

# INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

**Cluster:** WED

**Program:** Agriculture Business

**Current Academic Year:** 2017/2018

**Last Academic Year CPPR Completed:** N/A

**Current Date:** February 2018

## NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

### I. GENERAL PROGRAM INFORMATION

#### A. Program mission (optional)

#### B. Brief history of the program

The Agriculture Business courses and ADT were proposed and approved locally during Fall 2014. A full-time instructor, Amy Stapp, was hired to begin teaching Agriculture Business courses starting Fall 2015. The program has offered courses at the SLO campus, NC campus and online since its inception. A collegiate Future Farmer's of America (FFA) club was established during Fall 2016 and officers were appointed.

Cuesta's Agriculture program expanded to include Agriculture Plant Science and Mechanized Agriculture beginning Fall 2017. The new programs required curriculum development, new positions, new facilities, outside expertise, new equipment and supplies, and new industry and community partnerships. The Business Education Division has worked together, with great support from our Dean and others, to move these programs forward for the benefit of our students.

#### C. Include significant changes/improvements since the last Program Review

This is the first CPPR.

#### D. List current faculty, including part-time faculty

Amy Stapp, full-time faculty, tenure track

Kathy Marcove, part-time faculty

Carol Braun, part-time faculty

Paige Gill, part-time faculty

#### E. Describe how the Program Review was conducted and who was involved

Amy Stapp conducted the program review. Susan Iredale Klein ran the reports. Michele McAustin did the curriculum review.

## II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

*Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.*

*We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.*

*Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.*

The Agriculture Business ADT was developed in response to the local high school population, transfer desirability, labor market data, and industry input. In 2015/2016, over 2300 students participated in agriculture programs in their San Luis Obispo County high school. Cuesta College now offers these students an opportunity to continue their agricultural education locally.

Many students desire to study agriculture at a four year institution but are not prepared to do so straight out of high school. Cuesta College offers these students an Agriculture Business ADT to allow them to transfer to a four-year institution.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

### **Institutional Goal 1: Completion**.....

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

#### *Institutional Objective 1.1*

*Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.*

The Agriculture Business ADT offers students interested in agriculture a pathway to transfer to a four year university. Before this was available, local students either moved away to study agriculture elsewhere or changed their educational path because they did not have a viable agriculture educational option available locally.

### **Institutional Goal 2: Access**.....

Increase student access to higher education.

#### *Institutional Objective 2.4 Increase career pathways for local high school students.*

Cuesta's decision to expand program offerings into the area of agriculture is a direct achievement of Institutional Objective 2.4. Local students now have the opportunity to continue the agricultural education they have started in high school. We are working closely

with our local high schools to be sure that students are aware of the agriculture programs Cuesta offers.

**Institutional Goal 3: Partnerships.....**

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

**Institutional Objective 3.1**

*Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.*

The Agriculture Business program has provided Cuesta with an opportunity to build a strong working relationship with Cal Poly San Luis Obispo. Course articulation, Ag Ambassador partnerships, and faculty collaboration are ongoing to the benefit of our students.

**Institutional Objective 3.2**

Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.

The Agriculture Business Advisory Committee was founded and expanded over the first few years of this new program. Industry involvement continues to build and students have opportunities to connect with these businesses through internships.

