2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019 **PROGRAM: AGRICULTURE**
CLUSTER: WORKFORCE & ECONOMIC DEVELOPMENT **LAST YEAR CPPR COMPLETED: 2017 - 2018**
NEXT SCHEDULED CPPR: 2021 - 2022 **CURRENT DATE: 3/1/2019**

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, Agriculture Plant Science ADT, Mechanized Agriculture Certificate

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction.

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- 2017-2018 is the first year for Agriculture Plant Science.
    - The Ag Plant Science facility was developed at the North County Campus during Summer 2017 and available for courses 6 weeks after the Fall '17 semester began.
    - A full-time Ag Science Lab Technician was hired August 2017. A part-time faculty member taught two courses each semester for the first year of the program. A full-time temporary faculty member was hired Spring '18 for the '18/'19 year.
    - Facility development, equipment and supply ordering, and transforming a raw space into an excellent instructional facility was the focus of '17/'18.
    - A successful spring Plant Sale was offered to raise money for the program and provide learning for Plant Science and Ag Business students.
- 2017-2018 is the first year for Agriculture Mechanics.
    - Collaboration with Cal Poly to develop appropriate coursework
    - A part-time faculty member developing courses, ordering supplies and equipment, sharing tractors with Cal Poly as needed
- 2017-2018 is third year for Agriculture Business.
    - USDA/NIFA grant awarded ($275 million over 4 years)
    - Ag Ambassador student club established
    - Ag Industry Tour Days with Cal Poly and Allan Hancock twice a year

- Agriculture Program General
    - These programs continue to require significant time and energy to develop and manage. These new programs are flourishing as a result of community involvement, new curriculum, strong Advisory Committees, sustained marketing efforts and facilities that continue to be developed. The commitment on the part of the college has been significant and our students benefit from the hands-on

learning provided by agricultural education. Looking ahead, we need to answer the following questions:

1. Where do we see our Agriculture Plant Science program growing? We have the AG Plant Science ADT but I believe that is just the beginning. Integrated Pest Management (preparing students for PCA licensure) Irrigation/Water Resource Management are two areas where industry need and our coursework could align. A new permanent, full-time faculty in the coming year will use their expertise to explore these growing needs to utilize the facility and meet market demand.
2. How can we develop hands-on agricultural learning opportunities for students on the SLO campus or in South County? We need to think creatively about scheduling and location in order to draw a wider audience to our Ag Plant Science courses.
3. How can we continue building a community amongst Agriculture students at Cuesta College? The Ag Ambassadors club is a way for ag students to connect outside the classroom. We must continue to create meaningful opportunities for ag students to connect with each other, learn from industry beyond the classroom, and develop leadership skills.

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.

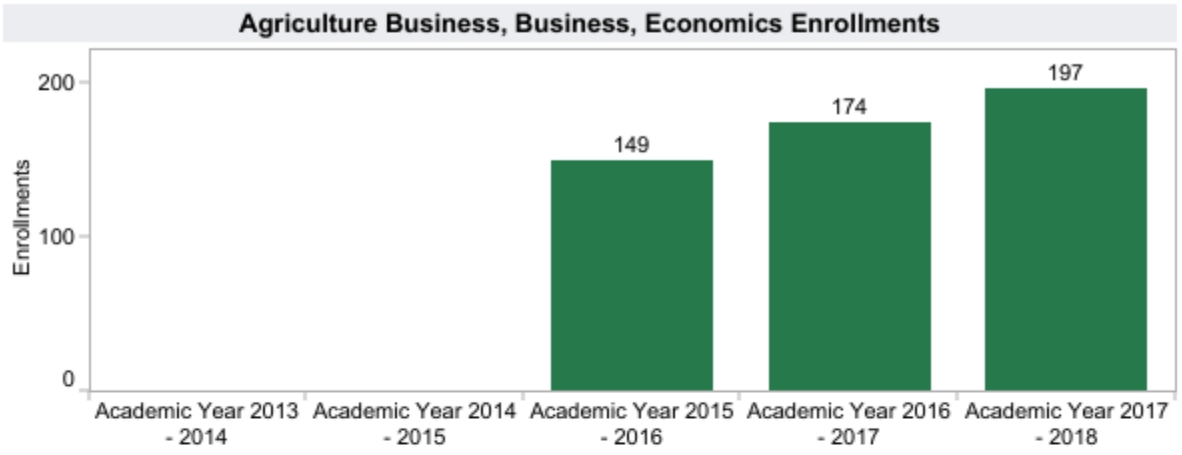
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

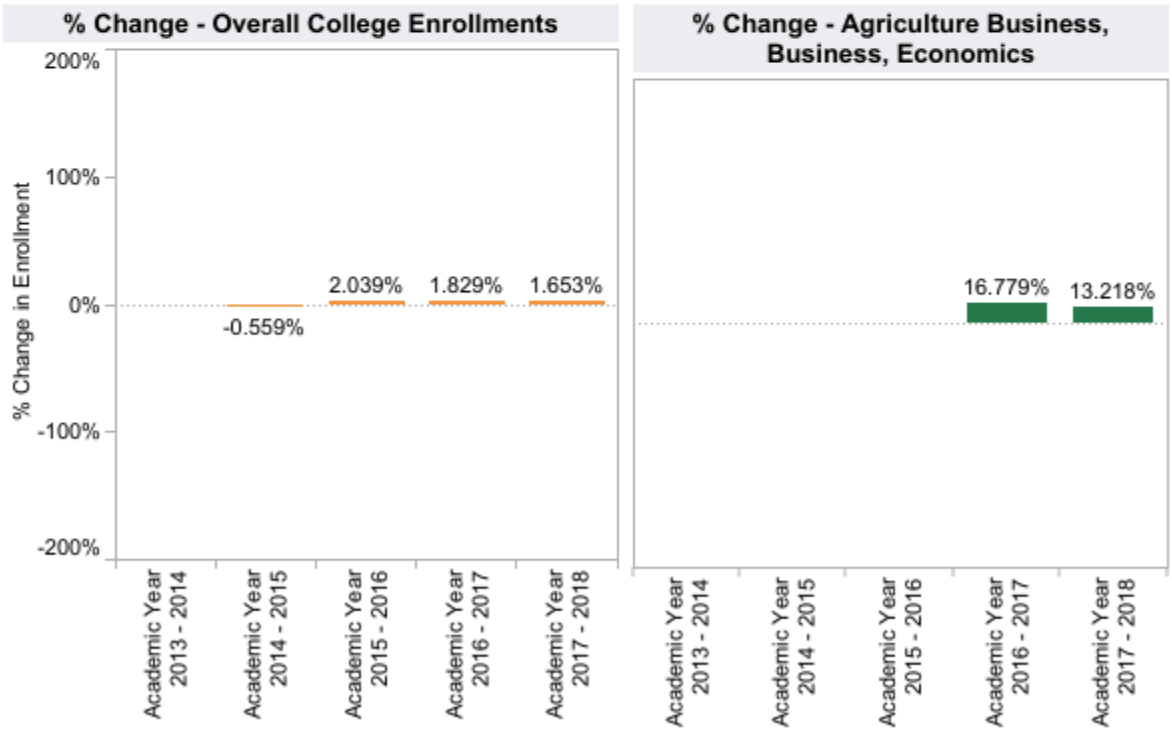
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends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



