2024-25 Program Review – Instructional – Aviation Maintenance Technology

Lead Author

Hoi Ko

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Mission Statement

The Mission of the program is to train and certify students of diverse cultural backgrounds, ethnicity, gender, and sexual orientation under the guidelines and policies of the Federal Aviation Administration for Technical Maintenance personnel, and to empower students to enter the field of aviation as maintenance technicians.

Airframe – A.S. Degree Program Learning Outcomes

1. Students will interpret and assess aircraft systems according to airworthy conditions. Students will demonstrate an ability to maintain these aircraft systems. Students will apply their knowledge of systems to evaluate FAA publications as to airworthy standard. Maintenance record recording will be completed to FAA standards.
2. Prepare for personal, educational, and career goals.
3. Perceive, understand, and engage in verbal and nonverbal communication.
4. Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation to become productive local and global citizens.

Aviation Maintenance Technology: Airframe Technician – Certificate of Achievement Program Learning Outcomes

1. Students will interpret and assess aircraft systems for airworthy conditions. They will demonstrate an ability to maintain these aircraft systems. Students will apply their knowledge of systems to evaluate FAA publications for airworthiness. Maintenance record recording will be completed according to FAA standards.
2. Prepare for personal, educational and/or career goals.
3. Perceive, understand, and engage in verbal and nonverbal communication.
4. Understand and demonstrate personal, civic, social, environmental responsibility and cooperation in order to become a productive local and global citizen.

Powerplant – A.S. Degree Program Learning Outcomes

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1. Students will interpret and assess aircraft systems according to airworthy conditions. Students will demonstrate an ability to maintain these aircraft systems. Students will apply their systems knowledge to evaluate FAA publications according to airworthy standards. Maintenance record recording will be completed to FAA standards.
2. Prepare for personal, educational, and career goals.
3. Perceive, understand, and engage in verbal and nonverbal communication.
4. Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation to become a productive local and global citizen.

Powerplant – Certificate of Achievement **Program Learning Outcomes**
1. Students will interpret and assess aircraft systems according to airworthy conditions. Students will demonstrate an ability to maintain these aircraft systems. Students will apply their systems knowledge to evaluate FAA publications as to airworthy standards. Maintenance record recording will be completed to FAA standards.
2. Prepare for personal, educational, and career goals.
3. Perceive, understand, and engage in verbal and nonverbal communication.
4. Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation to become a productive local and global citizen.

List your Faculty and/or Staff, and indicate whether they are full-time or part-time.

1. Hoi Ko – faculty/department chair, full-time
2. George Cruz – faculty, full-time
3. Robert Bruce Pettyjohn – faculty, full-time
4. Marquis Bosuego – adjunct faculty, part-time
5. Dennis Acma – adjunct faculty, part-time
6. Esther Cheng – facility supervisor, full-time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Program Goal	*Facility upgrades and modernization to meet program expansion and code and ADA compliances. For both hangar A and B.*
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	Still in progress. Construction of hangar B is on hold pending approval from the State and the FAA. Construction of hangar A is still in the design phase, construction date TBD
Which college or district goal is aligned with your program goal?	COA Goal 1: Develop and offer curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands.

Program Goal	*Upgrade and procure additional aircraft operational system mockup and other related educational shop components' accessories, tools and equipment in meeting the new FAA curriculum, replacing run down and broken tools/equipment*
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	Still in-progress
Which college or district goal is aligned with your program goal?	Goal 1: Develop and offer curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands.

Program Goal	Hiring one additional full-time faculty
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	With the pending completion of the modernization of hangar B and the reconstruction of hangar A, AMT can become a Day and Evening program with an addition of at least one cohort to minimize the wait list time frame for new interested students.
Which college or district goal is aligned with your program goal?	Goal 1: Develop and offer curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands. Goal 2: Provide quality educational and student support services that result in equitable student access to educational opportunities and success in earning a degree or certificate.

Describe your current utilization of facilities, including labs and other space

Due to the pending modernization of one of the hangars, we had to reduce the number of cohorts from three to only two. This is to minimize overcrowding during in-person shop classes, as FAA required. Therefore, we are temporarily conducting powerplant classes in hangar A, until hangar B is reopened and recertified by the FAA.

Career Education

Using **Launch Board** or other labor market data, what are the employment rates for students that have exited your program for the past three years?

⊟ 095010   **Aviation Airframe Mechanics**

	Percent		
	2019-2020	2020-2021	2021-2022
Program Area Total	72.41	71.43	64.29

Using the **Launch Board** or other labor market data, what are the projected job openings in your discipline for the next three years?

