

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): AGRICULTURE AND PLANT SCIENCE

CLUSTER: ABS, SS, BE (CLUSTER 3)

AREA OF STUDY: Click here to enter text.

LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 2/25/2025

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):

**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. Seth Abugho was hired in the Fall 2024 semester to fill in the position as the new full time faculty member for the Ag program. The faculty and the staff in the Ag Team have discussed approaches to keep what is working and create innovative ideas to sustain the excellence of agriculture courses taught in the college. The team is engaged in hiring another part-time instructor for the next academic year focusing on irrigation and water management.

### 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.

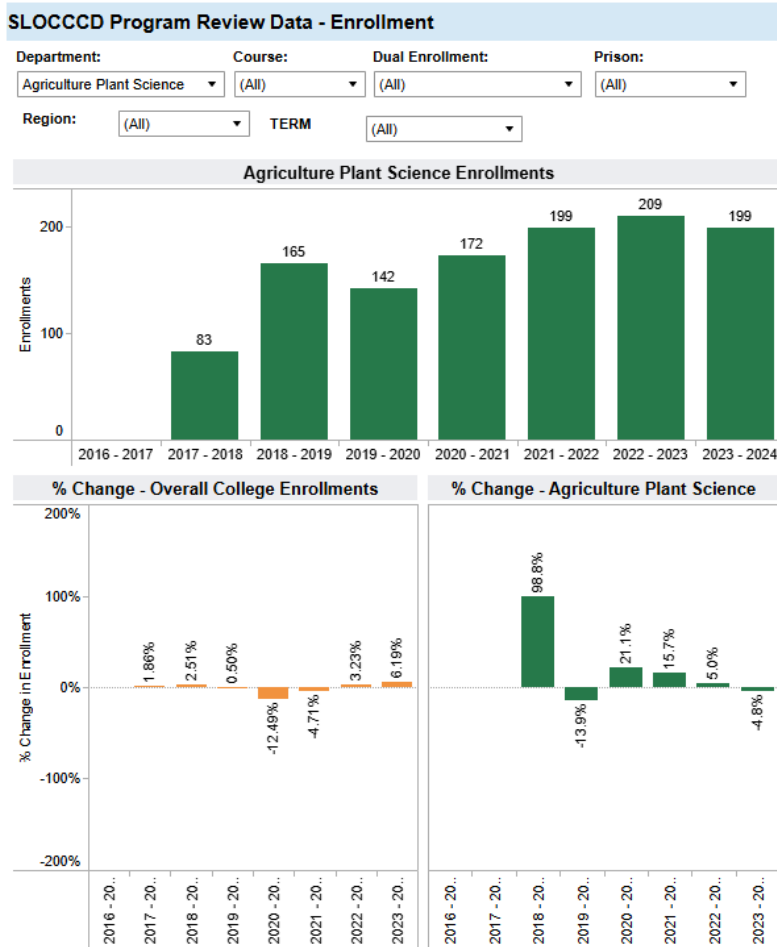
No ☒ If no, you do not need to complete a Progress Report.

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)