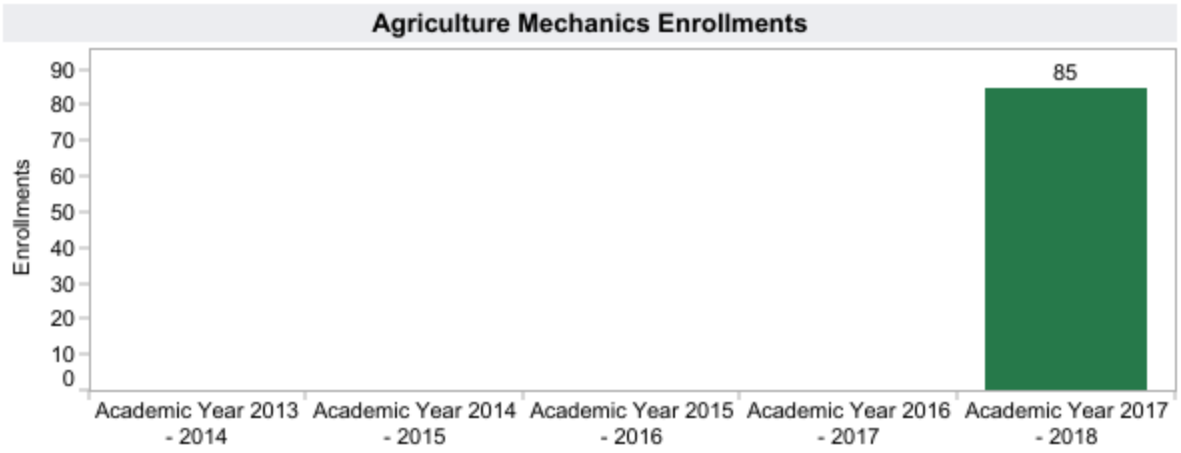


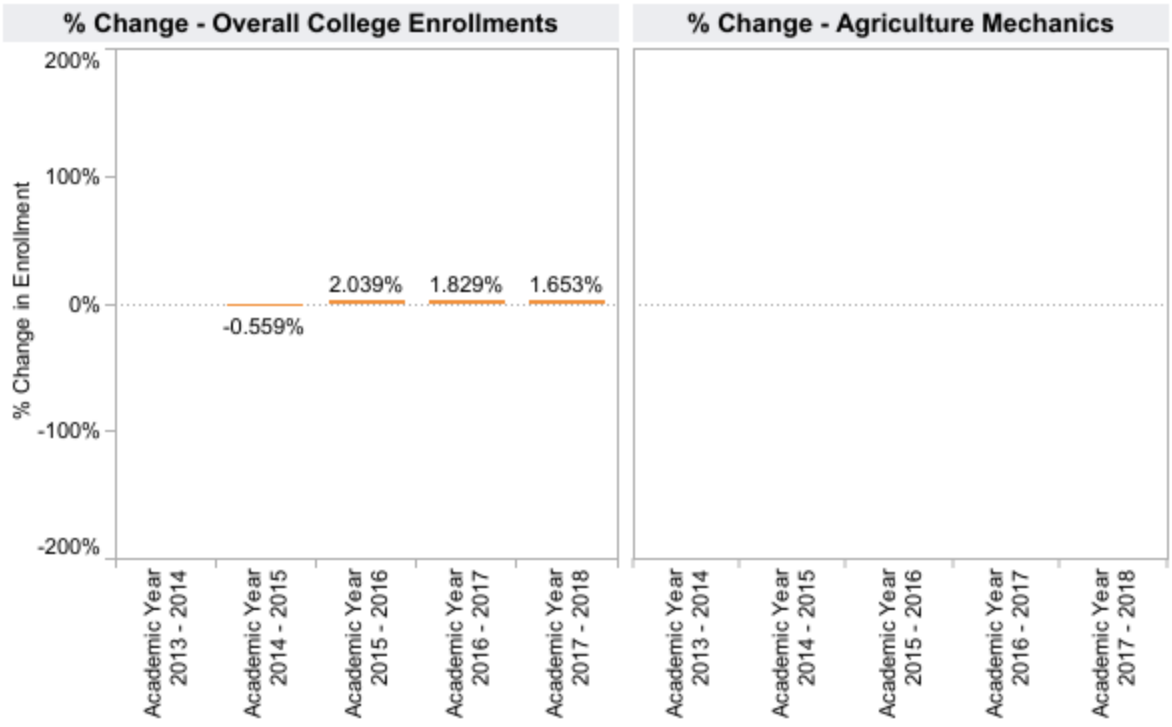
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Ag Business total enrollment continues to grow.

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Agriculture Mechanics	All	All	All



