

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023

PROGRAM: AGRICULTURE PLANT SCIENCE

CLUSTER: ABS, SS, BE (CLUSTER 3)

LAST YEAR CPPR COMPLETED: [Click here to enter text.](#)

NEXT SCHEDULED CPPR: [Click here to enter text.](#)

CURRENT DATE: 3/1/2023

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 ([download from this 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 degrees and/or certificates:

Agriculture Plant Science, AAT; Viticulture C.A

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.

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

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

SLOCCCD Program Review Data - Enrollment

Department:
Agriculture Plant Science

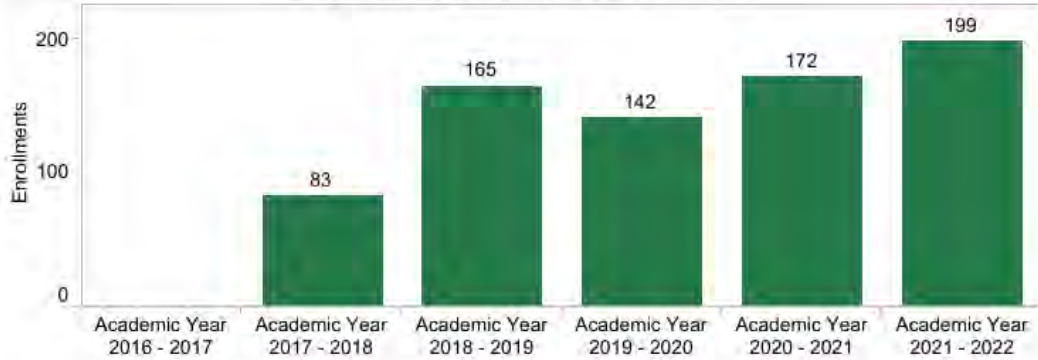
Course:
All

Dual Enrollment:
Not Dual Enrollment

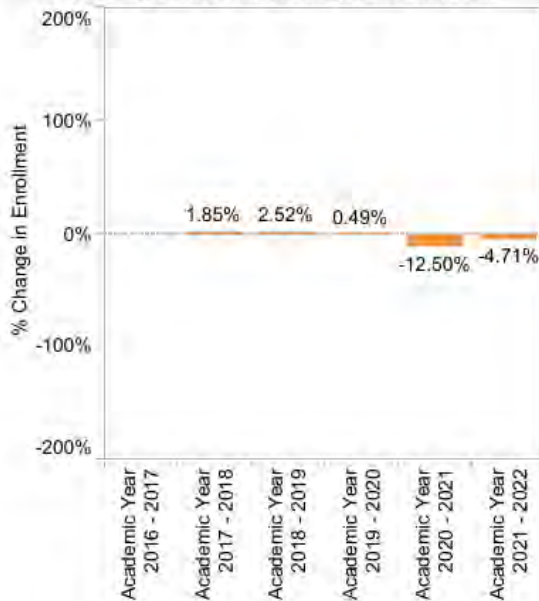
Prison:
All

Region:
All

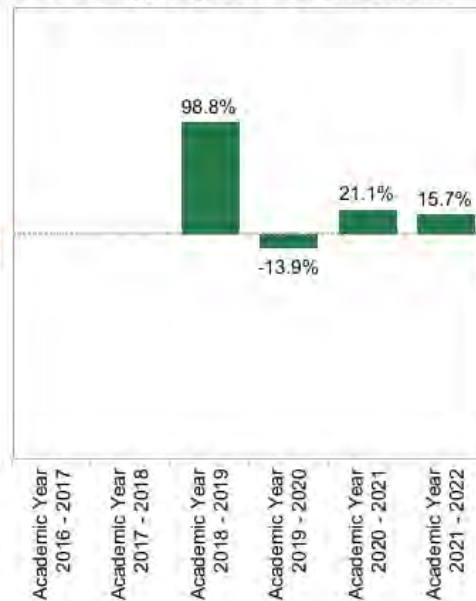
Agriculture Plant Science Enrollments



% Change - Overall College Enrollments



% Change - Agriculture Plant Science

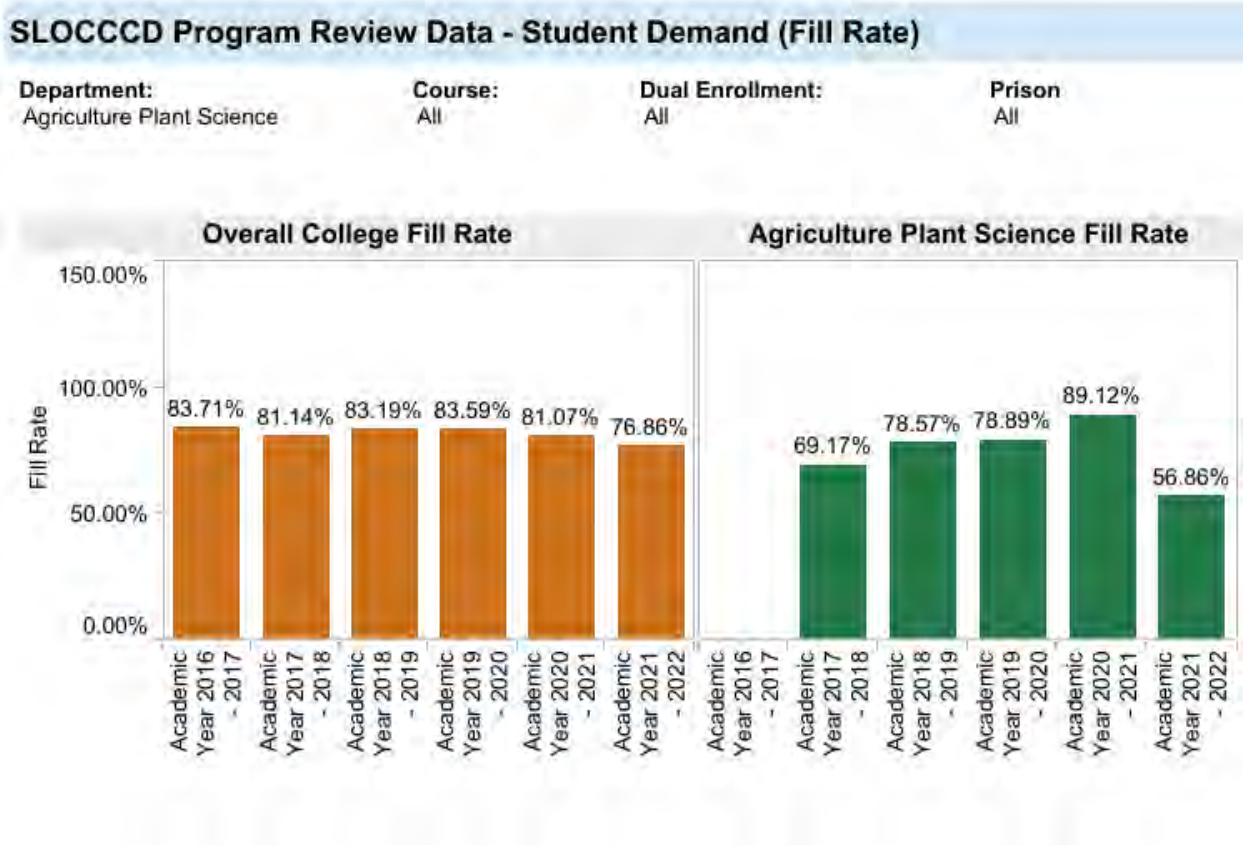


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Agriculture 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 \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

