2020-22 Program Audit Report Due March 24, 2022

In all responses, provide the data (attach or provide links) used to determine the response.

PROGRAM QUALITY:
1. Discuss how the program determines that the courses, certificates, and degrees are still viable and relevant? Primarily via 14 CFR part 61 and 141

2. Does the curriculum meet industry standards? How do you know? What needs to change?
To the best of my knowledge, our curriculum is approved via the Principle Operations Inspector (POI) assigned to the Flight Standards District Office (FSDO) in Spokane WA, and is matched to industry practices and federal standards.

3. Since the last audit (in the last three years), did your program invest in technology or equipment used to improve content delivery or student performance?
Not to my knowledge. We did however transition to online via canvas in response to the initial covid quarantine concerns.
    a. If so, please describe the purchase and the impact it has on content and/or student performance.

4. Select all methods that are used by your program to integrate the academic and technical skills of your students and ensure that they are taught with the same coherence and rigor as all other students, including transfer students.

    <u>Please provide short descriptions for each method selected.</u>
    - X ☐Contextualized Instruction
    - ☐Team-Teaching
    - ☐Math-First Initiatives
    - ☐College-Level Core Curriculum
    - ☐College-Wide Student Learning Outcomes
    - ☐STEM Initiatives
    - X ☐Industry Standardized Tests/Exams
    - ☐Tutoring
    - ☐Flipped Classrooms
    - X ☐Industry-Standard Equipment/Facilities
    - ☐I-BEST CTE Programs
    - ☐Other

5. Please provide examples of any innovative projects, initiatives, or state-of-the-art equipment undertaken since the last audit (in the last three years).
Transition to online (blended canvas and zoom) delivery of ground schools due to covid quarantine protocol.
    a. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable.

6. What was the most successful or noteworthy development with respect to program quality and/or program improvement since the last audit (in the last three years)?

The ability to adapt to and successfully deliver ground school instruction online (blended canvas and zoom)

7. What were the most significant challenges (e.g., funding, enrollment, performance, staff retention or turnover, equity, etc.) encountered since the last audit (in the last three years)?

Covid

   a. What impact did the challenge have on the program?
   Student, instructor, support staff absence due to covid protocol, prevented consistent uninterrupted teaching and the ability for students and employees to have access to campus services.
   b. How could BBCC assist in addressing these challenges?

Bring administrative sections of the school back to their offices and open back up, and   ensure that one deep offices have personnel in place to fill in when needed.

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:
8. Please provide the dates and a brief description of any professional development in which you participated in since the last program audit (in the last three years).
   Fall 2019 EDUC 200, Intro to prof tech instr
   Fall 2019 EDUC 231, Managing the Learning Environment
   Win 2020 EDUC 170, Technology for Teac/LRN
   Win 2020 EDUC 282, Integrating Cultural DIV
   SPR 2020 ELEA 111, Shift: Teaching Online
   SPR 2020 ELEA 112. Shift: Teaching Hybrid
   Countless Aircraft Owners and Pilots Association (AOPA) air safety foundation courses
   Countless Federal Aviation Administration Safety Training (FAAST)
   Countless National Association of Flight Instructors (NAFI) courses
   Winter 2022, Implicit Bias training

9. Did the professional development activities support the required activities in your vocational certification plan? Please describe. (Be sure these are reported so they can be recorded.)

All courses are designed to increase my personal as well as professional development as a flight instructor, and professional pilot

10. Did any of your program faculty or staff earn industry-recognized credentials or certification since the last program audit (in the last three years)? Please describe.

Not that I am aware of

11. What was the most successful or noteworthy development with respect to faculty/staff retention and professional development since the last audit (in the last three years)?

Not sure

12. Select the methods employed to provide professional development opportunities for faculty/staff.

   Provide a brief description of each method selected.
   ☐New Instructor/Faculty Conference
   ☐Workforce Boot Camp
   ☐Deans Academy

☐Return-to-Industry
☐Faculty Peer Mentoring
☐Professional Development Days
☐CTE Certification Workshops
X ☐Distance Learning/Online Teaching Training
☐Technology and E-Learning Tools
☐Data and Assessment Workshops
☐Industry Conferences
☐Other

13. How did the professional development impact your program?
See #8.

INDUSTRY/COMMUNITY INVOLVEMENT:
14. Describe how this program ensures involvement of stakeholders in the improvement, implementation, and assessment of the program and program development.
Not sure

15. Since the last audit (in the last three years), has course/program content been updated to reflect industry needs/feedback from advisory committee?
    a. If yes, please describe how.
Course content is constantly updated in compliance with FAA regulations, handbooks, manuals and teaching standards as needed to meet industry standards
    b. If no, please describe why not.