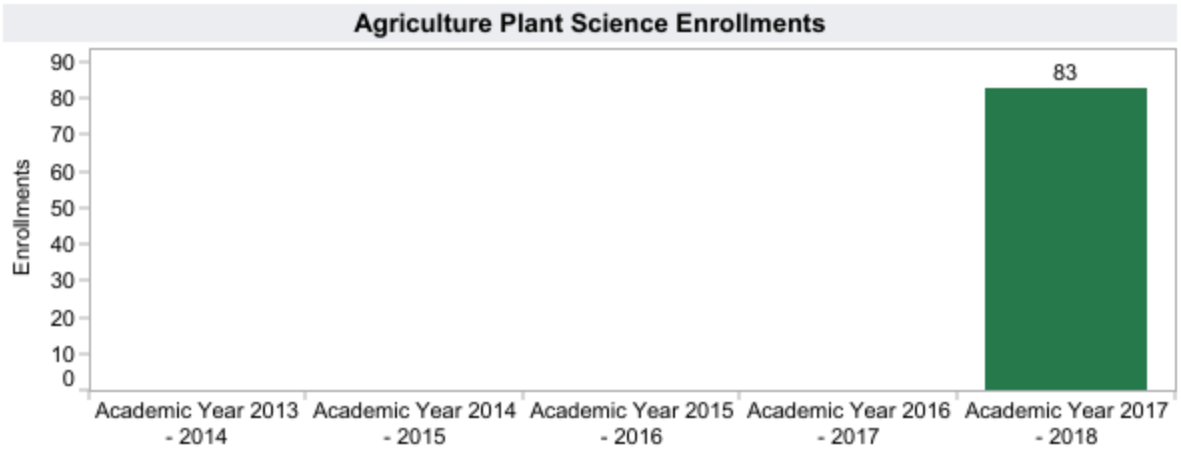


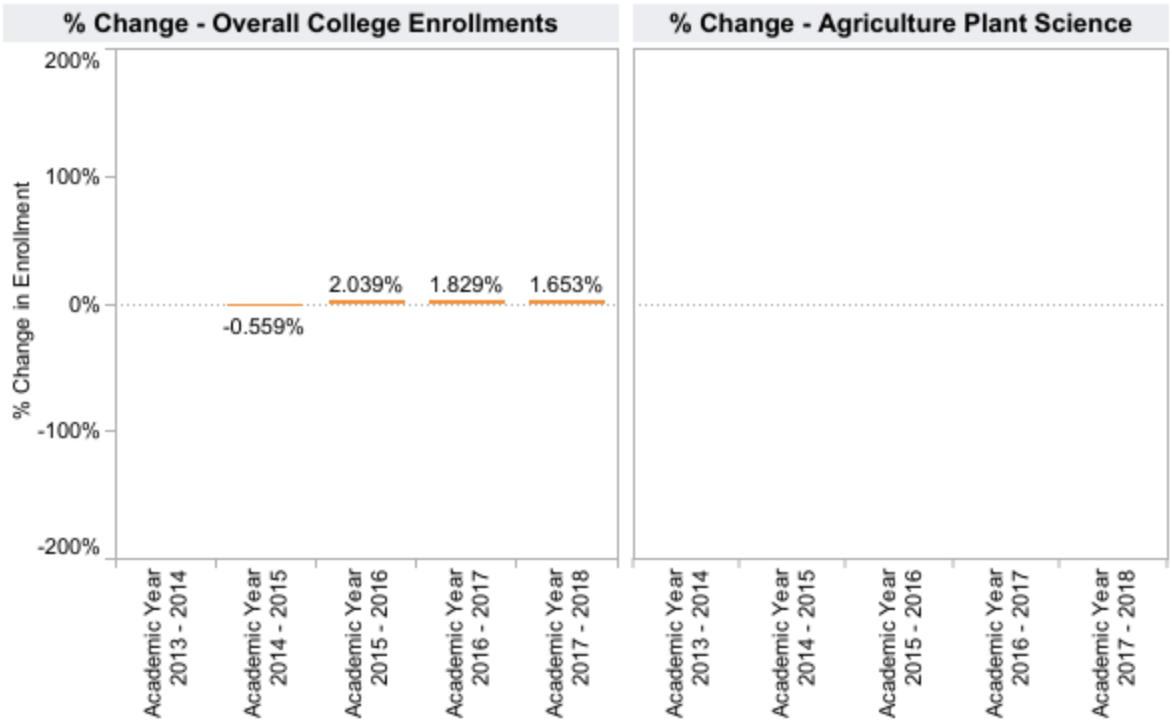
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

2017-2018 is the first year of data for Ag Mechanics.

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Agriculture Plant Science	All	All	All

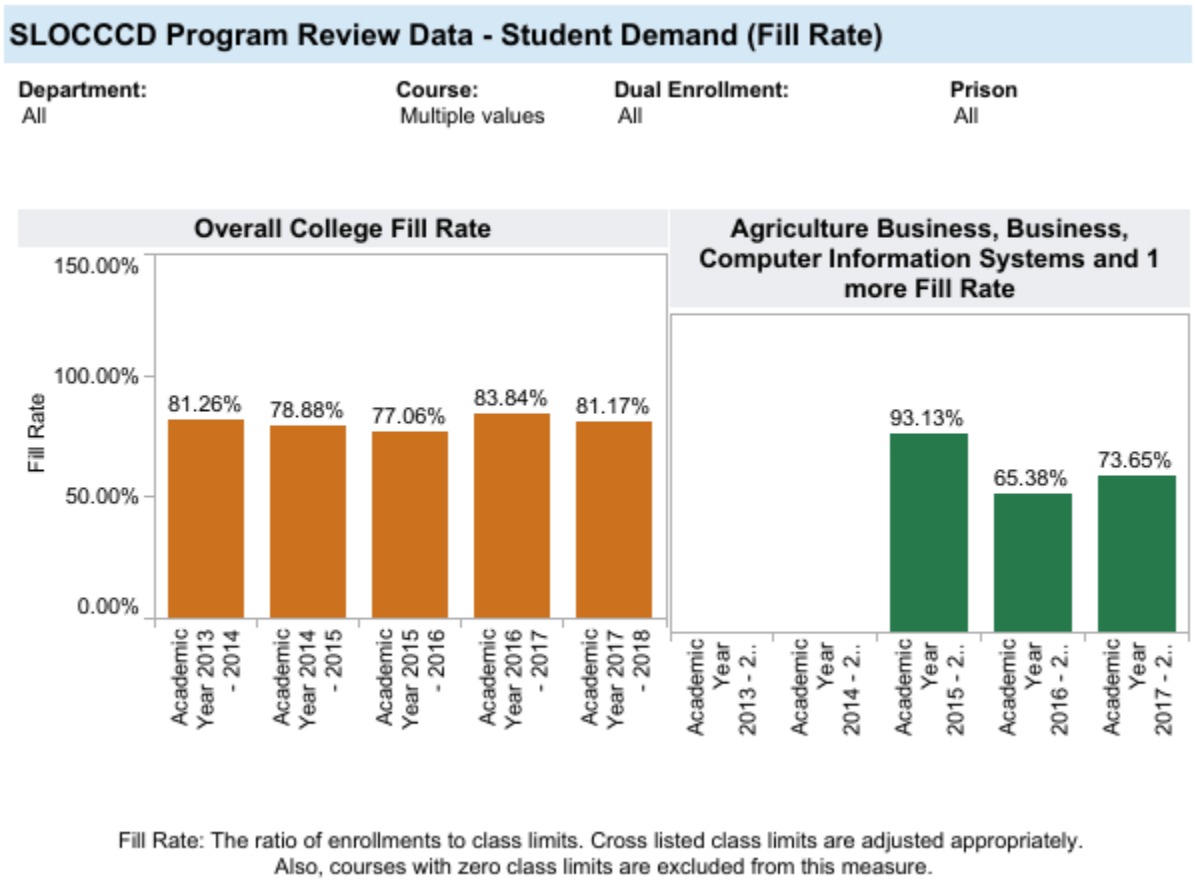




Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

2017-2018 is the first year of data for Ag Plant Science. Two courses were offered each semester in the first year of the program.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