Area	Period	SOC	Occupational Title	Base Year Employment Estimates	Projected Employment Estimates	Numeric Change	Percent Change	Exits	Transfers	Total Job Openings	Median Hourly Wage	Median Annual Wage	Entry Level Education	Work Experience	Job Training
California	2023-2025	49-3011	Aircraft Mechanics and Service Technicians	14900	15400	500	3.4%	890	1290	2680	38.23	79519	Postsecondary non-degree award	None	None
California	2023-2025	51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	2200	2300	100	4.5%	190	290	580	28.71	59724	High school diploma or equivalent	None	Moderate-term on-the-job training

https://data.ca.gov/dataset/short-term-occupational-employment-projections/resource/e1252624-723c-44e6-ae20-f99876ee0aa1

For Short Term 2023-25, there are 3,260 job openings in California.

Area	Period	SOC	Occupational Title	Base Year Employment Estimates	Projected Year Employment Estimates	Numeric Change	Percent Change	Exits	Transfers	Total Job Opening	Median Hourly Wage	Median Annual Wage	Entry Level Education	Work Experience	Job Training
California	2022-2032	49-3011	Aircraft Mechanics and Service Technicians	12500	14900	2400	19.2%	4040	5840	12280	38.23	79519	Postsecondary non-degree award	None	None
California	2022-2032	51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	1900	1600	-300	-15.8%	730	1090	1520	28.71	59724	High school diploma or equivalent	None	Moderate-term on-the-job training

https://data.ca.gov/dataset/long-term-occupational-employment-projections/resource/274e273c-d18c-4d84-b8df-49b4d13c14ce

For Long Term 2022-32, there are projected 13,800 job openings in California.

How is your discipline or program responding regarding changes in labor market demand?

We are continuing with outreaches at aviation related events and at designated and local high schools in the area.

Do you have an industry advisory board in place? If so list, your board members.

1. Kim Pritchard – retired UAL director
2. John Horton – Oakland Aviation Museum
3. Scott Harmen – Alaska Airline VP

Has your industry advisory board met regularly (at least once per quarter or semester)?

Yes, most meetings are informal by phone or Zoom.

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

Expanding into avionics area. Getting students involved in Scholarships. Upgrade department equipment and tools.

Does your program require state or national licensing? If yes, are there substantial differences with the set standard pass rate for this exam or license and the percentage of students passing this exam?

Licensure Pass Rates - CTE							
Program	2020-21	2021-22	2022-23	2023-24	Average	Set Standard 2023 to 2026	Stretch Goal 2023 to 2026
Licensure Pass Rate - Aviation Maintenance Technology	61.9%	78.3%	**92.1%**	N/A	85.2%	63.3%	85.3%

Yes, Federal Examination is required, one of the challenges is motivating students to sit for their certification exams immediately after graduating from the program. Additional funding is needed to allow us to conduct test prep classes, and grant funding is needed to help students with their test fees. We have been over our set standard for the last 2 years for the licensure pass rate for our college set standards.
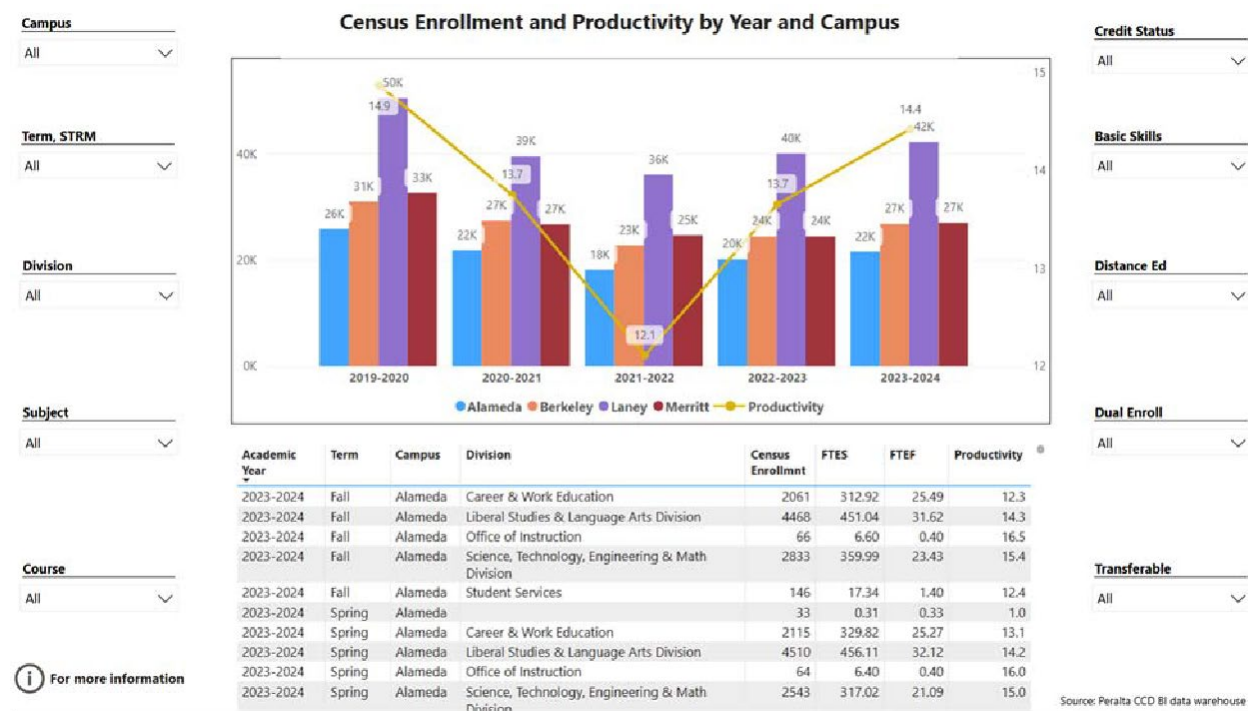
Do your students participate in other third-party certifications? If yes, are there substantial differences with the standard pass rate and the percent of students getting successfully certified?

