College Mission Statement
Honolulu Community College’s mission is to:

- Serve the community as an affordable, flexible, learning centered, open-door comprehensive Community College that meets the post-secondary educational needs of individuals, businesses, and the community.
- Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission Statement
The Commercial Aviation Program’s (AVIT) mission is to serve Hawaii, the nation and the Pacific Region as the primary technical training center in aviation by offering a rigorous pilot flight training curriculum, meeting basic Federal Aviation Administration (FAA) requirements to train and earn FAA certifications leading to careers as professional commercial pilots within the aviation industry.

Part I: Executive Summary of Program Status

After an 18 month transition from University of North Dakota to Galvin Flying Services as the flight training provider, which included a company buyout, revising all flight curriculum and courseware, obtaining FAA approvals and weathering a prolong flight grounding of a twin engine aircraft the program is entering a period of stability. Stability begins with FAA approvals and oversight relocating from Galvin in Seattle to Honolulu. Relocation is expected in spring 2009. This stability shall offer opportunities for incorporating new programs to promote and attract enrollments. Increasing enrollments is the major goal of AVIT. These can be met by attaching student pilots from foreign air carriers, affiliation with an international university (Tokai) and increased military enrollments.

Part II: Program Overview

Program Description
AVIT is a four-semester program of study that prepares and initiates students for careers as a professional commercial pilot. AVIT is an FAA Part 61 and 141 approved flight training program enabling students to earn private, commercial, instrument and multi-engine ratings. Optional flight instructor, instrument flight instructor and multi-engine instructor ratings are available and appropriate for career advancement. Students may log up to 250 hours of flight time. The associate of science degree credits from AVIT are transferable to 4-year colleges offering aviation degrees or toward a University of Hawaii degree in other disciplines.

Program History
A provisional program was initiated through an agreement with the University of North Dakota (UND) and HCC in 1998. AVIT received permanent program status in 2005. UND provide flight training support through 2006. In 2006, HCC received BOR approval
to enter into a new flight training partnership, with Galvin Flying Services, Seattle, WA to increase the potential of attracting additional enrollments through Asian-Pacific air carrier relationships, to introduce a newer technically modern training fleet and to reduce overhead cost incurred through the UND affiliation. Galvin, a nationally recognized FAA flight training program operating continuously, for over 75 years, from Seattle’s Boeing Field contributed nearly $1.8M in new aircraft, simulator and instructors to initiate the program. Galvin is the current program flight training provider.

Program SLOs
Upon successful completion of the AVIT program, students will be able to:

- Demonstrate the knowledge and skills needed to safety exercise the privileges and responsibilities of a commercial/instrument pilot acting as pilot-in-command of a multi-engine airplane
- Satisfactorily pass the FAA Commercial Pilot – Airplane knowledge test
- Obtain the Commercial Pilot Certificate, Multi-engine land rating as outlined in the appropriate FAA Practical Test Standards and Federal Aviation Regulations
- Identify aircraft design, engine design, airports, aviation support facilities and the practical economics of airline operations as they support the air transportation industry
- Demonstrate knowledge of air traffic control (ATC) technology and terminology, career requirements, components and function of the National Airspace System and Terminal and en route ATC facilities as they support the ATC system
- Identify aviation ground operations, technical operations, flight operations and system operations as they support airline operations and management
- Provide highlights in the history of aviation from its very beginnings to current endeavors
- Explain pilot psychology, physiology, human factors, aircraft technology, crew resource management and accident review and investigation as they relate to the aspects of aviation safety
- (Optional) Demonstrate the knowledge and skills needed to safety exercise the privileges and responsibilities of a certified flight instructor

Admission Requirements
Admission requirements are the HCC requirements with the exception that a perspective student pilot must pass a Flight Medical Exam by an FAA designated medical examiner prior to initiating flight training. No flight aptitude test is required.

Credentials / Licensures Offered
All certifications are earned through the FAA. A commercial pilot rating is the minimum necessary to enter the workforce. All FAA certifications and ratings include:

- Private Pilot Certificate
- Instrument Rating
- Multi-engine Rating
- Commercial Pilot Certification
- Certified Instructor Pilot, Instrument and Multi-engine Instructor (Optional)
Faculty and Staff
AVIT does not use full time faculty. No associate professors or full time instructors are employed. All academic instruction is provided through part time lecturers. The rationale for lecturers only hiring, is based on the need for current specialized aviation experiences in the different fields (i.e. aerodynamics, safety, air traffic control, human factors, and airline operations) of aviation. Academic instruction is conducted by HCC lecturers while, Galvin certified flight instructors (CFI) conduct flight training. HCC is responsible for hiring and salary for the academic instruction. Galvin hires and pays all flight instructors. Additional rationale for lecturers is the cost savings. Rough estimates are that employing lecturers in lieu of instructors reduces instructional cost by 50%. Some of the lecturers are Galvin instructor pilots. The lecturers are: Jarrett Oura, Aaron Madriaga, Robert Dixon, Herb Fukuji, Mel Souza and Mark Patterson.

