

COUNCIL ON AVIATION ACCREDITATION

GUIDE TO PREPARATION OF THE VISITING TEAM REPORT

FORM 109

The outline which follows is intended as a guide to preparation of the CAA Visiting Team Report. The completeness of the Team Report directly affects the ability of the Accreditation Committee and the Board of Trustees to arrive at sound accreditation decisions; therefore, this format should be adhered to and all topics should be covered with attention both to factual information and the quantitative and qualitative evaluation of that information. Use of information in the Self Study Report and other documents to make the Visiting Team Report complete is acceptable; however, do not simply refer to information in such documents because the reader may not have them; the Visiting Team Report must stand alone.

In each major section of the report, beginning with Section **III. Organization and Administration** and continuing through **Section IX. Program Assessment**, report the team's findings in the context of a brief narrative and close each section with these elements: Strengths, Weaknesses, Suggestions, and Recommendations. Recommendations must be addressed by the visited institution; suggestions are considered informational. For the team to make a recommendation, the institution must be in **non-compliance** with a CAA standard included within the context of a "MUST" statement in the Standards Manual. For each recommendation include the reference to the CAA Standards Manual. (Example: Utopian University needs to add a three credit hour course in concepts of calculus in its Aviation Management program. CAA 4.2.1.)

Attachment 1 is a format/style guide for the final report.

I. Cover Page

1. Visiting Team Report
2. Name and location of institution.
3. Title of program visited.
4. Names and status of Visiting Team members (chair or member), and members-in-training and observers, if any.
5. Dates of the visit.

II. Introduction

1. Size, brief history, type (i.e., private, public, etc.) and purpose(s) of the institution.
2. How the institution is organized (e.g., into colleges, schools, etc.).
3. History, size, and purpose of the aviation unit.
4. Mission and objectives of the aviation unit and plans for attaining them.
5. Any inappropriate objectives or any discrepancies between stated objectives and the Team's impressions of what the actual objectives are. (Are they realistic? Are they attainable?)
6. Goals and objectives: Do they reflect CAA criteria and standards?
7. Other information which may be helpful in understanding the characteristics of the institution and aviation program.
8. For reaffirmation: Does the published and electronic literature of the institution accurately reflect the current CAA accreditation status of each program?
9. Names and positions of persons interviewed.

III. Organization and Administration

1. Administration's view of the goals of the aviation program.
2. Aspirations of the administration regarding the aviation program.
3. Administration's plan for supporting the program commitment to aviation education. (Is it realistic?)
4. Methods for establishing program priorities.
5. Upper administration views regarding program status. (Is the program viewed as an identifiable academic unit on campus?)
6. Aviation program administration organization and its relationship to the administration of the parent institution.
7. Opportunities for equal representation of faculty on faculty groups within the institution.
8. Rationale for allocation of funds within the college or school.
9. Faculty recruitment procedures and criteria used for promotion within the college.
10. Budget analysis. (Is the budget based on stable funding and is it adequate?)
11. Methods used for distributing travel funds among aviation faculty members.
12. How the program is evaluated and updated or modified when and where appropriate.
13. Faculty data: salaries; teaching loads; and policies regarding support of faculty growth and development.
14. Involvement of faculty in the development of policies and procedures for achieving program objectives.
15. Faculty involvement in setting priorities in program planning.

16. Aviation administrator's academic, professional and administrative qualifications.
17. Aviation administrator's responsibilities.
18. Responsibility and authority of the aviation administrator. (Are they commensurate?)

IV. Curriculum

1. Degree title and credit hours required.
2. Other degree programs administered by the aviation unit.
3. Course requirements in relation to CAA minimum recommended hours in the five categories.
4. Thrust of the curriculum with respect to the program objectives stated in the Self-Study Report.
5. Required mathematics and science. (Are they appropriate and do they support technical courses in the program?)
6. Sequencing of courses and the appropriateness of prerequisites.
7. Course coverage. (Is course content broad enough to allow the student to continue growth and development?)
8. Laboratory course components. (Are they well coordinated with lecture components?)
9. Instructional techniques. (Are any unique or innovative techniques being used?)
10. Latitude of choice and arrangement of free electives.
11. Provision for accelerated study for those who have mastered areas of the program.
12. Provisions for problem-solving courses, seminars, and independent study to allow for differences in learning styles among students.

13. Existence of outlines for all courses in a standard format. (Each outline should contain, at the minimum, course description, course objectives, topical outline with approximate percent of time spent on each topic, and instructional materials used such as a textbook.)
14. Size of class enrollments.

