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Program Review
Form for External Review
Committee
Instructional

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Form ID
84
Division
Industrial and Transportation Technologies
Department
Aviation/Aerospace Technologies
Program
Aviation/Aerospace
Review Year
2007-2008
Member Names
Cara Crowley, Steven Beckham, Kim Davis, Sally Evans, Judy Johnson, Pam Pinner, Rao Prabhakar, James Rauscher, Sheree Talkington and Lynn Thornton
Division Overview
Program/Department Purpose
State the purpose of the

program/department. How is this purpose within the mission of Amarillo College?

Train students for employment in the aviation and aerospace industry.

Program's purpose statement supports the institutional mission statement by addressing instruction, and learning to meet demands of local and national aviation / aerospace industries. Training in the Aviation Maintenance Technology department provides foundational skills to obtain Federal Aviation Administration licensure as Airframe & Power Plant Mechanics. Additionally, the program provides the skills needed to become an Assembler with Bell Helicopter/Textron.

Does the answer include a purpose statement for the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College?

Acceptable

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

The purpose statement was last reviewed during the Fall 07 Semester. Future reviews will be continual.

Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this

program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The Aviation Maintenance Technology (AMT) program offers continuing education credits and training through Skills Development Fund grants rewarded from the Texas Workforce Commission for Bell Helicopter/Textron employees.

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Unacceptable

Program answer does not specify how continuing education is consistent with the College's mission

Does the program have admissions policies?

no

Where are the policies published?

Are all the locations where the policies are published included in the answer?

Acceptable

Explain how these policies are consistent with the mission of Amarillo College.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

Is the program/department accredited?

yes

Which agencies or organizations accredit the department/program?

The AMT program applies Amarillo College admission policies to all students in the program. No additional or special admission requirements apply.
Federal Aviation Administration.

Are the complete names of the agencies or organizations which accredit the department/program cited?

Unacceptable

Concern

Program says only AC's admissions apply but Federal Aviation Administration is listed at the bottom. What is the FAA's responsibilities concerning this program?

How many years are in the accreditation cycle?

more than 10

How many years are in the accreditation cycle?

Acceptable

When were the accreditations affirmed or granted?

September 7, 1995 the last update.

When were the accreditations affirmed or granted?

Acceptable

What is the current status of the accreditation?

Accredited

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

Acceptable

If not required, is the program eligible for accreditation?

Has this program/department

sought accreditation even though it is not required (e.g. yes; If no, explain)?

Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?

yes

Identify the external approver(s) for the department/program.

Federal Aviation Administration.

IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

Acceptable

What approval schedule is required by the external approver(s)?

Annual inspections are required by the FAA.

Was the approval schedule required by the external approver(s) identified?

Acceptable

When did the program/department last receive approval?

As determined by the Federal Aviation Administration. These are unannounced visits.

When did the program/department last receive approval?

Unacceptable

Program needs to provide last visit date.

Is the reason why the program/department is required to receive this approval clear?

Unacceptable

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last

five years

Changes in program and revisions preclude any PET considerations.

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Unacceptable

Program did not respond to question as directed

Identify at least one example of improvements/revisions which resulted from the last Program Review.

It has been over ten years since the last program review. However, demand to provide trained/skilled aerospace manufacturers resulted in Amarillo College receiving the Wagner-Peyser 7(b) 'Education in Flight' grant. AC, in collaboration with Bell Helicopter/Textron, University of Texas at Arlington, and West Texas A&M University, will develop and implement an aerospace engineering and aerospace manufacturing academic program. The Aviation program is charged with the oversight of the aerospace manufacturing curriculum project.

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to

which this program/department values the Program Review process to make improvements/revisions.

Acceptable

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)
traditional classroom,

After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does

this department/program understand how it relates to the institution's future based on the Strategic Plan?

Program did not respond to question as directed

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

The development and implementation of the Aerospace Manufacturing A.A.S. Degree. Provide seamless transfer from a certificate into an associate degree.

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Mr. Ed Nolte, Chair, Industrial & Transportation Technologies Division

Dennis Moseley, Instructor, Aviation Maintenance Technology

Joe Gandy, Instructor, Aviation Maintenance Technology

Richard Whitaker, Instructor, Aerospace Manufacturing

Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable

Explain the primary reasons behind the competencies that were selected.

Competencies and outcomes for the Aviation Maintenance Technology curriculum are addressed by United states Code of Federal Regulations, Title 14, Part 141, Section 1 (14 CFR 141.1).

Competencies and outcomes for the Aerospace Manufacturing curriculum were developed in partnership with Bell Helicopter/Textron.

Do the selected competencies appear to be valid?

Acceptable

Competencies selected need to be listed. It is hard to gather the competencies selected based on the information provided.

Identify the primary reasons for the assessment tool(s) selected.

Assessment tools are based on 14 CFR 141.1 and industry input.

Will the assessment tool(s) selected provide valid and reliable results?

Acceptable

Evaluate the assessment approaches to date.

Students must complete a minimum 400 hours of documented instruction in general aviation skills, 758 hours in airframe and 752 hours in power plant. When all skills are mastered, AC faculty provides documentation to the FAA allowing the student to undergo the federal exams. The FAA documents the

Will the assessment approaches(s) selected provide valid and reliable results?

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

Review the 2006 Statewide Licensure Report.

Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

Unacceptable

Program did not respond to question as directed. No analysis was provided.

What changes have been made in the curricula of the program/department because of the analysis of these results?

No curriculum changes are programmed based upon these results.

Have any changes been made in the curricula because of the analysis of these results?

Acceptable

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

Review Table 4G: Unduplicated Annual Count of Students Receiving Degrees and Certificates.

