2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021   **PROGRAM: AG MECHANICS**
CLUSTER: HAWK   **LAST YEAR CPPR COMPLETED: N/A**
NEXT SCHEDULED CPPR: 2024   **CURRENT DATE: 2/25/2021**

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:

Mechanized Agriculture C.A., Equipment Technician 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.

General Enrollment (Insert Aggregated Data Chart)
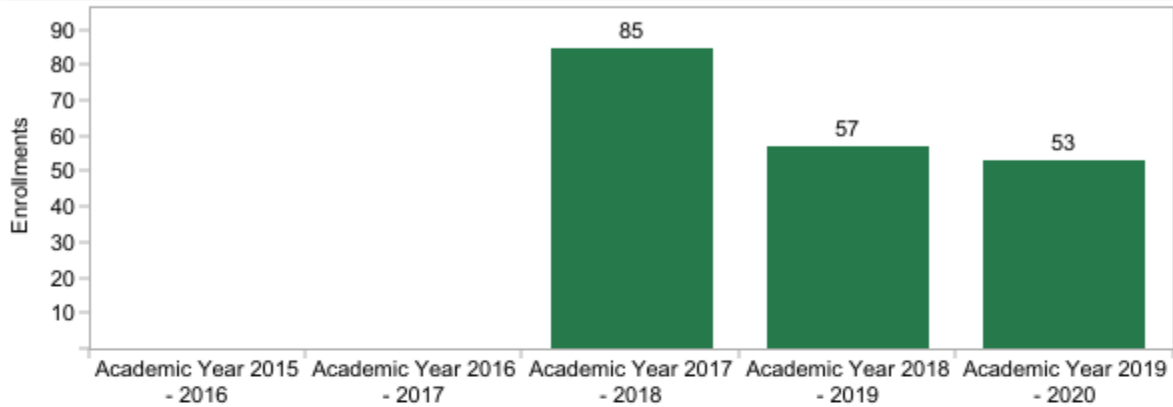
SLOCCCD Program Review Data - Enrollment
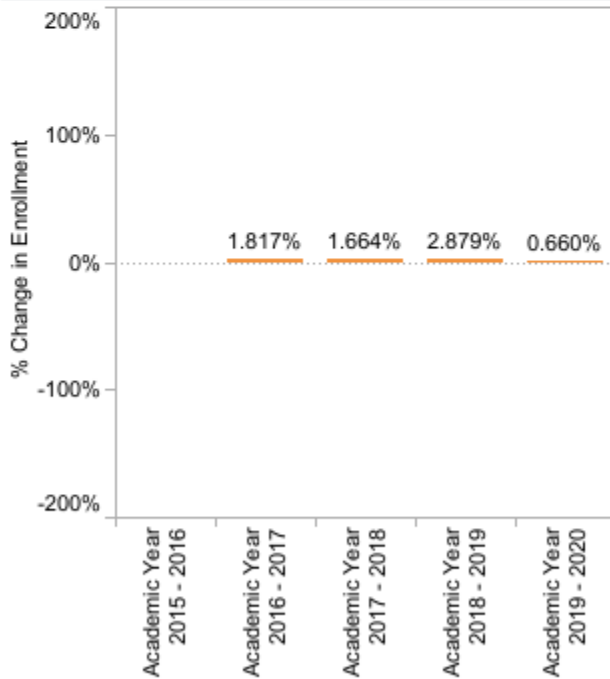
Department:
Agriculture Mechanics

