On March 16, 2012 the Aviation Science (AVS) SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were highly professional, informative and thought provoking. We wish to commend you on the completion of an excellent program review process, and developing a program review report that will serve as a model to other SACs. Your work in assessment particularly notable, and more is said about this below. Your presentation provided ample opportunity for questions and discussion, which was enlightening for us all. We are impressed by the commitment and success of the Aviation Science SAC to their mission:

- Provide training for those desiring certification from the FAA as pilots and flight instructors, in either airplanes or helicopters.
- Create safe, well-rounded pilots who have knowledge above and beyond the minimum required for FAA certification as pilots and instructors.
- Foster industry partnerships that promote and support a growing base of aviation activity in the Northwest.
- Respond to opportunities to offer specialized training in existing curriculum.

This Administrative Response will: A) note particular highlights of the AVS Program and Program Review, B) review your approach to outcomes and assessment, and C) provide the administrative response to the SAC recommendations.

Of Note

We were particularly impressed by the following accomplishments:

- Professionalism in Program Review, both the presentation and the written report were thorough, completed to high standards, and helped us understand your work. Each requested area was addressed directly and clearly.
- AVS's history and tradition of excellence, since 1999.
- A focus on safety through out the program.
- Program certified by the Federal Aviation Administration and approved by the Veterans Administration.
- Serving increasing numbers of Veteran students.
- Instruction and program which adheres closely to the experience students will encounter in industry
- A close and long-standing partnership with Hillsboro Aviation
• Curriculum that enables students to begin working in the industry prior to graduation.
• Extreme flexibility on the part of faculty to allow students to maintain progress towards completion (for example, the bundling of courses in order to allow low enrolled courses to be consistently offered).
• Ongoing attention to course revisions to respond to industry changes and better serve students.
• Presentation of assessment of student learning outcomes is especially clear, and thoughtfully examines meaning of assessment results.
• Excellent concrete examples of assessment driven change with clear link to improving student achievement of outcomes
• Specific and focused actions resulting from the last program review (2003): addressing barriers to completion of flight training.
• Addition of advanced training options, scenario-based training
• The creation of the flight labs enhancing flight training and also developing better peer connections.
• Transition of some curriculum (where appropriate) to an on-line modality (increasing access and completion).
• Continued development of the SE offerings and student support.
• Continued commitment by faculty to their own professional development, maintaining currency in their fields.
• Revision of Instructor Qualifications (2009) to better define specific qualifications at a course level.
• The careful consideration leading to the decision to move to a closed program design in 2011.
• Maintaining excellence in the face of significant enrollment growth

The AVS SAC is clearly approaching programming and the serving of students with an attitude of continuous improvement. This is particularly impressive given the pressures of growth (159 students in 2008-9 to 265 students in 2010-11). PCC continues to support this expansion within available resources (and while addressing other demands).

Outcomes and Assessment

1. College Core Outcomes

Aviation Science has thoroughly addressed College Core Outcomes in the review. However, the mapping document in the review (Appendix D) is not fully consistent with the mapping shown for AVS on the college website: http://www.pcc.edu/resources/academic/core-outcomes/avs.html
Please work with Kendra Cawley (Dean of Instructional Support) to ensure the website fully reflects your recent work with core outcomes.
2. Program Level Outcomes

Aviation Science has very well developed program outcomes for the two degrees offered:
- AAS: Aviation Science – Airplane
- AAS: Aviation Science – Helicopter

3. Assessment of outcomes and assessment driven change

Assessment was identified as an area of focus for PCC during our very recent accreditation visit, and the April 2010 Interim Accreditation Report notes that: PCC must document “progress in demonstrating, through regular and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the college must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning.”

We would like to take the opportunity of this administrative response to highly commend Aviation Science for their work and documentation of assessment and assessment driven change. You have clearly identified assessment methods, documented your completion of these assessments, and identified plans for further assessments. Furthermore, you have identified the changes you are considering based on the results of the assessments. We look forward to following the progress of AVS in their assessment work in the years to come.