See above

What programs similar to yours exist in the surrounding area or at nearby East Bay colleges? In which ways is your program collaborating with other community colleges in the region?

The closest similar program is over 30 miles away. COA heads up in outreaches in the Greater Bay Area for all three schools.

Enrollment Trends

Census Enrollment and Productivity by Year and Campus

Academic Year	Term	Campus	Division	Census Enrollmnt	FTES	FTEF	Productivity
2023-2024	Fall	Alameda	Career & Work Education	2061	312.92	25.49	12.3
2023-2024	Fall	Alameda	Liberal Studies & Language Arts Division	4468	451.04	31.62	14.3
2023-2024	Fall	Alameda	Office of Instruction	66	6.60	0.40	16.5
2023-2024	Fall	Alameda	Science, Technology, Engineering & Math Division	2833	359.99	23.43	15.4
2023-2024	Fall	Alameda	Student Services	146	17.34	1.40	12.4
2023-2024	Spring	Alameda		33	0.31	0.33	1.0
2023-2024	Spring	Alameda	Career & Work Education	2115	329.82	25.27	13.1
2023-2024	Spring	Alameda	Liberal Studies & Language Arts Division	4510	456.11	32.12	14.2
2023-2024	Spring	Alameda	Office of Instruction	64	6.40	0.40	16.0
2023-2024	Spring	Alameda	Science, Technology, Engineering & Math Division	2543	317.02	21.09	15.0

Source: Peralta CCD BI data warehouse

[Enrollment Trends Power BI dashboard](#)

Note: Please consider the most recent 3 years when answering the questions below. Data with default filter is provided below. Use the link above to explore the data further.

Discuss enrollment trends over the past three years.

Census Enrollment and Productivity by Year and Campus
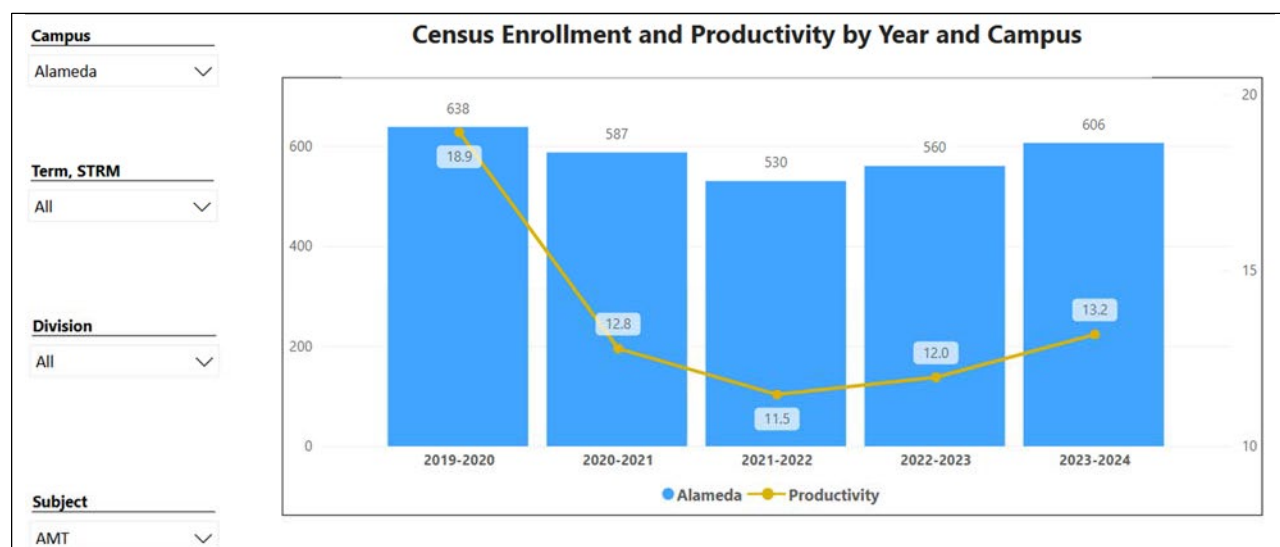
The significant drop in enrollment in 2020 to 2022 was mainly caused by the COVID pandemic, in addition, the study rise in enrollment post-pandemic in 2023-2024 shows a healthy recovery. However,

Due to ADA project for the modernization of hangar B and the future rebuilding of hangar A, 2024-2025 and 2025-2026 enrollment will experience a drastic drop, as AMT can conduct can only two cohorts instead of three, and on a modified class schedule. This is in part due to FAA restriction to prevent over crowing in shop area.