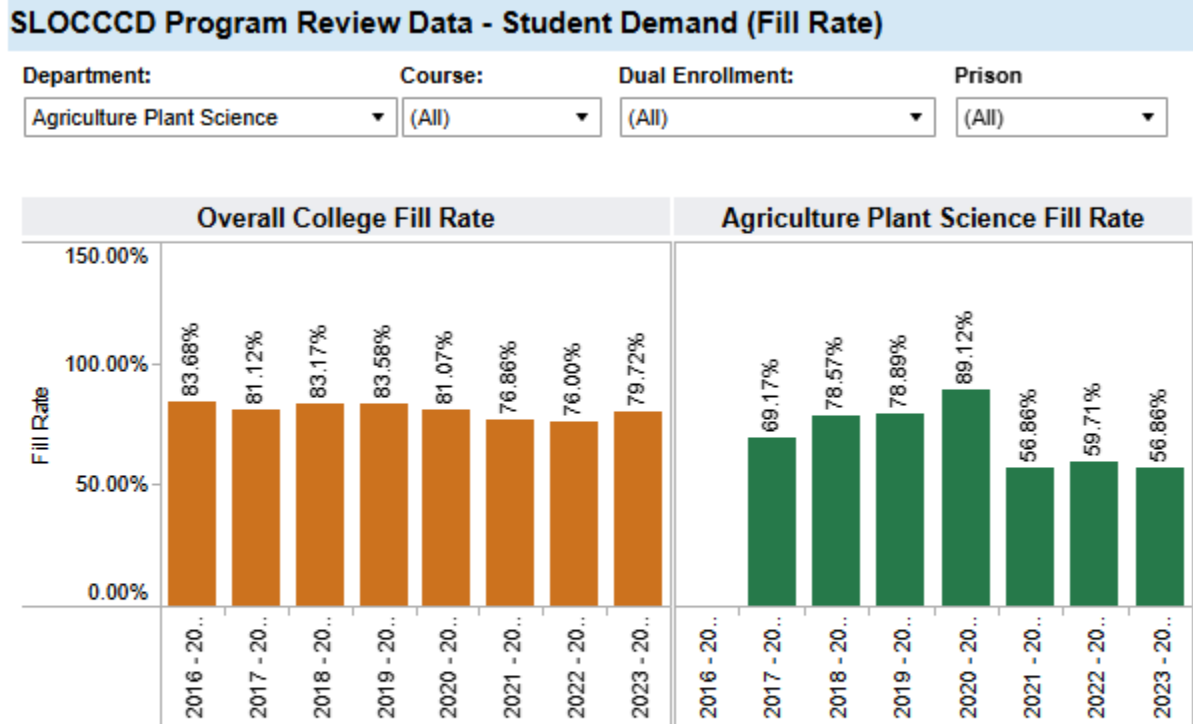


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The Agriculture Plant Science program has consistently maintained the number of students enrolled in courses the past three years. Although there was a slight decrease (-4.8%) in the number of students enrolled during the 2023-2024 Academic year taking up

Agriculture courses compared to the College enrollment (6.19%), the enrollment trend is increasing.

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



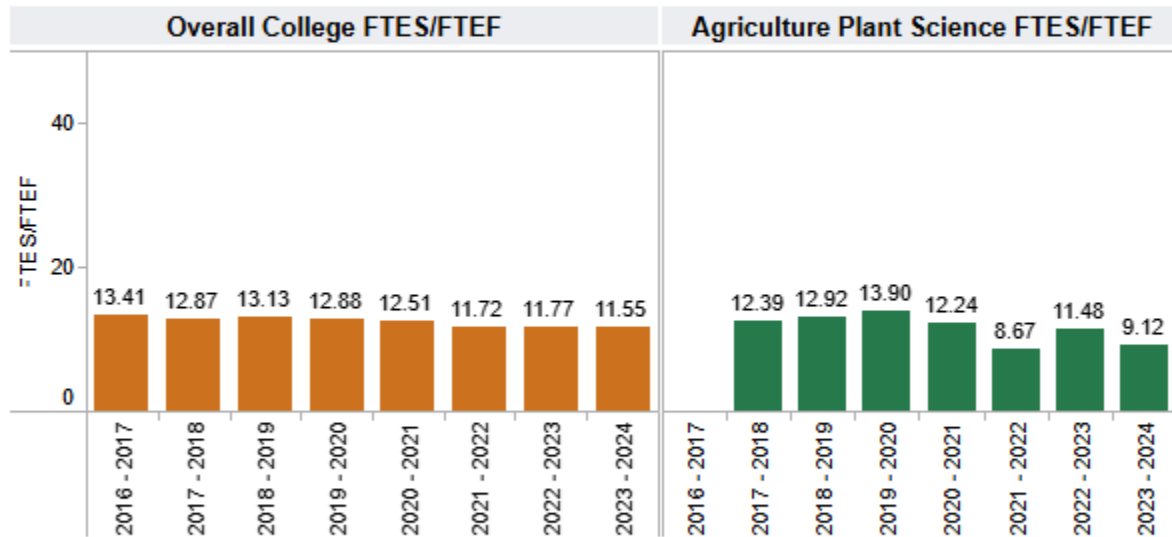
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

The College Student fill rate increased in 2023-2024 but decreased for the Ag Plant Science Courses (56.86%). The previous program review (2024 program review) stated a survey was in progress conducted by the Cuesta College Foundation in order to better understand whether there is a need in the industry for the courses offered or the lack of awareness of the program could be a contributing factor for the fill rate. Results have not been shared at the mean time. Once results are obtained, the program should have a better sense of things to work on the student demand for the courses offered. The faculty and staff have been working with local ag industry in SLO county to increase awareness in the agriculture industry in form of field trips and site visits that could potentially help the course fill rate in the future.