16. Since the last audit (in the last three years), what noteworthy activities did your program advisory committee undertake?
    a. Should these activities be reported/used in outreach/marketing?
    b. Were there any changes to your committee? Have these been reported to Julia?
    c. Have all minutes been submitted to Julia?
    d. Has an advisory committee audit form been completed annually?
Not sure

17. Provide information about how this program is involved in building and/or maintaining specific internal and external partnerships/relationships:
    a. Internal: list and discuss each partner (examples: Career Services, WES, ASB, Business Office, Registration, etc.)
    b. External: list and discuss each partner (examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc.
Our Chief Flight Instructor as well as others in our program are constantly engaged with internal and external offices and industry leaders in developing new and maintaining   existing relationships in an effort to ensure our success and that of our students.

K-12 ENGAGEMENT:
18. Does your program provide opportunity for CTE Dual Credit (Tech Prep) articulations with area high schools/skills centers
    a. If yes, could this be expanded? How?
    b. If no, is this an area that can be developed? How? **OR** Why not?

Not sure at this time, however if there was an opportunity for credits to transfer from a High   School or Tech prep program, I am positive it would be a welcomed within our program

19. Does your program faculty participate in any advisory committees or joint advisory committees at the high school level? If so, please describe.

Not sure.

20. Since the last audit (in the last three years), how did your program partner with high schools and districts to engage and recruit students and market your program?

Our program has attended several career/job fairs in a couple of High Schools when invited. We typically participate in our own local career/job fair here at BBCC and we attend several annual airshows/conventions that draws from a large population of not only High School students but also adult learners. We have an active tour program that sees numerous potential students throughout the year.

21. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to high school partnerships?

Not sure.

22. Select all methods employed by your program to engage, recruit, and/or provide career and academic guidance to prospective students.

> Please provide a brief description of each method selected.
> X ☐High School Visits
> ☐CTE Open Houses
> ☐Try-a-Trade Events
> ☐Youth Re-Engagement Programs
> ☐Mailings featuring Programs of Study and/or Pathway Information
> ☐Community-Based Organization Visits
> ☐Faith-Based Organization Visits
> ☐TV or Web Video Ads
> ☐WorkSource Co-Location
> ☐Veteran Center Visits
> ☐Tribal or Cultural Center Visits
> ☐Corrections Center Visits or Re-Entry Programs
> ☐Labor Union Visits
> X ☐Other
> See #20

TECHNOLOGY:
23. Does your program have the technology available that is needed to prepare students for industry? Discuss.
    a. If YES,
        • Include how you know it is technology used in business/industry.
        Our program has numerous aircraft that contain the latest in Garmin glass cockpit technology, and our Flight simulators are as well. Most aircraft in the industry today are equipped with this type of flight instrumentation, navigation and communication systems.
    a. If NO,
        • Has your program identified the needed technology or equipment?

- How do you know this is the technology/equipment that is used in business/industry?
- Please describe the technology or equipment and share the plan for purchasing or provide the barriers to purchase.
- Is business/industry an option for providing and/or donating **current** technology/equipment? *(Remember that BBCC cannot become the dumping grounds for outdated or broken equipment.)*

24. Did your department invest in technology or equipment used to improve content delivery or student performance? If so, please describe the purchase and the impact it has had on content and/or student performance.

See # 23. Students are leaving the program with a general working knowledge of glass cockpit technology.

25. Provide a current equipment/technology inventory that indicates the following:
    a. When replacement/update is/will be needed
    b. Technology/equipment that is obsolete
    c. Technology/equipment that requires repair, disposal, etc.

A.   Not sure
B.   Avidine systems in Piper warriors
C.   Older desktop flight training devices not in use anymore.

2020-22 Program Audit Report Due June 20, 2022

JM Swedburg = Red   **Terry Haws = Blue**   **Benjamin Altrogge = Green**

LAB FEES:

1. Does your program maintain a lab fee account? Yes Yes
   a. If yes, please answer the remaining questions regarding lab fees.
   b. If no, should your program consider developing a lab fee account?
   c. If no, please skip the remaining questions regarding lab fees.