### III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

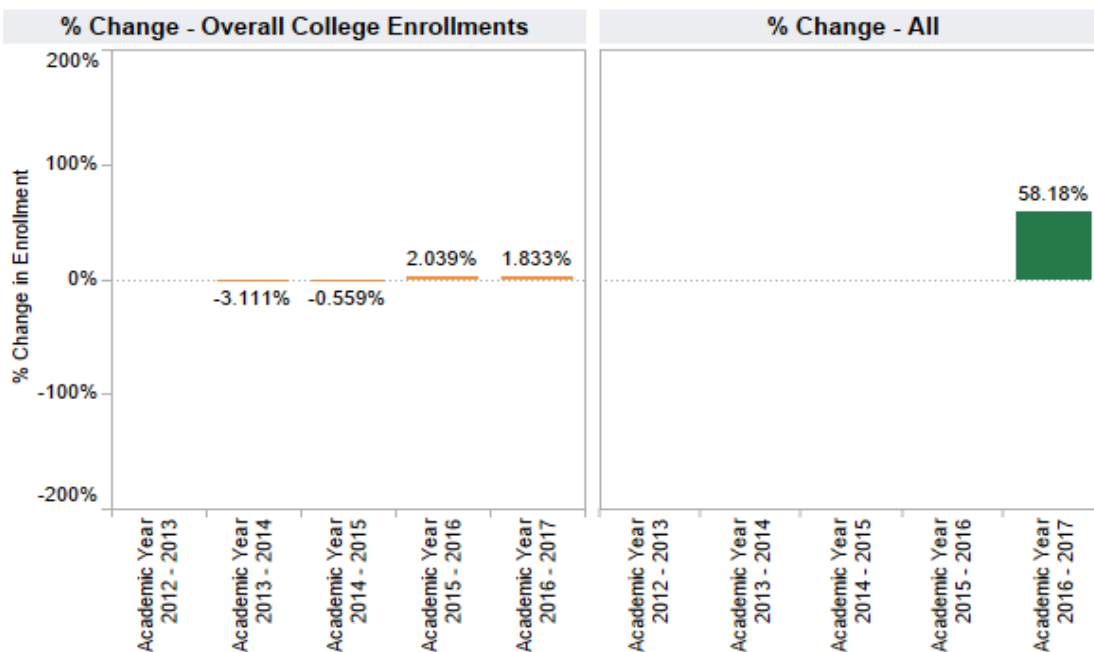
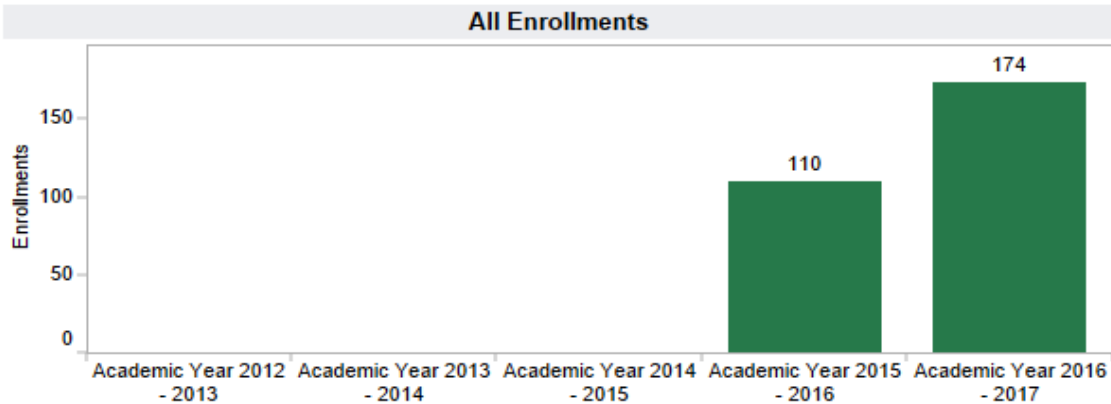
#### SLOCCCD Program Review Data - Enrollment

Department:  
All

Course:  
Multiple values

Dual Enrollment:  
All

Prison:  
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.

This new program has given a significant boost to enrollment in its first two years of existence. With an almost 60% rate of growth from year 1 to year 2, the Agriculture Business program is meeting education demand at Cuesta College.

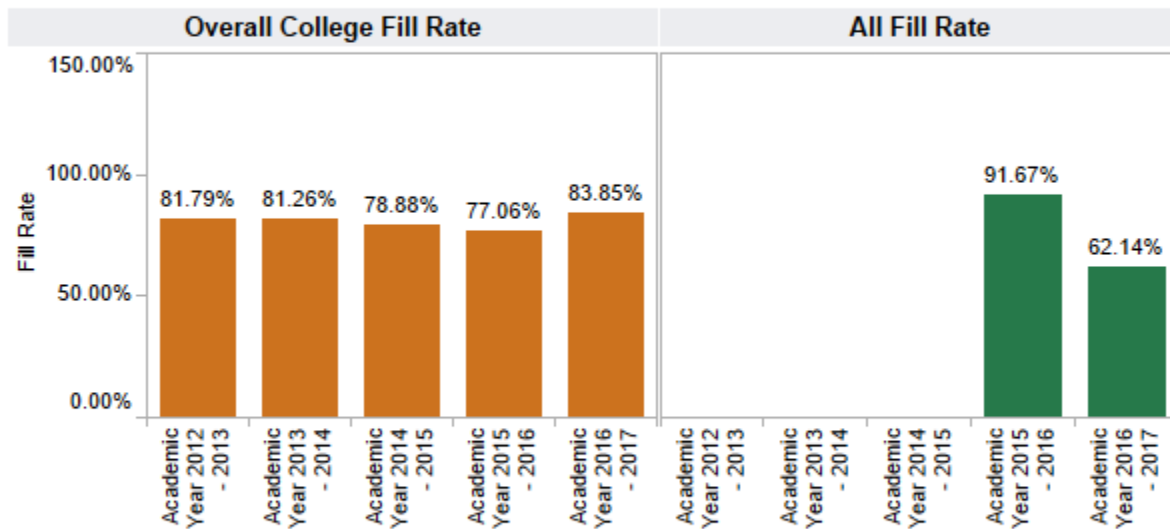
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
All

