



Evaluation of Pima Community College's
Arizona Aviation, Mining and Manufacturing
Program (AAMMP Up)

August 2018



LeCroy & Milligan
ASSOCIATES, INC.

Evaluation of Pima Community College's Arizona Aviation, Mining and Manufacturing Program (AAMMP Up) August 2018

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About LeCroy & Milligan Associates:

Founded in 1991, LeCroy & Milligan Associates, Inc. is a consulting firm specializing in social services and education program evaluation and training that is comprehensive, research-driven and useful. Our goal is to provide effective program evaluation and training that enables stakeholders to document outcomes, provide accountability, and engage in continuous program improvement. With central offices located in Tucson, Arizona, LeCroy & Milligan Associates has worked at the local, state and national level with a broad spectrum of social services, criminal justice, education and behavioral health programs.

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Executive Summary

Pima Community College's (PCC) Arizona Aviation, Mining and Manufacturing Program (AAMMP Up) provides comprehensive preparation and hands-on practical skills review for trade-affected workers, veterans and other underemployed adults. AAMMP Up offers a degree pathway to high-skill, high-paying jobs with four stackable certificates in Welding and a short-term Aviation Technology training program geared to newly discharged veterans. Other AAMMP Up programs are Electrical and Instrumentation Technology, Industrial Maintenance Mechanic and Mechatronics. From enrollment to employment, students in the AAMMP Up program receive one-to-one case management and career advising, financial aid and scholarship guidance, and job shadowing and apprenticeships. In addition, they may take a free, six-week basic math refresher course and a career and personal development course that covers goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares students for the National Career Readiness Certificate (NCRC).

Pima Community College contracted with LeCroy & Milligan Associates to conduct an evaluation of the AAMMP Up program's services during Year 5 of the program. LeCroy & Milligan Associates' evaluation team worked with AAMMP Up program staff to clarify their evaluation needs. The evaluation team then developed a survey protocol that included questions about AAMMP Up participants' usage of services and their satisfaction with services. AAMMP Up program staff distributed the survey to participants by email. Survey responses were collected for two weeks, and then the evaluation team analyzed the data to determine how often students used AAMMP Up services and their level of satisfaction. Evaluation staff also conducted a thematic content analysis of participants' suggestions for improvement. The following are key findings from the participant survey:

- Most respondents indicated they were satisfied (21%) or 'extremely' satisfied (58%) with the instruction and that the AAMMP Up Program helped them (21%) or helped them 'a lot' (54%).
- Multiple students submitted open-ended suggestions that indicated that the program was helpful to them and that they wished that PCC would keep the program available in the future.
- Respondents indicated they used the career coaching services the most, with 43.5% of respondents reporting they used this service.
- Respondents indicated they used the Internship and Mentorship program the least, with 13.6% of respondents reporting they used this service.
- For the survey items that were specific to Aviation students, results indicated that over half of respondents in the Aviation program (6 out of 11 respondents) took the A&P exam and all of the respondents who took the exam except one reported that the Part 65 course helped with passing the A&P/finding employment.



Introduction

In October 2014, PCC received a \$2.5 million federal grant for the Arizona Aviation, Mining and Manufacturing Program (AAMMP Up). The AAMMP Up program trains trade-affected workers¹, veterans and other underemployed adults for jobs in places such as power plants, mines and factories. AAMMP Up offers a degree pathway to high-skill, high-paying jobs with four stackable certificates in Welding and a short-term Aviation Technology training program geared to newly discharged veterans. Other AAMMP Up programs are Electrical and Instrumentation Technology, Industrial Maintenance Mechanic and Mechatronics.

PCC hires industry experts as instructors to make certain the hands-on education mirrors workplace needs. In addition, from enrollment to employment, students in the AAMMP Up program receive one-to-one case management and career advising. They also receive financial aid and scholarship guidance, job shadowing and apprenticeships, and may take a free, six-week basic math refresher course and career and personal development course that covers goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares students for the National Career Readiness Certificate (NCRC).

While all participants have access to case management services regardless of their program of study, welding students usually attend classes during traditional class times while most aviation students are members of the military and require a non-traditional class time. Welding students receive more frequent communication and a number of the AAMMP Up events are scheduled at the Downtown location, where the welding classes were held. Aviation students received an orientation and the AAMMP Up counselor was onsite weekly, but very few AAMMP Up events were scheduled near the aviation site. As a result, welding students had more access to AAMMP Up case management services than aviation students.