Course:
All

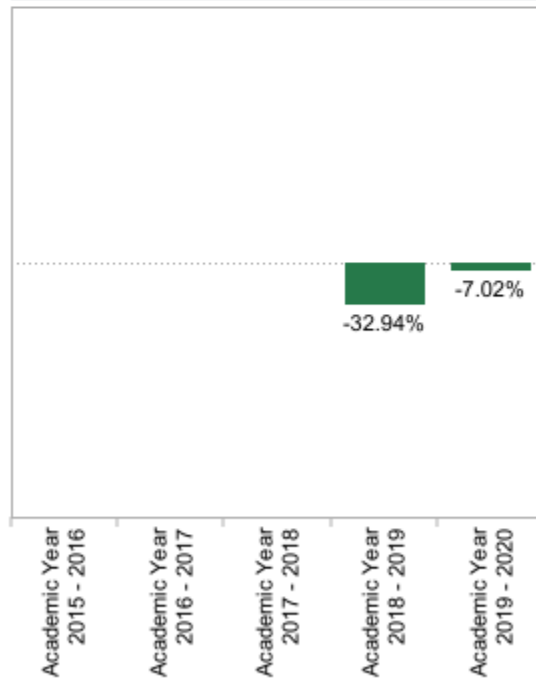**Dual Enrollment:**
All

Prison:
All

Agriculture Mechanics Enrollments

% Change - Overall College Enrollments
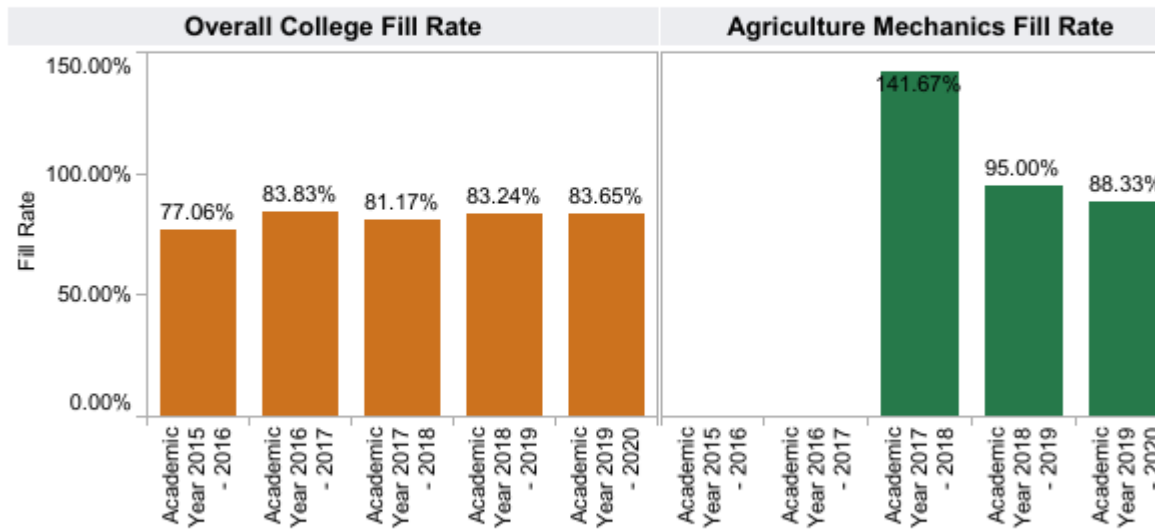

% Change - Agriculture Mechanics

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 Ag Mechanics program is very small, in large part due to the difficulty of finding instructors for this program. At most, there has been three course sections of AGM offered in any given academic year. As there is currently an open hire for Auto/Ag Mech, we hope that this will bring more consistent AGM course offerings in the future, and some leadership around maintaining equipment and facilities that is difficult with the current status of the program being under the umbrella of Business Education, with Ag Plant Science and Ag Business being all very different programs in their requirements.

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

Overall College Fill Rate

- Academic Year 2015 - 2016: 77.06%
- Academic Year 2016 - 2017: 83.83%
- Academic Year 2017 - 2018: 81.17%
- Academic Year 2018 - 2019: 83.24%
- Academic Year 2019 - 2020: 83.65%

Agriculture Mechanics Fill Rate

- Academic Year 2017 - 2018: 141.67%
- Academic Year 2018 - 2019: 95.00%
- Academic Year 2019 - 2020: 88.33%

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.

Fill rates for Ag Mechanics is higher than the average for the college, because there is only one section of any Ag Mechanics course in any given semester.

