The Comprehensive Instructional Program Review Report

1. **College:** College of alameda

   Discipline, Department or Program: Aviation Maintenance Technology

   Date: October 14, 2016

   Members of the Comprehensive Instructional Program Review Team:
   Hoi Ko, Department Chair

   Members of the Validation Team:

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2. **Narrative Description of the Discipline, Department or Program**:

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

The program is a degree and certificate program in aviation maintenance degree, and airframe and powerplant certificates. The program is fully articulated with the CSU system.

The Department actively promote enrollment to local communities, and increase student success by providing tools and books loan to financially challenged students and work cohesively with the various services to enhance student successes.

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3. **Curriculum**:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

The program is currently reexamining its curriculum for currency and compliance with the mandated FAA curriculum.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

Curriculum has been reviewed and inactive courses have been deactivated. All course outlines of all active courses have been updated.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

Industry demands and current trend in aircraft modernization in advance technology, in order to better prepare student for the industry, advance electronics/avionics is a discipline needed to prepare students for the wire by wire technology.

Furthermore, new and advance mockup, testers and shop equipment is needed to better prepare students in the modernization for the current curriculum.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

1. Airframe Technology Completion Certificate
2. Power Plant Technology Completion Certificate
3. Aircraft Maintenance Technology Associate Degree

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Program and Student Learning Outcome is specifically stated on the website and in the syllabi issued to the students.

http://web.peralta.edu/ge-assiciate/Airframe-Technician.html; http://web.peralta.edu/ge-assiciate/Powerplant-Technician.html

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1.
  Facility improvement – removal of antiquated equipment, manuals, furniture and rearrangement and the acquisition of student furniture and update of facility wifi system to improve students' learning environment and student life at the airport campus.

  Improvement 2.

Conversion of two classrooms to provide multi-media for classroom presentation.

Improvement 3.
Increased comprehension for students with special challenges from added departmental services – peer tutorial by senior student through intradepartmental student aid; and loan-a-tool program for financially challenged students

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1.
  Continued on updating equipment and program curriculum to ensure consistency with current industry standard; to better prepare our graduates to meet the current skill demands from the industry.

  Sample:
  Many of the program equipment and materials are military surplus that date back to the 1990's, which have be replaced by newer technology and advanced materials. Although skills are taught; however, the inability of the department to use equipment, tools and materials similar to those that are currently used in the industry only means we may be training our students to antiquated equipment and the use of antiquated materials, not properly preparing our students to face the more up-to-date industry.

  Plan 2.
  To expand curriculum to include avionics and advanced electronics, to train students for the fly-by-wire technology, and to enter into the future development of drone. And in the certification for a state recognized certificate accepted in the airlines industry.

APU 2015/2016 –
"Department curriculum is mandated by the FAA to be an independent and inclusive of basic knowledage and skill as maintenance technicians, these basic knowledge and skills extends into all other CTE program, such as analytical skills, math and physical science, mechanical, electrical and hydrauic mechanical, and computer skills enable students to be able to move into other CTE field if so desired.

Due to the modernization of aircraft, the FAA is now looking into expanding the required curriculum into advanced avionics, human factors and advance composite, which would better prepare students for the aviation and other non-related fields."

  Plan 3.
  Creating pathways to current job market for students' placement and to link the department with high school and at-risks community and financially challenged population, and to better service the local aviation industry in the Greater Bay Area.

  Sample:
  The AMT program has met with OUSD and is active in the participation in the Pathway initiative to try to develop active link between high school and College of Alameda; active participation in the Travis AFB veteran retraining for its aircraft technicians; and working closely with the Oakland Aviation Museum for students internships and to allow high school students explore into a career in the aviation industry.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

Although it is the intent of the program to explore into a limited number of online projects, currently, there is no distance learning permitted by the FAA.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

NA

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

  The department is an active member in the shared governance process at the college and district, committees include:
  1. Curriculum Committee
  2. COA Safety and Facility Committee
  3. IT committee
  4. District Facility Committee

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

  Program level outcomes align directly with ILO no. 5 –

  5. "Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member"

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  60% of the total grade is based on students participations and hands-on practical projects, this is the foundation and mandates from the FAA.

