

# AABInternational

## INFORMATION AND PROCEDURES FOR THE VISITING TEAM

### FORM 206

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# AVIATION ACCREDITATION BOARD INTERNATIONAL

## INFORMATION AND PROCEDURES FOR THE VISITING TEAM

### FORM 206

#### Preamble

The accreditation of Postsecondary education institutions or units therein by a professional group is a sound practice affording both the institution and the profession an opportunity for reflection on their objectives and the levels of achievement attained. Yet, it is a difficult task, calling as it does for an evaluation of the program objectives and philosophies, which have been developed, tried, and tested over a period of years. To maintain perspective of the accreditation process and procedures, it is helpful to remember that the profession has declared certain minimum standards for aviation education as necessary to produce graduates who can perform in the profession in a responsible, efficient and effective manner.

Educational units seeking accreditation do so on a voluntary basis, thereby subscribing to a belief in the mutual advantages of accreditation. It is presumed that institutions applying for accreditation have familiarized themselves with the stated goals and objectives of the profession and, as a result, feel that their program meets the standards of the profession. The fact that an institution does not choose to seek accreditation is not of itself a commentary on the quality of education offered in that institution and must not be so interpreted.

The profession, organization and each member of the Visiting Team must remember that they are visiting at the invitation of the institution. The purpose is to evaluate a program on the basis of the institution's stated objectives for that program and to review the compliance with AABI standards and criteria. The visitation and subsequent analysis are intended to help the institution and the profession. While the analysis will undoubtedly show strengths and weaknesses in the educational program, at the same time it will demonstrate strengths and weaknesses in the professions objectives and efforts. It is important that both be treated in the analysis and, where change is needed, it must be sought in the appropriate areas, educational or professional. This becomes a contribution to the process of re-evaluation of professional standards and procedures.

Members of a Visiting Team are acting on behalf of the entire aviation profession and the public-at-large. They are expected to provide expert knowledge concerning aviation education, careful preparation and skill to determine important relevant facts, broad outlook and sympathy for the institution's objectives and environment in which it operates, sound judgment objectively exercised, and a full sense of responsibility to professional ideals. They also must agree to perform these responsibilities in accordance with the policies of AABI, specifically, to:

- a) Evaluate or visit a program of study in aviation only on the express invitation of the Chief Executive Officer (CEO) or that officer's officially designated representative, or, when the action is initiated by AABI with respect to a program already accredited by them, with the specific authorization of the CEO of the institution, or that officer's officially designated representative.
- b) Permit an institution to withdraw a request for accreditation or reaffirmation of an aviation program at any time (even after evaluation) prior to final action by AABI.

- c) Recognize the right of a program to be appraised in the light of its own stated purposes, so long as those purposes demonstrably fall within and reflect the definitions of the general purpose established by AABI.
- d) Consider an aviation program(s) at an institution, including its administration and financing, not on the basis of a single predetermined pattern but rather in relationship to the operation and goals of the entire institution.
- e) Rely upon the regional accrediting or national government agency for evaluation of the general quality of the institution.
- f) State relevant, qualitative and quantitative information in its evaluation process.
- g) Assist and stimulate improvement of the educational effectiveness of an aviation program and, to this end, be prepared to provide advisory assistance which is to be separate from the accrediting process.
- h) Encourage sound educational experimentation and innovations.
- i) Design questionnaires and forms not only to obtain information for the visiting team but also to stimulate an institution to evaluate itself.
- j) Conduct an evaluation visit to an aviation program by experienced and qualified examiners under conditions that assure impartial and objective judgment, including representation from the staffs of other institutions offering programs of study in aviation.
- k) Avoid appointment of visitors who may not be acceptable to an institution while retaining final authority in the formation of visiting teams.
- l) Cooperate with other accrediting agencies so far as possible in scheduling joint visits when an institution so requests.
- m) Provide for adequate consultation during the visit between the team of visitors and the faculty and staff of an institution, including the CEO or that officer's designated representative.
- n) Provide adequate opportunity for inclusion of students in the interviewing process during accrediting visits.
- o) Provide the CEO of an institution being evaluated an opportunity to become acquainted with the factual part of the report prepared by the Visiting Team and to comment on its accuracy before final action is taken.
- p) Consider decisions relative to accreditation only after an opportunity has been given to the CEO of the institution to submit comment, as provided above, and when the chair of the visiting team is present or the views of the evaluation team are otherwise adequately represented through a written report of the visiting team.