2. Is the lab account balance adequate to cover consumable expenses?
   a. If no, have fees been reviewed? Why/why not?
      - What is needed to ensure consumables are covered. Discuss.
      - Should this discussion be used to request a fee increase?
   a. If yes, do fees need to be reduced? Discuss.

No, due to the rising costs of fuel and maintenance. The disruption in the supply chain has also caused prices to rise and delayed training which affects efficiency. Employee costs have risen significantly due to recent changes in Washington State law.

The fees have been reviewed and a 3% increase in lab fees is planned for next year. Perhaps with the recent climb in costs, a more aggressive percentage should be targeted. The pilot shortage is being described as "extreme" and many flight training programs have been growing. The demand on aircraft and other essentials for flight training have escalated the costs to unprecedented levels.

No. Fees are going to go up as a result of the current inflation trends i.e. fuel, equipment, supplies etc..

3. Is the lab account balance adequate for purchasing needed equipment/technology updates?
   a. If YES, what will be purchased and when?
   b. If NO, do fees need to be increased to help support these?
      - What is needed and what will it cost?
      - How much do the fees need to increase? Discuss.
      - Should this discussion be used to request a fee increase?

No. However, the costs associated with the required fleet replacement will not be covered by the lab account. A true fleet replacement will cost in the neighborhood of $7,000,000.

I have no information regarding the balance of the lab account, however, the little bit of info I do have would lead me to believe that it takes time to build up enough disposable funds to afford some of the bigger ticket costs, such as aircraft (replacement) and the parts and supplies necessary to sustain the operations and maintenance of the aircraft.

SPECIAL POPULATIONS AND NON-TRADITIONAL FIELDS:

Special Populations: Individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals (formerly "displaced homemakers"); English learners; youth who are in, or have aged out of, the foster care system; homeless individuals; and youth with active-duty military parents.

Non-Traditional Fields: Non-traditional fields means occupations or fields of work for which individuals from one gender comprise less than 25% of those employed in such fields. (Examples: men in nursing, women in aviation, women in welding, etc.)

4. Using the data provided in the BBCC and Perkins dashboards

a. Where are the biggest gaps in performance indicators for this program?
- Demographic subgroups
  - The program tends towards younger students in the 18-25 range. This is likely due to the connection with the college and the requirement to maintain full-time student status while they are enrolled in the Aviation Program. There is a current trend towards older students due to the opportunities within the industry and the current economy. While the program has no age limitations, it should be noted that the airlines in the United States requires retirement at age 65.
  - ?
- Perkins special populations
  - The FAA requires a medical evaluation and sets standards that all pilots must meet as well as a requirement to speak English. This inherently restricts some special population students from enrolling in the aviation program. We do not ask students about their status concerning homelessness, financial status, or their parental status—whether single or military or otherwise.
  - Everyone who wants to be part of our program is welcome to participate, provided they meet the requirements set forth in the applicable FAR.
- Non-traditional enrollment
  - Females typically make up 4-8% of the population within the industry. Our program's female student population is usually within this range. Although, for next year's incoming class, there are roughly 30% females.
  - The fact is the aviation industry is a white male dominated society (on the flight deck) however recent trends in the industry are making great strides in fixing this, through hiring events/recruitment. The information is getting out into the general population and there is an increase in participation from other groups/categories of individuals.

b. How is the program addressing the performance gaps identified above?
  - Due to the FAA and other requirements, the program is limited as to what it can do to address these performance gaps. For example, recruiting more non-English speakers or individuals with certain disabilities would not be allowed to receive an FAA medical, and therefore, would be unable to apply to the program.
  - We actively participate in several recruiting events each year, and will provide information to any individual who requests it, we want everyone who comes through the door to be able to do what we do, however, there are limitations to what we can do. The FAA is clear as to who can be a pilot. We cant change FAA regulations, nor should we.

