

Wayne Community College Program Review – 2024-2025

Name of Program: Aviation Systems Technology

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The purpose of the Aviation Systems Technology program is to provide individuals with the knowledge and skills to qualify for an aircraft mechanic's certificate with airframe and/or power plant ratings.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

We would like to change our mission and purpose statement to tighten the focus on the many elements of the mission of the program. Here is our mission statement submission:

The mission of the Aviation Systems Technology program is to empower aspiring aircraft mechanics with a comprehensive, industry-aligned education that combines technical expertise, professional development, and hands-on experience. We are dedicated to fostering a strong foundation in aircraft maintenance that not only meets FAA certification requirements but also enriches our students' satisfaction and integrity in their craft. Through our commitment to excellence, we prepare our students to excel in safety-critical roles and become indispensable assets to their employers, ensuring they are equipped for both personal growth and professional success.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

WCC AST parallels the college mission in general; we support our community providing aviation training to enable our students to develop the skills needed to obtain employment in the aviation industry.

- 1) **Increase Student Access:** Access is already very simple for people who have graduated from High School. Application and acceptance to WCC is simple and quick. As long as seats are available (25 per class), students may join the program. Efforts are continuously underway to ensure that prospective WCC students have knowledge of the ease of access.

- 2) **Ensure Program Excellence:** Planning objectives/increases in number and quality of training aids. Continuous instructor training regarding changes in industry and equipment as well as regular refresher training. Continuous addition and refinement of academic classroom training and hands-on projects. Regular and frequent contact with industry partners to stay abreast of their most current needs.
- 3) **Improve Student Success:** We have always projected a high expectation of knowledge and quality of workmanship. We continuously challenge students to stretch themselves beyond their current knowledge and abilities. We empower students to push themselves in certain areas, within safety guidelines, in ways to improve confidence in the results of their work. This is usually in the area of operating equipment they have assembled or repaired.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
A60200 - Associate of Applied Science	Aviation Systems Technology
D60200A - Diploma	Aviation Systems Technology Airframe Diploma
D60200P - Diploma	Aviation Systems Technology Powerplant Diploma
Certificate of Completion (14 CFR 147)	Certificate of Completion - General
Certificate of Completion (14 CFR 147)	Certificate of Completion – Airframe
Certificate of Completion (14 CFR 147)	Certificate of Completion - Powerplant

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Minor updates to align with FAA Airman Certification Standards (ACS) subjects	FAA FAR Part 147 (14 CFR 147) became effective 9/21/2022. Minor AST program updates are continuous.

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

No significant changes other than disposing of unused training aids and receipt of serviceable training aids.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023		Meeting held in April 2022. Shifted meeting to October for following year.
2023-2024	10/17/2023	• Stress the importance of soft skills to students • Work toward balanced look at both General Aviation and non-General Aviation opportunities • Reenforce the need for knowledge of ATA chapter codes going into the workforce
2024-2025	10/1/2024	• Strengthen documentation training • Expand troubleshooting instruction • Improve maintenance manual navigation proficiency

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

Industry demand for qualified entry level mechanics continues to expand while WCC's capacity to train these mechanics remains static. An increase in personnel, training floor space, and equipment will be crucial in increasing capacity. More runs of each class will be required. Due to the FAA mandated maximum ratio of 25 students per instructor, an increase in staff level will be mandatory to correspond with this increase.

Much of the equipment and training aids on hand are outdated or in poor condition. More modern equipment is needed to bring our training into alignment with current industry standards and practices.

Floor space in our current facility is exhausted. We are currently using a lift to elevate aircraft to make room in our hangar facility. While this aids in floor space utilization, it is still cumbersome when all training aids (including the one on the lift) are needed. The lack of adequate floor space is becoming an impediment to the capabilities of our program.

Increases in floor space as well as advances in training aids, equipment, and personnel will not only result in gains in capability but also make our facility more appealing to prospective students as we market the program.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 34 (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 35
Target: 40

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	32
2022-2023	31
2023-2024	38