Course:  
Multiple values

Dual Enrollment:  
All

Prison  
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.

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.

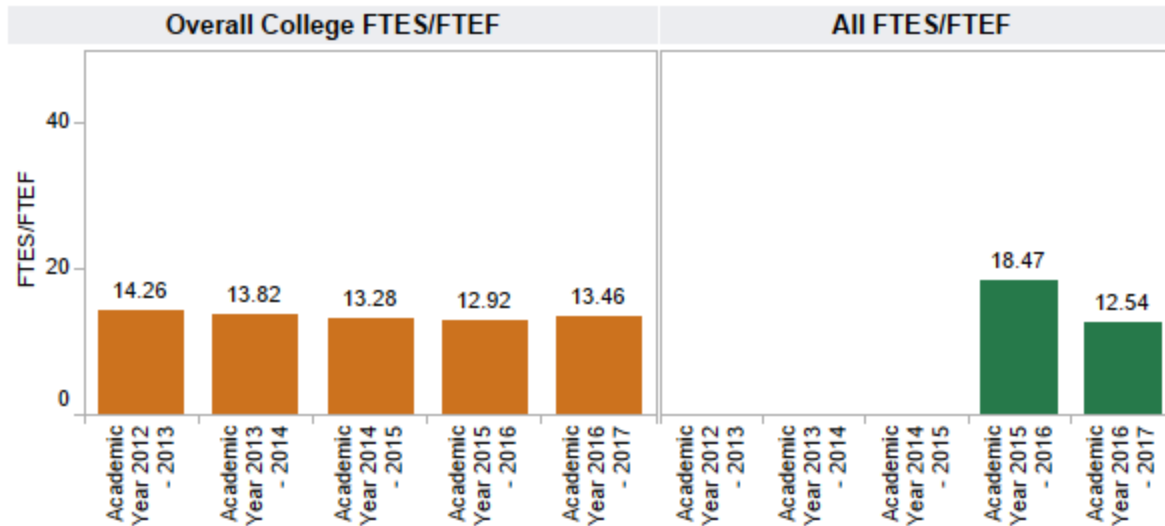
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
All