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) ▼



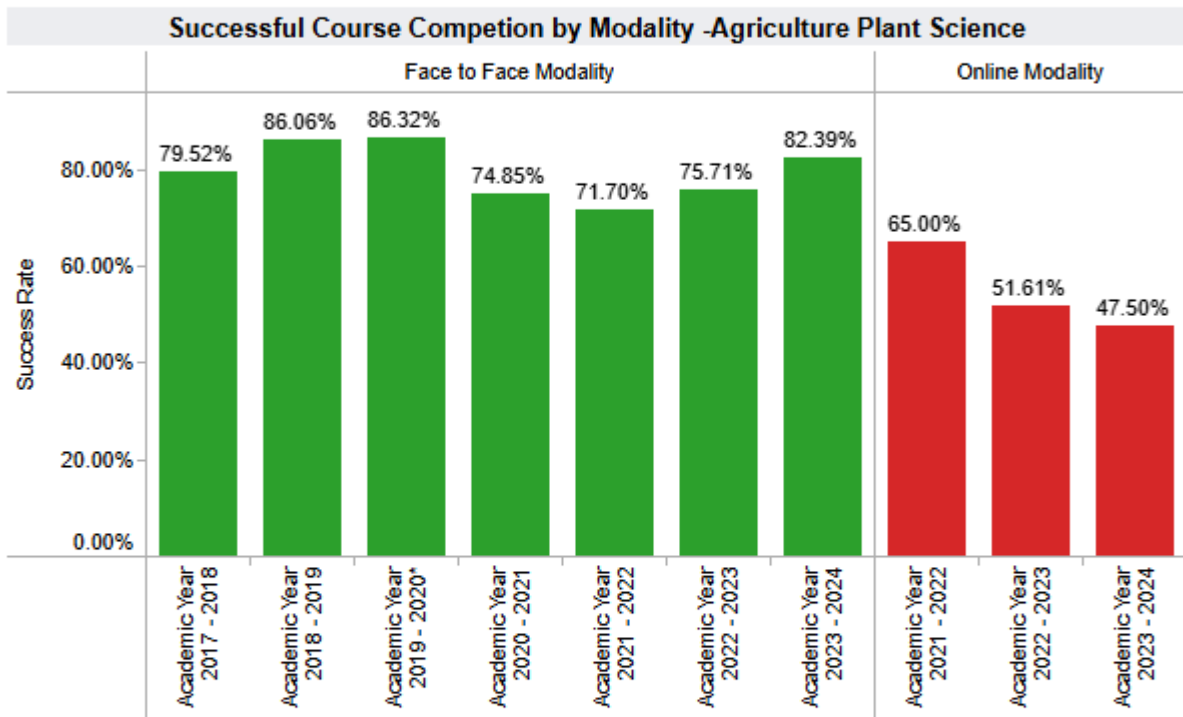
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Efficiency dropped to 9.12% in 2023-2024 compared to the previous year. This is expected due to decrease in enrollment in 2023-2024 in Ag courses. Compared to the college FTES, agriculture always had low enrollment capacity due to the lab component of the courses.

