2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025 **PROGRAM(S): AVIATION MAINTENANCE**
CLUSTER: SKILLED TRADES & TECHNOLOGY **AREA OF STUDY: SKILLED TRADES & TECHNOLOGY**
LAST YEAR CPPR COMPLETED: NONE **NEXT SCHEDULED CPPR: 2029** **CURRENT DATE: 2/27/2025**

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):

Aviation Maintenance, C.A, Aviation Mechanic - Airframe & Powerplant, CA Aviation Mechanic - Airframe, CA Aviation Mechanic - General, CA Aviation Mechanic - Powerplant, 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.

Our Aviation Maintenance Technician program is now in its second year, and we are committed to equipping students with the skills, knowledge, and certifications needed to excel in the growing field of aviation maintenance. We aim to provide high-quality education and hands-on training that prepares individuals for successful careers in aircraft repair, inspection, and maintenance. Through a blend of theoretical learning and practical application, we strive to meet the industry's evolving demands while fostering a diverse and inclusive environment for all learners. The primary purpose of the program is to develop skilled aviation maintenance technicians who are proficient in maintaining the safety and integrity of aircraft. In response to the industry's urgent need for qualified professionals, our program not only offers a pathway to in-demand careers but also plays a vital role in supporting local economic growth and addressing workforce shortages. Our curriculum is designed to ensure that students graduate with both technical expertise and a solid foundation in safety protocols, regulatory requirements, and critical problem-solving skills. As part of our commitment to diversity, equity, and inclusion, we have made specific

1 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

adjustments to the program structure to ensure all students, regardless of background, have an equal opportunity to succeed. We recognize that systemic barriers exist for some groups in accessing aviation training, so we strive as instructors to reach all students. Through these efforts, we seek not only to fill the critical need for aviation maintenance professionals but also to create an equitable and inclusive learning environment where all students, regardless of their background or identity, can thrive and succeed.

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)**

SLOCCCD Program Review Data - Enrollment

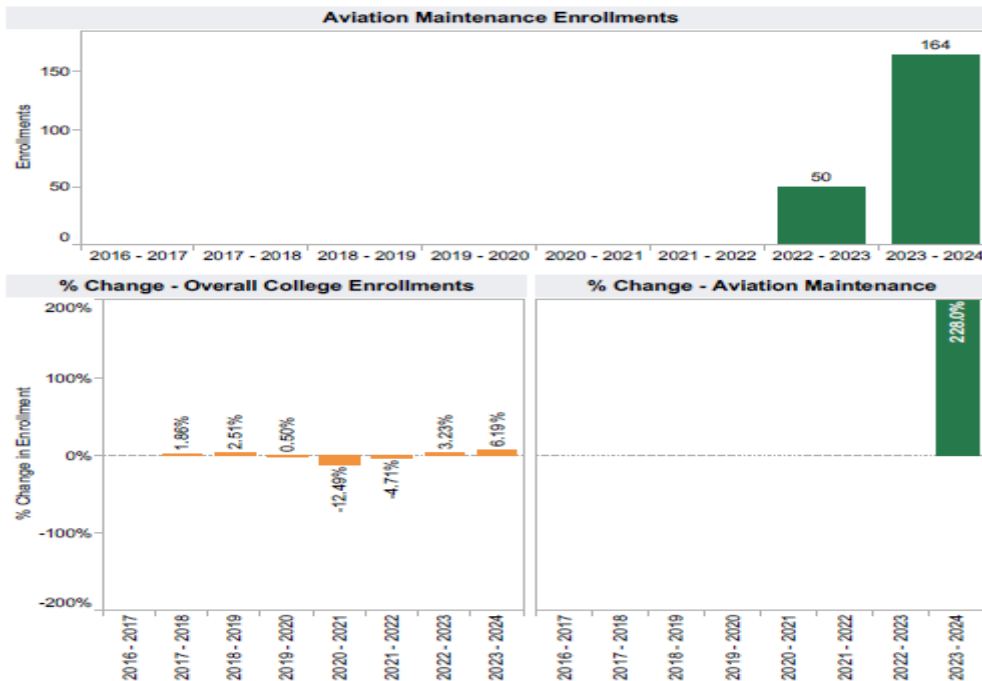| Department: Aviation Maintenance	Course: All	Dual Enrollment: All	Prison: All
Region: All	TERM All		

Aviation Maintenance Enrollments

% Change - Overall College Enrollments | **% Change - Aviation Maintenance**

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.