Course:  
Multiple values

Dual Enrollment:  
All

Prison:  
All



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

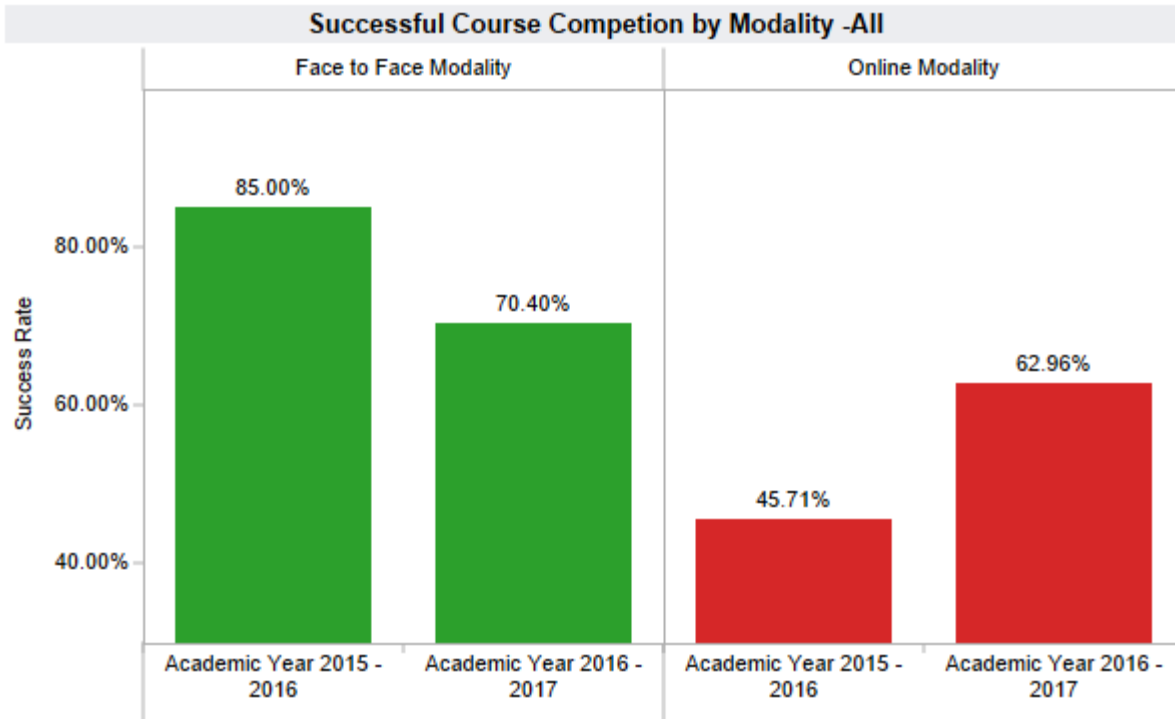
Agriculture Business course efficiency dropped in year 2 due to the NC ADT commitment. Courses were required to be offered in specific time slots. These courses were very low enrolled and ran due to this commitment. This program was analyzed in the Fall and will no longer be required to be offered at the NCC due to low efficiency. It is expected that the efficiency of the Ag Business courses will rise beginning in Fall '17 with the course rotation on the SLO campus.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