- How has new technology been used by the discipline, department or program to improve student learning?

  1. Multimedia is used to showcase real events and practical projects in class on a limited basis, due to lack of smart classrooms at the COA AMT Airport campus.
  2. Field trips are taken to see actual aircraft in operation and lesson sometimes are conducted at the site.

- 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?

  The integrity and consistency in the academic standards are maintained by the frequent audits by the Department Chair and visits and audit by the Local FAA FSDO. Any inconsistency would result in the decertification of the program, and students are held to the highest standards in academic and attendance standards.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?
  NA
- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  Overall there is a steady rise in enrollment, although we experienced few drop during mid semester due to finance/family challenges and personal illnesses.

  In addition, there is a continued waiting list to get into the program, which fluctuate between 20 to 50 students in total waiting to enter the program, which can maximum hold 25 students per section due to FAA mandates.

  - Overall enrollment trends in the past three years

SEE DATA MATRIX NEXT PAGE

Term Campus Subject

1154 Alameda AMT

(Choose options left to right) </
Attendance Method 'X' classes Excluded.

SUBJECT OVERVIEW

Fall`15 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
AMT	8	166	166	35.66	1.70	37.36	1.82	0.93	0.33	3.08	12.13

Green: when productivity is 15 and above **Yellow:** productivity between 10 and 15 **Red:** productivity below 10

TERM COURSES

Fall`15 Alameda AMT

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
AMT:56	BASIC SCIENCE OF AMT	1	17	17	3.50	0.47	3.97	0.03	0.32	0.09	0.43	17.00	3.97	0.43	9.15
AMT:56L	BASIC SCIENCE OF AMT	1	17	17	5.00	0.67	5.67	0.38	0.00	0.10	0.48	17.00	5.67	0.48	11.81
AMT:58	SURVEY OF AMT	1	17	17	3.73	0.23	3.97	0.00	0.43	0.00	0.43	17.00	3.97	0.43	9.15
AMT:58L	SURVEY OF AMT	1	17	17	5.33	0.33	5.67	0.48	0.00	0.00	0.48	17.00	5.67	0.48	11.81
AMT:66	AIRFRAME SYS/REVIEW	1	24	24	2.88	0.00	2.88	0.02	0.18	0.00	0.20	24.00	2.88	0.20	14.40
AMT:66L	AIRFRAME SYS/REVIEW	1	24	24	4.80	0.00	4.80	0.32	0.00	0.00	0.32	24.00	4.80	0.32	15.00
AMT:70	THEORY/POWERPLANTS I	1	25	25	4.17	0.00	4.17	0.27	0.00	0.07	0.33	25.00	4.17	0.33	12.50
AMT:70L	THEORY/POWERPLANTS I	1	25	25	6.25	0.00	6.25	0.32	0.00	0.08	0.40	25.00	6.25	0.40	15.63
Grand Total		8	166	166	35.66	1.70	37.36	1.82	0.93	0.33	3.08	20.00	4.67	0.38	12.13

Resident and Non Resident Enrollment by Course

Fall`15 Alameda AMT

CATALOG	CATL DESCR	SECT	CENSUS	ENRL_TOTL	FTES TOTL	SECT	CENSUS	ENRL_TOTL	ENRL_INST	ENRL_OUST	ENRL_INTL	FTES TOTL	FTES_INST	FTES_OUST	FTES_INTL
AMT:56	BASIC SCIENCE OF AMT	1	17	17	3.97	1	17	17	15	1	1	3.97	3.50	0.23	0.23
AMT:56L	BASIC SCIENCE OF AMT	1	17	17	5.67	1	17	17	15	1	1	5.67	5.00	0.33	0.33
AMT:58	SURVEY OF AMT	1	17	17	3.97	1	17	17	16	1	0	3.97	3.73	0.23	0.00
AMT:58L	SURVEY OF AMT	1	17	17	5.67	1	17	17	16	1	0	5.67	5.33	0.33	0.00
AMT:66	AIRFRAME SYS/REVIEW	1	24	24	2.88	1	24	24	24	0	0	2.88	2.88	0.00	0.00
AMT:66L	AIRFRAME SYS/REVIEW	1	24	24	4.80	1	24	24	24	0	0	4.80	4.80	0.00	0.00
AMT:70	THEORY/POWERPLANTS I	1	25	25	4.17	1	25	25	25	0	0	4.17	4.17	0.00	0.00
AMT:70L	THEORY/POWERPLANTS I	1	25	25	6.25	1	25	25	25	0	0	6.25	6.25	0.00	0.00
Grand Total		8	166	166	37.36	8	166	166	160	4	2	37.36	35.66	1.13	0.57