**Administrative Response to Aviation Science Recommendations**

We concur with many of the AVS recommendations. In those areas of agreement, we note that some are more constrained by funding availability, and that requests dependent on funding are typically subject to a variety of campus and district based allocation processes. Overall, we have the usual challenge of supporting worthwhile and effective disciplines in a time of growing competition for limited resources. The question becomes, what can we do with the resources we have now? In that spirit, here are administrative responses to the SAC recommendations contained within the AVS Program Review
Recommendations and Response:

a. Re-design of online ground schools: Curriculum development funds or release time will be necessary to complete these extensive course re-designs.

We recognize that high-tech CTE programs such as Aviation Science typically need more frequent and/or extensive revisions than typical lower division collegiate discipline areas. We suggest that you work with your Division Deans at Rock Creek and SouthEast to identify course revision and development needs that fall outside the norm and to produce a written estimate of the resources needed. The Division Deans can work with AVS, the Dean of Instructional Support (Kendra Cawley) and also their DOIs to identify a specific plan for resources to move forward in the redesign of the online ground school curriculum.

b. Outsourcing the FAA practice knowledge tests (requiring funding for a site license).

Please develop a proposal document including costs, and work with both Division Deans to explore current division funding sources and/or place the request on campus spending plans for margin funds.

c. Acquire up to 14 sets of helicopter flight controls to accompany existing computer flight simulators already owned by the department.

Please develop a proposal document including costs, and work with both Division Deans to explore current division funding sources and/or place the request on campus spending plans for margin funds. Based on the justification and the estimated costs provided during program review, we think it is likely that we can move in this direction in the near future (perhaps as soon as this summer).

d. Open-entry/exit registration: The department would appreciate additional consultation and assistance from the administration in investigating a transition to this format.

Administration is ready to support an examination of the advantages and challenges of an open-entry/exit approach for at least some AVS offerings. When you are ready to begin consideration, please work with both Division Deans to schedule an initial exploratory meeting. Consider including Kendra Cawley, Dean of Instructional Support as well as Registrar Rebecca Mathern.
e. Curriculum: The department has a pressing need for the ability to respond more quickly to industry-driven changes in curriculum. The department would appreciate additional consultation and assistance from the administration in investigating a solution to this problem.

*Curriculum timelines often present a challenge for industry driven programs. As you probably know, the process is complex, with many aspects driven and organized by faculty, and in some instances subject to approval cycles outside the control of the college. That said, your concern is valid and worthy of further consideration, particularly as the impact goes beyond a single program. AVS might consider a communication to the chairs of the curriculum (Jim Parks) and degrees and certificate (Susanne Christopher) committees, Kendra Cawley and the DOIs specifically asking that this issue be considered. Often these committees have annual retreats, and it is possible that this concern could be discussed in that setting.*

f. Access and success for students: The department currently does not have a good system set up to track and remain in touch with graduates and/or transfer students. Knowledge of these students’ career paths would be useful both for networking purposes and in gauging future improvements to the program. The department is looking into setting up some sort of database or tracking system.

*The DOIs think this is a great idea, one that is being explored in a variety of CTE programs. We recommend that you touch bases with the CTE chairs group to see if there is other work going on that can be leveraged. Laura Massey (Director of Institutional Effectiveness) is also a good contact that would be aware of any institutional work in maintaining contact with graduates.*

g. Make a concerted effort in the coming year to re-establish and re-energize the Aviation Science Advisory Committee.

*Yes, we agree wholeheartedly, and look forward to attending an Aviation Science Advisory Committee meeting in the future.*

**Other suggestions**

It would be good to investigate utilization of the Embry-Riddle Aeronautical University Articulation agreement (both by graduates and by students who left PCC prior to achieving the AAS degree), and also review the ERAU Articulation agreement with the local ERAU Faculty to move to a more favorable situation for our students. Dual enrollment and reverse articulation should be considered. Kendra Cawley and Rebecca Mathern can be of assistance in this process.
Closing

We want to again thank the AVS SAC for sharing the results of your program review with us. We very much enjoyed learning about your challenges, your successes and your plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Birgitte Ryslinge, on behalf all your Deans of Instruction

* Birgitte

Scott Huff, Cascade

Julie Kopet, South East & Extended Learning Center

Birgitte Ryslinge, Rock Creek

Jeff Triplett, Sylvania