The link below shows list of course sections in your area sorted from lowest fill rate to the highest fill rate for the last three years. Consider and discuss whether the course offerings meet the needs of our students.

FillRate3YearsProgramReview.xlsx

Fill rates fluctuate according to the number of cohorts. In 2021-2022, because of the COVID pandemic, students dropped out due to various personal and financial reasons, and personal commitments to family members.

In addition, many new students dropped out due to their unstable financial uncertainties. During the last three years, AMT has had unreliable statistics due to the pandemic.

Discuss any action plan to better meet student needs and demands.

The department is aware of the various student services at the main campus and shall consult more effectively between the students and the campus's student services, such as CARE and financial aid, etc.

During the pandemic period, faculty members have begun adopting the Zero Textbook policy.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Currently, only one classroom is equipped with an interactive computer monitor, this has positively impacted student retention. It is our goal to have a similar system in all classrooms.

How is technology used by the discipline department?

See above, currently, we only have 1 classroom equipped with such technology. It is our goal to have all classrooms to be equipped with an interactive computerized monitor system.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Quality and success at AMT are measured at three different levels – by the
A. Federal Aviation Administration (FAA), judges AMT by its Federal certification outcome of recent graduates

B. The College, AMT is measured by evaluating enrollment, retention, and completion statistics

C. The industry, AMT proactively communicate with potential employers and solicits feedback on their prior hiring of our graduates. Our success index is measured by the number of graduates hired within 6 months of program completion.

Findings and actions for the above:

Area A – FAA data, Currently Students from COA who were certified have 100% passing and a score of 0 to 2%+ above the national norm; however, only 50% of the graduates go through the certification process. As such, AMT plans to offer certification review courses to encourage its graduates to be certified after program completion. Furthermore, AMT consistently seeks equipment improvement and purchases new mockups as the curriculum dictates.

Area B – AMT retention and passing rate is 85 to 98%.We continue dialogue between students and faculty; AMT shall communicate with counseling and student services as needed.

Area C – AMT shall host more online seminars from potential employers, such as Hawaiian Airlines, Alaska Airlines, etc. However, we must purchase the necessary telecommunication equipment for this endeavor.

Curriculum

CurriQunet Meta

If necessary, use the CurriQunet META link to review the details of the curriculum. Some summary information is provided below.

Please review your course outlines of record in CurriQunet META to determine if they have been updated in the past three years. Specify when your department will update, or deactivate, each one, within the next three years.

	Units	Status	Last Modified
AMT 049 - Independent Study in Aviation Maintenance Technology	0.50 - 10.00	Active	Jan 01, 2020
In-depth exploration of an area or problem of the student's choice not covered by regular catalog offerings in Aviation Maintenance Technology. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog.			
Campus: College of Alameda			
AMT 056 - Basic Science of Aviation Maintenance Technology Lecture	6.50	Active	Jun 23, 2020
An introductory course which introduces the student to the widely diversified field of aviation maintenance technology and provides a firm foundation of maintenance on both large and small aircraft. This course covers an introduction to rivet installation, basic shop math and physics, aircraft structures, aerodynamics, basic electricity, FAR Part 65 appendix D, and cleaning and corrosion control.			
Campus: College of Alameda			
AMT 056L - Basic Science of Aviation Technology Lab	3.00	Active	Jan 01, 2021
Introduction to maintenance of both large and small aircraft: Rivet installation, basic shop math and physics, aircraft structures, aerodynamics, basic electricity, and cleaning and corrosion control.			
Campus: College of Alameda			
AMT 058L - Survey of Aviation Maintenance Technology Laboratory	3.00	Active	Sep 02, 2020
Survey of aviation maintenance technology: Federal Aviation Administration regulations, weight and balance, non-destructive testing, aircraft drawings, fluid lines and fittings, maintenance publications and forms and records, materials and processes, ground operations, aircraft finishes and plastic and bonded structures.			
Campus: College of Alameda			
AMT 058 - Survey of Aviation Maintenance Technology Lecture	6.50	Active	Jan 01, 2021
Survey of aviation maintenance technology: Federal Aviation Administration regulations, weight and balance, non-destructive testing, aircraft drawings, fluid lines and fittings, maintenance publications and forms and records, materials and processes, ground operations, aircraft finishes, and plastic and bonded structures.			
Campus: College of Alameda			
AMT 062 - Airframe Systems I	6.50	Active	Oct 20, 2020
Introduction to airframe systems: Advanced airframe electrical systems, sheet metal structures; aircraft instrument, cabin environmental control, ice and rain control, and pneumatic systems.			
Campus: College of Alameda			
AMT 062L - Airframe Systems I	3.00	Active	Jun 06, 2022
Introduction to airframe systems: Advanced airframe electrical systems, sheet metal structures; aircraft instrument, cabin environmental control, ice and rain control, and pneumatic systems.			