Course:  
Multiple values

Legend:  
■ Face to Face Modality  
■ Online Modality

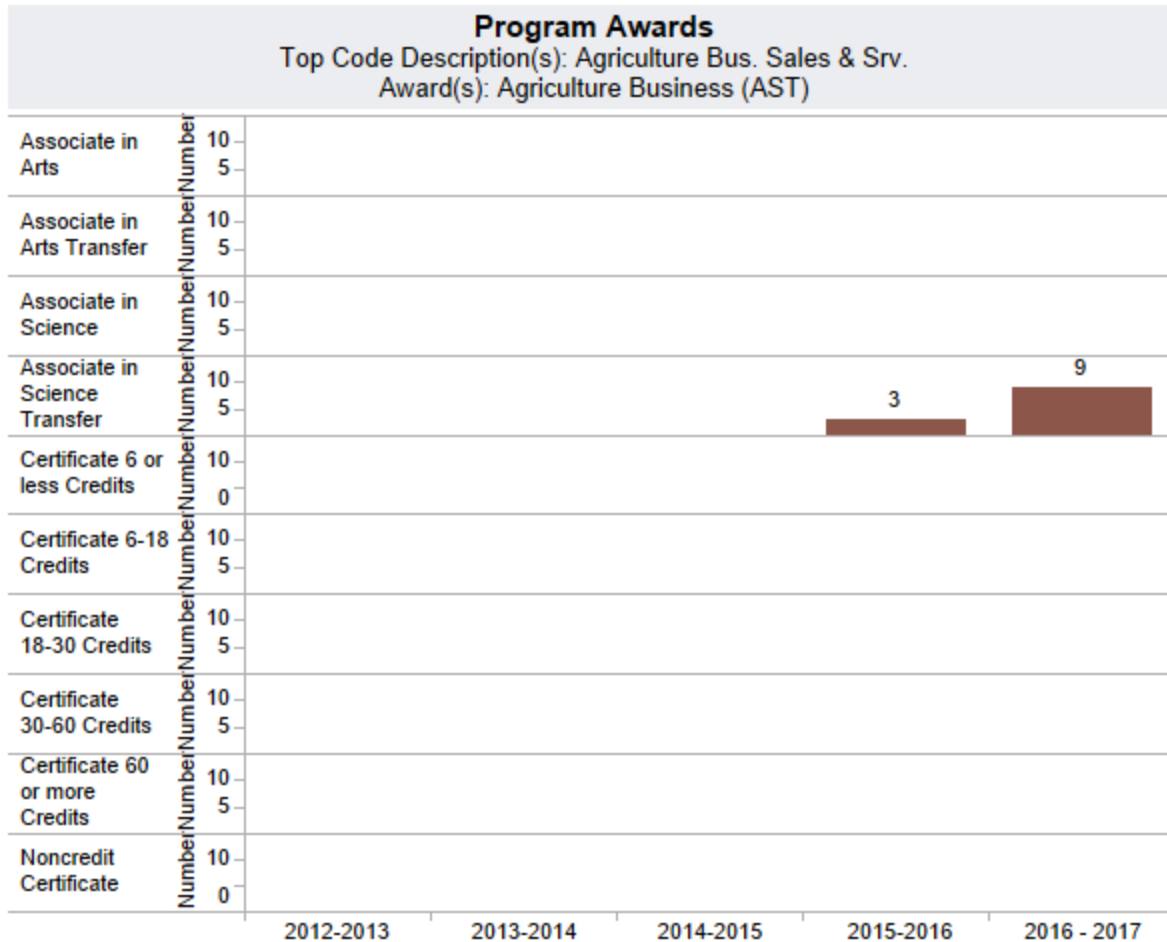


Successful Course Completion by Modality Table - All						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

The Ag Business courses face a similar course completion success rate situation as Business courses. Students are more successful in face-to-face courses compared to online courses. Institutional research would be helpful to understand what factors may be influencing this consistent reality.

## SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Agriculture Bus. Sales & Srv.      Award Type: All



Program Awards Table						
Award Type	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science Transfer	Agriculture Business (AST)				3	9
	<b>Total</b>				3	9
<b>Grand Total</b>					3	9

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

It's surprising to see that program awards have been offered even though the program is just two years old. I expect to see these numbers increase in the coming years.

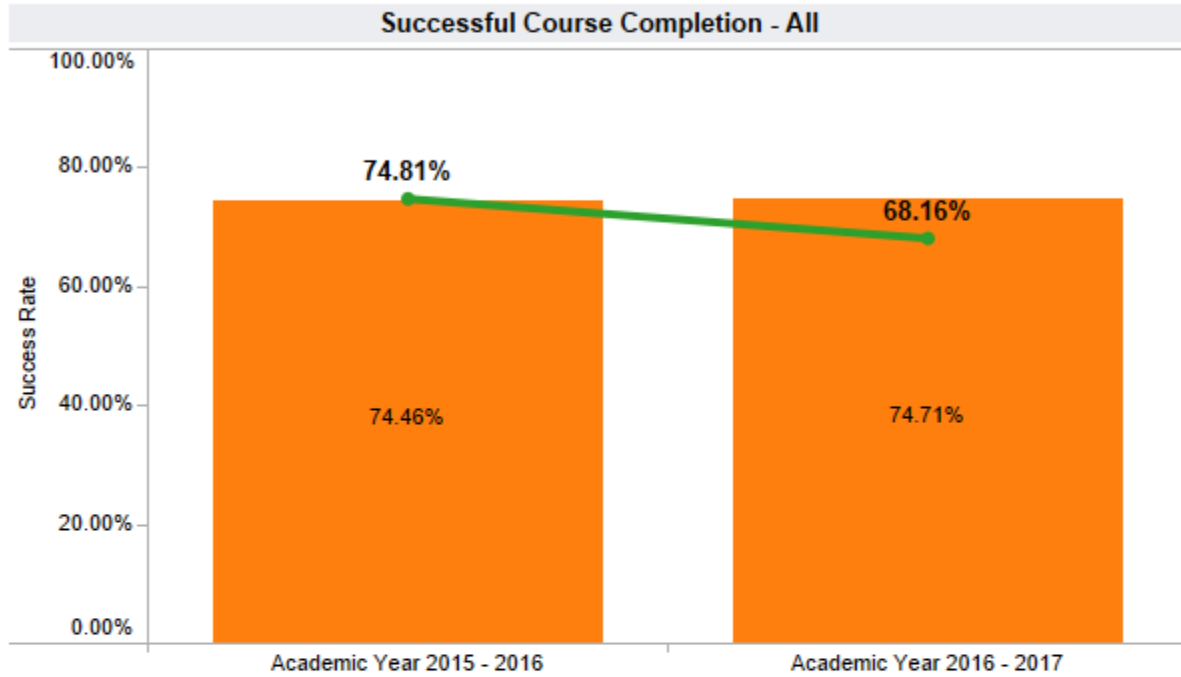


## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**All Success Rate Table**