SECTION DETAILS

Fall`15 Alameda AMT

ID	CATALOG	CATL DESCR	ATTEN	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1154241271	AMT:56	BASIC SCIENCE OF AMT	W	17	3.50	0.47	3.97	0.03	0.32	0.09	0.43	9.15
1154241272	AMT:56L	BASIC SCIENCE OF AMT	W	17	5.00	0.67	5.67	0.38	0.00	0.10	0.48	11.81
1154241300	AMT:58	SURVEY OF AMT	W	17	3.73	0.23	3.97	0.00	0.43	0.00	0.43	9.15
1154241301	AMT:58L	SURVEY OF AMT	W	17	5.33	0.33	5.67	0.48	0.00	0.00	0.48	11.81
1154243857	AMT:66	AIRFRAME SYS/REVIEW	W	24	2.88	0.00	2.88	0.02	0.18	0.00	0.20	14.40
1154243858	AMT:66L	AIRFRAME SYS/REVIEW	W	24	4.80	0.00	4.80	0.32	0.00	0.00	0.32	15.00
1154244588	AMT:70	THEORY/POWERPLANTS I	W	25	4.17	0.00	4.17	0.27	0.00	0.07	0.33	12.50
1154244589	AMT:70L	THEORY/POWERPLANTS I	W	25	6.25	0.00	6.25	0.32	0.00	0.08	0.40	15.63
Grand Total				166	35.66	1.70	37.36	1.82	0.93	0.33	3.08	12.13

Green: when productivity is 15 and above **Yellow:** productivity between 10 and 15 **Red:** productivity below 10

Retention by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
F15	Alameda	AMT	56	BASIC SCIENCE OF AMT	17	17	100.0%
F15	Alameda	AMT	56L	BASIC SCIENCE OF AMT	17	17	100.0%
F15	Alameda	AMT	58	SURVEY OF AMT	16	17	94.1%
F15	Alameda	AMT	58L	SURVEY OF AMT	16	17	94.1%
F15	Alameda	AMT	66	AIRFRAME SYS/REVIEW	24	24	100.0%
F15	Alameda	AMT	66L	AIRFRAME SYS/REVIEW	24	24	100.0%
F15	Alameda	AMT	70	THEORY/POWERPLANTS I	25	25	100.0%
F15	Alameda	AMT	70L	THEORY/POWERPLANTS I	25	25	100.0%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	AMT	56	BASIC SCIENCE OF AMT	17	17	100.0%	0	0.0%
F15	Alameda	AMT	56L	BASIC SCIENCE OF AMT	17	17	100.0%	0	0.0%
F15	Alameda	AMT	58	SURVEY OF AMT	17	16	94.1%	1	5.9%
F15	Alameda	AMT	58L	SURVEY OF AMT	17	16	94.1%	1	5.9%
F15	Alameda	AMT	66	AIRFRAME SYS/REVIEW	24	23	95.8%	0	0.0%
F15	Alameda	AMT	66L	AIRFRAME SYS/REVIEW	24	23	95.8%	0	0.0%
F15	Alameda	AMT	70	THEORY/POWERPLANTS I	25	24	96.0%	0	0.0%
F15	Alameda	AMT	70L	THEORY/POWERPLANTS I	25	24	96.0%	0	0.0%