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

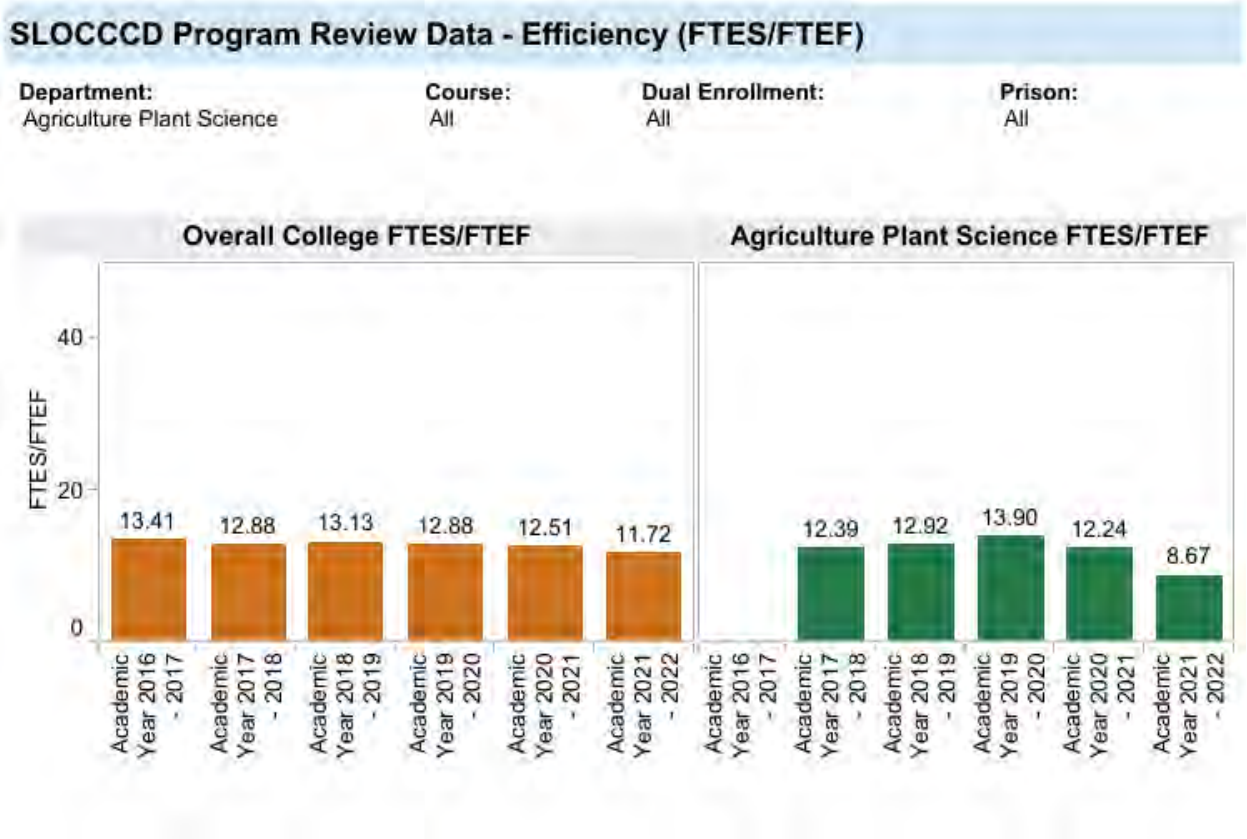


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

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

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



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

The drop in general efficiency reflects the drop of the fill rate. We are working to build the plant science program by providing 2 classes in viticulture to support the local grape and wine industry. We are reaching out to the community to improve awareness of the agricultural programs at Cuesta through interaction with local professional and nonprofessional groups that would be interested in our classes. We expect this to improve over the next 3 years. We are investing in building the program.

