

College of Alameda

Annual Program Update

2014-2015

I. Overview

BI Download:	September 19, 2014	Dept. Chair:	Hoi Ko
Subject/Discipline:	Aviation Tech/ Ops	Dean:	Dr. Charlene Perlas
Campus:	College of Alameda		
Mission Statement	The AMT program's mission is to provide an affordable alternative in preparing to be aviation maintenance technicians, meeting the Federal Aviation Regulation Part 65.		

II. Enrollment – *see department specific data sheet*

III. Student Success– *see department specific data sheet*

IV. Faculty –

SUB	SECT	CENSUS	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	2	49	13.37	0	0	0.92	0.92
SP14	4	99	27.68	0.98	0.3	0.55	1.83

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

The AMT program meets mandated curriculum administered by the US Federal Aviation Administration (FAA), which qualifies graduating students for the aircraft maintenance technician certification. The US economic projected growth for aircraft maintenance technicians is 3 to 7%, while California's expected job availability averaged at 450 openings per year until 2022. The aviation industry is expecting high employment demands due to aging workforce and expanding market.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

The AMT program teaches various skill sets (electrical, mechanical, sheet metals, traditional and turbine engines, etc), these skill sets are transferrable to other industries such as light rails, rapid transit, elevator, automotive, etc. AMT graduates are in

greater demand by other industries due to the fundamental trait emphasized throughout the program focused on safety. Program consists of 60% lab and 40% lecture, this further develops and nurture applied workmanship in every graduate.

VI. Course SLOs and Assessment

	Fall 2014
Number of active courses in your discipline	Nine (9)
Number with SLOs	Nine (9)
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	
% Assessed/SLOs	

AMT department assessment is done in three phases –

1. The specific curriculum must reflect any change and new mandates from the FAA.
2. Through an advisory board with members from various sectors within the Aviation Maintenance Area, currency and job applicability are addressed. Curriculum may be modified when changes are needed.
3. Internal review by the faculty in the assessment of shop projects, tools and equipment to ensure currency in practical projects and tools can keep in pace with industry's changes.

1. The FAA has accepted the AMT curriculum as meeting Federal Mandates and covering all required topics and curriculum modules.
2. The AMT program is in the process of re-establishing an advisory board and board members from major airlines and aerospace companies have accepted the invitation to be member of the AMT advisory board.
3. An internal review of the curriculum has revealed duplications of topics, and misalignment lecture and lab contents within the approved topics.
4. During the internal assessment, it has been discovered that after extended shut down period from 2011 to 2013, the AMT program has numerous equipments and tools missing or not operational and must be replaced.
5. Internal assessment has also revealed misalignment of topics with other Bay Area's similar AMT programs.
6. The internal assessment has also covered the physical facility which has revealed numerous health and safety issues and inadequacies in the building, lightings, etc.
7. Students' interests has created long waiting list to enrol for the program; however, lack of qualified instructors in the area continues to play a major role recruitment leading to the program's inability to expand.

1. The tool room staff is in the process of detail audits of all tools and equipments and reorganizing them.
2. Detail clean up has been accomplished to ensure a safe environment for students and staffs.
3. Numerous work orders have been generated for building deterioration and deferred maintenances, and to address other health and safety issues at the airport campus, although many such items has been addressed, there are still many outstanding items needs to be addressed.
4. Additional adjunct faculty has been recruited to build a qualified instructor pool to address future expansion of the program.
5. The process of realigning the AMT curriculum internally has been initiated among the faculty.
6. Adding additional fulltime instructor to expand the AMT program.
7. Request funding to develop an advance avionics program to meet current demands from the aviation industry, this is mainly for workers already in the industry and graduating students alike.

VII. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	Two Certificates –Airframe and Powerplant. This leads up to an Associate Degree
Number with Program Learning Outcomes	Two (2)
Number assessed	
% Assessed	
Describe assessment methods you are using	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.	

VIII. Strategic Planning Goals

<p>Check all that apply.</p> <p><input type="checkbox"/> Advance Student Access, Success & Equity</p> <p><input checked="" type="checkbox"/> Engage our Communities & Partners</p> <p><input checked="" type="checkbox"/> Build Programs of Distinction</p> <p><input checked="" type="checkbox"/> Create a Culture of Innovation & Collaboration</p> <p><input checked="" type="checkbox"/> Develop Resources to Advance & Sustain Mission</p>	<p>Engage our Communities & Partners –</p> <ol style="list-style-type: none"> 1. Pathway program to develop linkages with high schools 2. Articulating with FedEx for Job development and possibly internships for students <p>Build Programs of Distinction –</p> <ol style="list-style-type: none"> 1. Encourage student to apply for industry academic scholarships 2. Articulate with CSU for transfer <p>Create a Culture of Innovation & Collaboration –</p> <ol style="list-style-type: none"> 1. Working with other local colleges to realign curriculum to enable students transfer of working adults 2. Facilitating departmental students activities to develop unity and collage pride <p>Develop Resources to Advance & Sustain Mission –</p> <ol style="list-style-type: none"> 1. Solicit donation of surplus materials and equipments from the aviation industry
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IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Action Plan

The AMT program geared toward satisfying the academic and practical Federal Regulations (FAR65/FAR147) for individuals to become certificated by the Federal Aviation Administration (FAA), qualifying them as Aircraft Maintenance Technician and be employable by airlines and repair stations/companies, meeting the fundamental goals of CTE programming.

The self assessment conducted has revealed many challenges in facility, alignment of curriculum, recruitment of qualified aviation instructors, and antiquated equipments and tools. These shall be address in the following action plan:

1. Health and safety issues shall be the foremost concern and be addressed immediately –
2. Replacement of antiquated equipments and tools at the department
3. Realignment of curriculum
 - a. Formalize the advisory board by the beginning of the semester.
 - b. Allocate budget for non-instructional pay for adjunct and fulltime instructors to focus on completing changes in the curriculum and submit to CCM for approval.
 - c. Realignment shall include realignment with other local colleges with similar program.
4. Expansion of program
 - a. Working with Office of Instruction and Program Dean to plan for an addition of another fulltime instructor.
 - b. Plan to expand shall include the possibility of have morning sessions
 - c. Additional manpower has to be planned to having staff to cover for morning and evening sessions.
 - d. Seek funding for the development of a viable avionics program.

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

1. **An addition of a fulltime instructor** – stabilizing the program and to expand to accommodate students on the waiting list.
2. **An addition of a part time classified staff** – to cover daytime classes
3. **Additional funding for student assistant.**

Please describe and prioritize any **equipment, material, and supply** needs.

Purchasing required machinery as required by the curriculum, examples include:

1. Valve grinding machine
2. Magneto testing machine
3. Generator and starter test stand
4. Downdraft ventilating workbench for composite projects
5. Ground Power Supply generator for 12 and 28 volt aircraft usage
6. Magneto timers
7. Ultrasonic tester
8. Cherrymax rivet gun
9. Hydraulic power generator (GSE), etc.
10. Engine hoist
11. Forklift

Please describe and prioritize any **facilities** needs.

Working through the business office and Peralta District office to correct all discrepancies in meeting building codes and develop a safe school environment, such as

1. Proper lighting in general outside areas and school main entry point.
2. Fixing all gutters to facilitate proper drainage
3. Replenishing all first aid supplies
4. Activating the emergency blue phones
5. Fixing all heaters for classrooms and shops, etc.

College of Alameda

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!

District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

Strategic Focus for 2014-2015: 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 & 2014-2015 Institutional Objectives	
A: Advance Student Access, Equity, and Success	<p>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.</p> <p>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.</p> <p>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.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>