Cuesta College's Aviation Maintenance program, now in its second year, has demonstrated significant success in meeting the needs of both our students and the industry. Despite being limited to 25 students per cohort due to Federal Aviation Administration (FAA) requirements, the program has proven to be essential in providing high-quality training for aspiring aviation professionals. The program began in January 2023 with a single daytime cohort. Since then, the inaugural cohort has successfully completed the course, with the majority earning their FAA Mechanic License. In January 2024, we expanded the program to include a nighttime cohort to accommodate a broader range of students. Additionally, in October 2024, we introduced two dual enrollment cohorts for high school students, at Paso Robles High School and Arroyo Grande High School, further increasing access to this vital field of study.

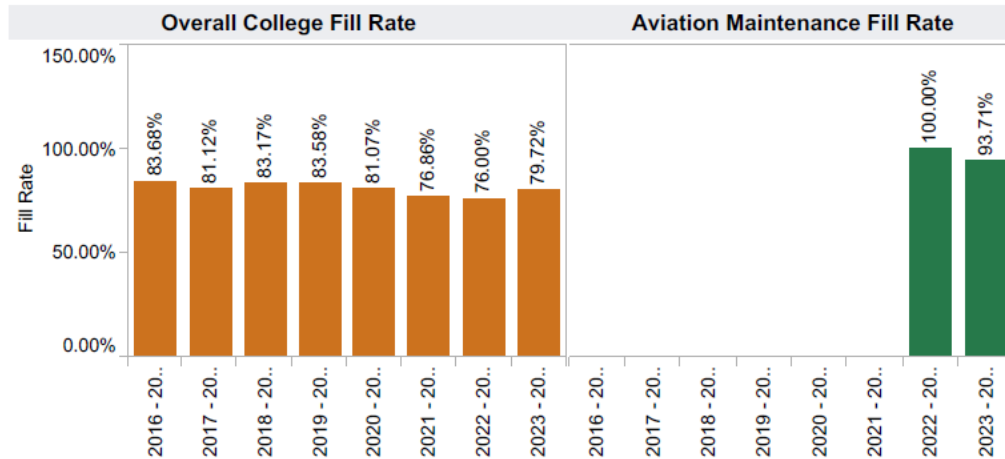B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data - Student Demand (Fill Rate)

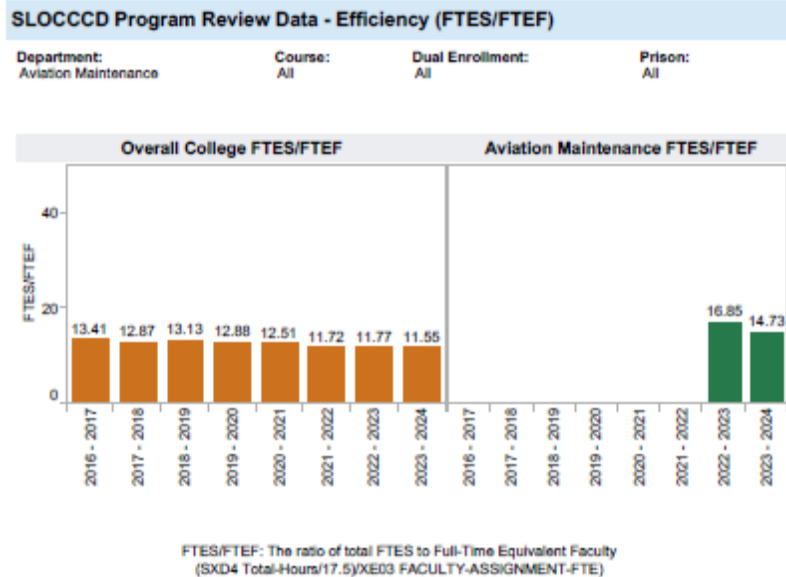| Department:	Course:	Dual Enrollment:	Prison
Aviation Maintenance	All	All	All

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.

The Cuesta College Aviation Maintenance Technician (AMT) program has experienced high demand, and we are fortunate to have such a strong interest in our full-time offerings. Currently, we are limited to 25 seats per cohort, with many students placed on a waiting list—often exceeding 25 individuals—enabling us to maintain near-capacity enrollment. The only exception to this has been with the high school cohorts. To address this, we recognize the need for more targeted marketing efforts at the high school level during the spring, prior to the start of the fall semester, in order to increase awareness and encourage enrollment. Additionally, we have revised the approved curriculum by splitting AVMT 110 and AVMT 120 into two distinct courses (A & B). This adjustment will not only align better with high school schedules but also provide greater flexibility, with the hope of attracting and accommodating more students in the program.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Aviation Maintenance | Course: All | Dual Enrollment: All | Prison: All