AAMMP Up Program funding comes from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, which is jointly administered by the U.S. Department of Labor and the Department of Education. This is the second such grant PCC has received in recent years. In addition to the services described above, the grant included \$600,000 worth of new equipment and classroom improvements.

**Pima Community College's
AAMMP Up Program offers
training in:**

- Welding
- Aviation Technology
- Electrical and Instrumentation Technology
- Industrial Maintenance Mechanic and Mechatronics

¹ Trade-affected workers are those who have lost jobs or wages because of free trade.



Methodology

Evaluation Design

LeCroy & Milligan Associates and staff members from PCC’s AAMMP Up Program discussed the program’s evaluation needs and reviewed evaluation options. AAMMP Up Program staff requested an online survey for former AAMMP Up participants to assess the extent to which AAMMP Up services were used and determine how satisfied participants were with an array of program services. See Exhibit 1 for a description of AAMMP Up services.

Exhibit 1. AAMMP Up Program Services

Service	Description
Math Boot Camp	An accelerated program that allows participants to refresh their math skills quickly without having to take a traditional 16-week course.
Case Management Services	Students are assigned a case manager to help assess, plan and facilitate student progress in the AAMMP Up program.
Career Coaching	Professional guidance with career exploration, how to make career decisions, and job searching.
Intern and Mentorship Program	A program that matches students with employers looking for student interns and students to mentor.
Career and Personal Development course (CPD 104)	Covers goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares students for the National Career Readiness Certificate (NCRC).
Assessment of prior learning and awarding of credit	Help with earning credit for previous classes or programs students completed.

Instruments and Measures

The evaluation team analyzed the quantitative survey data using descriptive statistics and analyzed the qualitative data from the open-ended questions using content analysis, identifying important themes in participants’ responses. The specific methods and measures used for this evaluation are shown in Exhibit 2.



Exhibit 2. Data Collected, Purpose, and Analysis Method

Data/Instrument	Construct/Purpose	Analysis Method
Participant Satisfaction Survey	Evaluate AAMMP Up participant satisfaction with AAMMP Up program services.	Descriptive statistics. Thematic content analysis.

In order to determine whether those that did not use AAMMP Up services knew that the services were available and had access to the services, two introductory questions were added that asked about prior knowledge about the program services and accessibility. For the satisfaction questions, program staff indicated they would like to know whether AAMMP Up participants received the support that was promised and/or expected, how much AAMMP Up participants believed the services helped them reach their career goals, how likely it would be for participants to recommend the college or the courses developed AAMMP Up to a friend or co-worker. These items asked respondents to score their satisfaction, belief that AAMMP Up helped them, and likelihood that they would recommend the courses developed by AAMMP Up and Pima Community College from 1 (lowest) to 5 (highest). Near the end of the instrument, an open-ended question asked participants to write one suggestion they had for improvement of the AAMMP Up program. Last, participants were asked to provide information about the length of time they were enrolled at PCC, the date they enrolled in the AAMMP Up Program, when they expect to complete their PCC Program, and their current age.

Current students enrolled in the Aviation and Welding programs pilot tested the survey and provided feedback. Aviation students suggested that three additional questions specific to aviation students be added: First, whether Aviation students completed their Aviation & Powerplant Exam (A&P Exam). Second, if they did not complete their A&P exam, why not? Third, did the Part 65 (Aviation) course help them pass the A&P exam.

Data Collection

Program staff provided a list of 389 current and former AAMMP Up participants to be surveyed. To ensure that only the Aviation students received the Aviation-specific questions, two separate surveys were designed and e-mailed out: a 13-question survey for Aviation students (see Appendix A) and a 10-question survey for non-Aviation students (see Appendix B). Apart from the three Aviation-specific questions in the Aviation survey, all other questions in the two surveys were the same.



The surveys were administered in English on the Qualtrics platform. AAMMP Up program staff emailed the survey links to students and responses were collected between July 10, 2018 and July 24, 2018.

Sample

A total of N=25 completed surveys were received and used in the analyses. This results in a response rate of approximately 6 percent. These results should not be interpreted in any way as representative of the total population. Results are specific to these select respondents.