Total Graded = any grade, including W
Success = A, B, C, or Pass
Success Rate = Success / Total Graded
Withdraw = Withdraw from class
Withdraw Rate = Withdraw / Total Graded

Retention by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
S16	Alameda	AMT	56	BASIC SCIENCE OF AMT	19	20	95.0%
S16	Alameda	AMT	56L	BASIC SCIENCE OF AMT	19	20	95.0%
S16	Alameda	AMT	58	SURVEY OF AMT	19	19	100.0%
S16	Alameda	AMT	58L	SURVEY OF AMT	19	19	100.0%
S16	Alameda	AMT	62	AIRFRAME SYSTEMS I	18	18	100.0%
S16	Alameda	AMT	62L	AIRFRAME SYSTEMS I	17	17	100.0%
S16	Alameda	AMT	64	AIRFRAME SYSTEMS II	16	17	94.1%
S16	Alameda	AMT	64L	AIRFRAME SYSTEMS II	16	17	94.1%
S16	Alameda	AMT	74	THEORY/POWERPLNTS II	20	20	100.0%
S16	Alameda	AMT	74L	THEORY/POWERPLNTS II	20	20	100.0%
S16	Alameda	AMT	76	ADV POWERPLANTS I	17	17	100.0%
S16	Alameda	AMT	76L	ADV POWERPLANTS I	17	17	100.0%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW
S16	Alameda	AMT	56	BASIC SCIENCE OF AMT	20	19	95.0%	1
S16	Alameda	AMT	56L	BASIC SCIENCE OF AMT	20	19	95.0%	1
S16	Alameda	AMT	58	SURVEY OF AMT	19	19	100.0%	0
S16	Alameda	AMT	58L	SURVEY OF AMT	19	19	100.0%	0
S16	Alameda	AMT	62	AIRFRAME SYSTEMS I	18	17	94.4%	0
S16	Alameda	AMT	62L	AIRFRAME SYSTEMS I	17	17	100.0%	0
S16	Alameda	AMT	64	AIRFRAME SYSTEMS II	17	16	94.1%	1
S16	Alameda	AMT	64L	AIRFRAME SYSTEMS II	17	16	94.1%	1
S16	Alameda	AMT	74	THEORY/POWERPLNTS II	20	20	100.0%	0
S16	Alameda	AMT	74L	THEORY/POWERPLNTS II	20	20	100.0%	0
S16	Alameda	AMT	76	ADV POWERPLANTS I	17	16	94.1%	0
S16	Alameda	AMT	76L	ADV POWERPLANTS I	17	16	94.1%	0

Total Graded = any grade, including W
Success = A, B, C, or Pass
Success Rate = Success / Total Graded
Withdraw = Withdraw from class
Withdraw Rate = Withdraw / Total Graded

- An explanation of student demand (or lack thereof) for specific courses.

Students demand is due to current industry demands for graduates who successfully finished the program and obtaining their FAA Airmen Technician certification.

In addition, due to lack of similar program in the Northern California Region, and the limited number of intake by each of these program, the demand continues to grow with graduate high school students and those workers in the industry looking to upgrade, and those who are retraining for their second career (reentry students are also on the rise).

- Productivity for the discipline, department, or program compared to the college

  productivity rate.

Productivity rate is consistent with the institution rate; however, these growth also bring in new challenges when qualified and willing teachers are hard to find. Having only two full time instructors, much of the program is taught by adjunct instructors, this sometimes creates inconsistency, thereby, may affect the retaining rate, which at current is around 95% to 99% students retaining rate.

Please insert the data chart here

College productivity rate _____

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Jobs is the one drive force behind the overwhelming interest into the program, 70% to 80% of graduates of both certificates and obtaining the FAA certificate find jobs within 12 months.

Second is the huge cost disparity between a private school of the same program as compared to community colleges program is between $45,000 VS $3,600.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

From student surveys, majority of our students works full time or three quarter time during the day, evening program would be ideal for these students whom we served; although, we are planning to extend the program to include day schools to facilitate pathways into the program from high schools.

- Recommendations and priorities.