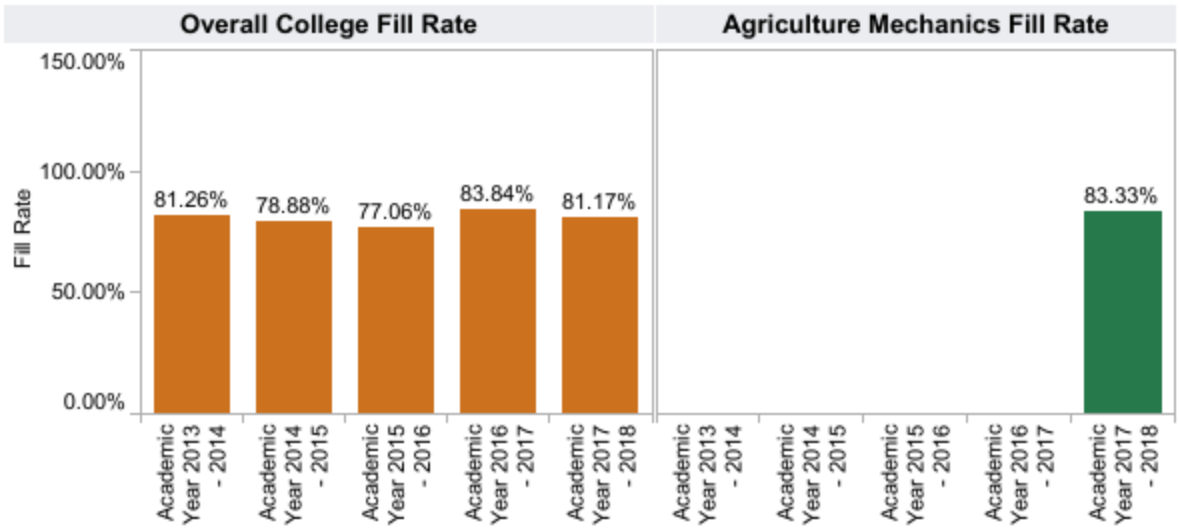


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Ag Business fill rates dropped in the second year of the program when courses were required to be offered at the North County Campus on specific days and times. As we continue learning about Cuesta Ag Business students, scheduling decisions are made to support higher fill rates.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Agriculture Mechanics	All	Not Dual Enrollment	All

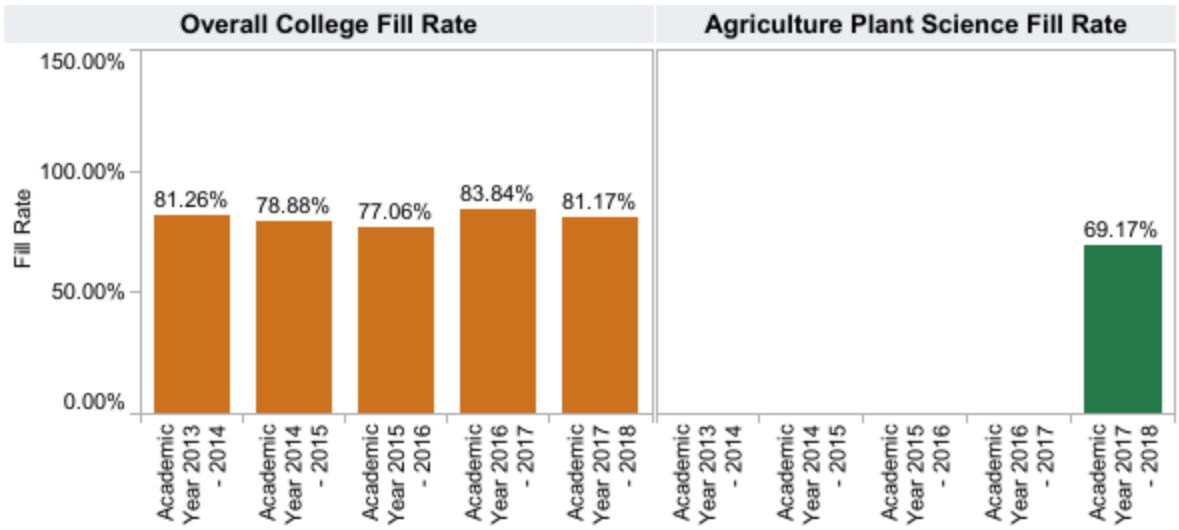


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

2017-2018 is the first year of data for Ag Mechanics.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Agriculture Plant Science	All	Not Dual Enrollment	All



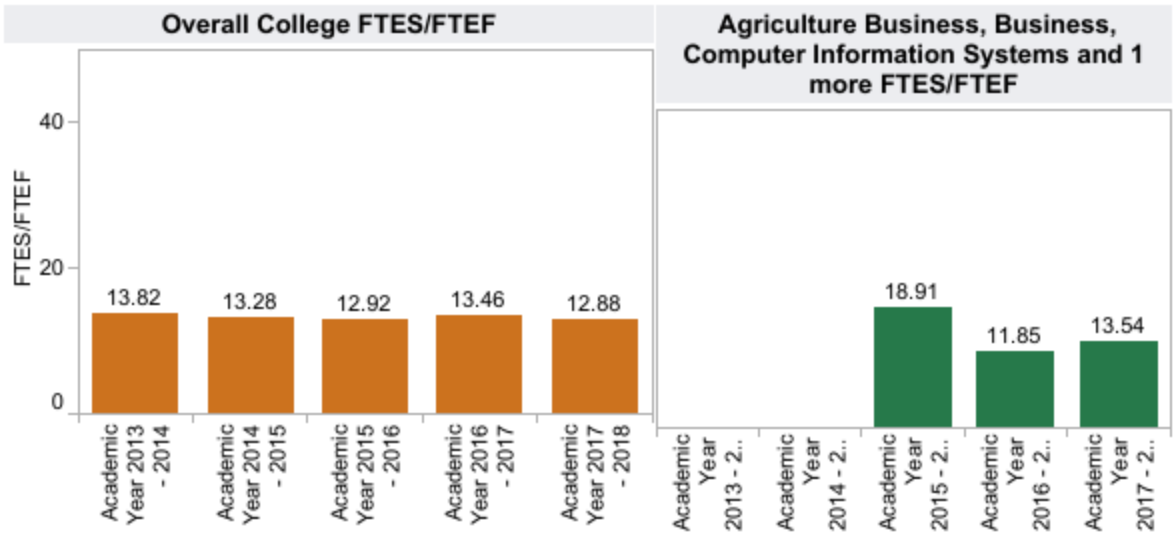
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

2017-2018 is the first year of data for Ag Plant Science.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Multiple values	Multiple values	Not Dual Enrollment	All

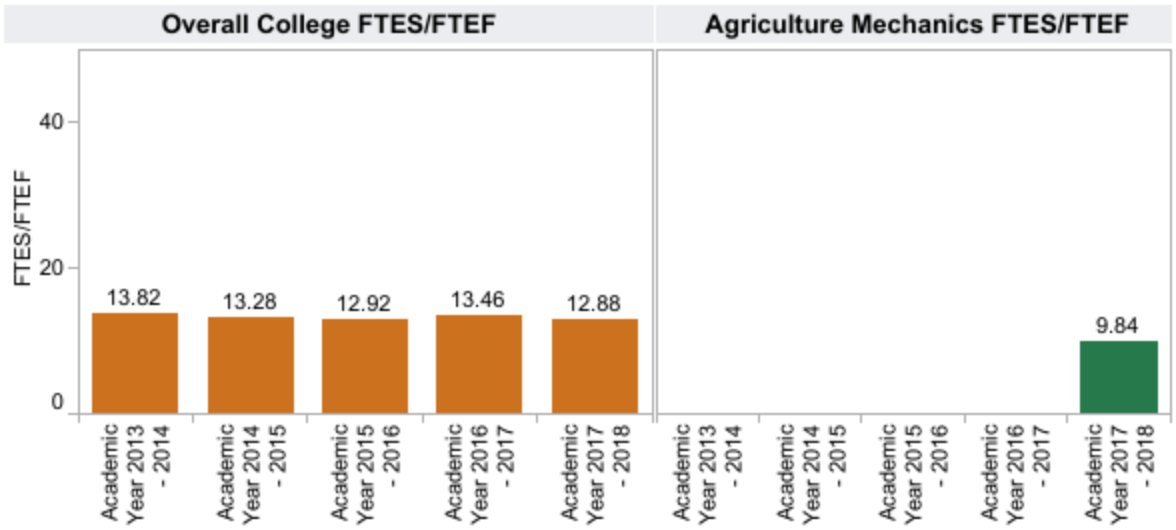


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

During the second year of the Agriculture Business program, the North County campus committed to offering the Ag Business ADT exclusively at the North County campus. This created an excellent opportunity for our North County students, but it was not met with the demand expected. It led to offering less efficient courses. The 2017-2018 year brought improved efficiency numbers.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Agriculture Mechanics	All	Not Dual Enrollment	All