Characteristics of the sample include:

- The average length of time respondents was enrolled at Pima Community College was 20.5 months (one year and 8.5 months), based on responses from 20 respondents.
- The length of time respondents was enrolled ranged from 1.5 months to 48 months. The month/year respondents first enrolled in the AAMMP Up program ranged from September 2013 to August 2017, based on responses from 17 respondents.
- Respondents' date of Pima Community College program completion ranged from December 2015 to January 2023, based on the 14 participants who answered this question. The average age of respondents was 32 and ages ranged from 20 - 53 years, based on the 23 participants who answered this question.

Results

Exhibit 3 illustrates the distribution of responses for whether respondents knew that certain services were available through the AAMMP UP program. Findings indicate that 38%-68% of respondents reported they knew that specified AAMMP Up services were available.

Exhibit 3. Knowledge of Available Services (n=25)

	Yes	No	Total
Math Boot Camp	17 (68.0%)	8 (32.0%)	25 (100%)
Case Management Services	14 (56.0%)	11 (44.0%)	25 (100%)
Career Coaching	16 (64.0%)	9 (36.0%)	25 (100%)
Intern and Mentorship Program	12 (38.0%)	13 (52.0%)	25 (100%)
Career and Personal Development course (CPD 104),	11 (44.0%)	14 (56.0%)	25 (100%)
Help with earning credit for previous classes or programs you completed.	12 (48.0%)	13 (52.0%)	25 (100%)

Exhibit 4 illustrates the distribution of responses for whether respondents were able to access the available services during their time in the AAMMP UP program. Findings indicate that 37.5%-62.5% of respondents indicated they were able to access specified AAMMP Up services.



Exhibit 4. Able to Access Services (n=24)

	Yes	No	Total
Math Boot Camp	15 (62.5%)	9 (37.5%)	24 (100%)
Case Management Services	13 (54.2%)	11 (45.8%)	24 (100%)
Career Coaching	13 (54.2%)	11 (45.8%)	24 (100%)
Intern and Mentorship Program	11 (45.8%)	13 (54.2%)	24 (100%)
Career and Personal Development course (CPD 104),	9 (37.5%)	15 (62.5%)	24 (100%)
Help with earning credit for previous classes or programs you completed.	11 (45.8%)	13 (54.2%)	24 (100%)

Because Welding and Aviation students took classes at different times and had different levels of access to case management services, a sub-analysis of the accessibility of case management services was completed for Aviation and non-Aviation students (Exhibit 5). Results indicate that 22.2% of Aviation students and 73.3% of non-Aviation students were able to access case management services.

Exhibit 5. Able to Access Case Management Services- Aviation and Non-Aviation Students (n=24)

	Yes	No	Total
Aviation Students	2 (22.2%)	7 (77.8%)	9 (100%)
Non-Aviation Students	11 (73.3%)	4 (26.7%)	15 (100%)

Exhibit 6 illustrates the distribution of responses for whether respondents used the available services during their time in the AAMMP UP program. Findings indicate that 13.6%-43.5% of respondents reported they used specified AAMMP Up program services.

Exhibit 6. Used the Services (n=24)

	Yes	No	Total
Math Boot Camp	7 (29.2%)	17 (70.8%)	24 (100%)
Case Management Services	7 (29.2%)	17 (70.8%)	24 (100%)
Career Coaching	10 (43.5%)	13 (56.5%)	23 (100%)
Intern and Mentorship Program	3 (13.6%)	19 (86.4%)	22 (100%)
Career and Personal Development course (CPD 104),	7 (30.4%)	16 (69.6%)	23 (100%)
Help with earning credit for previous classes or programs you completed.	8 (34.8%)	15 (65.2%)	23 (100%)

Exhibit 7 illustrates the distribution of responses for whether respondents felt they received the support that was promised and expected. Findings indicate that 33.3%-45.8% of participants indicated they received the support promised and expected for specified AAMMP Up services.



