This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

    Aviation Maintenance Technology

2. **Department and/or Program(s) Purpose Statement:**

    This Aviation Maintenance Technician School provides FAA Approved Training so to issue an appropriate graduation certificate to qualified applicants in accordance with Federal Aviation Regulation 65.71.

3. **Program Review Year (i.e. Most Recent Academic Year)**

    2014-2015

4. **Date of Submission:**

    13 FEB-2015

5. **Lead Person Responsible for this Program Review:**

    Name: Scott D. Latino
    Title: Aerospace Program and Accountable Manager
    E-mail: scottlatino@actx.edu
    Phone Number: 860.930.6739

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

    None

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

   A .Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)	x			
b. Completion		x		
c. Licensure Pass Rates		x		
d. Retention (FA-SP) and (FA-FA)		x		
f. Grades A-C		x		
g. Annual Enrollment	x			
h. Survey, Focus Group, & Related Data		x		

   Based on the data in Part A, respond to the following two questions:
   i.   Identify one area in which your program(s) excel.

Critical Thinking

   ii. Identify one area in which your program(s) need to most focus for the next few years.

Replacement of aircraft engines to meet FAA minimum standards

   B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		x	
b. Grades A-C (IDS – Age)		x	
c. Grades A-C (IDS – Gender)		x	
d. Grades A-C (IDS – First Generation)		x	
e. Grades A-C (IDS – Pell)		x	
f. Grades A-C (IDS – Full/Part-Time)		x	
e. Course-level Enrollment (IDS)	x		
f. Survey, Focus Group, & Related Data		x	

   Based on the data in Part B, respond to the following two questions:
   i.   Identify two courses that are doing well.

General Section 1205, 1208, 1210, 1303, 1314, 1315

   ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

Powerplant and Airframe Sections 1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447

III: Institutional Initiatives

PART A – No Excuses:
Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

> 1. All students must make-up all missed time. 2. Students have are approved to 1 retake of the final exam (with restrictions) 3. Students have a proprietary advisor to decrease reaction time to potential crisis.

PART B – Strategic Planning:
Each department/program is expected to support AC's Strategic Planning initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

   > 1. The Aviation Program is currently integrating industry certificate training in the FAA Aviation Maintenance Technician School.   These certifications are not for hanging on the wall; rather, they certify that FAA experience are met.

2. **(If applicable) What additional item(s) should AC's Strategic Plan address?**

   > How to form more partnerships with industry. How to work with Amarillo Development to attract new business in Amarillo.

PART C– General Education Objectives
SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. **Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.**
   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Critical Thinking Skills	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447

Empirical & Quantitative Skills	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Teamwork	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Personal Responsibility	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Social Responsibility	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

> These objects are required by the design of the course. Failure of any one objective results in course failure. Also, each course is federally mandated.

3. What method(s) are your faculty using to assess the required objectives in your courses?
(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Embedded Questions	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Licensure Exam	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Portfolios	N/A
Projects/Essays	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Testing (i.e. course-based testing; finals)	1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> Improvement were made in all area so to comply with FAA regulations. There was a total rebuild of the program.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> 1241, 1243, 1247, 1253, 1354, 1345, 1349, 1350, 1352, 2231, 2233, 1240, 1344, 1351, 1356, 2341, 2351, 2352, 2447, Projects are used, the student grades directly reflect their progress and more funding is need to complete the Aviation Program Rebuild.

PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

> Full compliance with FAA Regulation Part 147.

2. For this review year, what is/were each program's <u>most important</u> measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> After adhering to FAA standards, the Aviation Maintenance Technician School will not remain in suspension for noncompliance.

3. Identify your results and analyze your data.

> Our students were retained, retested and graduated the General and Airframe portion of the course. The FAA Safety inspectors issued a letter stating that all previous issues were resolved and thy approved us to continue training our students.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

> The key changes was that Dean Lyndy Forester hired me, Scott Latino. I proposed and executed a corrective action plan. The key change is that you finally have a person on staff that is capable of operating a FAA compliant Air Agency, which we are. In addition, it takes a commitment of 80hrs per week to properly repair past failures and to move the program in the proper direction.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

I have one student that has attempted and passed FAA examinations prior to graduation.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

   Technical training requires aircraft hardware in the classrooms to move the technical theory form the books to demonstrated reality. I moved all the unused articles from the hangar to the classrooms thereby turning them into laboratory-classrooms.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

   1. Aviation instructors have free training course available. 2. I have formed partnerships with OEMs (Original Equipment Manufacturer) with the intension to integrate modern and vial products into our training programs. 3. I am personally move donated hardware to the school to replace what was inadvertently auctioned –off. Again, so to comply with FAA minimum standards.

3. What is the biggest issue/obstacle that your program currently faces?
   Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

   The biggest obstacles are to obtain funding to repair our current assets and to replace the assets that were inadvertently disposed of so to meet minimum FAA requirements. Specifically, we need $100,000.00 to replace the aircraft reciprocating engines that were sold at the AC auction, purchase parts to repair the engines that we do have, and have the finical means pay a technician to accomplish the maintenance (build engine run-up stands). Currently, all instructors are teaching 8hrs a day; therefore; they are not available to repair these assets.

4. Additional Comments Pertinent to this Review (Not Required):

   So much work had been accomplished is such a short amount of time. The FAA is satisfied and even impressed with our progress. I am working on obtaining corporate (OEM) jet engine sponsorship to relieve the cost for replacing the turbine engines. The entire department has been reorganized and processes have been streamlined. Donations are coming in. I have one employer that wants to hire our graduating class prior to obtaining FAA certification.

   Part of the Aviation strategic plan is to obtain corporate sponsorship and to obtain a FAA DME (Designated Maintenance Examiner) rating. This rating would facilitate FAA testing at Amarillo College.