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

**SLOCCCD Program Review Data: Successful Course Completion**

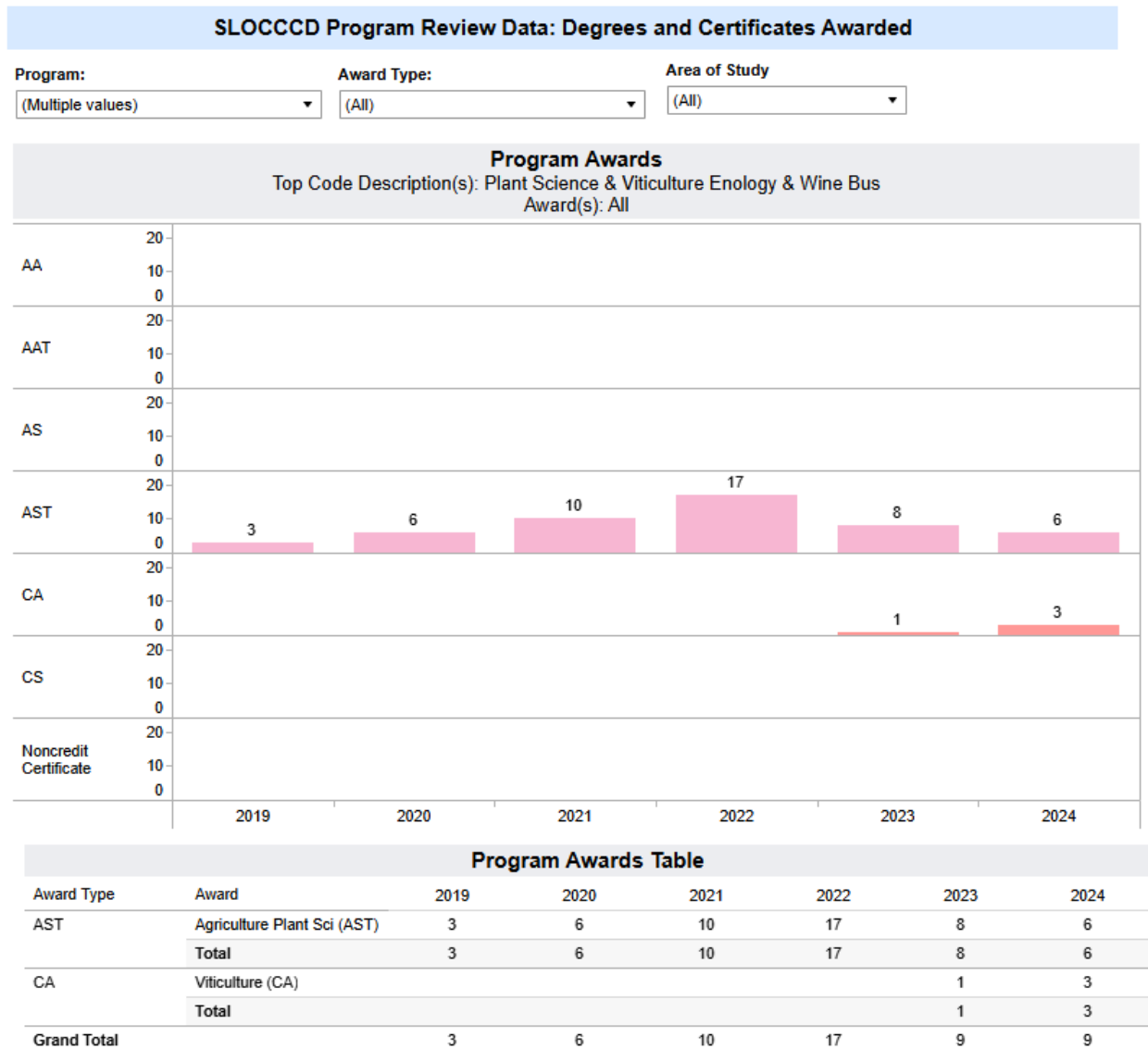
Select Department: ⌵ Agriculture Plant Science ⌵ Course: ⌵ (All) ⌵ Legend:   
■ Face to Face Modality   
■ Online Modality



Successful Course 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	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	79.52%	86.06%	86.32%	74.85%	71.70%	75.71%	82.39%
	Total Depart..	83.0	165.0	142.0	172.0	159.0	178.0	159.0
Online Modality	Department S..					65.00%	51.61%	47.50%
	Total Depart..					40.0	31.0	40.0

Most of the Ag Plant Science courses have lecture and lab classes 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 courses it is not possible to draw any conclusions about the difference in success rates between in-person and on-line success rates. However, data shows that there is a steady increasing trend in the in-person modality during the past three academic years.