	Units	Status	Last Modified
AMT 064 - Airframe Systems II Continuation of airframe systems: Assembly and rigging; hydraulic, fuel, and landing gear systems. Campus: College of Alameda	6.50	Active	Oct 20, 2020
AMT 064L - Airframe Systems II Continuation of airframe systems: Assembly and rigging; hydraulic, fuel, and landing gear systems. Campus: College of Alameda	3.00	Active	Mar 29, 2022
AMT 066L - Airframe Systems and Review Review in preparation for the Federal Aviation Administration examination: Airframe, communication and navigation, and take-off warning systems; welding, and airframe inspection. Campus: College of Alameda	2.00	Active	Aug 01, 2021
AMT 070L - Theory of Powerplants I Basic powerplant theory and systems: Reciprocating engine overhaul, operation, installation and removal; powerplant lubrication, and engine fuel and cooling systems. Campus: College of Alameda	2.50	Active	Jun 06, 2022
AMT 070 - Theory of Powerplants I Basic powerplant theory and systems: Reciprocating engine overhaul, operation, installation and removal; powerplant lubrication, and engine fuel and cooling systems. Campus: College of Alameda	5.00	Active	Sep 30, 2020
AMT 074L - Theory of Powerplants II Continuation of basic powerplant theory and systems: Fuel metering, induction and exhaust, powerplant electrical, and engine instrument systems. Campus: College of Alameda	2.50	Active	Jun 06, 2022
AMT 074 - Theory of Powerplants II Continuation of basic powerplant theory and systems: Fuel metering, induction and exhaust, powerplant electrical, and engine instrument systems. Campus: College of Alameda	5.00	Active	Sep 30, 2020
AMT 076 - Advanced Powerplants I Advanced powerplant systems: Propeller systems, reciprocating engine inspection and troubleshooting, engine fire protection systems, and powerplant inspection. Campus: College of Alameda	5.00	Active	Sep 30, 2020
AMT 076L - Advanced Powerplants I Advanced powerplant systems: Propeller systems, reciprocating engine inspection and troubleshooting, engine fire protection systems, and powerplant inspection.	3.00	Active	Jun 06, 2022
AMT 078 - Advanced Powerplants II Continuation of advanced powerplant systems: Ignition systems; gas turbine engine classification, construction, nomenclature, installation and operation, overhaul, inspection and repair; turboprop engines; helicopter powerplants and installation; auxiliary power units; and review in preparation for FAA written examinations. Campus: College of Alameda	5.00	Active	Jan 01, 2021
AMT 078L - Advanced Powerplants II Continuation of advanced powerplant systems: Ignition systems; gas turbine engine classification, construction, nomenclature, installation and operation, overhaul, inspection and repair; turboprop engines; helicopter powerplants and installation; auxiliary power units; and review in preparation for FAA written examinations. Campus: College of Alameda	3.00	Active	May 18, 2022
AMT 200 - Introduction and Certification for Aircraft Electronics Technicians Preparation for the AET certification from Certec: Basic knowledge and understanding of becoming an Aircraft Electronic Technician; includes fly-by-wire and other emerging technologies. Campus: College of Alameda	3.00	Active	Aug 25, 2022
AMT 270 - BAT/Aviation Maintenance Technology Preparation for the oral, practical, and written portions of the Federal Aviation Administration examination: Covers the general, airframe, and powerplant sections of the examination. Campus: College of Alameda	1.00 - 3.00	Active	Sep 01, 2021
AMT 066 - Airframe Systems and Review Review in preparation for the Federal Aviation Administration examination: Airframe, communication and navigation, and take-off warning systems; welding, and airframe inspection.	4.00	Active	Jan 01, 2021

AMT has recently updated its FAA curriculum following the new Federal Aviation Regulations (FAR part 147). AMT is currently reviewing the alignment of class contents and shall update CurriQunet META when deemed necessary.

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

AMT's curriculum is mandated by the Federal Aviation Administration (FAA), AMT has recently revised its curriculum to meet the new FAA ACS, Airmen Certification Standards. These changes have been accepted by the FAA.

For the improvement of postgraduates' Federal Licensing certification rate, AMT shall develop an exam preparatory review course to be offered during summers and intersessions.

Furthermore, AMT shall explore in the use of new technologies in setting up an audial lab to prepare students for their oral exams.

How is your program meeting the needs of students and/or articulation with four-year institutions?

COA AMT is articulated with the CSU system, our degrees are recognized and accepted by San Jose State University.

Assessment – Instructional

Student Learning Outcomes Assessment

Your Student Learning Outcomes for active courses are listed below. Please review and note any corrections or planned changes.

AMT_SLOs.pdf

> No change

Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

> Student Learning Outcomes are based on the expectations of the Federal Aviation Administration, FAA.
>
> AMT SLO is part of the FAA's Airmen Certification Standards (ACS) of the FAA curriculum.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

> The curriculum revision, as mandated by the FAA. The revision required the purchase of new instruction mockups and updated equipment.
>
> AMT shall continue to seek new funding to modernize and upgrade/update old tools and equipment.