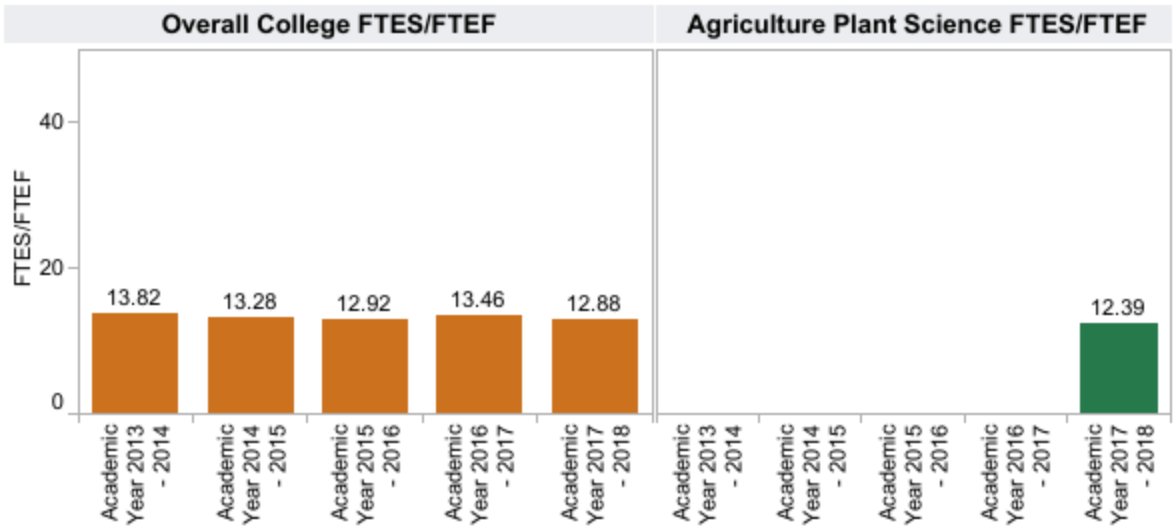


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

2017-2018 is the first year of data for Ag Mechanics. We are looking to improve efficiency numbers through increased awareness of this new program.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Agriculture Plant Science	All	Not Dual Enrollment	All



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

2017-2018 is the first year of data for Ag Plant Science. We are looking to improve efficiency numbers through increased awareness of this new program and creative scheduling solutions, such as offering Lecture at the SLO Campus and Lab at the North County campus where the Ag facilities are located.

Student Success—Course Modality (Insert Data Chart)

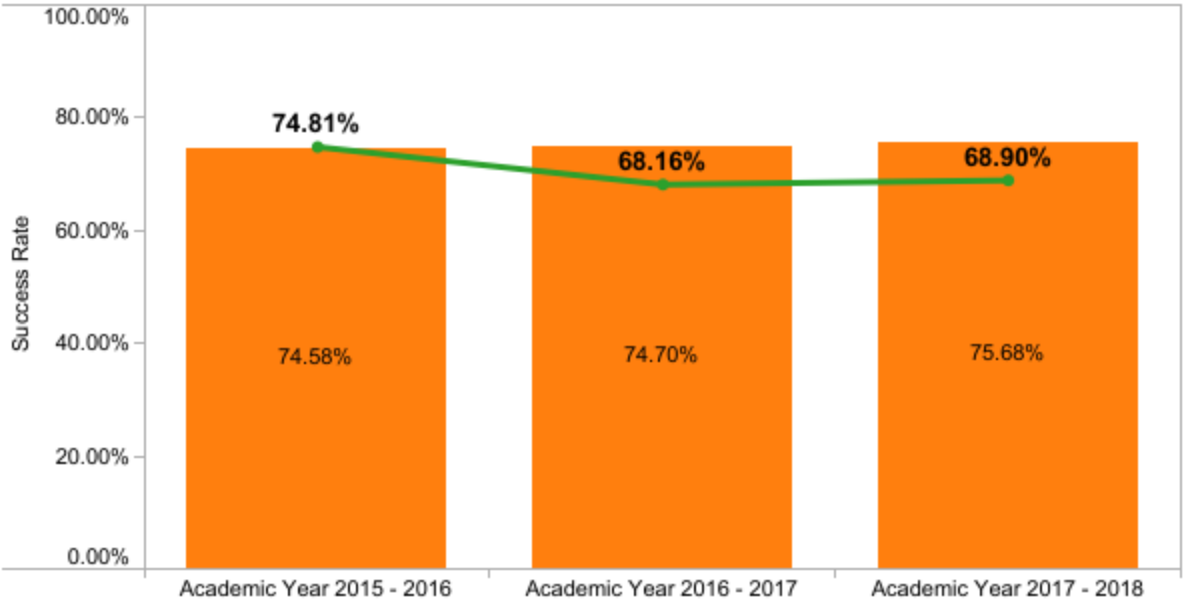
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

COURSE
Multiple values

Measure Names
Department Success Rate
Overall College Success Rate

Successful Course Completion - Agriculture Business, Business, Computer Information Systems and 1 more



Agriculture Business, Business, Computer Information Systems and 1 more Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	74.81%	68.16%	68.90%
Total Enrollments	135	179	209

This is the most concerning data of the entire set. As the primary Ag Business instructor, I have been generally aware of this reality but seeing it compared to the overall college average is enlightening. I have been sitting with this and thinking about what I can do as an instructor to improve the success rates of my students and the other Ag Business students at Cuesta. I'm also wondering what is impacting their success. It is worth asking if there are unique elements to this particular population of students that is worth noting. We may need to offer academic support services or other targeted services. I teach many on the students who are on the Rodeo Team and have worked with the coaches to develop a support structure for the students to maintain eligibility, knowing that it has been an ongoing struggle for many of them. I believe this has been a positive thing.