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



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

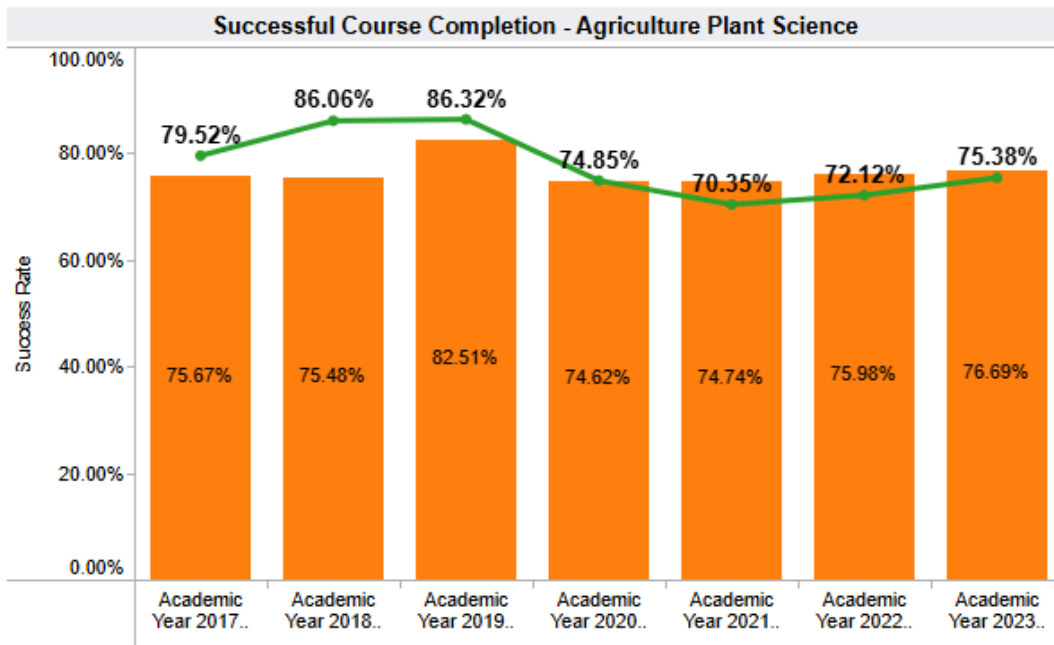
Ag Plant Science (AS-T) degrees earned remained consistent over the past four years. The Viticulture certificate awarded increased during 2023-2024.

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

**SLOCCCD Program Review Data: Successful Course Completion**

Select Department:  TERM:  Measure Names: ☐ Department Success Rate ☐ Overall College Success ...

COURSE:



Agriculture Plant Science 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..	79.52%	86.06%	86.32%	74.85%	70.35%	72.12%	75.38%
Total Enrollments	83	165	142	172	199	209	199