- q) Regard the text of the Self-Study Report as confidential between the institution and AABI, with the exception that it may be made available by AABI only to other recognized accrediting agencies by which the institution has been accredited or whose accreditation it is seeking, or to the Council for Higher Education Accreditation (CHEA).
- r) Permit, except as provided herein, an institution to make such disposition of the Self-Study as it desires.
- s) Refrain from conditioning accreditation upon payment of fees for purposes other than membership dues, accreditation fees, and/or actual evaluation costs.
- t) Notify an institution as quickly as possible regarding any accreditation decisions.
- u) Revoke accreditation only after advance notice that such action is contemplated, and the reasons for the actions has been given to the CEO of an institution in sufficient time to rejoin and to provide for established procedures for appeal and review.

## I. INTRODUCTION

The primary purpose of this form is to provide information to visiting teams representing AABI and the Accreditation Committee of AABI. However, to encourage total interaction between AABI and institutions offering aviation programs, these institutions shall also receive copies of this form so that they may be fully conversant with the accreditation process.

The primary purpose of AABI accreditation is to provide recognition of the attainment of certain professional standards in aviation education. The secondary purpose is to encourage others to strive toward these goals and standards. Each curriculum pattern will be reviewed in terms of its own stated objectives, content, methods and evaluation. These curricula will be within the framework of AABI's definitions and purposes which are presented in its Form 201, Accreditation Criteria Manual. Each member of the Visiting Team should be familiar with these standards and criteria.

The following three reports play a vital role in the accreditation process:

**A. The Self-Study Report** is a document prepared as a self-analysis of the aviation program for which accreditation is being sought. Following Form 204, Outline for a Self-Study Report, the objectives, academic structure, and resources of the program are carefully and thoughtfully stated.

The document is confidential and is intended for the sole use of the institution seeking accreditation of an aviation program, the Board of Trustees of AABI, the Accreditation Committee, and the visiting team selected to carry out the visitation at the institution.

**B. The Visiting Team Report** is prepared by the Visiting Team, which is made up of qualified professional educator peers and industry representatives, who report to the AABI Accreditation Committee their impressions and observations of the aviation program being evaluated. For clarity and uniformity of record, this report should follow the general format described in a later section of this form. The document is confidential and must not be conveyed in whole or in any part to any person or group outside those immediately involved in AABI's accreditation process for the particular institution. Based on the information contained in the institution's Self-Study, the Visiting Team Report and other information at hand, the Accreditation Committee makes a recommendation to the Board of Trustees concerning accreditation of the aviation program in question.

**C. The Accreditation Committee Report** is a confidential report prepared by the Accreditation Committee chair after studying the Visiting Team Report, Self-Study and other materials as appropriate. The Accreditation Committee Report is transmitted to the Board of Trustees for its consideration. Action taken on accreditation by the Board of Trustees shall be transmitted to the appropriate administrative officer of the institution seeking accreditation. The contents of this document may not be disclosed to any person or group not directly and properly involved in the accreditation process of that institution. When the Board grants or continues accreditation, that fact shall be noted in the list of accredited aviation programs which is published bi-annually by AABI.

## II. PROCEDURE PRIOR TO THE VISIT

Institutions should apply for accreditation approximately two years before an institution's period of accreditation expires, using AABI Form 202, Application for Candidate Status, which will be reviewed by the Accreditation Committee Chair or his/her designee. When the Executive Director notifies the institution that the Accreditation Committee has approved its acceptance into Candidate Status, the institution is sent Form 204, Outline for a Self-Study, which provides both a recommended outline of the information that needs to be developed in a full Self-Study Report and a format for the report.

Upon its completion, the institution submits two copies of the Self-Study Report to the Executive Director of AABI, along with an electronic version, and one copy of the Self-Study Report to the Chair of the AABI Accreditation Committee, who reviews the document and makes a recommendation independently to the Executive Director on the acceptance of the Self-Study Report and the institution's readiness for a visit.

If the recommendation is to proceed with the visit, the Executive Director notifies the institution, establishes three dates for the visit for confirmation by the institution. The names of all visiting team members are submitted to the administrator of the aviation program to be visited, who has the right of eliminating up to five names for possible conflict of interest. The Executive Director selects the chair for the visiting team, and, in coordination with the chair, selects the remaining members of the team.