5. Please provide a brief description of any example in the five areas below of initiatives, events, or strategies implemented in the past year pertaining to students in *special populations* or *non-traditional fields*.

a. Decreasing barriers to participation
b. Ensuring equitable access to programs
c. Increasing enrollment
d. Improving completion rates

e. Promoting and maintaining a discrimination-free environment

a, b, c, and e are increased by the fact that we do not enroll students based on a GPA or performance ranking. All individuals who meet minimum standards as prescribed by the college and the FAA are admitted to the program in a first-come-first-served basis. Apart from their education history, we ask no questions pertaining to the person's status (they do have to receive an FAA-provided medical certificate and provide proof of citizenship. Admission is based on the fact that they have these documents, and not any information provided on them).

Unfortunately, all these areas were negatively impacted by COVID and specifically the student COVID vaccine mandate.

d., The completion rates have been increased by limiting or eradicating the gates and other performance requirements during COVID. Courses were also rescheduled to allow for students who were out-of-sequence to successfully complete the course. Unfortunately, these efforts proved to cause more progress issues for students than they supported.

a. The only barriers to participation are those in the FAR's. If a student meets those requirements, and can find the needed funds, we would enjoy having them.
b. Access is there for the taking, provided they meet the standards.
c. Word of mouth fills our seats, however we do participate in several aviation programs/events that draws a large number of potential students seeking a future in aviation.
d. Every student has the same succeed, they just need to motivate them selves to succeed. Completion is driven by motivation.
e. In this day and age there is no need for discrimination of any kind. Discrimination is not tolerated.

6. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year?

Unfortunately, we took a step backwards this year and removed students who were not willing to meet certain newly implemented medical requirements. Since these requirements were not stated when the students were admitted, some students were required to leave the program after beginning.

?

WORK-BASED LEARNING:
7. How is work-based learning integrated into your program? Please describe and identify all types of work-based learning that is required in your programs.

With the current hiring trends in the airline industry, our students are exposed to regional airlines that are willing to (in some cases) provide funds to be used for future training and, these same airlines also provide mentors that will provide them information in professional development while preparing for a future in their airline.

8. Select all methods employed that are used in your program to provide your students with experience in and an understanding of all aspects of industry.

Provide short descriptions of each method selected.
X☐Industry Speakers   We bring in industry employees to share their experiences
X☐Workplace Tours   The Aviation Club has toured military bases
☐Job Shadows
X☐Job & Career Fairs The program attends career fairs for the industry as well as Alaska Airlines

X☐Simulations   We make extensive use of simulation

☐Required Internship or Clinical Experience

X☐Optional Internship or Clinical Experience   We used to hire graduates as an intern.

☐Cooperative/Capstone Projects

X☐Student Clubs   We have an Aviation Club outside of the COVID-world

X☐Business/Industry Mentoring   We have a relationship with regional airlines

☐Other

Concur with everything JM mentioned

CAREER GUIDANCE:

9. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education?

Each student is assigned a senior instructor in the program to act as an advisor. We speak frequently with members of the industry to include active pilots and management groups and pass recommendations to our students.

There is no secret as to the current hiring trends in the airline industry. Students tend to network throughout their time here and they are surrounded by professional instructors that were students just like them. Every student that finishes our program and wants to fly is flying. Each student has an assigned advisor that is available to assist them when and if they reach out to us.

10. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to program academic guidance and career counseling this year?

We resumed our relationship with Alaska/Horizon Airlines after the COVID restrictions subsided.

We transitioned back into the classroom.

11. Select all methods employed to provide students with comprehensive and labor market-informed guidance, counseling, and coaching related to career discernment, academic transfer, and job search strategies.

Please provide a brief description of each method selected.

☐Online Job Search Engines   Social media and networking abounds with this information. Most students know more about it than I do

☐Career Exploration Workshops   Students are made aware of events that will allow them to network with other aviation organizations and personnel (Northwest Aviation Conference)

X☐Mock and On-Campus Interviews (Actual) on-campus interviews with Horizon Airlines

☐WorkSource

☐Interactive/Online Pathway Tools

☐Hardcopy Career Pathway Tools (Posters, Brochures, Worksheets, etc.)

☐Resume Workshops

☐Credit-Bearing Career Readiness Courses

☐Credit-Bearing College Readiness Courses

☐College/Transfer Fairs

☐BA-S Program Presentations/Open Houses

☐Other

SCHEDULING:

12. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students.

Courses are scheduled to allow for students the best opportunity to fly and attend ground school courses. Students request which time slot they would like to fly. All ground school courses are held at 4pm and flights are suspended during this time to ensure all students have equal access to attend the courses.