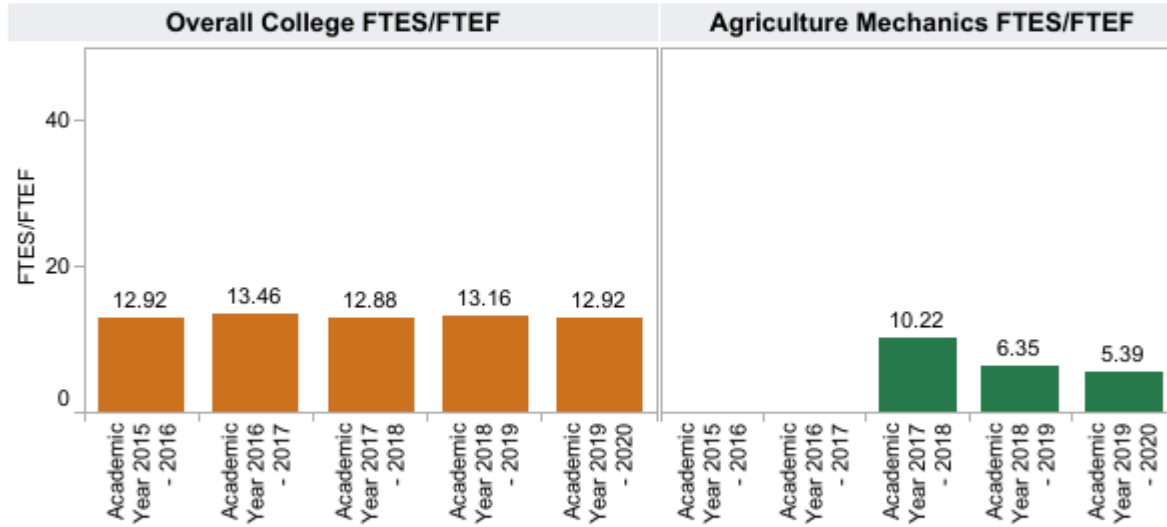General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

Overall College FTES/FTEF

- Academic Year 2015 - 2016: 12.92
- Academic Year 2016 - 2017: 13.46
- Academic Year 2017 - 2018: 12.88
- Academic Year 2018 - 2019: 13.16
- Academic Year 2019 - 2020: 12.92

Agriculture Mechanics FTES/FTEF

- Academic Year 2015 - 2016:
- Academic Year 2016 - 2017:
- Academic Year 2017 - 2018: 10.22
- Academic Year 2018 - 2019: 6.35
- Academic Year 2019 - 2020: 5.39

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

The efficiency for Ag Mechanics is very low because the course cap for many of the Ag Mech courses is 20 due to the safety factor of having students learning how to run a tractor. And, it is likely that 20 is still too high for many Ag Mechanics courses.
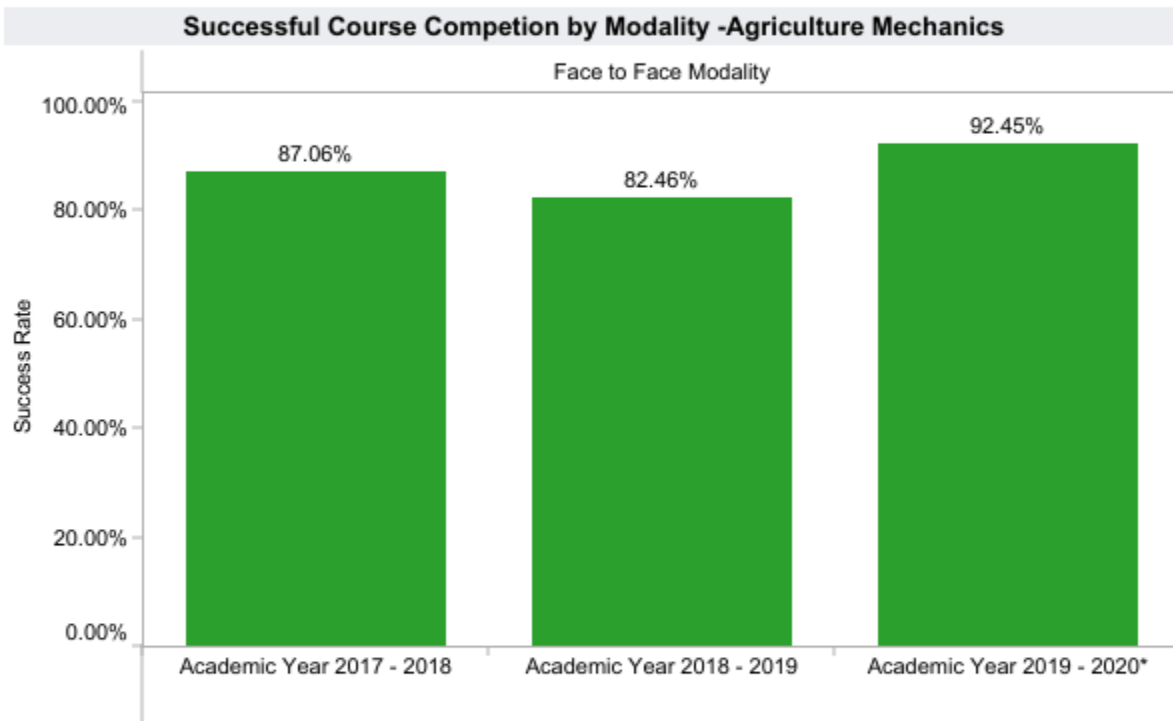
Student Success—Course Completion by Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Mechanics