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	1	2.6%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	3.1%	1	3.2%	1	2.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.1%	1	3.2%	2	5.3%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	2	6.3%	2	6.5%	4	10.5%
African American, Male	5	15.6%	10	32.3%	8	21.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	18	56.3%	15	48.4%	21	55.3%
Hawaiian/Other Pacific Islander, Male	1	3.1%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	3.1%	1	3.2%	3	7.9%
Two or More Races, Male	2	6.3%	0	0.0%	0	0.0%
Unknown, Male	3	9.4%	3	9.7%	2	5.3%
Male Total	30	93.8%	29	93.5%	34	89.5%
Total	32	100.0%	31	100.0%	38	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	3.1%	2	6.5%	4	10.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	9	28.1%	8	25.8%	9	23.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	6.3%	2	6.5%	4	10.5%
Two or More Races, 18-24	2	6.3%	2	6.5%	0	0.0%
Unknown, 18-24	2	6.3%	0	0.0%	0	0.0%
18-24 Total	16	50.0%	14	45.2%	17	44.7%
African American, 25-44	4	12.5%	7	22.6%	4	10.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	8	25.0%	8	25.8%	11	28.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	2.6%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	3.1%	1	3.2%	2	5.3%
25-44 Total	13	40.6%	16	51.6%	18	47.4%
African American, 45-64	0	0.0%	1	3.2%	1	2.6%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	3.1%	0	0.0%	1	2.6%
Hawaiian/Other Pacific Islander, 45-64	1	3.1%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	6.3%	1	3.2%	2	5.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	1	3.1%	0	0.0%	1	2.6%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	3.1%	0	0.0%	1	2.6%
Total	32	100.0%	31	100.0%	38	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Enrollment is increasing and retention is improving. There is a deficit in the number of available aviation maintenance professionals. Many aviation employers are increasing incentives, financial and otherwise, to attract a larger pool of technicians. Persons interested in those jobs then seek programs like ours for training to prepare them for FAA exams. Our media team has also been actively promoting the program.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue social media presence	Responses to posts by responders not already affiliated with WCC
2	Increase marketing to high school students	Increase in enrollment by younger (18-22 year old) students

Outcome #2: Retention

Baseline: 60.7 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)*
Standard: 62 %
Target: 65 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	67.0%
Fall 2022 to Fall 2023	66.7%
Fall 2023 to Fall 2024	48.5%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	6.3%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	6.3%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	1	6.3%	0	0.0%	1	6.3%
African American, Male	3	18.8%	3	18.8%	3	18.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	9	56.3%	11	68.8%	10	62.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	6.3%	0	0.0%	1	6.3%
Two or More Races, Male	1	6.3%	0	0.0%	0	0.0%
Unknown, Male	1	6.3%	2	12.5%	1	6.3%
Male Total	15	93.8%	16	100.0%	15	93.8%
Total	16	100.0%	16	100.0%	16	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	6.3%	2	12.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	8	50.0%	5	31.3%	6	37.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	6.3%	0	0.0%	2	12.5%
Two or More Races, 18-24	1	6.3%	0	0.0%	0	0.0%
Unknown, 18-24	1	6.3%	1	6.3%	0	0.0%
18-24 Total	11	68.8%	7	43.8%	10	62.5%
African American, 25-44	3	18.8%	2	12.5%	1	6.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	12.5%	6	37.5%	4	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	6.3%	1	6.3%
25-44 Total	5	31.3%	9	56.3%	6	37.5%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	16	100.0%	16	100.0%	16	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Aviation maintenance training is extremely challenging. Some students have difficulty keeping up with the complex structural repair and system maintenance concepts, and are unable to continue through to completion. Other students have had to withdraw from the program due to life situations that are outside of any influence from the AST program.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Encourage students to persevere and continue.	Increased enrollment.
2		

Outcome #3: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: 6 # *(Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)*
Standard: 7 #
Target: 8 #

Number of Completers <i>(unduplicated) – Graduation Year – Summer, Fall, Spring</i>	
Graduation Year	Total Completers
2022-2023	10
2023-2024	6
2024-2025	3

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	0	0.0%	0	0.0%	0	0.0%
African American, Male	2	20.0%	1	16.7%	2	66.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	7	70.0%	4	66.7%	1	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	1	10.0%	1	16.7%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	10	100.0%	6	100.0%	3	100.0%
Total	10	100.0%	6	100.0%	3	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	1	33.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	5	50.0%	2	33.3%	1	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	1	10.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	6	60.0%	2	33.3%	2	66.7%
African American, 25-44	2	20.0%	1	16.7%	1	33.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	20.0%	2	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	1	16.7%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	40.0%	4	66.7%	1	33.3%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	10	100.0%	6	100.0%	3	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The aviation maintenance industry rarely requires a degree or diploma other than high school diploma or GED for entry. Employers typically only require an FAA airframe and/or powerplant license. For entry into employment as an aircraft mechanic, there is no incentive to complete the associated Associate of Applied Science degree. However, the faculty and staff teaching the AST program continuously encourage students to take courses to complete the degree program while they are enrolled in the program. Several do complete the degree. Many more students complete the courses required for the degree after completing the courses required training for eligibility to take the FAA exams for an airframe and powerplant license.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase student completion in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Encourage students to take additional classes required for to complete the degree program.	Increased program completion.
2		

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 51.956 # *(Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)*
Standard: 53 #
Target: 55 #

Budget FTE Year	Budget FTE
2022-2023	45.203
2023-2024	50.055
2024-2025	60.609

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Work to increase enrollment and retention.	Increased FTE.
2		

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC’s Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC’s Quality Enhancement Plan, addresses career development in Goal 3: “The college will implement integrated career development within their academic programs.”; Action Item #3: “All CTE programs will implement a career development related Program Outcome.”