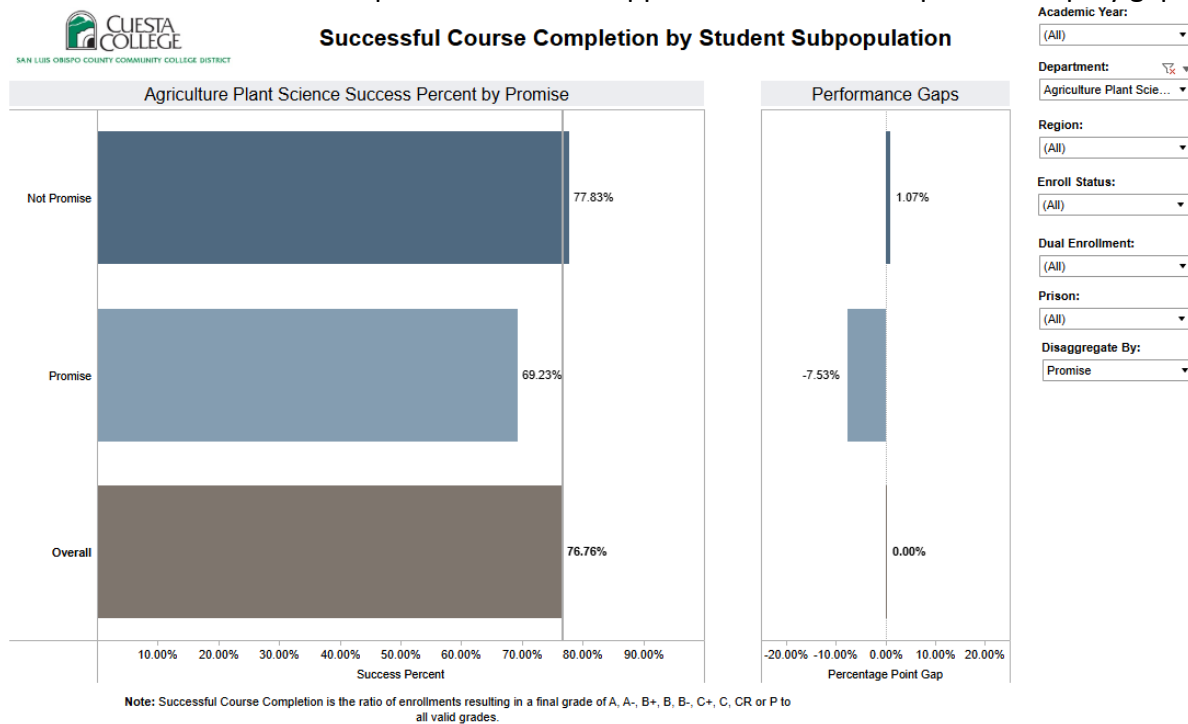
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The success rate is slightly lower for the Ag Plant Science courses than the college overall. STEM based courses often has this outcome in terms of success rate. Although the data suggests that over time the Ag courses in general has reduced the success rate gap (1.31%) towards the overall College success rate. This trend still needs to be observed in the future.

- 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.

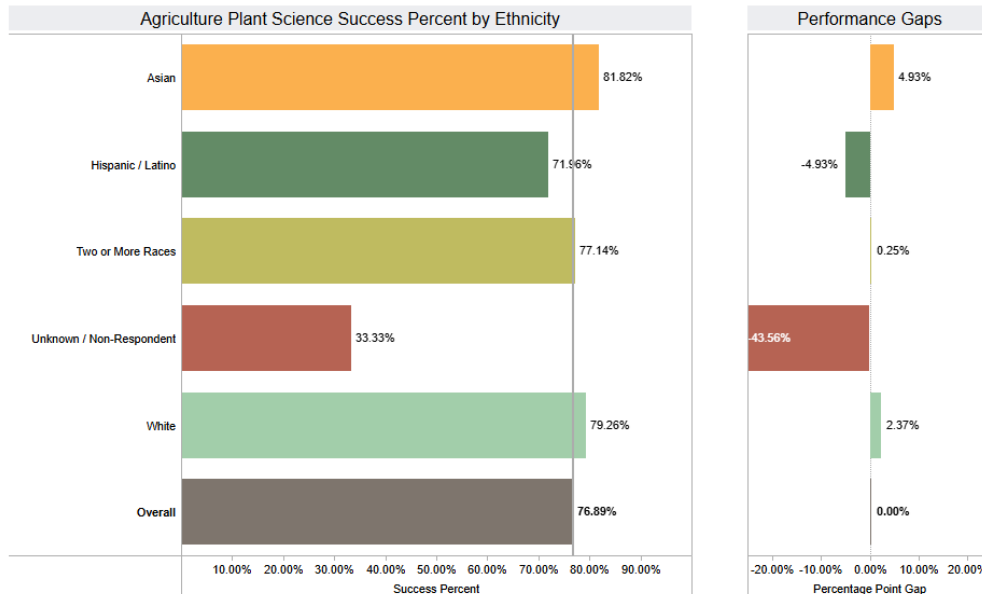
The following are some questions you might want to consider:

- 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



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.