Exhibit 7. Received the Support Promised and Expected (n=24)

	Yes	No	Total
Math Boot Camp	11 (45.8%)	13 (54.2%)	24 (100%)
Case Management Services	11 (45.8%)	13 (54.2%)	24 (100%)
Career Coaching	11 (45.8%)	13 (54.2%)	24 (100%)
Intern and Mentorship Program	9 (37.5%)	15 (62.5%)	24 (100%)
Career and Personal Development course (CPD 104),	8 (33.3%)	16 (66.7%)	24 (100%)
Help with earning credit for previous classes or programs you completed.	10 (41.7%)	14 (58.3%)	24 (100%)

Three additional questions were posed to Aviation students only. Exhibit 8 illustrates the distribution of responses related to whether the Part 65 course helped them pass their A&P exam (if they took it) and find employment.

Exhibit 8. Questions for Aviation Student Only (n=10)

	Yes	No	Total
Took the A&P exam	6 (60.0%)	4 (40.0%)	10 (100%)
Part 65 course helped with passing the A&P/finding employment	5 (55.6%)	4 (44.4%)	9 (100%)

Two respondents reported on why they did not take the A&P exam. In stated that they were “not interested” and the other said: “I was not properly prepared for the tests in the Part 65 course. If I had the opportunity to go back in time and do it again, I would have completed the three written tests prior to starting the Part 65 course.”

Exhibits 9-11 illustrate the distribution of responses related to satisfaction with the program and Pima Community College. Findings indicate that over half of respondents (58%) indicated they were extremely satisfied with the quality of instruction, over half of respondents (54%) felt the AAMMP Up program helped them “a lot”, and approximately two-thirds of respondents (67%) reported they would recommend the courses developed by AAMMP Up and Pima Community College to a friend or co-worker.



Exhibit 9. Satisfaction with the Quality of Instruction. (n=24)

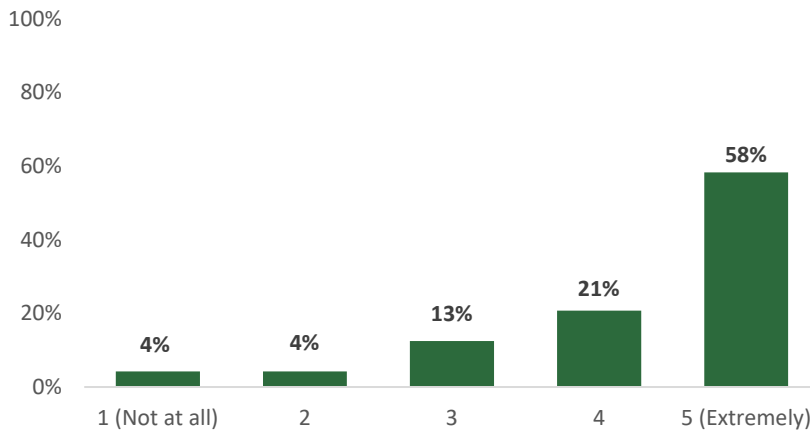


Exhibit 10. How Helpful the AAMMP UP Program was for the Respondent (n=24)