The Executive Director sends to the chair the application, institution catalog, Self-Study Report; and in the case of reaffirmation, a copy of the Team Report from the last accreditation cycle, a copy of the interim reports submitted since the previous visit, a copy of the Accreditation Committee's comments and/or concerns (if appropriate) on the Self Study Report. The Executive Director also notifies the regional accrediting association and/or government agency of an impending visit.

The Executive Director then does the following:

- a) If requested by the institution and/or if contact with the regional accrediting association indicates the desirability of doing so, cooperates in scheduling a joint visit or including a representative as an observer.
- b) Requests the aviation program(s) administrator to provide opportunities for visits with the executive officers of the institution, faculty and students, persons outside of the aviation program who are familiar with it, and members of the local aviation industry, and, for visits to classes, laboratories, and other facilities. AABI Form 207 outlines a typical team schedule. Final coordination of the visit is the responsibility of the visiting team chair.
- c) Supplies the visiting team chair and each team members with copies of appropriate AABI forms that will be of assistance in the visit. Included are: timetable worksheet, team roster, expense reimbursement forms, Forms 206-210, and Form 214 or 215 (used for assessment of the team chair and/or team members), which are to be returned to the Executive Director upon completion of the visit.
- d) The institution sends the Self-Study Reports, catalog and any other appropriate documents to the team members (and member(s)-in-training, if any).

### III. DUTIES AND RESPONSIBILITIES OF THE VISITING TEAM

Members of the Visiting Team are selected from a roster of team members who have completed a Visiting Team Workshop or participated in a visit within the past two years. Wherever possible, educator members of the team will be from institutions with AABI accredited programs which are comparable in size and scope to the institution being visited.

A major purpose of accreditation is to help program administrator(s) achieve professional standards in their aviation program(s). In conveying this purpose, much will depend on the visiting team. An objective attitude and a courteous manner are essential characteristics of a good team member. They should approach their task as colleagues, deeply interested in understanding the institution within its own framework and objectives. They should never surrender their keenest critical faculties but should always use them constructively. Members of the team should not attempt to judge a program based on any present notion or on formats used in the institution in which the member teaches or those of his or her alma mater. Above all, visiting team members should refrain from telling "how we do it at my school!"

Quantitative criteria shall not be considered as a list of required courses, but rather as a guide to subject matter which is desirable to include in varying amounts in all curricula in aviation education. Sound educational experimentation and innovation should be considered positively .

The basic responsibility of each team member is: to act as a reporter to record information about the institution and to interpret that information in order to help AABI and the institution assess the strengths and weaknesses and undeveloped potential of the aviation program. The entire procedure is of a confidential nature, both between the visiting team members and between team members and AABI.

Team members are not authorized to make any comments regarding their recommendations except through regular AABI channels, nor should they inform the institution regarding the nature of their recommendations. The recommendations of the individual visitors and team are not necessarily the same as the actions that will be taken by the AABI Board of Trustees.

Accreditation of a program is normally granted for a five-year period, with reaffirmation required at the end of the period. However, where an accredited aviation program fails to meet AABI standards and criteria it may be placed on probation for a period of time not to exceed the period of remaining accreditation of the program. Accreditation is based on conditions as they exist at the time of the visit and is only granted when conditions are considered as meeting minimum requirements overall. If the action of AABI differs substantially from the recommendation of individual team members, reasons for these changes in action shall be explained to the team chair and individual team members through AABI channels.

#### IV. DUTIES AND RESPONSIBILITIES OF THE CHAIR OF THE VISITING TEAM

A well-structured team will include persons with diversified backgrounds so that each curriculum or option can be assessed fairly. In the event of options, the visiting team chair has the responsibility of ensuring adequate curriculum evaluation possibilities within a "single curriculum" designation.

The visiting team will, at a minimum, consist of a visiting team chair plus two members, one of which is an industry representative.. The number of team members will be based on the number of programs under review. The team chair will determine the number of evaluators after consultation with the Accreditation Committee chair and the central office. In any event, a balance of professional and academic team members is considered essential.