Listed below are your programs (degrees and certificates) and the program learning outcomes (PLOs) for each. Please share your reflections on the PLOs and support from the college needed in assessing the PLOs over the next three years.

AMT PLO:

*Achievement Certificates – Airframe only; Powerplant only; Airframe and Powerplant combined.
*Degree issued and articulated with CSU system – Associated in Science of the above.
1. Students will interpret and assess aircraft systems as to airworthy conditions. Students will demonstrate an ability to maintain these aircraft systems. Students will apply their systems knowledge to evaluate FAA publications as to airworthy standard. Maintenance record recording will be completed to FAA standards.
2. Prepare for personal, educational, and career goals.
3. Perceive, understand, and engage in verbal and nonverbal communication.
4. Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation in order to become a productive local and global citizen

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

- **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

AMT consistently encourages, promotes, and implements Peralta ILO in the design and development of its program and courses. Samples:
1. Communication and technology is one of the essential aspects of being an aircraft technician.
2. Creativity – curiosity empowers technicians to learn more about the advancement in aircraft designs and technology is constantly emphasized during lectures.
3. Diversity – Effective communication in the group dynamics forester effective teamwork. This is encouraged by the FAA to promote safety and is part of the Human Factors.
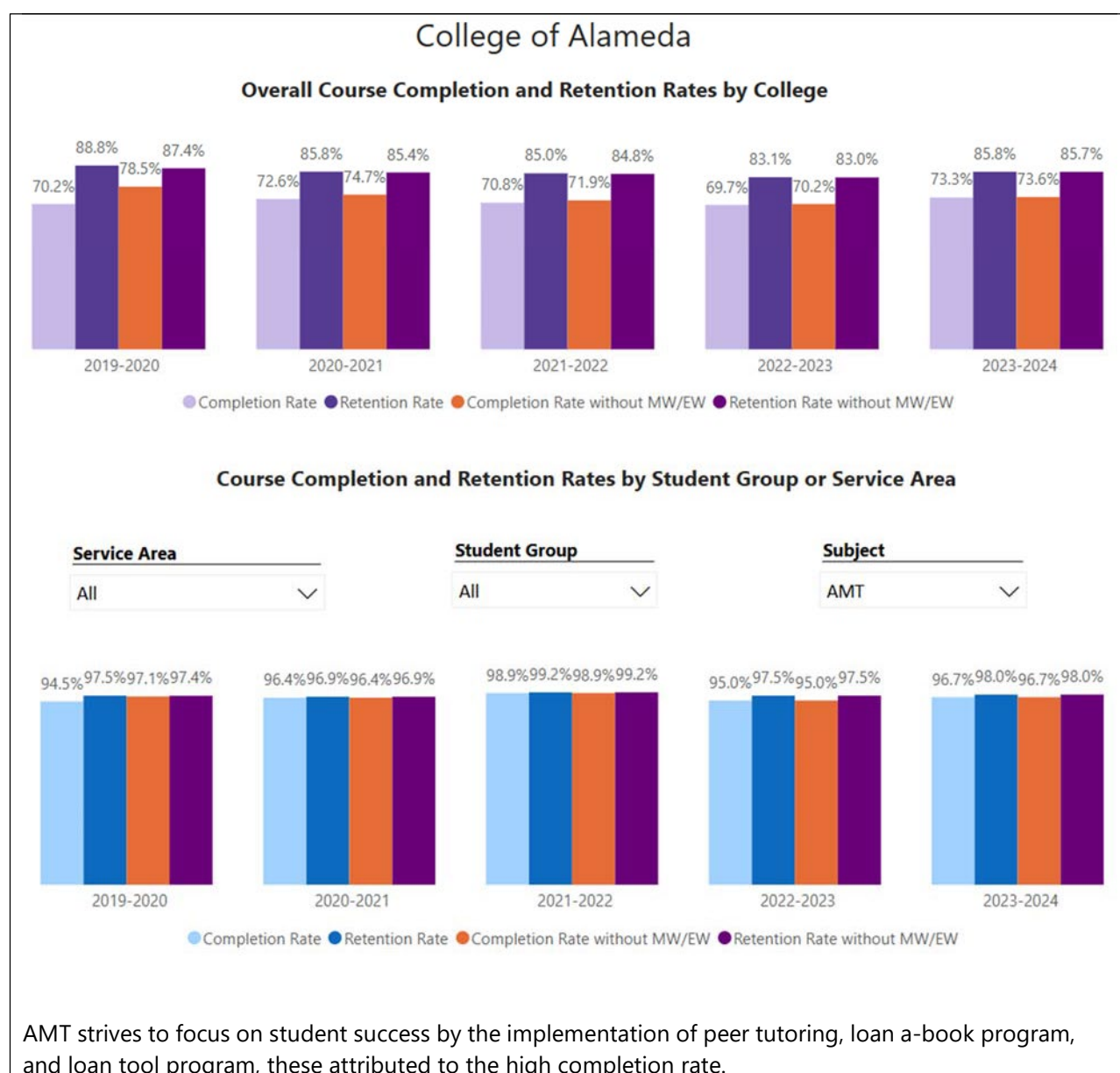
Course Completion

Course Completion Power BI Dashboard #1

Course Completion Power BI Dashboard #2

Institutional Set Standards

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better). Data with default filter is provided below. Use the link above to explore the data further.