Academic Year: (All) ▼

Department: Agriculture Plant Science ▼

Region: (All) ▼

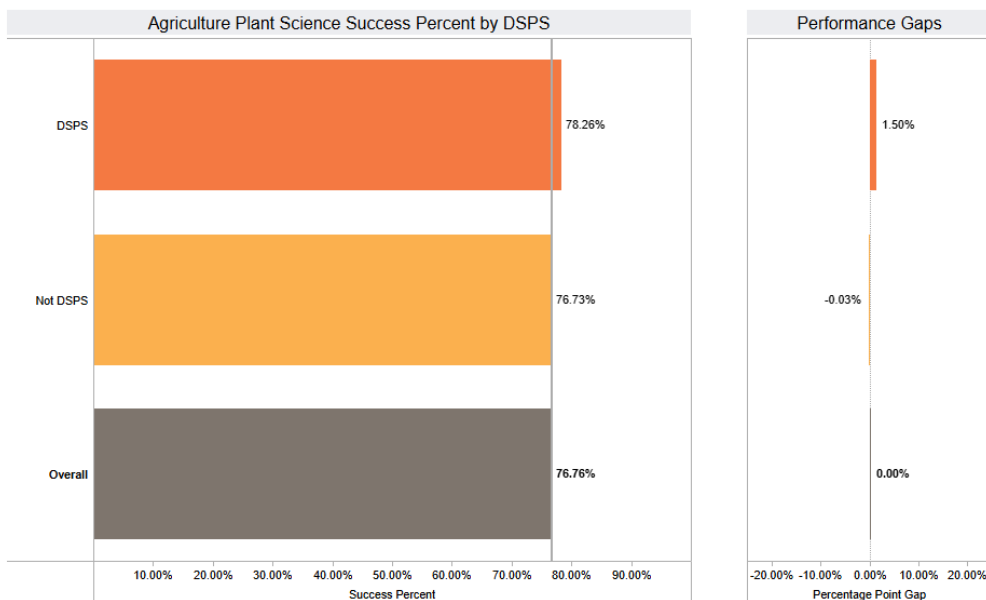
Enroll Status: (All) ▼

Dual Enrollment: (All) ▼

Prison: (All) ▼

Disaggregate By: Ethnicity ▼

## 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.

Academic Year: (All) ▼

Department: Agriculture Plant Science ▼

Region: (All) ▼

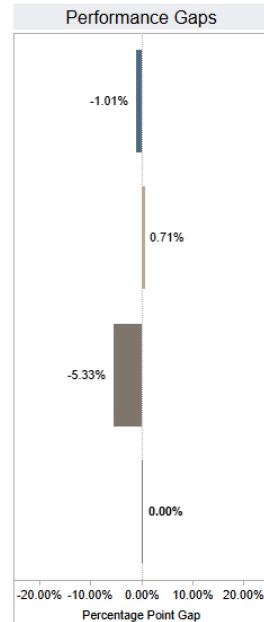
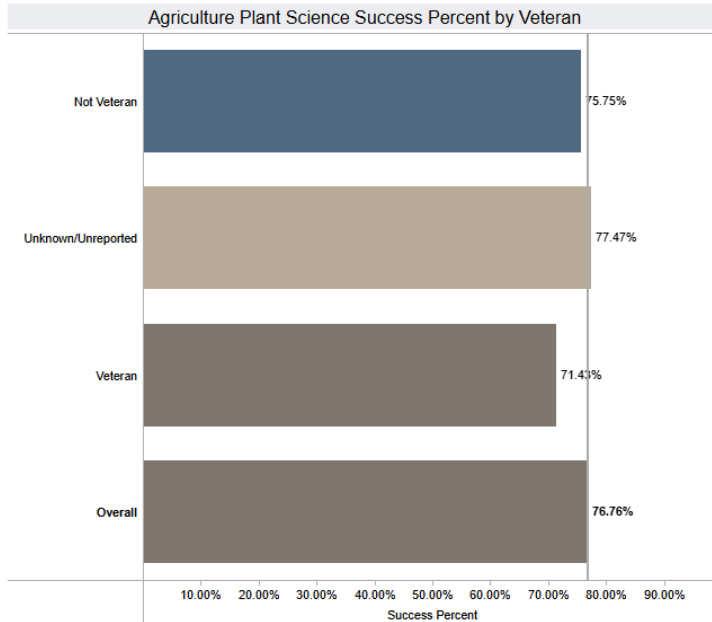
Enroll Status: (All) ▼