In preparing for and carrying out the visitation, the visiting team chair shall:

- a) Familiarize himself/herself and members of the team with all current Accreditation Committee reports, self-studies, interim reports, and actions by AABI on the aviation program(s) being visited.
- b) Assign specific aspects of the Visiting Team Report to each team member.
- c) Arrange a schedule with the institution, including a list of people to be interviewed so that all facets of the aviation program(s) are reviewed.
- d) Schedule time during the visit to enable members of the team to review their reaction to the impressions of the characteristics and effectiveness of the aviation program(s).
- e) Schedule adequate time near the end of the visit, but before the final meeting with the respective administrators of the program(s) and institution, for the team to consider, in private, their findings and to prepare a preliminary draft of their report to the Accreditation Committee.
- f) Meet with the appropriate administrator(s) of the program(s) and institution in an outbrief session to inform them of further processing and timing of the Visiting Team Report and convey in general the findings of the team in terms of strengths and weaknesses. Neither the chair, nor any member of the team, shall project or predict what accreditation action might be taken as a result of the visit. This action is the prerogative of the AABI Board of Trustees, acting upon the findings and recommendations of the visiting team and the Accreditation Committee. (See Appendix A for Outline of Outbrief Session)
- g) Faculty should have an opportunity for access to team members without the presence of administrative staff and/or supervisors with the intent to allow unfettered input to and dialog with the team and to allow the faculty to benefit from team members' insights and experience; the latter within the normal good practices that preclude comparative statements of how educator team members function in their home institutions. The team leader should bring the possibility of faculty attending the institutional out brief to the attention of the institution coordinator, with the decision up to the institution administration.
- h) Prepare a first draft of the Visiting Team Report, based upon the preliminary report prepared during the visitation, and circulate it to the team for comment and/or approval.
- i) Forward the draft report, with recommendations, to the chair of the Accreditation Committee and the Executive Director for comment.
- j) After receiving input from the Accreditation Committee chair and the Executive Director and incorporating appropriate revisions, forward a second draft report to the institution for concurrence of accuracy of facts in the report. This draft will exclude suggestions and recommendations with only narratives, strengths and weaknesses.

- k) Prepare and forward the final report, with recommendations, to the Executive Director for distribution to the institution and to the Accreditation Committee.

## V. PROTOCOL DURING THE VISIT AND RESPONSIBILITIES FOLLOWING THE VISIT

Unless otherwise requested by the chair of the visiting team, it is expected that the aviation program(s) administrator(s), faculty and staff will not remain in the room with the Visiting Team during conferences with faculty and students. Visiting Team members are free to discuss department and division programs with the department chairperson and faculty members throughout the visit. As a general rule, the recommendation of the aviation program(s) administrator(s) determines protocol to be followed during conferences with the CEO of the institution and/or the appointed representative of the CEO.

**The following guidelines for Visiting Team members describe their responsibilities:**

Visiting Team members are not to accept invitations involving purely social entertainment. AABI firmly believes that the primary function of a Visiting Team is evaluation and review. No distraction from this purpose can be permitted. However, a coffee hour, tea, reception or dinner at which faculty members and the team meet may be a desirable introduction to the visit. When such a meeting can be scheduled sometime during the first day of the visitation, it does much to set all at ease. Likewise, having lunch, a cup of coffee or tea, or even dinner with members of the faculty and with representatives of the local aviation industry may be a helpful experience and need not take up an undue amount of time.

The Self-Study, catalogs, and other pertinent material will be mailed to each visiting team member prior to the visit. Each team member is expected to have reviewed the entire Self-Study Report in detail prior to the visit and to have analyzed details contained in that portion of the report assigned for evaluation.

Visiting team members are expected to plan time away from the office to permit attendance during all scheduled conferences. On any day designated for the visitation, the team or individual members of the team may not be absent from the institution during the normal working hours for the purpose of transacting personal business in the area or for sightseeing or other pursuits not associated with the accreditation process. Personal cell phones should be off during all team interviews and meetings at the institution. Late arrival, early departure, or absence from visits reduce the efficiency and effectiveness of the visiting team and can be considered a breach of etiquette, adversely affecting the visiting team's competence and AABI's prestige.