Resources
AVIT is located at Kalaeloa Airfield, the former Barbers Point Naval Air Station. It is approximately eight nautical miles west of Honolulu International Airport or about 23 miles via highway from the HCC campus. The primary resource is a 105,000 sq. ft. hangar, formerly a Navy building leased through USDOE, which is newly renovated with modern classrooms, administration, operations, briefing areas and aircraft maintenance area. HCC also owns and operates a 10,000 gal. fuel tank that supports flight training. All aircraft and flight simulators are owned by Galvin.

Articulation Agreements
An articulation agreement with UND was not abrogated. As of 2002, when the first former HCC student graduated with a 4 year degree from UND, 28 HCC alumni have earned UND baccalaureate aviation degrees. A new articulation agreement is expect between HCC and Embry Riddle Aeronautical University (ERAU) in 2009. Since 2005, 13 former AVIT students have earned their baccalaureate degrees from ERAU. At least 6 University of Hawai’i AFROTC graduates received initial flight training with HCC.

Community Connections / Advisory Committees / Internships / Coops / DOE

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Jeff Allen</td>
<td>President, AVIT Alumni Association</td>
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<tr>
<td>Hank Bruckner</td>
<td>President, General Aviation Council, Hawaii</td>
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<tr>
<td>Jamieson Cheng</td>
<td>Captain, Hawaii Airlines</td>
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<td>Monica Chandler</td>
<td>SMSgt, Director, Civil air Patrol Cadet Program</td>
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<td>Gordon Clendenen</td>
<td>Director, Safety and Training, Island Airlines</td>
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<td>Celia Espinosa</td>
<td>Recruiter, Hawaii Air National Guard</td>
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<tr>
<td>Michael Overstreet</td>
<td>President, Corporate Air</td>
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<tr>
<td>Mimi Tompkins</td>
<td>Captain, Aloha Airlines</td>
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Although there is a clear working relationship with several aviation entities; there are no internships with the aviation industry. AVIT hosts safety meetings with the FAA, air carriers and general aviation members. The only tie with DOE is annual presentation during career or college functions and offering orientation tours for high schools.

Distance Delivered / Off Campus Program
No distance education courses are available. Under FAA Part 141 requirements each class must be structured, lecturer present, SLO taught and attendance taken and recorded. Distance learning could be available under Part 61 however, most students would be required to fly more hours increasing their total costs.
Part III. Quantitative Indicators for Program Review

Part IV: Assessment Results for Program SLOs
SLO measurement is achieved by FAA certifications and ratings. Certifications measure student pilot program progression (private, instrument, multi-engine) while course completion is measured by earning a commercial pilot certification. All certifications and ratings are tracked through the FAA. Since the majority of AVIT students are required to obtain a 4-year degree to enter the workforce students normally do not obtain an associate degree but are working toward their 4-year degree while completing the AVIT program.

Nearly 100% pass the standard FAA written exams then attain bachelor degrees from 4 year universities. Of nearly 100 AVIT program alumni at least 95 are employed as pilots with air carriers or certified instructors. In 2007, 7 alumni received BA degrees; while 9 AVIT alumni earned BA degrees in 2008.

Part V: Curriculum Revisions
All curriculum, classes, outlines, courseware and presentations were reviewed and updated during 2007-08. These curriculum updates were approved by the respective campus committees and approved. All course required revisions due to the introduction of new aircraft under Galvin. All course and class SLO are provided to students and available on the HCC website. Each academic and flight class contain SLO located in each course guide provided to each instructor, lecturer and student pilot.

Part VI: Survey Results
Lecturer evaluations are the only written surveys conducted. Student pilot performance and satisfaction is based on retention and program completion. As previously mentioned at least 95% of AVIT graduates are working as commercial pilots. The courseware changes that were conducted in 2007 and 2008 were the result of instructor, lecture and student pilot verbal inputs. A post course survey shall be instituted in 2009.

Part VII: Analysis of Data
- **What are the strengths of this program?**

  Aviation is an inherent industry of Hawai‘i. Geographically the Hawai‘i is dependent on aviation commerce which needs commercial pilots to move people and products. The greatest strength of the program is that graduates are able to find high income jobs despite an economically troubled airline industry. Graduates, approximately 100, have obtained jobs in the aviation industry worldwide. In 2007, the Board of Regents (BOR) recognized the significant potential of AVIT to meet state, national and Pacific-Asian area commercial pilot training requirements through a new partnership providing the newest collegiate aircraft equipment and an airline oriented curriculum.

- **What are the weaknesses of this program?**
Program awareness is a huge weakness. The AVIT program is excellent with the newest collegiate aircraft fleet in the nation, an airline oriented curriculum and an excellent value for student. The program is the most expensive 2 year program in the university system which does not attract many students. Enrollments are always challenging, many Hawai‘i parents opt to send students to a mainland college for flight training incurring additional costs of $14,000-18,000 a year in lieu of the same, if not better, flight training offered at HCC. Increase in advertisement could assist program awareness.