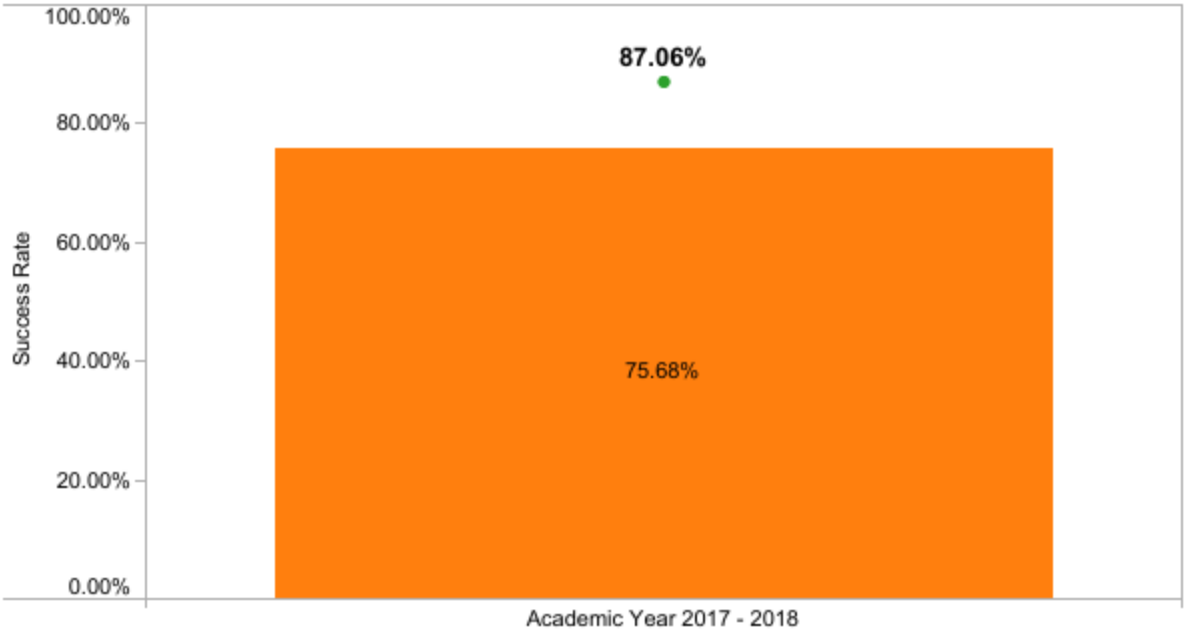
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Agriculture Mechanics

COURSE All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Agriculture Mechanics



Agriculture Mechanics Success Rate Table

	Academic Year 2017 - 2018
Department Success..	87.06%
Total Enrollments	85

2017-2018 is the first year of data for Ag Mechanics, but it is encouraging to see such a high success rate for our Ag Mechanics students, as compared to the college average.

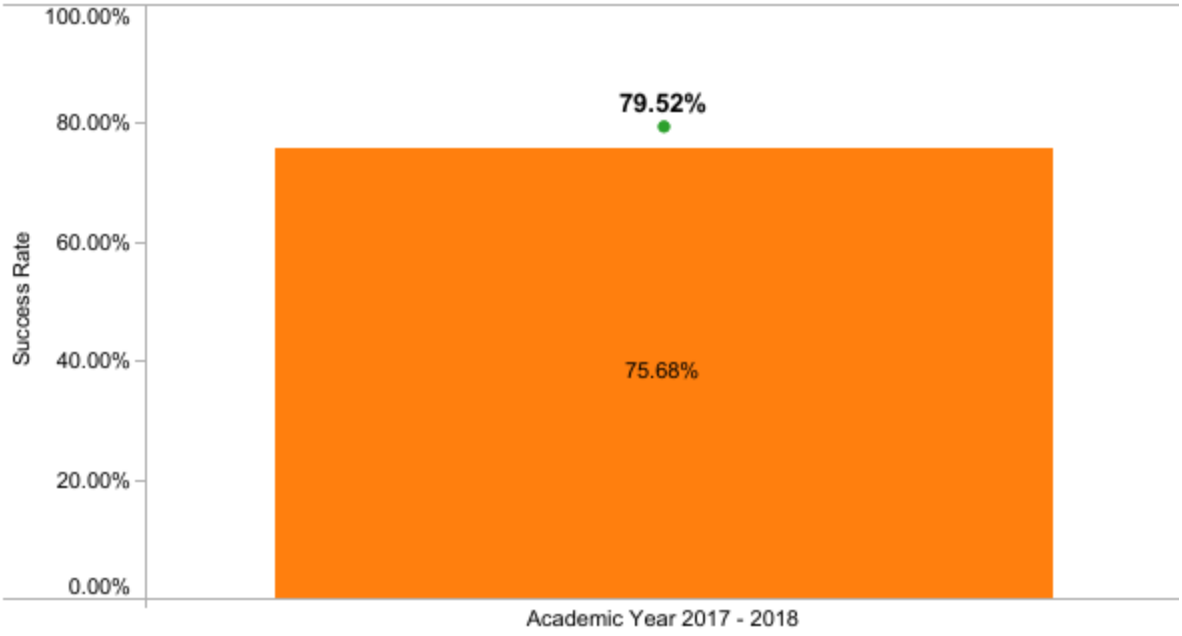
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Agriculture Plant Science

COURSE All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Agriculture Plant Science



Agriculture Plant Science Success Rate Table

	Academic Year 2017 - 2018
Department Success..	79.52%
Total Enrollments	83

2017-2018 is the first year of data for Ag Plant Science, but it is encouraging to see such a high success rate for our Ag Plant Science students, as compared to the college average.

Degrees and Certificates Awarded (Insert Data Chart)

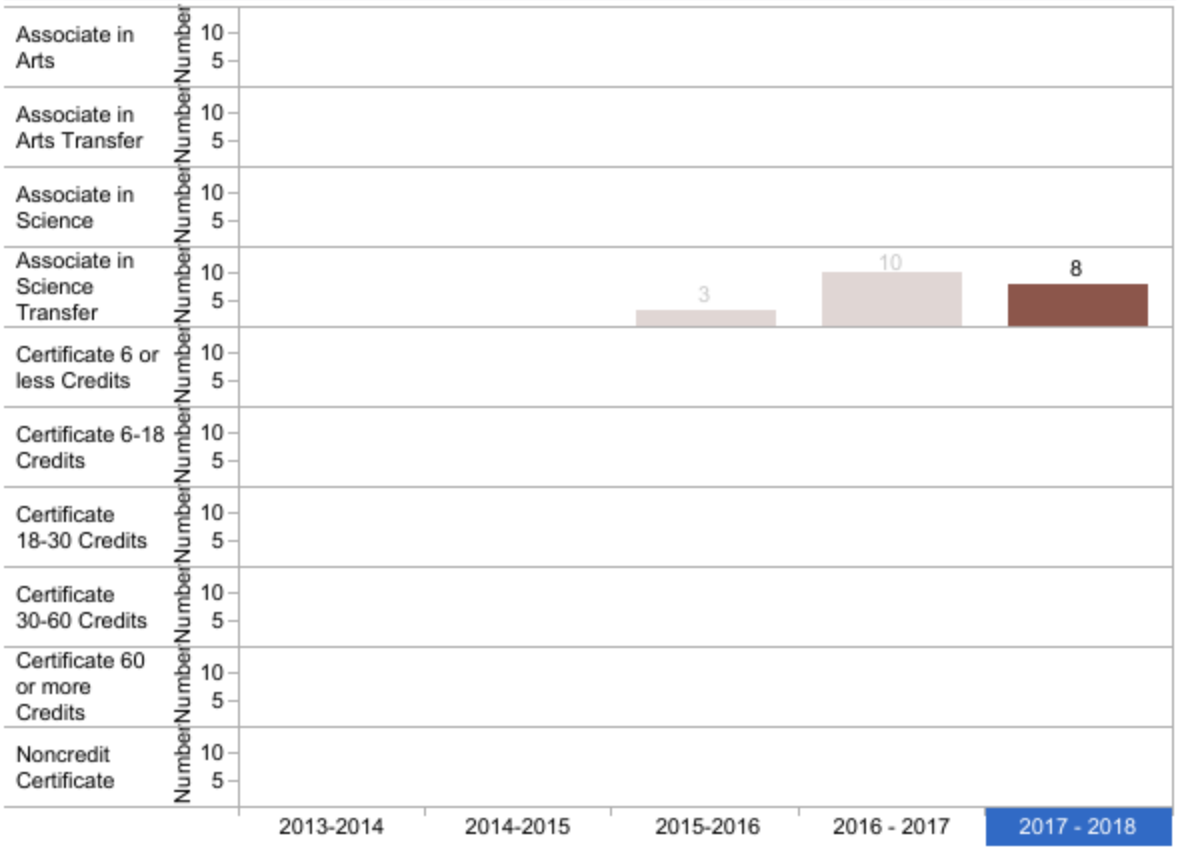
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Agriculture Bus. Sales & Srv.