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)

The AST program is not a good candidate for WBL-110. Due to FAA restrictions on aircraft mechanics and the limited number of maintenance facilities within a reasonable driving distance, there would not be enough positions available to set a requirement for all students to enroll in work-based learning.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	Not applicable	
2		

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

After a student completes the AST program, he or she can take the FAA certification exams anywhere in the country. The results of their tests are not immediately known unless the student communicates with AST personnel. This makes it difficult to assess the certification pass rate of our students. This would be an ideal method of assessing the effectiveness of the AST program, but due to the difficulty of obtaining data, the statistics would be unreliable.

The AST program does assess its effectiveness through three exams that are intended to mimic the FAA written exams required for certification. Data are collected and analyzed as each class passes through stages applicable to the FAA testing sections (General, Airframe, and Powerplant).

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	1. Composite material training package B (see quote) of training aids, equipment, materials, and equipment training (train the trainer) for instructors. 3 - CES 1000S Student Model Composite Hot Patch Bonding Equipment 2. 1 - Avotek trainer package of training aids. This will include one thrust reverser system, one cabin pressurization system, one fire detection and suppression system, one anti-skid system and 8 serviceable 14 volt aircraft generators.	1. Not approved for funding. 2. Not approved for funding.
2024-25	1- Composite material training package A (see quote) of training aids, equipment, materials, and equipment training (train the trainer) for instructors. 5 -CES 1000S STUDENT MODEL COMPOSITE HOT PATCH BONDING EQUIPMENT	Based on limited funds, this objective was not approved for funding. This was not funded. This has been a funding priority and will be resubmitted for the next budget year. The need for this equipment is no longer only a priority, it is becoming a necessity in order to meet FAA requirements.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

Our program has a continuous need to add and replace training aids. Some types of training aids that are needed are assemblies that replicate aircraft or engine systems. Our program also needs to add running aircraft and engines to be used as training aids.

All our training aids are based on 20th century technology. To keep up with the technology used in the aviation industry, this program will need to purchase more modern equipment to use as training aids.

Virtual Reality, Augmented Reality, and Mixed Reality technology is now being used in aviation maintenance training. Several large companies have been using this technology for years with high rates of success. Using one or more of these technologies would benefit our students. While upfront costs for the hardware and associated software are high, these devices can allow our students to gain experience with equipment that is much more expensive to purchase and maintain. Some equipment that is replicated through current hardware/software combinations include business jets, small single engine airplanes, piston engines, and turboprop engines.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

For the last three entry cycles (fall semesters), the program's starting class began at its seating capacity. The current number of applicants to our program indicates that we will not have enough seats available for all of them to join our starting class in the fall of 2026. We will need at least one more permanent full-time instructor to teach a second section and carry that class through to completion. To maintain quality of instruction, we will need at least one more part-time lab assistant.

The AST program generates a high per-student FTE. Due to the high amount of hands-on training and specialized instruction, the students engage in a relatively high amount of contact hours. Without preparation in advance, our program might miss an opportunity for a significant increase in FTE.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

The facilities, while extensive, are inadequate for the program. Floor space is one concern. An aircraft lift was purchased several years ago to free up space in the hangar. Even while using the lift to store an aircraft, floor space is limited. This is often disruptive as training aids must be rearranged periodically to make them usable for class.

With an anticipated increase in enrollment, more classroom space and more hangar space will be needed to accommodate new students. This is beyond the scope of the inadequacy of the facilities for current enrollment levels.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Academic student support services appear to be adequate for our program.

Provide narrative for analysis of the program’s / discipline’s strengths, weaknesses, and opportunities.

The WCC Aviation program has a solid foundation based on its history as a provider of quality training since 1969. The program is not only well-known due to its number of years of service, but also because of the torch that has been passed down through generations of instructors who have built its reputation in eastern North Carolina. The current faculty/staff team has a passion to not just teach students to meet minimum requirements, but to exceed FAA and industry standards and maintain a high level of excellence and integrity. The program’s greatest strength is its people.

Faculty members in this program are able to stay abreast of updates in the aviation maintenance training environment through professional organizations. There are always opportunities for faculty to receive training in employing new methods for training students.

Review prepared and submitted by: *(Please list name(s) and titles)*

Prepared by Mike Crumpler
Submitted by Mike Crumpler

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moon</u>	<u>2/16/2026</u>
Dean, Director, or AVP / Date:	<u>Ernie White</u>	<u>2/16/2026</u>
Administrator Approval / Date:	<u>Ernie White</u>	<u>2/16/2026</u>