Although visiting team members discuss general findings with the aviation program administrator(s) during the summary conferences, Visiting Team members must not express personal or team views that relate in any way to the accreditation status of the unit undergoing evaluation. The AABI Board of Trustees determines decisions regarding the accreditation status of program(s) under consideration, at regularly scheduled meetings or specially convened meetings, following discussion and review of the Self-Study Report and recommendations of the Visiting Team and the Accreditation Committee.

Visiting team members are expected to participate actively in conference discussions and individually review administrative or academic problems with administrators, department chairpersons and faculty. In view of the tight scheduling of conferences, visiting team members are expected to cooperate with the chair of the visiting team in adhering closely to prearranged conference

schedules. Visiting team members are requested to refrain from expressing personal observations regarding teaching methodology or techniques not considered relevant to the visit. AABI reminds visiting team members that department chairpersons and faculty have given considerable time and thought in preparation for the team's visit; therefore, the visiting team should allow administrator(s) and faculty members an opportunity to explain their teaching methodology, course content and program philosophy.

During executive sessions, team members are expected to review, evaluate and discuss all aspects of the program(s) being evaluated. In this manner the team obtains a consensus that subsequently serves as a basis for drafting a Visiting Team Report.

Team members are expected to study, review and comment on the drafts of the Visiting Team Report conveyed to them by the chair after the visit. Prompt response to drafts by visiting team members is essential to the presentation of draft and final reports. It is not enough to assume that no reply from a team member means approval.

Visiting team members are expected to regard all information and data obtained during the visit as confidential. All evaluation reports and accreditation recommendations of AABI are regarded as confidential and privileged information; therefore, disclosure of personal team views at any time before, during, or after visits and Board review is not authorized. Subsequent to the visit and approval of the final report, team members are requested to destroy their copies of the Self-Study Report and all other documents pertaining to the visit.

## VI. COMPILATION OF VISITING TEAM REPORTS

The purpose of the visitation is to supplement the previously submitted Self-Study Report as follows:

- a) To ascertain the correctness of information presented.
- b) To assess qualitatively and quantitatively factors that cannot be documented, such as caliber of the student body, quality of student work, and general morale of faculty and students.
- c) To inspect materials compiled by the institution, such as student work, course outlines and classroom procedures.

The Visiting Team Report should conform to the outline in Form 109, Guide to Preparation of the Visiting Team Report, which is included as Appendix B of this document.

Preparation of the Visiting Team Report is an important aspect of the accreditation process. The Visiting Team Report and the institution's Self-Study Report constitute the information made available to the Accreditation Committee on which to base recommendations on accreditation status and to formulate recommendations which may have a far-reaching impact on the character of present and future aviation programs. The team's report must serve as a basis for decisions and recommendations by AABI and to officials and administrators of educational institutions as an impartial guide to the qualitative aspects of the programs offered. Ideally, the report should embody and reflect a comprehensive and impartial review of the qualitative aspects of the curricula under review by AABI. Therefore, Visiting Team Reports should reflect AABI's sensitivity to the manifold problems confronting institutions of higher learning and also demonstrate the integrity of AABI in its effort to provide constructive suggestions and evaluation of educational and professional programs conducted for the aviation profession. It is necessary that teams present sufficient information to ensure equality of consideration by those who must make the accreditation recommendations and decisions.

In the process, each member of the visiting team prepares a preliminary draft of his/her part of the report before arriving at the institution. The draft is modified during the visit and a first draft is completed or nearly complete by the end of the visit. The team chair finalizes the first draft following the visit. The report should be as succinct as possible, but it must contain information substantial enough to enable AABI to take action. Information already given in the Self-Study Report and supporting documents should not be repeated except as necessary to support the findings of the team. However, background material will be helpful in understanding and evaluating the aviation program(s). A copy is sent to each member of the visiting team, the Executive Director, and the chair of the Accreditation Committee. The report is reviewed by these individuals and returned to the Team Chair with comments and suggestions for revision. The chair revises the report, taking into consideration the suggestions of the team members. The revised report is then sent to the team members, AABI and chair of the Accreditation Committee for approval. A copy of the report without recommendations and suggestions is sent to the aviation program(s) administrator(s) for verification of its factual content.

If either the CEO or the aviation program(s) administrator(s) offer any corrections of fact, these will be incorporated into the final report. If team members have additional comments, the team chair prepares a second revision. The final report should:

- a) Present an objective analysis of the strengths, weaknesses, and undeveloped potential of the aviation program(s) being offered and make constructive suggestions for future development.
- b) Corroborate, modify or repudiate the statements made in the application and the institution's Self-study.
- c) Contain additional information gathered by the visiting team.
- d) Give the Accreditation Committee an evaluation of the program, as a guide for its recommendations.