How does the course completion rate for your program or discipline compare to your college's Institutional Set Standard for course completion (70% with stretch goal of 77%)? Also discuss the retention rate for your program or discipline, compared to the college average shown in data below.

College of Alameda

Overall Course Completion and Retention Rates by College

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Completion Rate	70.2%	72.6%	70.8%	69.7%	73.3%
Retention Rate	88.8%	85.8%	85.0%	83.1%	85.8%
Completion Rate without MW/EW	78.5%	74.7%	71.9%	70.2%	73.6%
Retention Rate without MW/EW	87.4%	85.4%	84.8%	83.0%	85.7%

Course Completion and Retention Rates by Student Group or Service Area

Service Area	Student Group	Subject
All	All	AMT

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Completion Rate	94.5%	96.4%	98.9%	95.0%	96.7%
Retention Rate	97.5%	96.9%	99.2%	97.5%	98.0%
Completion Rate without MW/EW	97.1%	96.4%	98.9%	95.0%	96.7%
Retention Rate without MW/EW	97.4%	96.9%	99.2%	97.5%	98.0%

AMT strives to focus on student success by the implementation of peer tutoring, loan a-book program, and loan tool program, these attributed to the high completion rate.

> Staff and faculty consistently counsel with students on a one-to-one basis to identify student needs, AMT refers students to College Student Assistance programs at the main campus. This has been attributed to the high retention rate.

What has the discipline, department, or program done to improve course completion and retention rates?

> Staff and faculty consistently counsel students on a one-to-one basis to detect student needs, AMT refers students to College Student Assistance programs at the main campus. This is attributed to the high retention rate.

Equity Analysis

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

Following is a brief description of equity data analysis, examining success rates of different ethnic groups (Asian, Black/African American, Hispanic/Latino, "Two or More", "Unknown/NR", White), age range, gender (Female, Male, Unknown Gender), and special population groups (Foster Youth, First Gen College, SAS).

Disparate Impact Analysis AY2023-24_Updated.xlsx

(look for the tab for your discipline).

> Success rate data in AMT for AY2023-24 was analyzed using the PPG-1 (percentage point gap minus 1) method, comparing the success rate of the given group against the success rate of everyone else. The success rate of the following groups falls significantly below the overall success rate of 80.2% for AMT, outside the statistical margin of error:
>
> Nothing was outside the Margin of Error
>
> While there are other groups whose success rates fall below the overall success rate for AMT, either the percentage point gap difference is small or, because of the small sample size, a reliable conclusion cannot be drawn.

What can your discipline, department, or program do to improve course completion for disproportionately impacted groups?

> AMT shall continue to work with OSD and other minority college leadership in its recruitment of students.