Award Type: All

Program Awards

Top Code Description(s): Agriculture Bus. Sales & Srv.
Award(s): Agriculture Business (AST)



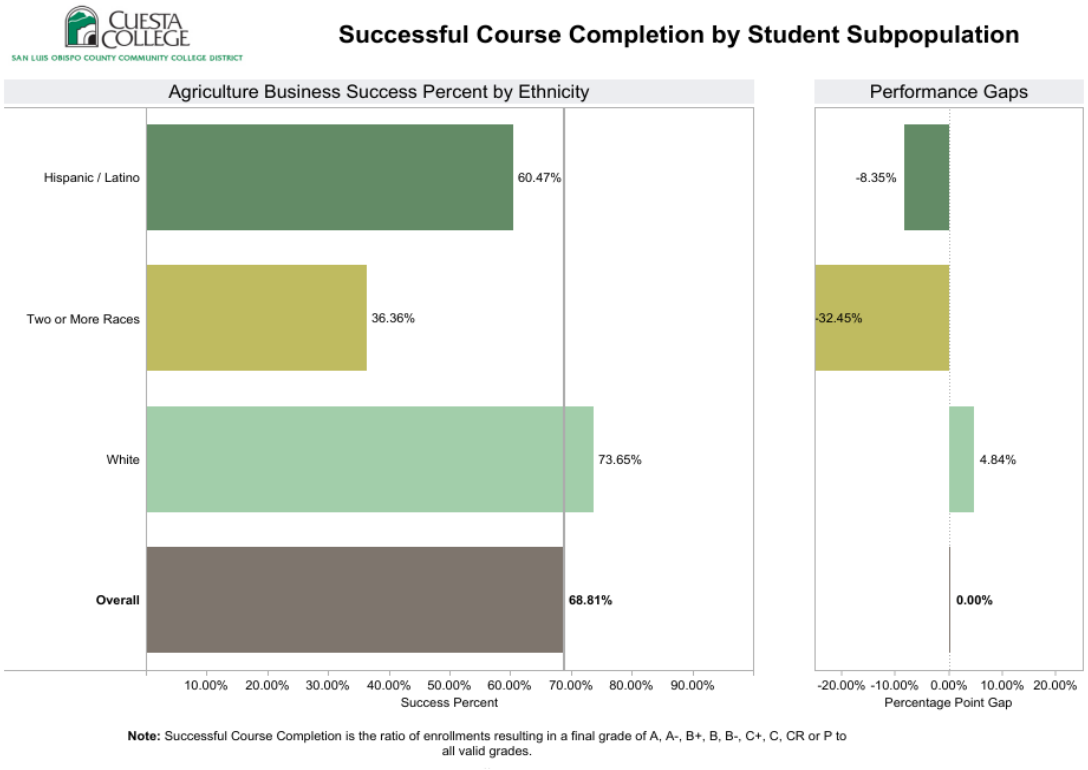
Program Awards Table

Award Type	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Scienc..	Agriculture Business (AST)			3	10	8
	Total			3	10	8
Grand Total				3	10	8

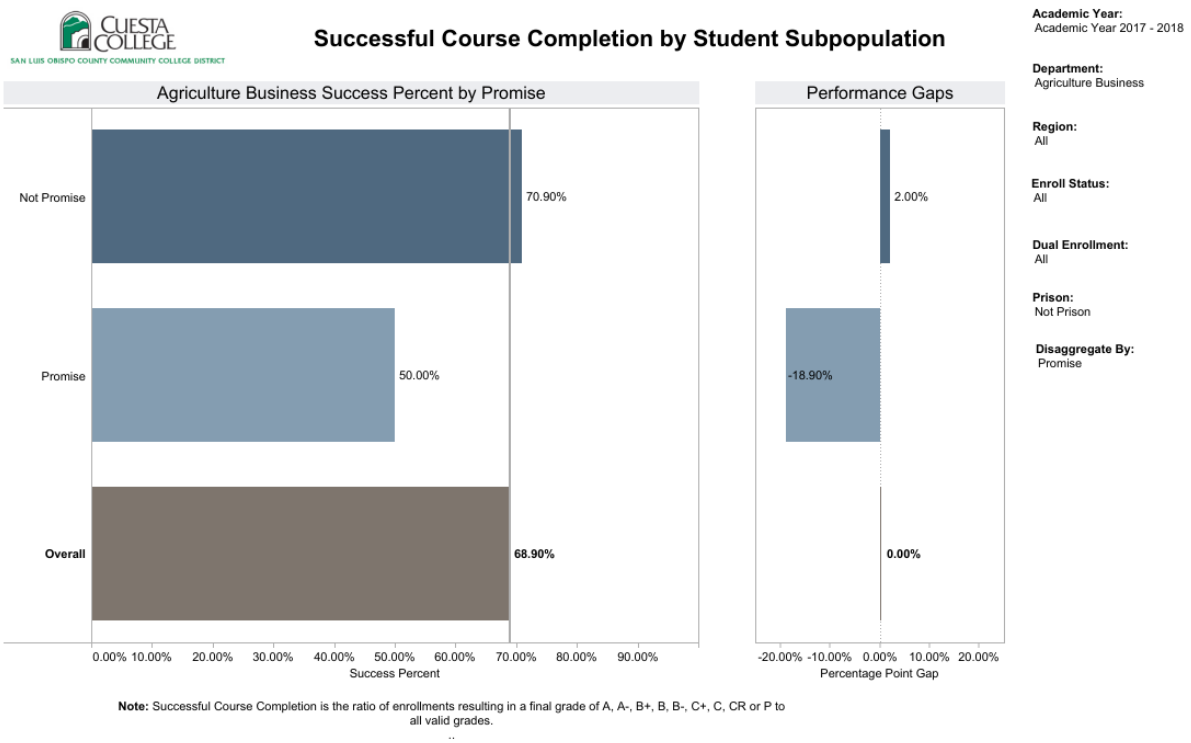
This is another area where I recognize work must be done. In my Spring 2018 Ag Economics course, I took a poll of students who were moving on to Cal Poly or other four year institutions to continue their studies in Agriculture, and 24 of 38 students indicated they were moving on in various agricultural disciplines including: Agriculture Science, Agriculture Communications, and Agriculture Business. The count of 8 Ag Business ADTs awarded does not reflect the number of students who were able to successfully move on from Cuesta's Agriculture program. I'm also

aware that our new funding formula necessitates that we emphasize and encourage out students to apply for the degree before moving on to other institutions.