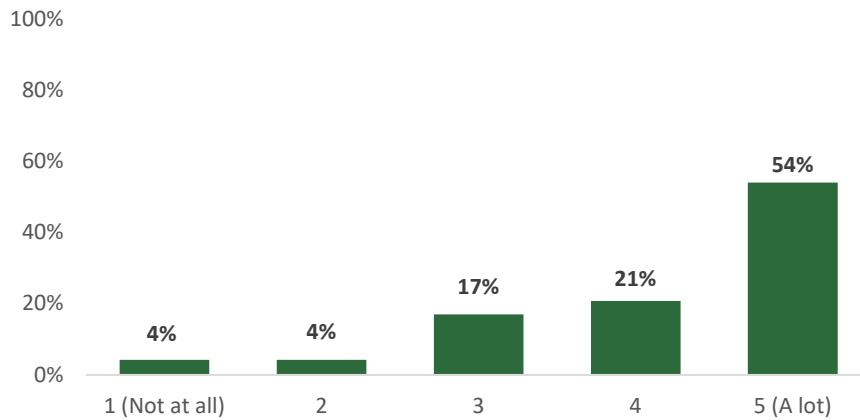
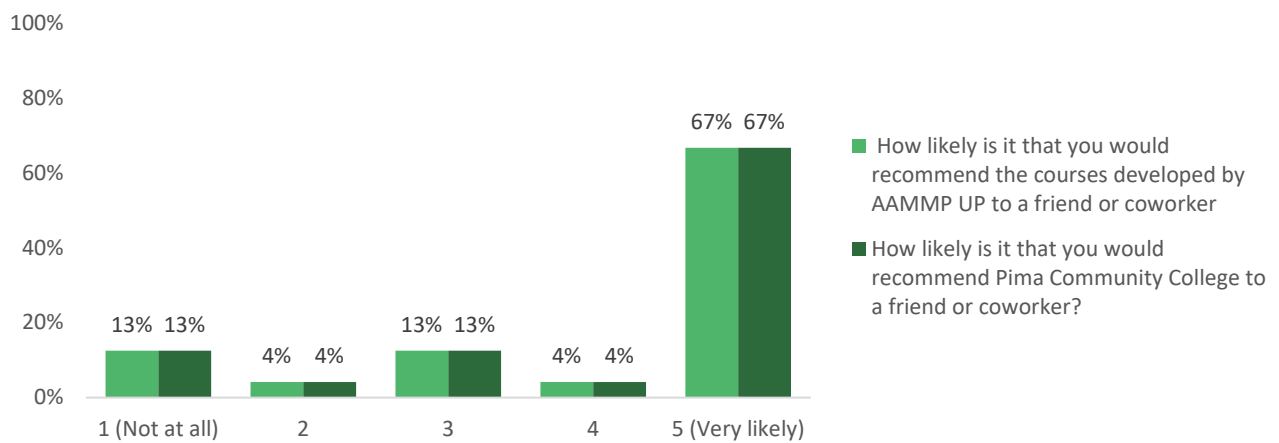


Exhibit 11. Likelihood of Recommending AAMMP Up or PCC to Others (n=24)



Out of the 25 respondents who participated in the survey, 15 (60%) answered the open-ended question that asked respondents to describe one thing that would make this type of program better for students. Two of the comments were ambiguous and were not included in the analysis. An analysis of the other 13 responses are shown below in Exhibit 12. The full set of responses are listed in Appendix C.

Exhibit 12: Participants’ Suggestions for Improvement

Suggestion	Number of Participants (%)
Make classes/services more available for people who work.	3 (27.3%)
Keep the program available.	2 (18.2%)
More help connecting to employers, mentorships, internships.	2 (18.2%)
The program was helpful.	2 (18.2%)
‘Compartmentalized access’ to welding scholarships.	1 (9.1%)
Improve instruction.	1 (9.1%)
Make the math course more relevant to what workers do in the ‘real world’.	1 (9.1%)
More hands-on time & less theory.	1 (9.1%)
More resume development help.	1 (9.1%)
Prerequisites should reflect tasks performed in field.	1 (9.1%)

Conclusions

Results of the online survey indicate that most respondents indicated they were satisfied (21%) or ‘extremely’ satisfied (58%) with the instruction and that the AAMMP Up Program helped them (21%) or helped them ‘a lot’ (54%). The analysis of respondents’ knowledge and use of AAMMP Up services and respondents’ suggestions for improvement highlight the program services’ strengths and point to some opportunities for growth.

While a significant percentage of students knew about the AAMMP Up services that were available, a smaller percentage used the services. The Math Boot Camp and Career Coaching services were most well-known amongst respondents. Furthermore, respondents indicated they used the Career Coaching services the most. However, the percentage of students who reported they knew about a given service did not always correlate with the percentage of students who



reported they used the service, which suggests that the services that respondents reported using the most, such as the Career Coaching, the Career and Personal Development Course (CPD 104) and help with earning credit for previous classes or programs students completed, may have been valued more by students than other services or that students expected the services would better met their needs.

The service that was used the least was the Intern and Mentorship program, with 13.6% of respondents indicating that they used this service. Notably, of all of the services, respondents indicated they had the least knowledge of the internship and mentorship program during their time in the AAMMP Up program; 38% of respondents reported they knew that this service existed. Additionally, two participants who submitted suggestions for improvement (18.2% of respondents who submitted suggestions), reported they would have liked more help connecting to mentorships/internships or employers. This suggests that some students might not have used the internship and mentorship service because it did not offer enough opportunities to meet their needs.