Course:
All

Legend:
🟩 Face to Face Modality

Successful Course Competion by Modality -Agriculture Mechanics

Face to Face Modality

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Success Rate	87.06%	82.46%	92.45%

Successful Course Competion by Modality Table - Agriculture Mechanics

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	87.06%	82.46%	92.45%
	Total Department Enrollments	85.00	57.00	53.00

Like Auto Body and Auto Mechanics courses, this course needs hands-on instruction, and is therefore, preferably taught entirely in-person. Because of COVID restrictions courses are be taught with online lecture and in-person lab.

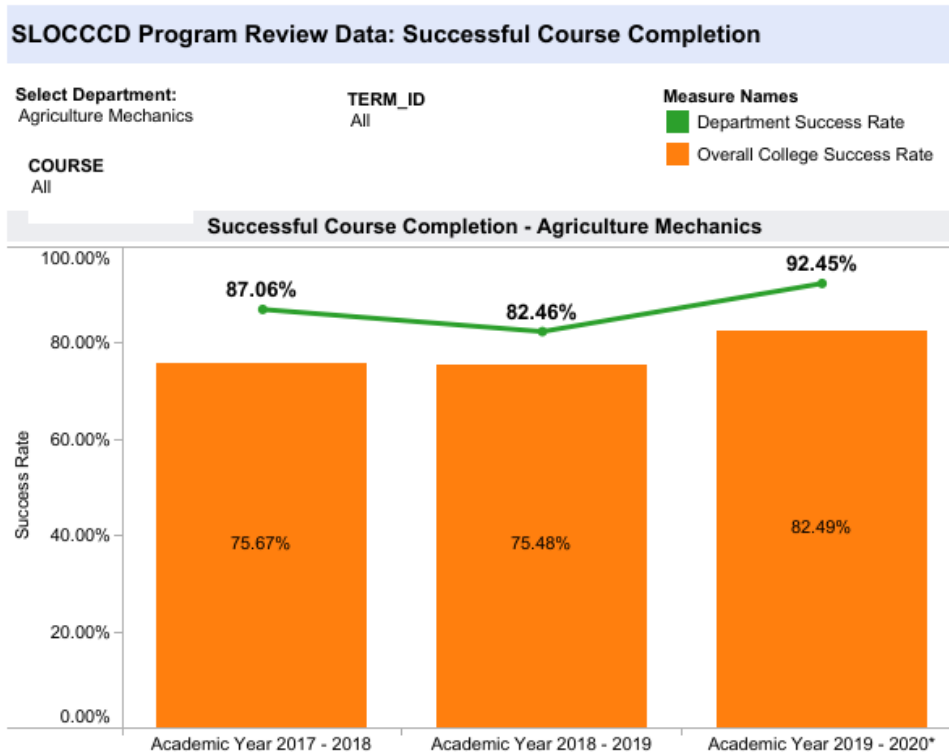[Degrees and Certificates Awarded (Insert Data Chart)](#)

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

NO CHART TO DISPLAY.