Our classes and schedule is set in a manner that allows students from various educational requirements and needs to be successful.

13. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc?
    a. If yes, what is being considered and why?
    b. If no, is this something that should be considered and why/why not?

Yes, we frequently investigate other options. We have determined that online and hybrid were not as successful as hoped and, in many, cases were detrimental to the students' progress. We open flights up on traditional non-flying days when it benefits the students. Due to the balanced schedule of the program, adding more days has the effect of disproportionally hurting students who need to work and hurts students who need the time to study.

Physical aspects of learning to flying are face to face, one on one, and thus needs to be in class/aircraft. Aircraft can not be flown 24/7, due to scheduled/unscheduled maintenance. There has to be down time to take care of the aircraft, or we could find ourselves in a situation where there are more students than airplanes.

14. Using the schedule and MCOs provided, please
    a. review schedule and MCOs for accuracy or required changes
    b. identify classes that should be retired
    c. identify changes to the quarters, time, and modality offered

ASSESSMENT REVIEW:

15. Please review your assessment work over the last three years. Has the assessment work that your program reported resulted in improved student learning or student success or improved attainment of industry-recognized credentials? Please share an example.

Student learning and student success has benefited from assessment. Three examples below can be used to support this.

    a. 2019-2020 program assessment noted a need to "Develop or offer remedial ground schools" to address the need to keep students current due to the delayed flight training experienced under COVID restrictions.

The solution was to provide an additional offering of the instrument ground school AVF 223 in the spring quarter so that students coming out of COVID would have their ground school and flight training taking place in a more congruent manner.

    b. 2018-2019 and 2020-2021 program assessment both reviewed AVF 261 instrument flight training (Stage 6). While statistical success remains high in the class with no change in the outcome (both years of assessment had a 100% pass rate) there were

numerous changes made to improve student success bases on the recommended changes in both the 2018-2019/2020-2021 assessments

      i. A G1000 avionics course was purchased for faculty instructors to use for updating material relevant to WAAS and G1000 Avionics

      ii. Quarterly flight instructor meetings were used to disseminate guidance on how to use the BBCC aviation TCO lessons to best teach raw data and non-glass instrument cockpit procedures.

      iii. Revised content on numerous PowerPoints across several of the classes across the curriculum concerning the use of WAAS and ADSB equipped aircraft.

c. 2018-2019 and 2021-2022 program assessment both reviewed AVF 111. The 2018-2019 program assessments results had three program/course changes related to this class

      i. Revise written exams

      ii. Revise program text material in the Preflight Handbook.

      iii. Allocate additional class time to subject matter (Specifically Federal Aviation Regulation.)

Each of these three areas were addressed and student success could be noted with 96% of the class passing the final exam during the 2021-2022 school year/program assessment.

16. As you reviewed this work, are there elements of this assessment work that you need to revisit or follow up in order to learn more in these areas or to "close the loop"?

Aviation program assessment over the years has addressed the shortage of aircraft availability and students' progress being significantly behind schedule to the extent that our assessment results may be skewed. We need to look further into closing the loop on both of these issues as the impact of COVID becomes less of a factor to determine if these are still ongoing problems for the program.

17. What future steps can you make in your assessment work so that it has greater meaning and value to you and your students?

Much of our assessment is not meaningful because "closing the loop" has been difficult with the college assessment committee having the 7-year assessment cycle revised three times in the last four years. While it's understandable that each year we will see a slight tweak with the addition of another year to the assessment schedule, many times there is large shift in classes being assessed as the definition of and number of institutional and program outcomes is a moving target. In addition, things are changing so fast that the college website that is supposed to show the current assessment cycle are one or two revisions outdated at times. This means there is no concrete place for everyone to be held accountable to. In the end this gives everyone who doesn't like to close the loop on assessment an excellent excuse for not doing it and makes everyone who has to write a report like this a nearly impossible job. We have years of program assessment with no follow-up because we hardly ever repeat the same assessment twice. If we do repeat the same assessment twice, it's by accident and we are assessing totally new outcomes based off of revised guidance from the college assessment committee. We must commit to leaving the assessment schedule set for at least 3 years and then make changes. Changing every year does not allow assessment to "close the loop."

18. If your assessment work resulted in curriculum changes, equipment/technology purchases, professional development/training, please make sure those are reflected in the appropriate areas within the audit.