In order for the department to expand or to build a more inclusive program for the aviation industry and the local companies who hire our graduates, we must have stability and consistency in faculty and staff. The need to hire 1 additional full time faculty and an additional staff would be the first priority at hand.

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6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

Program is a FAA mandated cohort program and classes must be taken in sequent; therefore, very few students would not finish/drop out from the program. Currently, maximum percentage of incompletion or drop out is between 1 to 3 percents.

Course 1._____ _____
(course name and number) rate

Course 2. ._____ _____
(course name and number) rate

Course 3. ._____ _____
(course name and number) rate

Course 4. ._____ _____
(course name and number) rate

ETC.

Discussion:

Thus far, rationale for student dropping out and returning in the following semesters is:

1. Financial need and not qualifying for college financial aids
2. Illness
3. Family emergencies

Seeing the needs, the department has creating internal programs such as loan-a textbook, loan-a tool and coverall, and peer tutorial group taught be senior student. These programs have proven success which increases the retaining rate.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

  NA
  College course completion standard _____
  NA

  Please insert the data chart here or complete the section below.

  Department/discipline Distance Education (100% online) course completion rates:

  Course 1._____ _____
  (course name and number) rate

  Course 2. ._____ _____
  (course name and number) rate

  Course 3. ._____ _____
  (course name and number) rate

  Course 4. ._____ _____
  (course name and number) rate

  ETC.

  Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

  NA

- Describe the discipline, department, or program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

See above

College retention standard _____

Discipline, department, or program retention rates

Year 1._____

Year 2. ._____

Year 3. ._____

Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount _____Two (2)____

  Part-time faculty headcount ___Five (5)___

  Total FTEF faculty for the discipline, department, or program _____

  Full-time/part-time faculty ratio _____

  Classified staff headcount _____One (1)___

- Describe your current utilization of facilities and equipment.

Utilization of the facility is now at about 80%; equipment is at 90%

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Each semester for the upcoming three years is programmed to hold 6 sections per semester, which include 12 classes being taught by one and three quarter full time faculty and 4 adjunct. Although the department has the student demand to add an additional cohort with the proven waiting list that has been at over 30 students each of the past 2 years, the maximum workload by an adjunct faculty would create inconsistency to meet college standards; therefore, an addition full time faculty is thereby requested to improve program stability and consistency.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
  Key technology needs would be to upgrade current equipment, facility infrastructure and IT accessibility. Also move toward curriculum development of an avionics program toward the fly-by-wire technology.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
  Bring the facility up to code in electrical and ADA compliances, HVAC, etc.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

- 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.
  1. **Curriculum committee**
  2. **Facility and safety committee**
  3. **District facility committee**
  4. **College IT committee**
  5. **Various hiring committee**

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

  1. Outreach to high school

2. Holding high school days at the department through pathway grants
3. Board member for the Oakland Aviation Museum to promote internships and collaborations

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

Holding periodic meeting and discussion

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  Faculty internship back in the industry, airlines make internship available to faculty; however, time and expenses has to be supported through staff development funding.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

  1. The first goal is to continue to seek funding for additional full time instructors and proactively seek out potential adjunct faculty during the next three years – to create stability and consistency in faculty staffing, and to build a better foundation for potential expansion of additional cohort of students into day classes.
  2. Continue with efforts to build high school pathways – establishing a feeder system and to promote the aviation opportunities to the K-12 system.
  3. To continue to upgrade current curriculum and its associated equipment and materials to meet today's industry standards.
  4. Integrating the Airport Campus with the main Campus students Services to improve student successes – counseling, financial aid, DSPS, Veteran Center and library services.
  5. Increase the use of interaction with student through the use of online services.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:** To continue to upgrade current curriculum and its associated equipment and materials to meet today's industry standards

  Activities and Rationale: update current curriculum and develop new curriculum for avionics – to meet modern day aircraft demand for advance avionics and fly-by-wire technology.

- **Goal 2. Assessment:** Integrate teaching software (canvas) to expand on student access to worksheets and projects paperless. Create 2 additional smart classrooms

  Activities and Rationale: Faculty to increase the use of online homework and enable better time management for our working adult.