Space below is provided for additional discussion of equity-impacting factors not discussed above, including those that affect dual enrollment courses and/or online/hybrid courses.
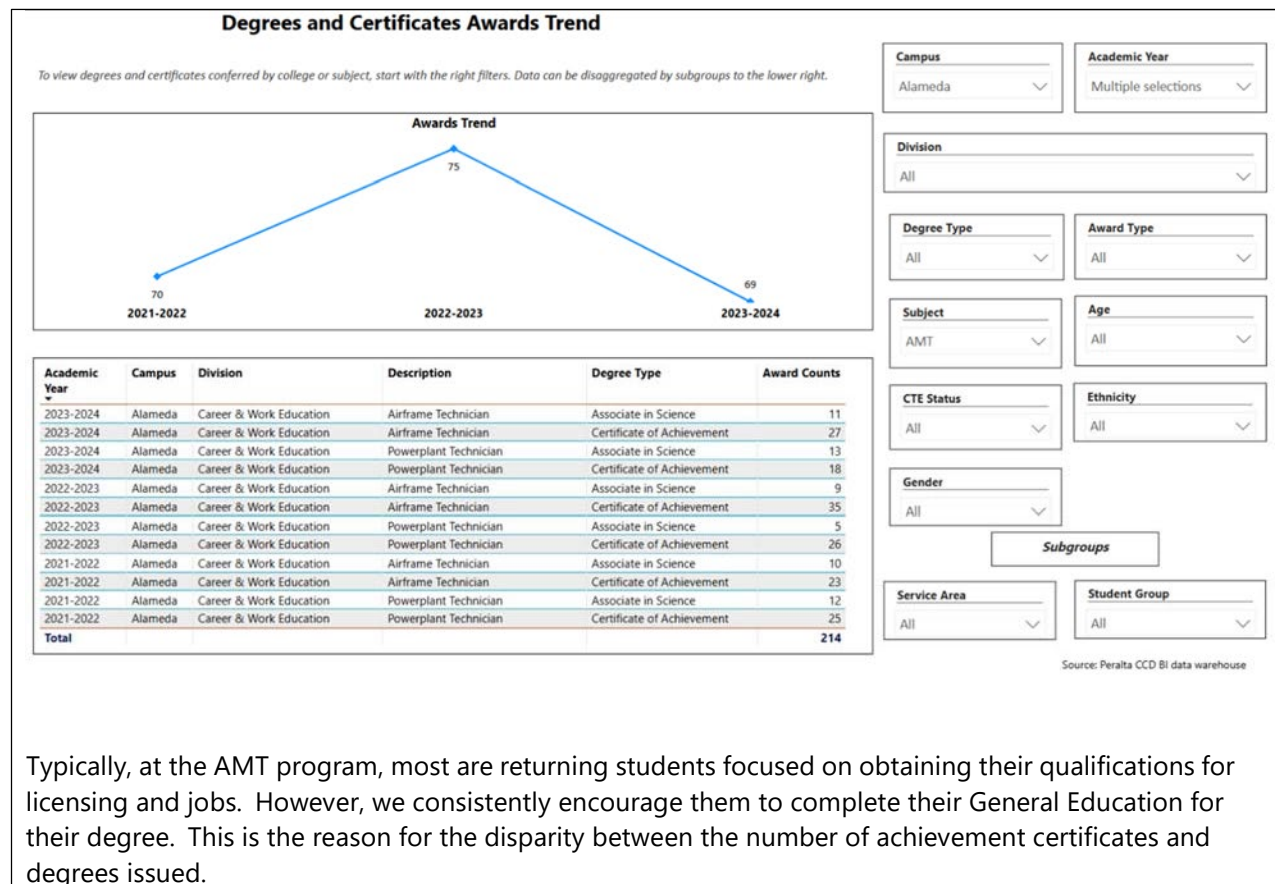
Due to the nature of the AMT program and mandates from the FAA in their policies and regulations, dual enrollment would be difficult.

Degrees & Certificates Conferred

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**.

Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Below data shows the number of degrees and certificates awarded by year, for the past three years. Use the link above to explore the data further.

Typically, at the AMT program, most are returning students focused on obtaining their qualifications for licensing and jobs. However, we consistently encourage them to complete their General Education for their degree. This is the reason for the disparity between the number of achievement certificates and degrees issued.

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

With the current completion rate and retention rate at over 90%, AMT shall continue to work with the College's various student services to help our students to succeed.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

AMT faculty participate in the Academic Senate, and Department Chair Committee. AMT facility Supervisor takes part District Risk Management and facility safety and health committee.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Member of the faculty participated in the Oakland Air Museum and was one of its Board Members.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

AMT Adjunct faculty were hired and they currently work in the transportation industry. BART and Alaska Airlines. They play an active role in the curriculum planning process.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Full-Time Equivalent Percentage	Salary Grade (if applicable)
Personnel: Classified Staff	Tool room staff/Currently there is no staff to manage the tool room, to maintain and service tools and equipment. This is being done under the supervision of the facility supervisor using student helpers. Many such tools/equipment are new technology requiring special care.	50%	
Personnel: Student Worker	3 per semester/to assist in the management of the facility	8 hours per week	
Personnel: Part Time Faculty			
Personnel: Full Time Faculty			
Personnel: Full Time Faculty, future anticipated need	1 tenure track faculty/ after the facility upgrade of Hangar B and Hangar A, AMT can then extend the program to two additional cohorts, requiring an additional full-time faculty	100%	

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	FAA training and advance technology training for faculty and staff, and ATEC conference attendance/ keep up with technology changes and stay in touch with other similar schools	$20,000

Professional Development: Personal/Individual PD needed	FAA training / as requiredres	$10,000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Training and textbook software for Faculty	$10,000
Supplies: Books, Magazines, and/or Periodicals	Periodicals /	$5,000
Supplies: Instructional Supplies	Material for instruction/ replace expendable materials	$50,000
Supplies: Non-Instructional Supplies	General supplies such as oil, sealants, fuel, etc./ to maintain tools, and mockup, etc.	$20,000
Supplies: Library Collections	Study guide and general use aircraft manuals	$10,000

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	New advanced technology upgrade	$30,000
Technology & Equipment: Replacement	Replacement and upgrade for old tools and equipment which are not in working order	$50,000

<u>Prioritized Resource Requests Summary - Continued</u>

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Converting into a Smart classroom (2 each)/ we only have 1 smart classroom limiting other faculty to expand into using technology to enhance student success.	$40,000
	Replacing students' chairs and desks/ furnishing for students are too small for adult students	$100,000
Facilities: Offices	Improve Wi-Fi connection and upgrade computers/ faculty and staff are having difficulty connecting with Peralta's server.	$30,000
Facilities: Labs	Work tables need to be upgraded	$60,000
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		