cuesta are really only here to transfer to Cal Poly. Many Ag classes are on a “desired” course list for entrance to Cal Poly Ag Business, and many of the other 15 majors in Cal Poly's College of Agriculture, Food and Environmental Sciences. 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)

SLOCCCD Program Review Data: Successful Course Completion

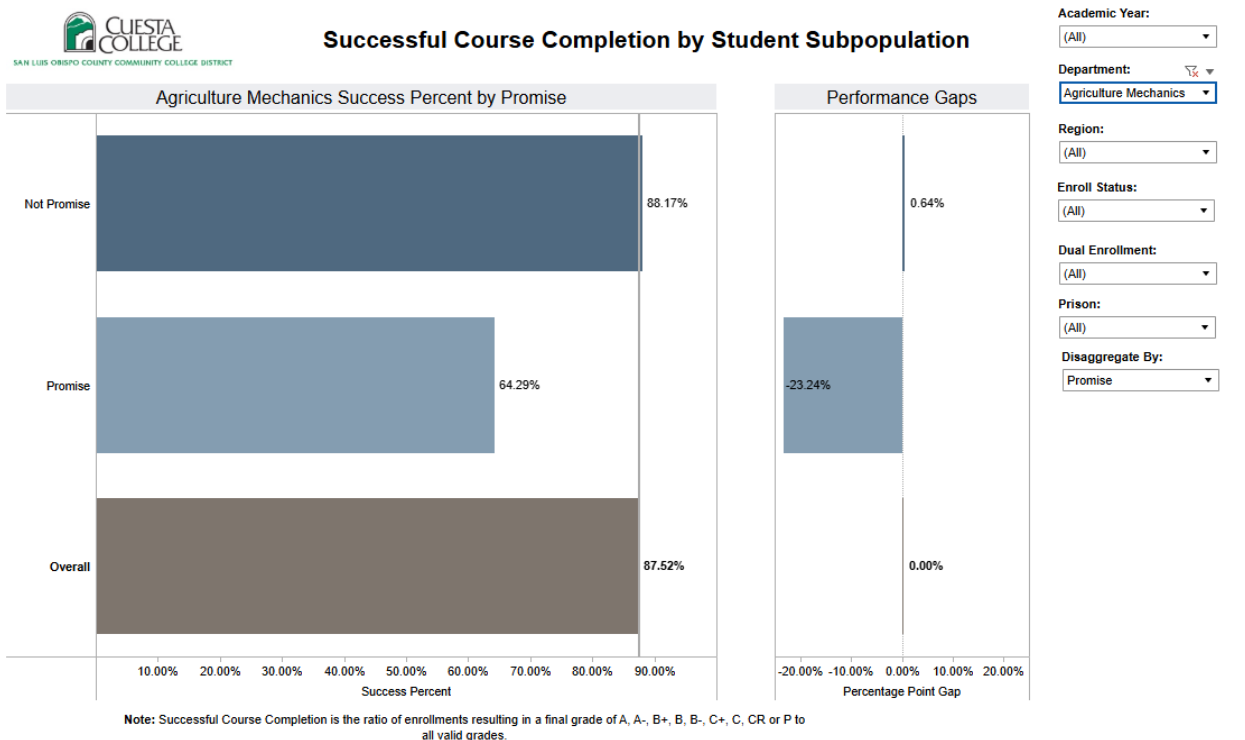
Select Department: Course: Legend: ■ Face to Face Modality



Successful Course Completion by Modality Table - Agriculture Mechanics								
		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
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Student success rates remain higher than the college average, year after year. Students like these classes for a variety of reasons, but many students express enjoyment at having a “fun” and “hands-on” course.

- 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 inequity noticed in the data are Promise vs Non-Promise students. The gap is due to the fact that Promise students are typically local students, who obviously are not paying for their education, and therefore are less personally vested in their academic success. On the other hand non-Promise students are generally not from this area, have moved here and are trying to transfer to Cal Poly, and are therefore highly vested in doing well at the community college level to maximize their chances in getting accepted to Cal Poly.

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.

NO SCHEDULED MAJOR OR MINOR COURSE REVISIONS

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 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 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			
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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)
N/A			

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. Currently developing a SLO assessment calendar
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable). N/A

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
I am currently training to complete the SLO assessment process, plan to complete self-study and or other training this spring semester 2025.
- B. Anticipated changes in curriculum, scheduling or delivery modality.
In discussion with division chair on updating AGM 221 to include the currently on the books “safety” class and splitting up AGM 221 into two courses, Part 1 would be intro ag mechanics with the “safety” class rolled in, and Part 2 would be advanced ag mechanics.
Faculty are exploring improved alignment between ATCH 255 Modern Diesel Technology and AGM 223 Agricultural Industrial Power to better serve students.
- C. Levels, delivery or types of services
No proposed changes
- D. Facilities changes
There is currently no other optional lab space other than “75 acres”.
- E. Staffing projections
No proposed changes
- 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.