## **VII. AABI REVIEW AND ACTION ON EVALUATION REPORTS**

The Accreditation Committee and/or the Board of Trustees have the authority to accept or reject the recommendations of the visiting team.

The Accreditation Committee reviews all team reports, and its recommendation is sent to the Board of Trustees for final action. Executive sessions associated with accreditation are restricted to AABI Board members, staff and, on special occasions, to the visiting team chair who may be invited to attend such meetings by the Accreditation Committee chair. Visiting team members will not be expected to attend these meetings unless they are so invited. However, the team chair should be available and will represent the views of the visiting team when called on to do so.

The decision on accreditation recommendation and status is acted on during the winter meeting or annual meeting of the Board of Trustees, or other meeting of the Board called for that purpose, and is transmitted to the CEO of the institution and the aviation program(s) administrator(s). Distribution and disposition of the AABI Accreditation Report sent to the institution are considered to be the responsibility of the officials of the institution.

The institution has the right to appeal any adverse accreditation status, and procedures have been established by the AABI to hear such appeals. The chair and/or members of the visiting team may be required to be present and to contribute to such hearings. Pending outcome of the appeal, there will be no change in accreditation status.

## **VIII. PROTOCOL FOR TEAM MEMBERS-IN-TRAINING AND OBSERVERS ACCOMPANYING VISITING TEAM**

In order to develop a well-qualified cadre of visiting team members, AABI may send team members-in-training as additional members on visits. The members-in-training are subject to all rules governing team members and are to undertake responsibilities and duties assigned by the team chair.

The AABI system of visitation to institutions for the purpose of guidance and accreditation recognizes that on occasion there may be need for observers to accompany the individual counselor or the visiting team. Permission must be received from AABI before arrangements are made for any observer to be present during a visit. To obtain permission, the person or group proposing the addition of an observer or an individual or group requesting permission to observe the visit must submit to the Executive Director the names and affiliation of the people proposed as observers and the reasons for their presence during the visit. To permit full and fair consideration of any such request, it must be made to the Executive Director at least 60 days before any scheduled visit. The institution and aviation program(s) being visited must be informed of the request and have the right to voice objection to any observer. However, the final decision on observers will be made by AABI.

Reasons for having an observer accompany the visiting team may include:

- a) Representatives from the United States Department of Education, the Association of Specialized and Professional Accreditors (ASPA), Council for Higher Education Accreditation (CHEA), the State educational board to which the institution is responsible, and/or the regional accrediting agency responsible for the overall accreditation of the institution may wish to observe and evaluate the operations, procedures and conduct of an AABI accreditation visit, to ensure that they comply with criteria which they have established for such visits.
- b) Representatives of the local aviation industry, consumers, and members of the professional or technical press may also desire to observe as a means of learning more about and contributing to the advancement of aviation programs.

While these may be desirable and indeed necessary reasons for authorizing observation of the accrediting process, they nevertheless must not interfere with the process of accreditation nor hamper an institution's right to a full and fair evaluation of its program(s). The observer must realize that his/her presence is a privilege which carries with it responsibility for adhering to the code of ethics for accreditation and to constraints and limitations on their participation in the visit. Any observer seeking permission to accompany a visiting team must agree to abide by the following limitations:

- a) Observers are permitted to accompany a team for the purpose of observing. They may attend certain team meetings; but with the exception of authorized representatives of the United States Department of Education, Council for Higher Education Accreditation (CHEA), and the regional accrediting agency, they will not be permitted to attend executive sessions in which the team discusses the program or formulates its recommendations. Any official representatives who are permitted to observe these executive sessions must agree to adhere to the rules of confidentiality required by the accrediting process.