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

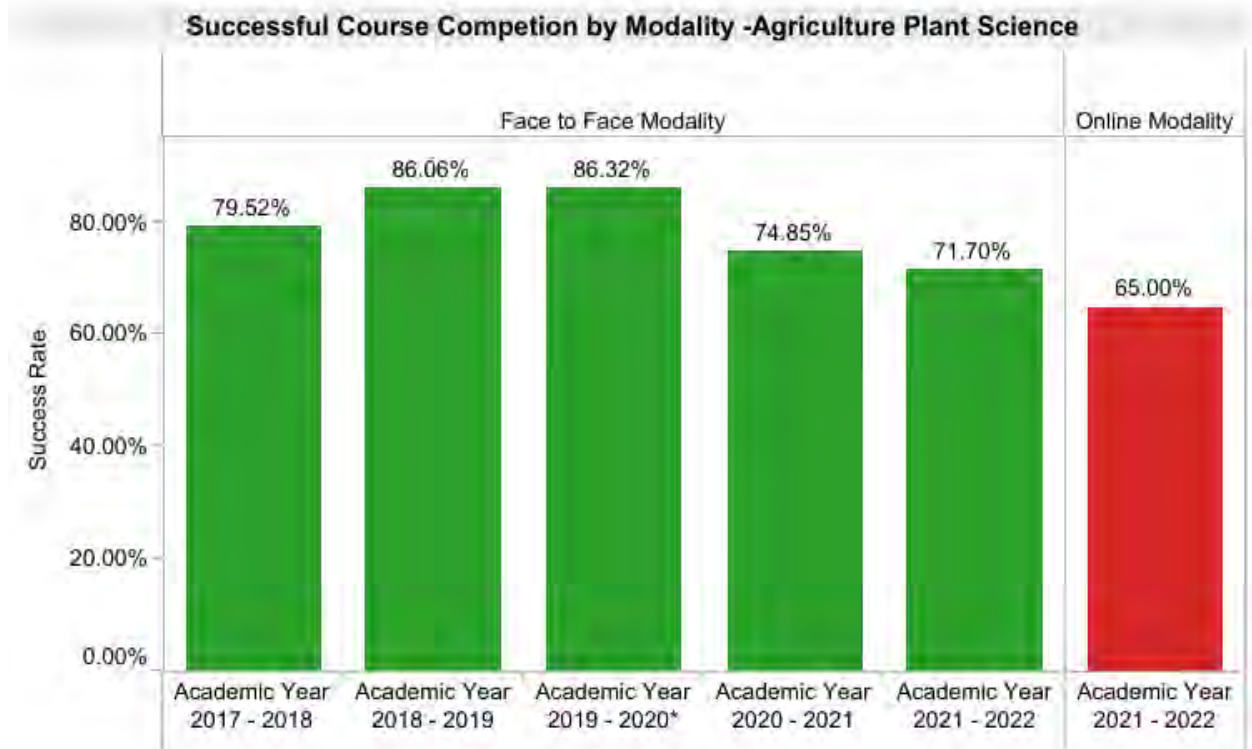
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Plant Science