Currently, there are no certificates nor degrees awarded in Ag Mechanics in any given year. The program only has two certificates, but primarily students take these courses because they are on the priority list for entrance to Cal Poly's agriculture programs.

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

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.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Agriculture Mechanics

COURSE
All

TERM_ID
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - Agriculture Mechanics

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success (green line)	87.06%	82.46%	92.45%
Overall College Success (orange bar)	75.67%	75.48%	82.49%

Agriculture Mechanics Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	87.06%	82.46%	92.45%
Total Enrollments	85	57	53

Due to small enrollment numbers, many of the disaggregated statistics do not populate for Ag Mechanics (for example, there are no Low-Income/Not Low-Income success rates available). Looking at the disaggregated statistics for Ethnicity, the gap is 2.84%, but this corresponds to 17/19 "Hispanic/Latino" successful students, and 24/26 successful "White" students, so therefore, the numbers because they are so small are not significant.

Successful Course Completion by Student Subpopulation

Agriculture Mechanics Success Percent by Ethnicity

Hispanic / Latino	89.47%
White	92.31%
Overall	91.11%

Performance Gaps

Hispanic / Latino	-1.64%
White	1.20%
Overall	0.00%

Academic Year:
Academic Year 2019 - 2020

Department:
Agriculture Mechanics

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Ethnicity
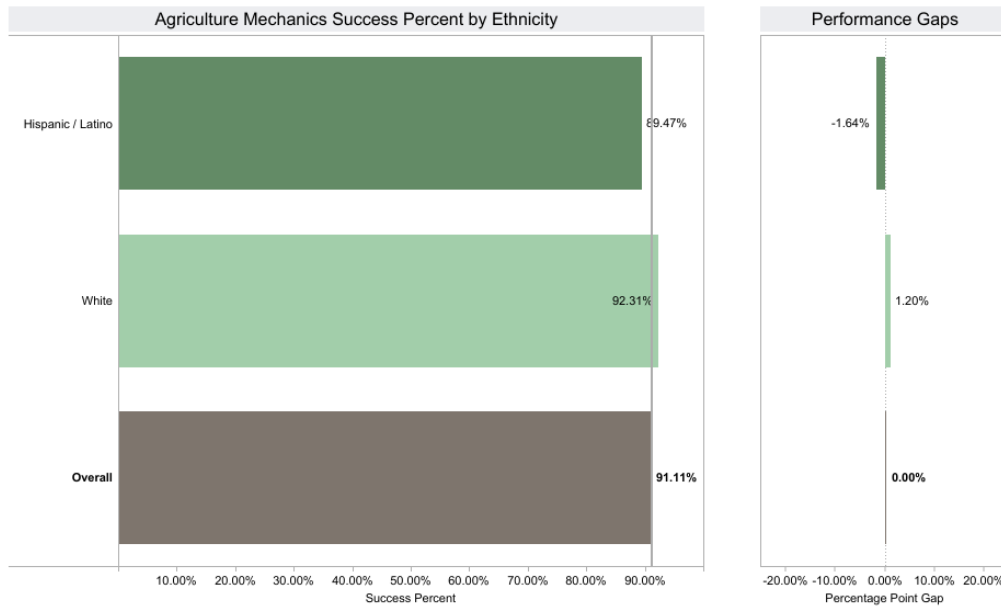
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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

E. There is currently a FT Tenure Track Auto/Ag Mechanics open hiring pool. We hope that by hiring this position more specific and specialized attention can be brought to the program. It is currently run by a division chair who teaches Economics and knows nothing about running a tractor. The program is supported by the Ag Business instructor and Ag Plant Science instructor who have more knowledge regarding the program, but who are not specialists in the subject matter, or the equipment needed to run it.

F. This program would benefit from another tractor for running the courses, a lab technician who could assist in keeping the equipment in running condition, and potentially smaller course caps.

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.