Observers are not permitted to be involved in questioning at interviews nor in the collection of data. They are prohibited from expressing their opinions, analyses, or evaluation of the program(s) to any member of the team at any time during the visit. If they wish to make such observations they may do so by writing to the chair of the Accreditation Committee under the normal procedures set up whereby any person may comment on the criteria and standards for accreditation or the quality of any aviation program accredited by AABI. Observers may not participate in any team or team member dialogues with administrators, faculty or students. They may, of course, visit with any of these people and pursue questioning and interviewing when a team member is not present, in much the same way as they would on a normal visit to any institution. They may also join in any meal sessions programmed as part of the visit providing they adhere to the limitations and constraints set forth. However, in these latter instances they should identify themselves as observers and explain to the person or group that they have no official position with the visiting team and that the observations they make do not reflect the opinions of the team nor of AABI. Members of the press should identify themselves and the publication(s) they represent, as such.

- b) Under the rules of confidentiality, no observer may be given access to Form 201, the Self-Study Report, previous accreditation reports, the draft of the Visiting Team Report, or any other confidential reports or documents. Representatives of any official and recognized accrediting agency or body, such as the Council for Higher Education Accreditation (CHEA), should request and will receive these reports, for the purpose of evaluating the accreditation process, from the Executive Director before the visit. It will be considered a breach of ethics for any observer to request or pressure the chair or any member of a visiting team to have access to any confidential material. Observers are requested to refrain from making any such request.
- c) The visiting team will be working on a very tight time schedule, and observers are requested to respect the purpose of the visit. Where observers are authorized to accompany a team, the chair shall inform the observers and the administrative head of the aviation program being visited of policies governing the observer's presence during the visit. Observers must agree to adhere to these policies. Should they feel that they are too restrictive or inhibit observation, they may appeal to the chair of the team. If they are not granted the privilege they request, they may write to the chair of the Accreditation Committee stating the cause of complaint. If, in the opinion of the chair of the visiting team, an observer is deemed to be interfering with a full and fair evaluation, the chair has the right to deny that observer any further observations of the team's work and shall document his action and the reasons for it in a supplement to the Visiting Team Report.
- d) Institutions and aviation program(s) are asked to extend every hospitality to the observers, short of interfering with the institution's responsibility to present full and factual information to the visiting team.

# APPENDIX A

## **GUIDE AND OUTLINE FOR VISITING TEAM OUT BRIEF**

## GUIDE AND OUTLINE FOR VISITING TEAM OUTBRIEF

- A. **PURPOSE:** The purpose of the team out brief is to convey to officials of the institution the preliminary findings of the team in terms of strengths and weaknesses in a concise presentation.
- B. **PROTOCOLS:** The entire team will be expected to attend the out brief. The out brief will be delivered by the team chair, and will be prepared in consultation with other team members. The institution may invite any faculty or staff to attend at their discretion.
- C. **FORMAT:** The out brief will be verbal, and can be supplemented by electronic presentation at the discretion of the team chair. No written report of the out brief should be disseminated.
- D. **TIME:** One hour should be allowed.
- E. **OUTLINE:**
  - 1. Introduction of Team and Observers
  - 2. Expression of appreciation for courtesies
  - 3. Statement of purpose of visit
  - 4. Overview of out brief. This should include a reminder to the out brief attendees that the team will not discuss its recommendations during the session.
  - 5. Discussion of program strengths and weaknesses
  - 6. Response to questions
  - 7. Review of next steps and timetable
  - 8. Thank-you on behalf of Board\*
  - 9. Recognition of Board members present\*
  - 10. Review of steps leading to BOT action including approval\*
  - 11. Review of timetable after team chair sends second draft of team report\*
  - 12. Clarification of to whom the final report will be mailed\*
  - 13. Invitation to AABI Board meeting\*

\*These will be covered by the Executive Director or AABI Board member or observer, if present.

# APPENDIX B

## **Form 209 - Guide to Preparation of Visiting Team Report**

# AVIATION ACCREDITATION BOARD INTERNATIONAL

## GUIDE TO PREPARATION OF THE VISITING TEAM REPORT

### FORM 209

The outline that follows is intended as a guide to preparation of the AABI Visiting Team Report. The completeness of the 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 II. Students**, and continuing through **Section X. Relations with Industry**, report the team's findings in the context of a brief narrative and close each section with these elements: Strengths, Weaknesses, Suggestions, and Recommendations. The visited institution must address recommendations; suggestions are considered informational. For the team to make a recommendation, the institution must be in **non-compliance** with an AABI criteria included within the context of a "MUST" statement in the Criteria Manual. For each recommendation, include the reference to the AABI Criteria Manual. [Example: Utopia University needs to move ahead aggressively to replace the current airport facilities and equipment (AABI 3.6.2).]