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Agriculture Plant Science

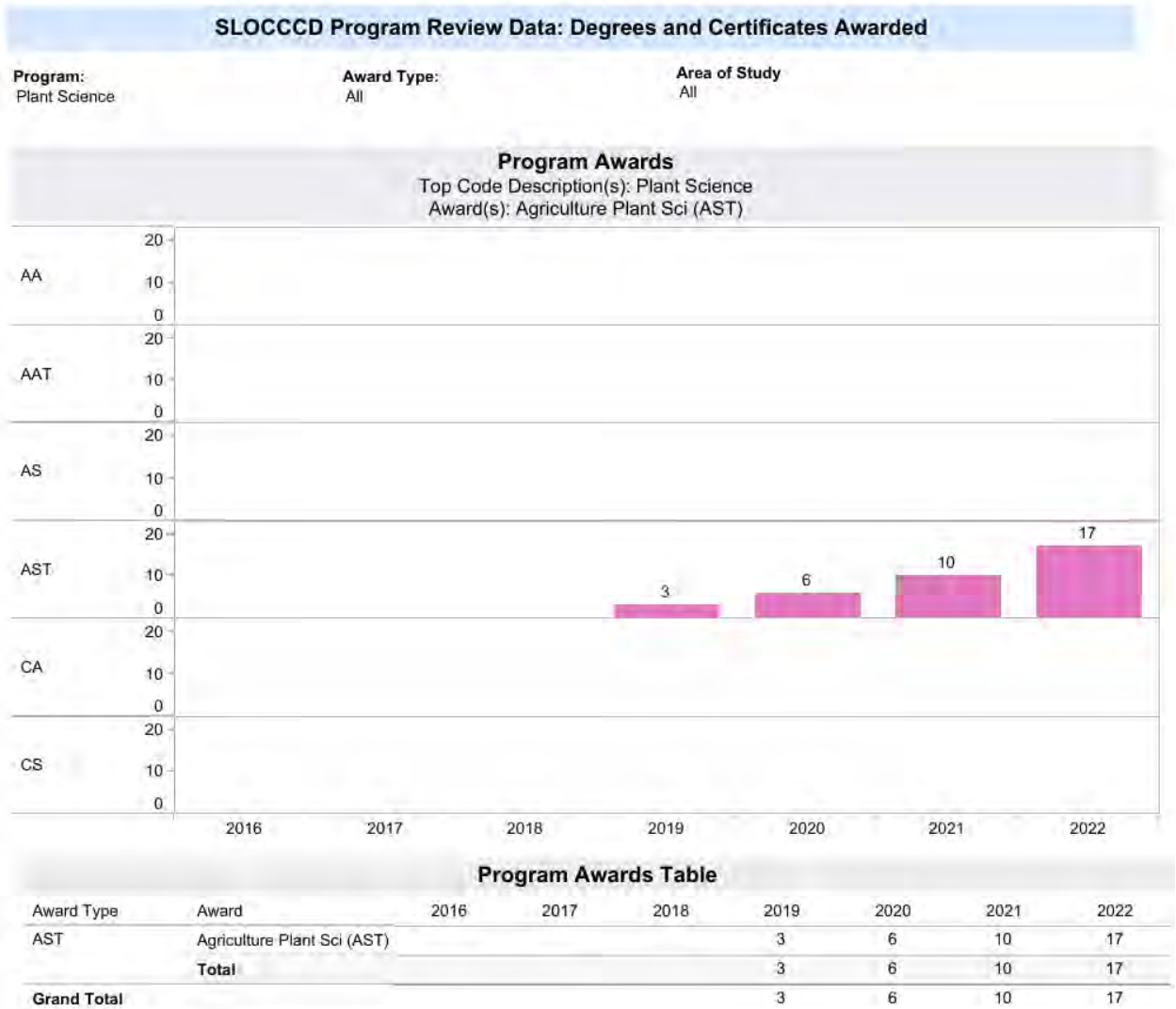
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	79.52%	86.06%	86.32%	74.85%	71.70%
	Total Department Enrollments	83.0	165.0	142.0	172.0	159.0
Online Modality	Department Success Rate					65.00%
	Total Department Enrollments					40.0

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 duplications 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 \(Insert Data Chart\)](#)