After the Internship and Mentorship program, the service that was reported to be used the least was Math Boot Camp; 29.2% of respondents indicated they used the Math Boot Camp. In the open-ended responses, one participant suggested that PCC make the math course more relevant to what workers do in the 'real world'. This suggestion may point to a way of modifying this service to appeal to more students.

At first glance, it appeared respondents did not use the case management services very much, with 29.2% of respondents reporting they used case management services. However, as noted above, aviation students did not have the same access to case management services as non-aviation students. A more detailed analysis found that 73.3% of non-Aviation respondents and 22.2% of Aviation students reported they used case management services. This is consistent with what is known about Aviation and Non-Aviation students' schedules and ability to participate in services.

All participants had access to case management regardless of their program of study. However, internal outreach processes were different for welding and aviation. Welding students received more frequent communication and a number of our events were scheduled at the Downtown, which is where the welding classes are held so those students had better access to case management services. In a number of instances welding faculty built in time for resume workshops. Aviation students received an orientation and the counselor was onsite weekly, but very few of the events were scheduled at Aviation. Welding students attended classes during more traditional class times while most Aviation participants are active (or in the process of separating) members of the military, which required a non-traditional class time.



Significantly, two respondents suggested that the program make classes/services more available for people who work. To the extent that this is possible, this might help improve students' level of satisfaction and use of program services.

Another key point is that more respondents indicated that they received the support promised and expected from the specified services than used services. This suggests that of the respondents who didn't use a given service, some may have felt they at least had access to receive what was promised. Some of these students may have not needed a particular service, but knew it was there for them.

For the survey items that were specific to Aviation students, results indicated that over half of respondents in the Aviation program (6 out of 11 respondents) took the A&P exam and all of the respondents who took the exam except one reported that the Part 65 course helped with passing the A&P/finding employment. This finding suggests that the Part 65 course was effective for the majority of those who chose to take the exam.

Overall, the evaluation for PCC's AAMMP Up Program indicates that a significant number of students participated in most of the program services and that engagement and satisfaction with the program are high. This was reflected in the responses to the scaled questions but also the suggestions for improvement that respondents submitted, in which multiple students reported that the program was helpful to them and that they wish that PCC would keep the program available in the future.



Appendix A- Participant Survey- Aviation Students

Good Day! The purpose of this survey is to get your opinions about the AAMMP UP Program. You are receiving this survey because PCC records indicate that you have had some involvement in the program or activities sponsored by the program.

The survey is confidential meaning that we will not use any identifying information in any of our reporting of the results. You will not be identified by name or in any unique way. Please do not type in your name anywhere on the survey.

The AAMMP UP Program staff will use this information to help make improvements to services for other students who may need this type of support in the future.

If you have any questions about the survey, please contact:

Jessica K. Normoyle, Manager
 Workforce and Business Development Program
 Pima Community College
 P: 520-206-6473

1. During your time in the AAMMP UP program, did you know that the following services were available through the AAMMP UP program? *(For each item below, please choose “Yes” or “No”.)*

	YES	NO
Math Boot Camp	<input type="radio"/>	<input type="radio"/>
Case Management Services	<input type="radio"/>	<input type="radio"/>
Career Coaching	<input type="radio"/>	<input type="radio"/>
Intern and Mentorship Program	<input type="radio"/>	<input type="radio"/>
Career and Personal Development course (CPD 104), which covers: Goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares you for the National Career Readiness Certificate (NCRC).	<input type="radio"/>	<input type="radio"/>
Help with earning credit for previous classes or programs you completed.	<input type="radio"/>	<input type="radio"/>



2. During your time in the AAMMP UP program, were you able to access the following services? (For each item below, please choose “Yes” or “No”.)

	YES	NO
Math Boot Camp	<input type="radio"/>	<input type="radio"/>
Case Management Services	<input type="radio"/>	<input type="radio"/>
Career Coaching	<input type="radio"/>	<input type="radio"/>
Intern and Mentorship Program	<input type="radio"/>	<input type="radio"/>
Career and Personal Development course (CPD 104), which covers: Goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares you for the National Career Readiness Certificate (NCRC).	<input type="radio"/>	<input type="radio"/>
Help with earning credit for previous classes or programs you completed.	<input type="radio"/>	<input type="radio"/>

3. During your time in the AAMMP UP program, how often did you use the following services? (For each item below, please choose “Yes” or “No”.)