V. Faculty

1. The professional and academic qualifications of each faculty member.
2. Level of dedication, attitude toward students, and esprit-de-corps among faculty members.
3. Faculty's view of the:
 - a. Administration's level of support;
 - b. Administration's opinion of program;
 - c. Administration's opinion of aviation graduates' role in industry;
 - d. Degree of interaction between the aviation program administrator and faculty.
4. Faculty recognition of the mission, goals, and objectives of the academic unit.
5. Adequacy of the teacher evaluation system.
6. Basis for instructional loads and their appropriateness.
7. Relationship between faculty qualifications and teaching areas assigned.
8. Number of faculty and supporting staff; distribution of rank; faculty/student ratio.
9. Policies on appointment, retention, promotion, tenure, etc. (Do formal policies exist and are they understood and accepted by the faculty?)
10. Opportunities for service, research, and publication.

11. Faculty salary and benefit program and its adequacy in relation to faculty elsewhere in the institution and in comparable institutions in the region.
12. Whether, to what extent, and how successfully faculty is involved in consulting, professional association and society activities, writing for publication, research, and continuing education.

VI. Students

1. Students' impressions of the program.
2. Student views of the aviation graduate's role in the aviation profession.
3. Student recognition of the mission, goals, and objectives of the academic unit.
4. Student attitudes and morale.
5. Availability of scholarships, student aid, and employment for aviation students.
6. Student organizations and how active they are.
7. Student participation in honors programs, and course and faculty evaluations.
8. Student views of advising and counseling procedures.
9. Student quality in relation to other students on campus.
10. Admission, retention, and record-keeping policies in the aviation program. (Note any program/institution-wide policy discrepancies.)

VII. Facilities, Equipment and Services

1. Adequacy of campus and airport physical facilities in terms of space, lighting, temperature and humidity, maintenance, etc.
2. Extent to which office space provides comfort for working and privacy for counseling.
3. Cooperation between the aviation program and areas offering supporting courses.
4. Availability of upper division courses to students in the supporting disciplines.
5. Library holdings and location of holdings.
6. Annual library appropriations available to the program and how they are spent.
7. Use of library holdings and A/V materials by the faculty and students in the program.
8. Cooperation between the aviation unit and institutional offices (e.g., counseling and testing, placement, admission, library, and other similar areas).
9. Adequacy of computer lab facilities for students on campus and airport.
10. Aircraft and training device fleet evaluation in terms of adequate number and use, appearance, condition, state of the art equipment and a replacement plan for obsolescence.
11. Condition and current teaching value of all laboratory equipment for aircraft maintenance and avionics programs.
12. Existence of a comprehensive safety program/plan and adherence by all students/staff.
13. Availability of adequate media equipment for classrooms.

VIII. Relations with Industry

1. Existence of a formal industry advisory committee. (If one does not exist, why not? If one does, evaluate its program objectives and its composition in terms of the backgrounds of its members.)
2. Relationship between the aviation program and the practicing professionals in the industry. (How does industry support the program? How does the program support industry?)
3. Employer and alumni surveys. (Are they conducted on a regular basis to ascertain their views on the quality of the program? If not, why? If so, evaluate the latest survey.)
4. Information on current research performed and/or under way within the aviation unit.
5. Existence of a formal co-op and summer work experience program, and, if one exists, how it functions and its effectiveness as a program adjunct.

IX. Program Assessment

1. The quality and depth of the institution's written assessment plan
2. Comprehensive program assessment techniques and their effectiveness, with particular attention to outcomes evaluation (i.e., to measures which indicate that students are gaining the intended goals and objectives of the program).
3. Results of the most recent program evaluation and plans to alleviate any weaknesses identified.
4. Future goals of the program.

X. Summary of Strengths, Weaknesses, Suggestions and Recommendations

Include a summary of all strengths, weaknesses, suggestions and recommendations reported throughout the report under each of those headings and numbered consecutively. This summary operates as a convenience to any entity reviewing the report.

ATTACHMENT 1

TEAM REPORT

FORMAT/STYLE GUIDE

The purpose of the Format/Style Guide is to assist team members and chairs in the development of the Final Report of the Accreditation Team's Visit. The establishment of styles or formatting and instructions will provide a consistent appearance in all reports submitted to institutions. The attached "template" assigns styles and describes formatting commands to simplify the formatting process. The template will be sent to all team members prior to a visit to aid in development of the visiting team report.

Fonts:

AvantGarde, 12 pt., section headers all CAPS, centered.

Galliard, 12 pt., subsection headers underlined, left justified.

Galliard, 12 pt., all body text, single line spacing.

Track Changes:

We recommend that the team use "Track Changes" during the report preparation and editing process.

Go to Tools and select "Track Changes." Documents can also be compared and merged by going to Tools and selecting "Compare and Merge Documents."

(Thumbnails/screen grabs are included on the following page.)