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

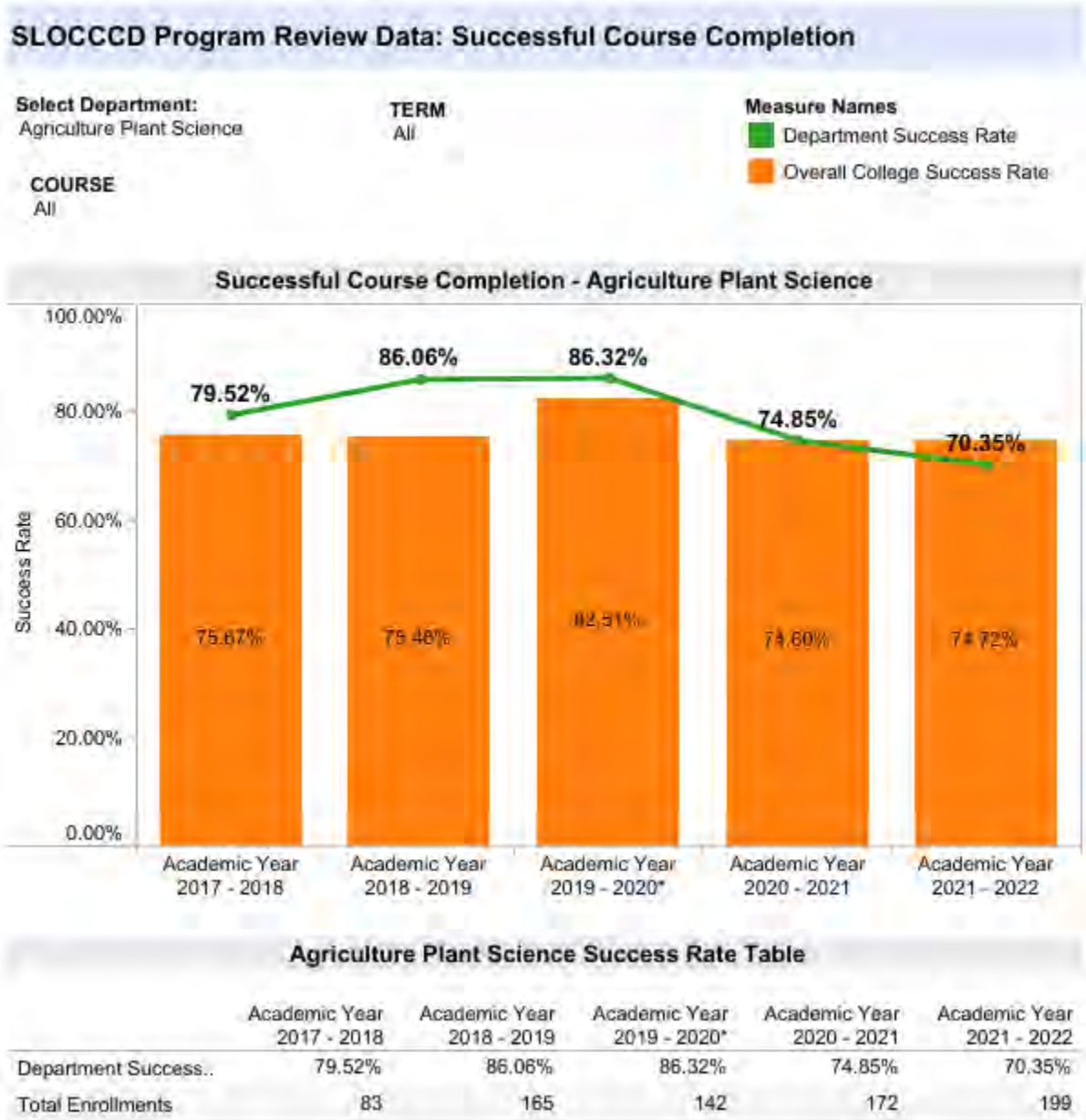


Program Awards: The number of degrees and certificates awarded by program type

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 \(Insert Aggregated Data Chart\)](#)