The Aviation Program experienced large growth between 2003 and 2005. Bell Helicopter went into full production of the V-22 Osprey with banner headlines after an operational pause of two years. In addition, Bell began a program to upgrade and refurbish the aging fleet of UH-1 and AH-1 helicopter platforms. The V-22, UH-1Y, and AH-1Z projects created a renewed demand for aerospace manufactures. The demand for these skilled personnel will remain constant for the foreseeable future. However, we predict that the number of completers will level off to approximately 40 -45 annually.

The bubble created by the demand for aerospace manufacturing graduates also revigorated the aviation maintenance curriculum of study. The aviation maintenance certificates and A.A.S. Degree experienced over 100% increase in contact hours and completers over the past 5 years.

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Provide the program's/department's plan

of action for improving any identified problem or results from the implementation of the plan of action.

The demand to educate students in aerospace manufacturing beyond a certificate is coming to fruition. The Wagner-Peyser grant is the means to achieve this objective.

Will the plan of action likely improve the number of course completers?

Acceptable

No specific plan was provided. Program needs to provide more information about a plan of action.

Does the program/department provide for alternative methods of awarding credit?

Credit for Experience

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

Acceptable

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Unacceptable

Program did not respond to question as directed

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to

documentation which verify the assessment results been included?

Unacceptable

Program did not respond to question as directed

Outline a plan for correcting any weaknesses.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Unacceptable

Program did not respond to question as directed

Do students/graduates in this program/department have to be certified or licensed?

yes

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.

Accurate data is unavailable.

Provide a plan of action for the identified

problem.

Job placement for aerospace manufacturers is dependent on Bell Helicopter/Textron's contract with Department of Defense for the assembly of the V-22, AH-1Z and UH-1Y projects. During the recent hiring freeze enacted by Bell, twelve graduates of the aerospace manufacturing certificate found employment with other local manufacturing/production companies (Amarillo Gear, Headsets Inc., Composite Shapes) because of the skills learned in this program.

The demand for licensed Airframe and Power plant Mechanics will continue to increase exponentially over the next five years due to the aging workforce and increase in air travel.

IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

Acceptable

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any

increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an

explanation of the job placement success during the past five years? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Unacceptable

Program did not respond to question as directed

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?

Unacceptable

Program did not respond to question as directed

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

yes

Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

Continue As Is

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

How many curricula changes were approved by the Academic Affairs Committee during the past five years? Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to

the Academic Affairs Committee?

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Is any program within the department a technical program (e.g. AAS or certificate)?

When was the last Advisory Committee meeting?

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

If the department offers an AAS

and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there

is more than a one-year anomaly.
If so, provide the faculty and staff
analysis of their assessment of the
problem.

**Does the analysis by the faculty and
staff of this data address any obvious
problems/declining statistics?**

Unacceptable

Program did not respond to question as
directed

Create an action plan for needed
improvement and commendation for any
dramatic improvement.

**Does the action plan or
commendation address the problem
addressed within the analysis? Does
it appear that implementation of the
action plan will resolve the problem
and correct the decline?**

Unacceptable

Program did not respond to question as
directed

**Does the External Review Committee
have any other analysis or
recommendations for increasing
enrollments based on the**

program/department's data?

Unable to answer until further information provided

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations

for increasing the number of students majoring in this program/department based on this program's/department's data?

Unacceptable

Program did not respond to question as directed

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department.

Explain any increase or decrease that is more than a one-year anomaly.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Unacceptable

Program did not respond to question as directed

Provide an action plan for improvement of any identified problem.

Does the action plan or commendation address the problem addressed within the analysis? Does

it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

Unacceptable

Program did not respond to question as directed

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem.

Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Unacceptable

Program did not respond to question as directed

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

If any full-time faculty member (or Board-appointed faculty member)

has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.

Unacceptable

Program did not respond to question as directed

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Unacceptable

Program did not respond to question as

directed

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Unacceptable

Program did not respond to question as directed

Which of the following library collections/resources/services have been used by faculty, staff and/or students

within the past five years? (Select all that apply.)

Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Unacceptable

Program did not respond to question as directed

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Unacceptable

Program did not respond to question as directed

Does your program/department have discipline accreditation?
How has the library participated in this

discipline's accreditation?

Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

Unacceptable

Program did not respond to question as directed

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?

Unacceptable

Program did not respond to question as directed

What improvements would ensure that students use technology?

Does the program's /department's answer include improvements that

would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Unacceptable

Program did not respond to question as directed

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

What changes need to be made to prevent violations of this nature?

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.

Unacceptable

Program did not respond to question as directed

What changes need to be made to prevent violations of this nature?

Program did not respond to questions. Unable to provide recommendation until further information is provided.

Which support services need to be strengthened to better serve students in this program/department?
Explain what aspects of the services need to be strengthened.

Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Unacceptable

Program did not respond to question as directed

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

Are recommendations to assure a healthy, safe and secure

environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?

Unacceptable

Program did not respond to question as directed

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

Unacceptable

Program did not respond to question as directed

Budget

Which program/department outcomes have resulted in budget requests to date?

Have any of this

program's/department's outcomes resulted in budget requests to date? If not, why not?

Unacceptable

Program did not respond to question as directed

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Unacceptable

Program did not respond to question as directed

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

If no, explain what is inaccurate.

IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?

Unacceptable

Program did not respond to question as directed

IF anything appears to be inaccurate, identify the apparent violation.

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

Are the references in compliance with SACS approved statement?

Which reference is not in compliance?

Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are

all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Unacceptable

Program did not respond to question as directed

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

Other

State any additional comments/concerns which may impact this program/department during the next five years.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

Unacceptable

Program did not respond to question as directed