- **Goal 3. Instruction:** Promote program and instructional stability and consistency.

  Activities and Rationale: continue to seek funding for an additional full time instructor and proactively seek out potential adjunct faculty – to create stability and consistency in faculty staffing, and to build a better foundation for potential expansion of additional cohort of students into day classes.

- **Goal 4. Student Success:** Providing full student services to students at the airport campus.

  Activities and Rationale: Integrating the Airport Campus with the main Campus students Services to improve student successes – counseling, financial aid, DSPS, Veteran Center and library services. Majority of airport campus students work full or ¾ time, and often not aware of the assistance which are available to them.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:** Build pathway with local high schools

  Activities and Rationale: Continue with efforts to build high school pathways – establishing a feeder system and to promote the aviation opportunities to the K-12 system. Develop Faculty Internship back in the aviation industry.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary

College: **College of Alameda**

Discipline, Department or Program: **Aviation Maintenance Technology**

Contact Person: **Hoi Ko, Department Chair**

Date: **October 14, 2016**

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	**One additional full time faculty**	**1**	**$100,000**	Goal 3 page 12	1 to 5
Human Resources: Classified	**One additional full time staff**	**3**	**$60,000**	Goal 3 page 12	1 to 5
Human Resources: Student Workers	**On-going 4 student workers**	**3**	**$6,000**	Goal 3 and 4, Page 12	1 to 5
Technology	**2 Smart classrooms**	**2**	**$20,000**	Goal 1 and 2, page 12	2
Equipment	**1. Advance avionics 24 students learning kits** **2. Engine value grinder** **3. Oxygen system mockup** **4. NDT Magnetic particle inspection machine** **5. Ultrasonic inspection machine**	**2**	1. **$15,000** 2. **$12,000** 3. **$10,000** 4. **$20,000** 5. **$10,000** **Total: $67,000**	Goal 1, 2	1, 2, 5
Supplies	**1. Carburetor rebuild kits** **2. Magneto rebuild kits** **3. Special fasteners (cherry rivets and blind rivets)** **4. Aircraft fuel for engine run** **5. Expandable items**	**1**	1. **$2,000** 2. **$4,000** 3. **$2,000** 4. **$2,000** 5. **$3,000** **Total: $13,000**	Goal 1, 2	1, 2, 5
Facilities	**1. Alarm system for emergency doors** **2. Paint booth (upgrade)** **3. HVAC upgrade** **4. Building upgrade to meet codes (ADA)**	**3**	1. **$10,000** 2. **$50,000** 3. **$100,000** 4. **$200,000**	Goal 1	2

	5. Additional 2 smart classrooms		**Total: $360,000**		

Professional Development	**Faculty – industry internship for faculty and staff members**	**3**	1. **$20,000**	Goal 5	2, 3, 4, 5
Other (specify)					

Appendix B

PCCD Program Review
Alignment of Goals Template

College: College pf Alameda

Discipline, Department or Program: Aviation Maintenance Technology

Contact Person: Hoi Ko, Department Chair

Date: October 14, 2016

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. To continue to upgrade current curriculum and its associated equipment and materials to meet today's industry standards.	1, 2, 5	B B-2; C – C2
2. Integrate teaching software (canvas) to expand on student access to worksheets and projects paperless. Create 2 additional smart classrooms.	1, 2	A – A1; C-2
3. Promote program and instructional stability and consistency.	1, 2, 3, 4, 5	C – C1; D – D1
4. Providing full student services to students at the airport campus.	1, 3, 4, 5	A – A2, A3, A4
5. Build pathway with local high schools; Develop Faculty Internship back in the aviation industry.	4, 5	B – B2; D – D1
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: College of Alameda

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team

_____	_____	_____
Print Name	Signature	Date

Validation Team

_____	_____	_____
Print Name	Signature	Date

Received by Vice President of Instruction

_____	_____	_____
Print Name	Signature	Date

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

* Academic Excellence

* Budgetary Competence

* Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.