	YES	NO
Math Boot Camp	<input type="radio"/>	<input type="radio"/>
Case Management Services	<input type="radio"/>	<input type="radio"/>
Career Coaching	<input type="radio"/>	<input type="radio"/>
Intern and Mentorship Program	<input type="radio"/>	<input type="radio"/>
Career and Personal Development course (CPD 104), which covers: Goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares you for the National Career Readiness Certificate (NCRC).	<input type="radio"/>	<input type="radio"/>
Help with earning credit for previous classes or programs you completed.	<input type="radio"/>	<input type="radio"/>



4. For the following services, did you receive the support that was promised and expected?
(For each item below, please choose “Yes” or “No”.)

	YES	NO
Math Boot Camp	<input type="radio"/>	<input type="radio"/>
Case Management Services	<input type="radio"/>	<input type="radio"/>
Career Coaching	<input type="radio"/>	<input type="radio"/>
Intern and Mentorship Program	<input type="radio"/>	<input type="radio"/>
Career and Personal Development course (CPD 104), which covers: Goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares you for the National Career Readiness Certificate (NCRC).	<input type="radio"/>	<input type="radio"/>
Help with earning credit for previous classes or programs you completed.	<input type="radio"/>	<input type="radio"/>

	YES	NO
5a. Have you completed your A&P (Airframe and Powerplant) exam?	<input type="radio"/>	<input type="radio"/>

5b. If you haven't completed your A&P exam, please describe why you haven't completed it:

	YES	NO
6. Did the Part 65 course help you pass your A&P exam or find employment?	<input type="radio"/>	<input type="radio"/>



	Not At All				Extremely
	1	2	3	4	5
7. How satisfied were you with the quality of instruction in the courses developed by AAMMP Up?	0	0	0	0	0

	Not At All				A Lot
	1	2	3	4	5
8. How much do you think the AAMMP Up program helped you?	0	0	0	0	0

	Not At All Likely				Very Likely
	1	2	3	4	5
9. How likely is it that you would recommend the courses developed by AAMMP Up to a friend or coworker?	0	0	0	0	0

	Not At All Likely				Very Likely
	1	2	3	4	5
10. How likely is it that you would recommend Pima Community College to a friend or coworker?	0	0	0	0	0

11. If you had any involvement in the AAMMP Up Program, please tell us one thing that you think would make this type of program better for students. Thanks!



12. Please provide us this information about you:

Length of Time Enrolled at Pima Community College _____ (months)

Date First Enrolled in the AAMMP UP Program (if applicable) _____ Month _____ Year

Date You Expect to Complete Your PCC Program _____ Month _____ Year

Your Current Age _____ Years

THANK YOU!



Appendix B- Participant Survey- Non-Aviation Students

Good Day! The purpose of this survey is to get your opinions about the AAMMP UP Program. You are receiving this survey because PCC records indicate that you have had some involvement in the program or activities sponsored by the program.

The survey is confidential meaning that we will not use any identifying information in any of our reporting of the results. You will not be identified by name or in any unique way. Please do not type in your name anywhere on the survey.

The AAMMP UP Program staff will use this information to help make improvements to services for other students who may need this type of support in the future.

If you have any questions about the survey, please contact:

Jessica K. Normoyle, Manager
 Workforce and Business Development Program
 Pima Community College
 P: 520-206-6473

1. During your time in the AAMMP UP program, did you know that the following services were available through the AAMMP UP program? (*For each item below, please choose “Yes” or “No”.*)

	YES	NO
Math Boot Camp	<input type="radio"/>	<input type="radio"/>
Case Management Services	<input type="radio"/>	<input type="radio"/>
Career Coaching	<input type="radio"/>	<input type="radio"/>
Intern and Mentorship Program	<input type="radio"/>	<input type="radio"/>
Career and Personal Development course (CPD 104), which covers: Goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares you for the National Career Readiness Certificate (NCRC).	<input type="radio"/>	<input type="radio"/>
Help with earning credit for previous classes or programs you completed.	<input type="radio"/>	<input type="radio"/>



2. During your time in the AAMMP UP program, were you able to access the following services? (For each item below, please choose “Yes” or “No”.)