Dual Enrollment: (All) ▼

Prison: (All) ▼

Disaggregate By: DSPS ▼

## 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.

Academic Year: (All) ▼

Department: Agriculture Plant Scie... ▼

Region: (All) ▼

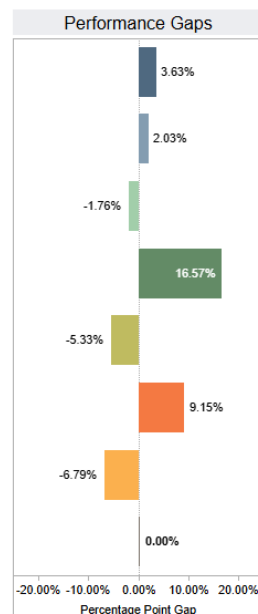
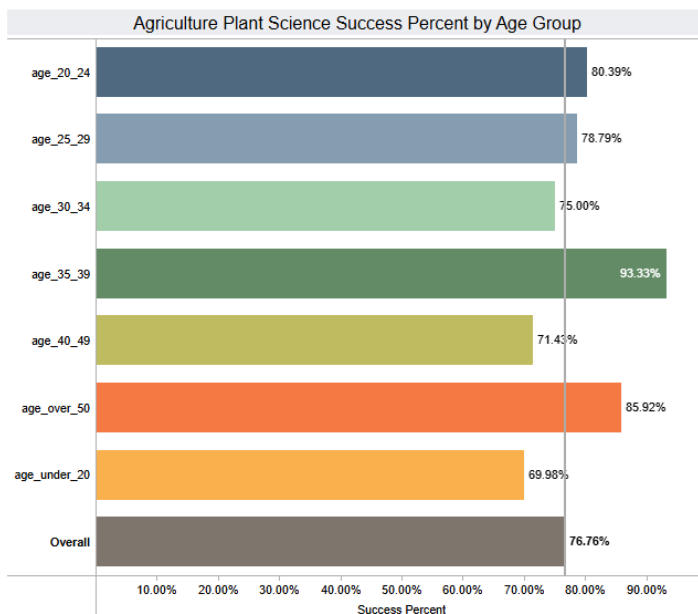
Enroll Status: (All) ▼

Dual Enrollment: (All) ▼

Prison: (All) ▼

Disaggregate By: Veteran ▼

## 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.

Academic Year: (All) ▼

Department: Agriculture Plant Scie... ▼

Region: (All) ▼

Enroll Status: (All) ▼

Dual Enrollment: (All) ▼

Prison: (All) ▼

Disaggregate By: Age Group ▼

Hispanic/Latino students still have persisting equity gaps compared to the overall success rate compared from other ethnicities. However, this gap reduced in 2023-24 academic year (-4.93%) compared to the previous academic year 2022-2023 (-6.13%). The AGPS faculty takes the opportunity to participate in Hispanic events held on campus such as the Cesar Chavez Day in

partnership with the Student Life and leadership activity to reach out to the Hispanic/Latino community involving agriculture/plant science. Also noteworthy are students with special accommodation have smaller equity gap compared to Veteran students. Students who just graduated from high school also experience challenges in successful completion of Ag courses. This could be addressed by communicating with local High School teachers in Ag specific needs to help students transition to College level courses in Agriculture. The Division and the Ag Plant Science program continues their commitment to equitable outcomes and engages in professional development when applicable to lessen existing gaps in successful course completion.

## 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	Past Due Date for Modification	Briefly state why modification was not completed on	Re-scheduled date for modification

Course #		schedule	(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.*

### 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 – **The AG program faculty and staff will discuss development plans on the New Technical and Trades Center building in NCC that houses the new AG Plant Sciences lab which could potentially open in the Fall 2026.**
- E. Staffing projections – **The program is hiring for a part-time instructor to teach the Irrigation course during Fall 2025. There is also a need to hire a part-time technician to assist the facility and lab maintenance since our current technician (Chad Porter) will be having his first child.**
- F. Other – **The faculty will be engaged in the College student mentoring program to increase student awareness in agriculture research.**

## 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.