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

**Cover Page** (all centered)

1. AABI logo
2. Aviation Accreditation Board International
3. Final Report of the Accreditation Team's Visit to
4. Name of college or university
5. Department or title of program(s) visited
6. City, State
7. Dates of visit

**Page 2** (this page forward, left justified)

1. Names and status of visiting team members (chair and educator/industry members), and members-in-training and observers, if any.
2. Programs evaluated
3. Organization of Report

**I. 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 AABI criteria and outcomes?
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 AABI accreditation status of each program?
9. Names and positions of persons interviewed.

**II. 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. Size of class enrollments.
11. Admission, retention, and record-keeping policies in the aviation program. (Note any program/institution-wide policy discrepancies.)
12. Appropriate evidence evaluated by the visiting team.

### **III. Program Education Objectives**

1. The aviation unit's mission clearly complements the institutional mission.
2. The published educational objectives, the process by which they are established and measured are consistent with the institution's and aviation unit's mission.
3. The program constituents assist in determining and evaluating program objectives.
4. The curriculum and curriculum process are designed to achieve program objectives.
5. Specific processes and timelines are in place for ongoing evaluation of educational objectives.
6. Assessment results are used to document successes and shortcomings, and to improve program effectiveness.
7. Plans are established to address shortcomings.

### **IV. Program Outcomes**

1. The curriculum supports the program outcomes.
2. General outcomes and measurements relate to educational objectives.
3. Program-level outcomes and measurements relate to educational objectives.
4. Evidence (materials) reviewed by the visiting team demonstrated achievement of the general and program-specific outcomes.
5. Specific processes and timelines are in place for ongoing evaluation of educational objectives.
6. Assessment results are used to document successes and shortcomings, and to improve program effectiveness.
7. Plans are established to address shortcomings.

### **V. Curriculum**

1. Degree title and credit hours required.
2. Other degree programs administered by the aviation unit.
3. Course requirements in relation to AABI 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.
13. Provision for accelerated study for those who have mastered areas of the program.
14. Provisions for problem-solving courses, seminars, and independent study to allow for differences in learning styles among students.

15. 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.)
16. For baccalaureate programs, the inclusion of a significant upper division culminating experience.
17. Specific processes and timelines are in place for ongoing evaluation of educational objectives.
18. Assessment results are used to document successes and shortcomings, and to improve program effectiveness.
19. Plans are established to address shortcomings.

## **VI. 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.
13. Specific processes and timelines are in place for ongoing evaluation of educational objectives.
14. Assessment results are used to document successes and shortcomings, and to improve program effectiveness.
15. Plans are established to address shortcomings.

## **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.
14. Specific processes and timelines are in place for ongoing evaluation of educational objectives.
15. Assessment results are used to document successes and shortcomings, and to improve program effectiveness.
16. Plans are established to address shortcomings.

## **VIII. 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 responsibility and authority. (Are they commensurate?).

## **IX. Aviation Safety Culture and Program**

1. Aviation safety program in documented form with designated responsibilities
2. Verified involvement of students, faculty and staff for flight, maintenance, avionics and laboratories.
3. Designation of appropriate safety committee and officer
4. Existence of a safety accident/incident reporting system that is utilized to improve safety.
5. Specific processes and timelines are in place for ongoing evaluation of educational objectives.
6. Assessment results are used to document successes and shortcomings, and to improve program effectiveness.
7. Plans are established to address shortcomings.

## **X. 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.
6. Specific processes and timelines are in place for ongoing evaluation of educational objectives.
7. Assessment results are used to document successes and shortcomings, and to improve program effectiveness.
8. Plans are established to address shortcomings.

**XI. Summary of Strengths, Weaknesses, Suggestions and Recommendations**

Include a summary of all strengths, weaknesses, suggestions and recommendations reported throughout the report under each of the 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 or Arial, 14 pt., SECTION HEADERS ALL CAPS,  
centered.**

**AvantGarde or Arial, 12 pt., subsection headers underlined, left justified.**

Galliard or Times New Roman, 12 pt., all body text, single line spacing.

Section Strengths, Weaknesses, Suggestions and Recommendations

AvantGarde or Arial, 12 pt., underlined, left justified.

#### 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.)