	YES	NO
Math Boot Camp	<input type="radio"/>	<input type="radio"/>
Case Management Services	<input type="radio"/>	<input type="radio"/>
Career Coaching	<input type="radio"/>	<input type="radio"/>
Intern and Mentorship Program	<input type="radio"/>	<input type="radio"/>
Career and Personal Development course (CPD 104), which covers: Goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares you for the National Career Readiness Certificate (NCRC).	<input type="radio"/>	<input type="radio"/>
Help with earning credit for previous classes or programs you completed.	<input type="radio"/>	<input type="radio"/>

3. During your time in the AAMMP UP program, how often did you use the following services? (For each item below, please choose “Yes” or “No”.)

	YES	NO
Math Boot Camp	<input type="radio"/>	<input type="radio"/>
Case Management Services	<input type="radio"/>	<input type="radio"/>
Career Coaching	<input type="radio"/>	<input type="radio"/>
Intern and Mentorship Program	<input type="radio"/>	<input type="radio"/>
Career and Personal Development course (CPD 104), which covers: Goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares you for the National Career Readiness Certificate (NCRC).	<input type="radio"/>	<input type="radio"/>
Help with earning credit for previous classes or programs you completed.	<input type="radio"/>	<input type="radio"/>



4. For the following services, did you receive the support that was promised and expected?
 (For each item below, please choose “Yes” or “No”.)

	YES	NO
Math Boot Camp	<input type="radio"/>	<input type="radio"/>
Case Management Services	<input type="radio"/>	<input type="radio"/>
Career Coaching	<input type="radio"/>	<input type="radio"/>
Intern and Mentorship Program	<input type="radio"/>	<input type="radio"/>
Career and Personal Development course (CPD 104), which covers: Goal setting, study skills, work expectations, job searching, resume writing and interviewing, and prepares you for the National Career Readiness Certificate (NCRC).	<input type="radio"/>	<input type="radio"/>
Help with earning credit for previous classes or programs you completed.	<input type="radio"/>	<input type="radio"/>

	Not At All				Extremely
	1	2	3	4	5
5. How satisfied were you with the quality of instruction in the courses developed by AAMMP Up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not At All				A Lot
	1	2	3	4	5
6. How much do you think the AAMMP Up program helped you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Not At All Likely				Very Likely
	1	2	3	4	5
7. How likely is it that you would recommend the courses developed by AAMMP Up to a friend or coworker?	0	0	0	0	0
	Not At All Likely				Very Likely
	1	2	3	4	5
8. How likely is it that you would recommend Pima Community College to a friend or coworker?	0	0	0	0	0

9. If you had any involvement in the AAMMP Up Program, please tell us one thing that you think would make this type of program better for students. Thanks!

10. Please provide us this information about you:

Length of Time Enrolled at Pima Community College _____ (months)

Date First Enrolled in the AAMMP UP Program (if applicable) _____ Month _____ Year

Date You Expect to Complete Your PCC Program _____ Month _____ Year

Your Current Age _____ Years

THANK YOU!



Appendix C- Participant Suggestions for Improvement

A little more hands-on time and a little less radio wave theory.

Adjusting prerequisites to better reflect tradesmen tasks performed in the field.
Better quality instruction.

I think it is great that this program exists. I hope it is useful and beneficial to other students

I would say more out reach to companies before students graduate. But we as able bodied students and civilians. It's our responsibility to find our own job. But it would nice to have Pima behind us a little more. But the program helped! A lot!

It's not really in AMMP UP Program. But the math course was great. Just the math course gtm 105 (I believe that was the math course for the applied science degree). It could have been more trade focused. For real world situations. I'm currently a welder and former ASE certified auto tech. The things we went over I have never used in the field. Things I used in the field we didn't go over in the class. If AMMP UP could make a math course more focused on real world I'll be more than happy to take it.

Keep it available to students

Making classes available more for people who work.

Mandatory

More information on mentor ships and internships

More resume development. Compartmentalized Access to Welding related Scholarships

Na

Not cancel the program

The Aammp Up program was very accessible and that is one of the biggest things. Un fortunately, with work and my classes I was not able to take part in a lot of the services.

They were willing to help keep on my behalf to get access to some classes at night that were offered during the day only. However I got a great job instead because pcc would not offer any classes I needed at a time that i could go to them.