Overall College FTES/FTEF:
- 2016 - 2017: 13.41
- 2017 - 2018: 12.87
- 2018 - 2019: 13.13
- 2019 - 2020: 12.88
- 2020 - 2021: 12.51
- 2021 - 2022: 11.72
- 2022 - 2023: 11.77
- 2023 - 2024: 11.55

Aviation Maintenance FTES/FTEF:
- 2022 - 2023: 16.85
- 2023 - 2024: 14.73

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

Cuesta College's AMT program has a higher FTES/FTEF ratio due to our current staffing structure, which includes one full-time faculty member and a dedicated team of part-time adjunct instructors. While our part-time staff offers valuable flexibility and expertise, we are currently limited to a maximum of 25 students per instructor to ensure a high-quality, hands-on learning experience. This personalized attention helps maintain a strong connection between students and faculty, fostering an effective learning environment.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
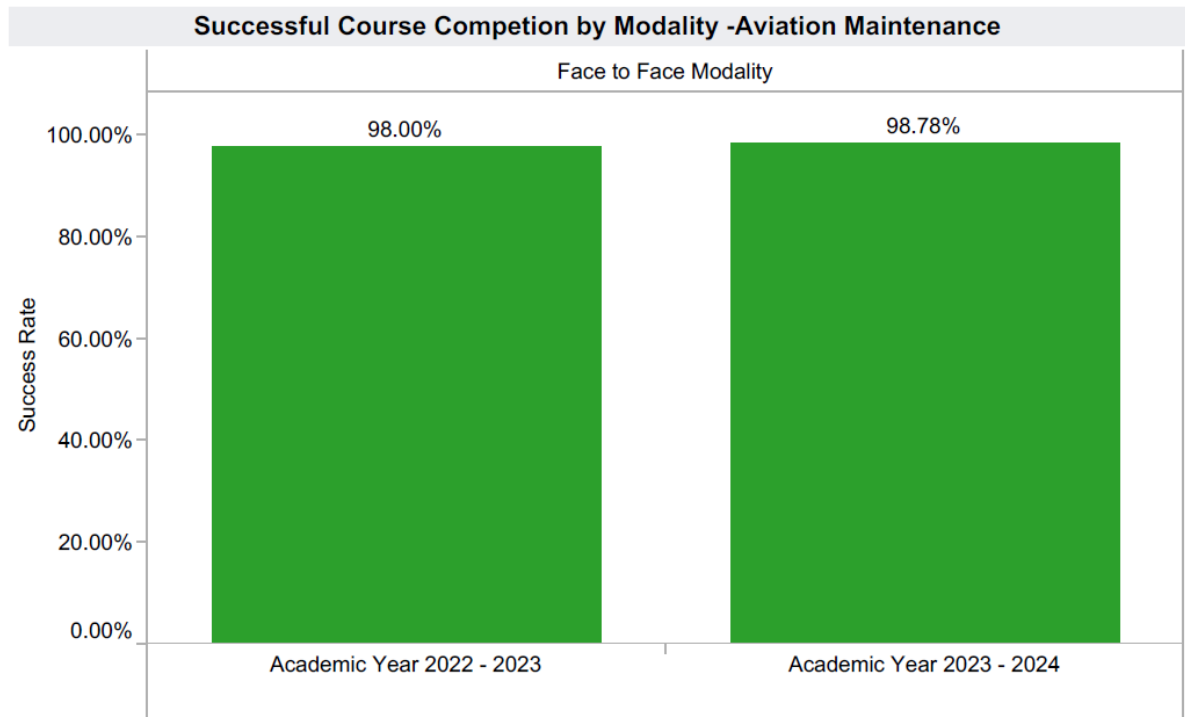   Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Aviation Maintenance