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

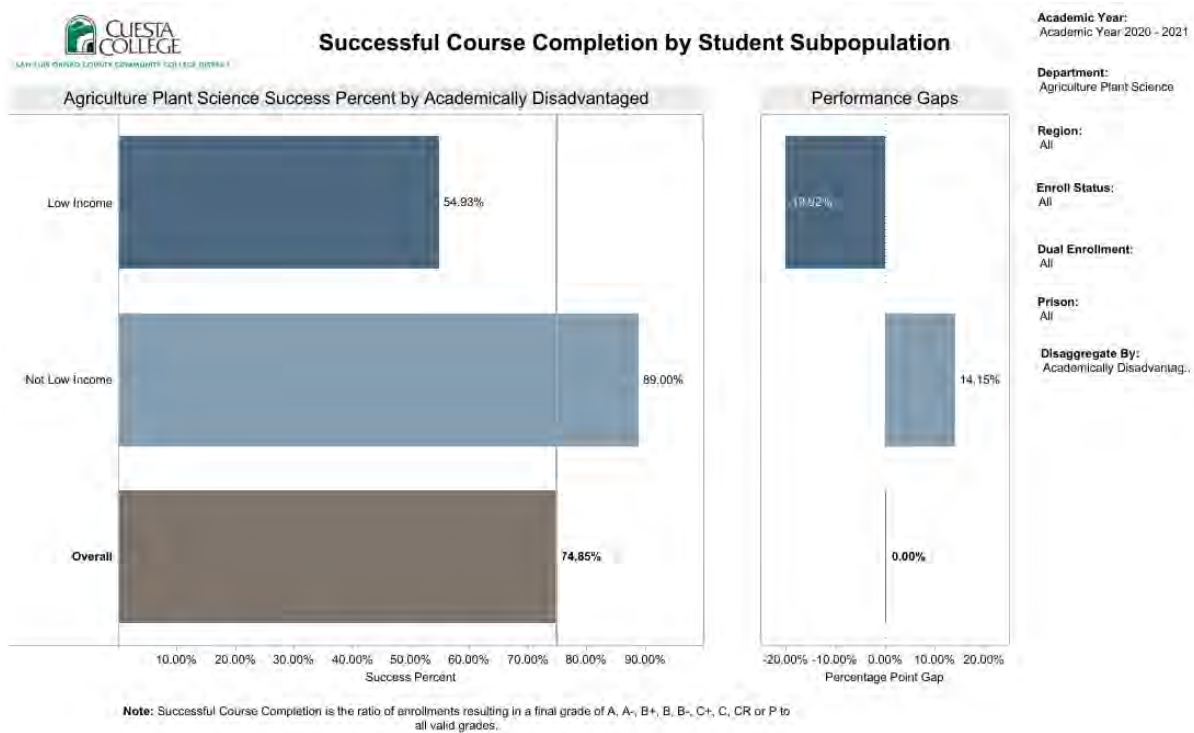


Successful course completion percentage has dropped post-pandemic since students have experienced additional stress and demands. The agriculture plant science is slightly better than the department. Students enjoy the hands-on nature of plant science and the associated skills that they learn in the classes. I expect this success rate to increase over time as students adjust to participating regularly in person.

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

Academic Year:
Academic Year 2020 - 2021

Department:
Agriculture Plant Science

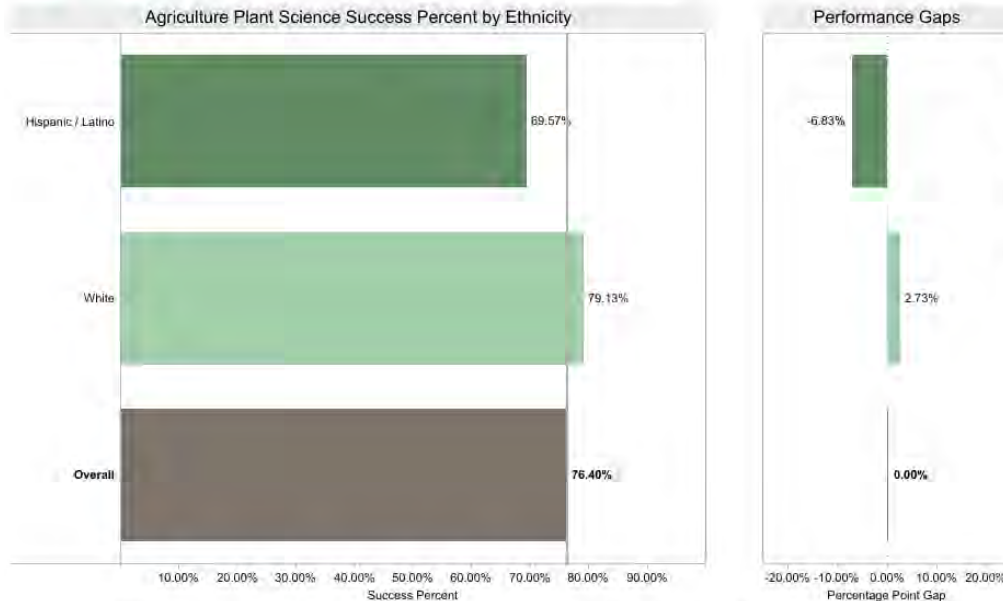
Region:
All

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.

Academically disadvantaged students are approximately 33% less successful than the overall average of all students. These students often have to hold full time jobs in order to survive economically and provide for the needs of themselves and their families. Some of my students in this group also are responsible for caring for an elderly member of their family. For the student subpopulation graph, just less than 7% of the Hispanic and Latino students perform below the average of the overall group. A strong effort is made to support all students with tutors, success coaches, and just being available to help.

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
- 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.