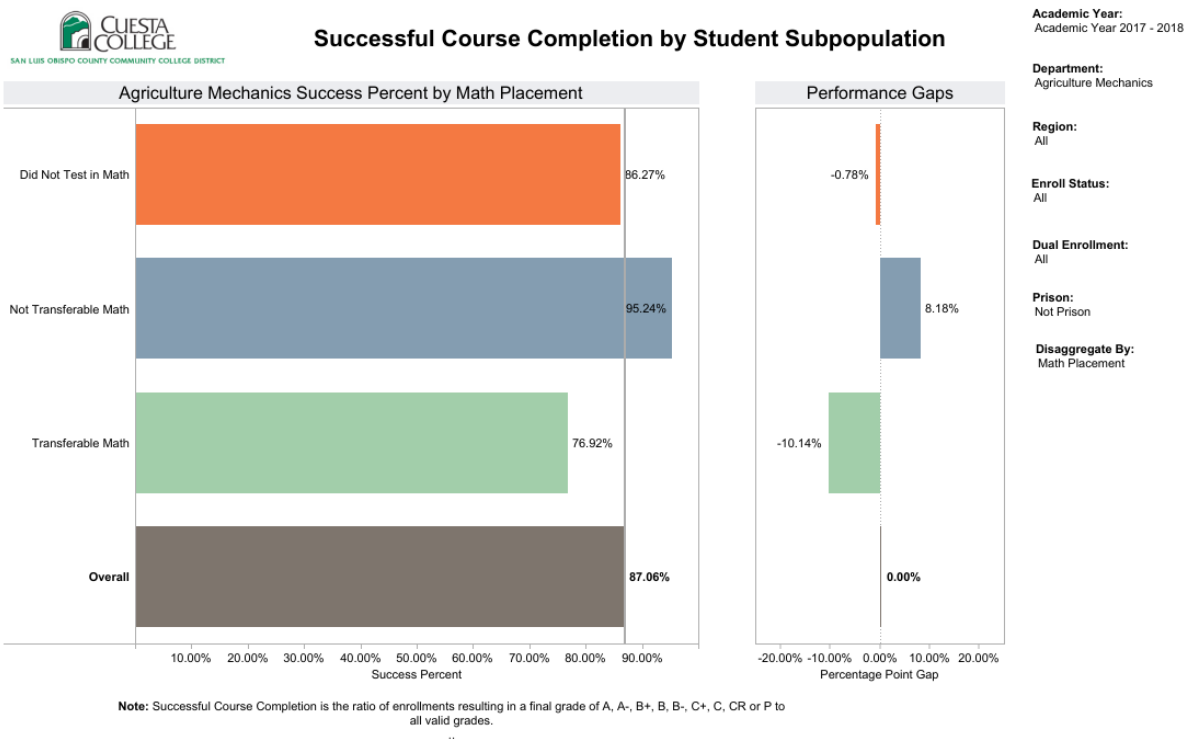
General Student Success – Course Completion (Insert Aggregated Data Chart)



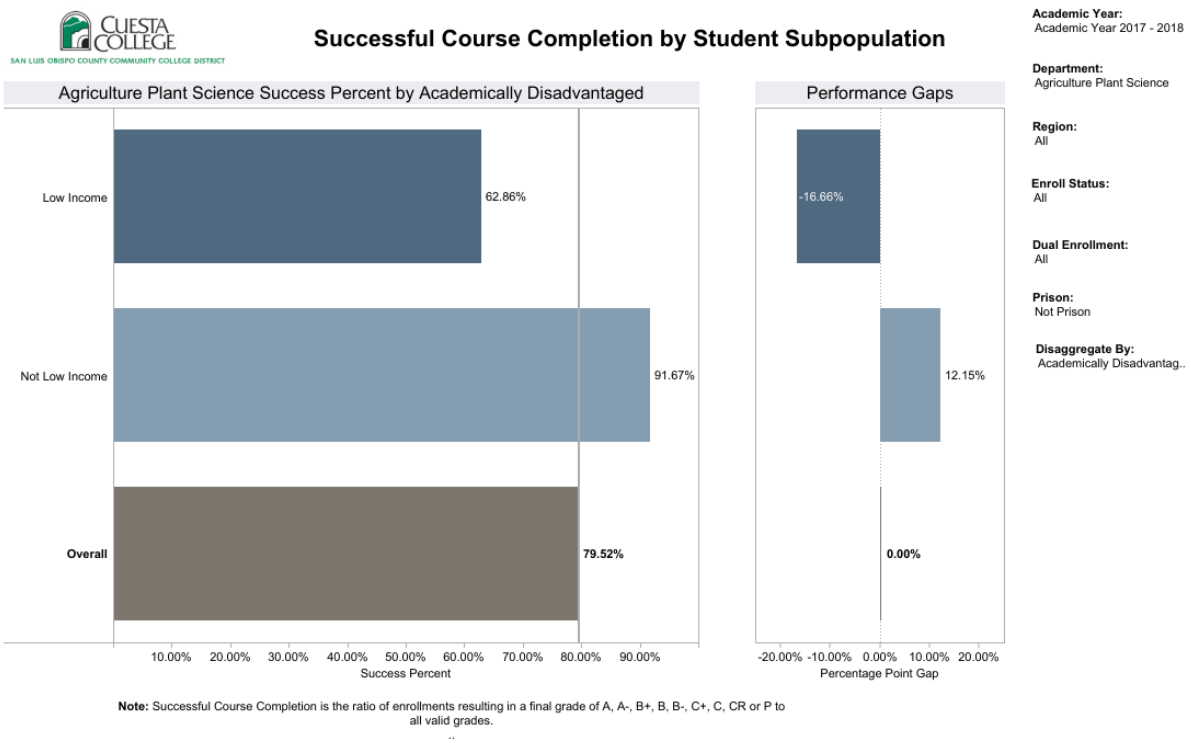
I recognize the gap between student success for white students and non-white students. The USDA/NIFA grant Cuesta received addresses this with funds directed toward intentional outreach to recruit Latinx students into the Agriculture program and programs designed to increase Latinx persistence and success in Agriculture education at Cuesta and beyond.



Ag Business students who are paying for their education appear to be more successful than those who aren't.



Students without transferable math are more successful in Ag Mechanics courses. This is a good career path option for those students.



There is a significant gap between low income and not low income.

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 during this academic year, see the previous APPW for changes that were made, and we continue to monitor the outcomes as appropriate.

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		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success— Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.