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

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

#### IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

##### 1. Courses

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
ECON 201AG	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: Spring 2017
AGB 201	yes / no	no / yes: date 11/4/16	no / yes: date	no / yes: date	no / yes: date
BUS 245AG	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: Spring 2017
AGB 202	yes / no	no / yes: date 11/4/16	no / yes: date	no / yes: date	no / yes: date
BUS 241AG	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: Spring 2017
AGB 204	yes / no	no / yes: date 11/4/16	no / yes: date	no / yes: date	no / yes: date
CIS 210AG	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: Spring 2017
AGB 210	yes / no	no / yes: date 11/4/16	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date

\*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified
ECON 201AG	Only AG	Spring 2017
Bus 245AG	Only AG	Spring 2017
BUS 241AG	Only AG	Spring 2017
CIS 210AG	Only AG	Spring 2017

## 2. Course Review

Course Number	AGB 201	AGB 202	AGB 204	AGB 210
1. Effective term listed on COR	Date: Fall 2017	Date: Fall 2017	Date: Fall 2017	Date: Fall 2017
2. Catalog / schedule description is appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
5. Grading Method is accurate	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
6. Repeatability is zero	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
7. Class Size is accurate	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
8. Objectives are aligned with methods of evaluation	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
9. Topics / scope are aligned with objectives	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
10. Assignments are aligned with objectives	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
11. Methods of evaluation are appropriate	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
12. Texts, readings, materials are dated within last 5 years	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
14. Degree / Certificate information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
15. Course Student Learning Outcomes are accurate	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
16. Library materials are adequate and current *	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>

<sup>1</sup> If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

<sup>2</sup> If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

<sup>3</sup> If no, a minor modification is needed in the current term.

<sup>4</sup> If no, contact the Curriculum Chair or Curriculum Specialist.

### 3. Programs

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
AST-AG Business	yes / no	no / yes: Fall 2017	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date

### 4. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
AST-AG Business	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**

\* If not, program modification is needed.

\*\* If not, Program Learning Outcomes modification is needed.

## 5. Five-Year Cycle Calendar

### COURSES

Course Number	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AGB 201	n/a	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
AGB 202	n/a	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
AGB 204	n/a	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
AGB 210	n/a	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

### PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Ag Bus ADT	n/a	modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

Course	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
AGB 201				x				x
AGB 202			x				x	
AGB 204			x				x	
AGB 210				x				x

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

The four AG Business courses have been assessed as planned. Prior to Fall 2017 the courses were under the BUS prefix and assessed under the BUS course assessment calendar. The new course calendar above shows the courses with their new prefix and semester of assessment now that they are under their own umbrella prefix of AGB.

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Because these courses had their prefix changed after two years, the mapping to PLOs is difficult to track. Now that the courses are under the AGB prefix, they are mapped to the PLOs and will be tracked going forward.

- D. Highlight changes made at the course or program level that have resulted from SLO assessment.

Greater emphasis was placed on economic principles as they relate to agribusiness as a result of SLO assessment for Introduction to Agriculture Business.

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

See the 2018-2019 Agricultural Resources Allocation plan.

## VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

See Section II above.

Indicate any anticipated changes in the following areas:

### A. Curriculum:

- I'm currently developing a new course called Farm Management that is an Entrepreneurial Farming course in partnership with Cal Poly's F.E.E.D. program. Cuesta students will take four Cuesta courses and be eligible for Cal Poly's F.E.E.D. internship course. (<http://feed.calpoly.edu/about/index.html>)
- I'm exploring the possibility of a course called Careers in Agriculture that students could take on the front end of their time at Cuesta. It would expose them to a range of professions in Ag and could be team-taught by several ag teachers at Cuesta.
- I'd like to give students more opportunities to develop leadership skills during their time in our Ag Business program. I'm currently exploring how to best do this. Ag Ambassadors, Ag Leaderships, Collegiate FFA are all options but I'd like to offer what will best engage our students.

### B. Facilities needs

- It would be good to have a classroom dedicated to Ag Business classes. This will help our students feel like they have a place they can call home and will allow our faculty to create a welcoming environment for our unique students.

### C. Staffing needs/projections

- Beyond Agriculture Business, Cuesta has grown into Agriculture Plant Science and Mechanized Agriculture. Both of these areas required full-time faculty to help them succeed.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

## VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

## VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs:** All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

**Student Services and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

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Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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