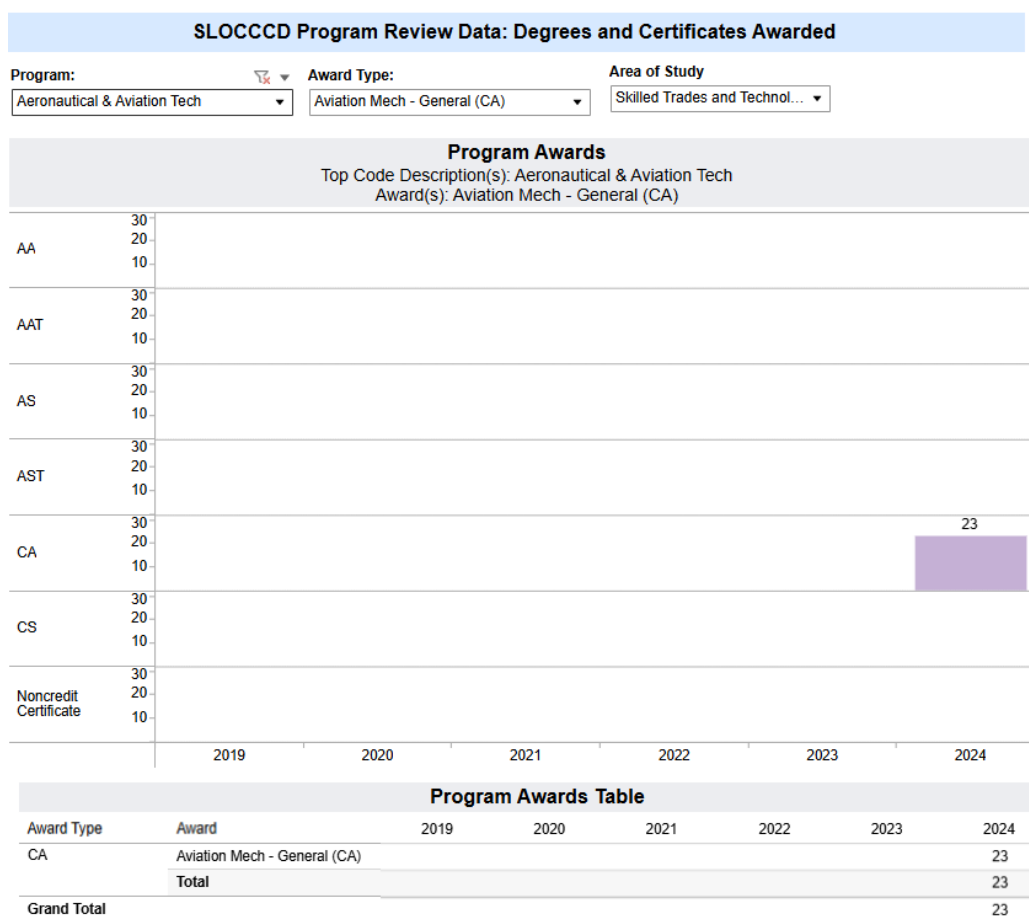**Course:**
All

Legend:
🟩 Face to Face Modality

Successful Course Competion by Modality -Aviation Maintenance

Face to Face Modality

Successful Course Competion by Modality Table - Aviation Maintenance

		Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department Success Rate	98.00%	98.78%
	Total Department Enrollments	50.0	164.0

The Cuesta College AVMT program has achieved a high success rate, largely due to the expertise and commitment of our dedicated instructors, as well as the determination of our students. This program demands a significant level of dedication, and our students have consistently demonstrated exceptional commitment and perseverance in meeting these rigorous requirements.

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:		Award Type:		Area of Study
Aeronautical & Aviation Tech	▼	Aviation Mech - General (CA)	▼	Skilled Trades and Technol... ▼

Program Awards
Top Code Description(s): Aeronautical & Aviation Tech
Award(s): Aviation Mech - General (CA)

Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
CA	Aviation Mech - General (CA)						23
	Total						23
Grand Total							23

Currently Cuesta College does not offer any certificates or degrees in this program. It is my hope that this can be added in the near future.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Our student success rate has been outstanding, reflecting the effectiveness of our program and the dedication of our instructors. Unfortunately, the student success data chart is currently unavailable.

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?

Click here to enter text.

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.

THIS PROGRAM IS ONLY IN ITS SECOND YEAR BUT WE HAVE ALREADY MODIFIED OUR CURRICULUM IT INCLUDED BREAKING UP AVMT 110 AND AVMT 120 INTO A&B COURSES TO HELP FACILLITATE THE HIGH SCHOOL DUAL ENROLLMENT PLANING.

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 **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
AVMT 110 and 120	Broke classes into A & B	December 2024

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	Past Due Date for	Briefly state why modification was not	Re-scheduled date for

Prefix and Course #	Modification	completed on schedule	modification (must be within 1 year)
None were scheduled			

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)
N/A			

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
  - o None
B. Anticipated changes in curriculum, scheduling or delivery modality
  - o None
C. Levels, delivery or types of services
  - o None
D. Facilities changes
  - o We are consistently adding training aids and aircraft for instructional purposes
E. Staffing projections
  - o We are looking for more part time adjunct faculty this year to prepare for the 4 extra cohorts that are planned to start in the fall, doubling our work load.
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.