• What opportunities exist for the program?

Excellent opportunities exist to meet state and national workforce needs while expanding pilot training to attract Asian-Pacific air carriers. Worldwide demand remains at high levels. Federal and state employment projections anticipated a significant increase of 17-20% for commercial pilots due to growth and replacement needs over the period 2004-2012. Occupational demographics from the Hawai‘i State Department of Labor and Industrial Relations 10 year projection anticipates a need for 80 commercial pilots annually, and 10 private pilots, not including potential National Guard recruitment that may add another 20 pilots. With the demise of Aloha Airlines local carriers are experiencing a glut of pilots just after a hiring spree last year. The near term commercial pilot projected needs are low but opportunities continue on a worldwide venue. Former AVIT students are flying with air carriers from the Caribbean to Hong Kong. Asian air carrier pilot training requirements forecast a need to train 6,000 new pilots in the next 5 years. Asian training assets to accomplish the training are nonexistent. This remains the best opportunity for expanding the AVIT enrollments.

• What challenges (threats) exist for the program?

The demanding AVIT program requires up to 220-250 hours of flight time and significant funding commitment. Program cost for the overwhelming majority of AVIT remains the challenging aspect of the program. AVIT is the most expensive 2 year collegiate program which can exceed $42,000 in flight instruction cost. Near term global economic slow down effecting the entire air carrier industry may reduce pilot hiring however, the industry has always shown a resiliency to rebound. There will always be a need for commercial pilots.

• Are the measurement of your Program and Course SLOs providing adequate information to evaluate student learning or should new measures be developed?

The AVIT SLOs are adequate and informative. The program and course SLOs are mandated by and conform to the Federal Aviation Administration (FAA). No new measures are needed.

• How do you know that students are achieving your stated Program SLOs?

Nearly 100% pass the standard FAA written exams, graduates then attain bachelors degrees from 4 year universities.
• What kinds of evidence can you provide? (You don’t have to include the evidence in this report. Just list some of the ways that you collect evidence on student learning. Examples include knowledge surveys, projects, writing samples, observations, portfolios, performance tests, capstone experiences, etc.)

Although most AVIT students may not pursue an AS degree they most obtain a 4 year degree to be workforce competitive. FAA written exam pass rate is near 100%. Nearly 95% of students who complete the AVIT program graduate from 4 year universities. About 95% of the alumni are employed as pilots with air carriers, FAA or instructors.

• Does the program have sufficient resources to promote student learning? Are other resources needed such as personnel, facilities, or equipment? If additional resources are required, what evidence/rationale is there to support this?

Resources are currently adequate to meet student loads. Although Galvin experienced unpredicted manufacturer aircraft groundings which caused disruption for student pilot progression for 8 months, replacement aircraft are now available. Of concern is the ability of Galvin to quickly respond to increase fleet needs.

• Do all of your instructors (both faculty and lecturers) include the course (not program) SLOs into their syllabus? How do you ensure that everyone is doing so?

Yes. Each instructor hands out the information on the first day of class to each student. Each student pilot is issued a flight kit which includes information including the SLO.

• Where do the instructors get the course SLOs from? (Do they get them from the program coordinator? From the division secretary? From the HCC Website?)

The director provides the SLO. Copies are available from the chief flight instructor, web site and in student pilot flight kits.

• Are all safety issues addressed?

At AVIT safety is critical. Safety is emphasized daily and before each flight by the entire organization. Safety first, safety always is the AVIT guidance.

Part VIII: Action Plan

• What tasks/goals have you accomplished from your previous action plan items on last year’s annual review report (include any strategic planning items that were funded / not funded – if not funded, where was your item prioritized on the strategic plan)?
Curriculum refinement and submission to the FAA is nearing completion. The entire program, curriculum and courseware have been revised to become airline oriented. A new Part 141 certificate is being processed for approval. Expectation is that the certificate will be transfer from the FAA in Seattle to Honolulu in spring 2009. This will facilitate the FAA oversight of the program and permit better access to program improvements.

- **What tasks/goals have you set for the upcoming year (Fall 2008 / Spring 2009)?**

  The main goal for 2009 is to increase enrollments through: 1) Attract a foreign air carrier pilot training to be initiated flight training, 2) Initiate a collegiate flight training program involving Tokai University, and 3) Obtain FAA approval and initiate a program oriented to the military to offer helicopter to airplane certifications.

- **Who will be responsible for completing these tasks/goals?**

  The Director, Pacific Aerospace Training Center, Ralph JWK Hiatt is responsible. The entire staff and Galvin are focused on this objective.

- **What is the timeline for achieving these tasks/goals?**

  Recruiting international students and air carriers is ongoing until accomplished. Progress on this goal depends on the worldwide economy, Boeing aircraft deliveries and the health of the aviation industry.

**Part IX: Resource Implications (physical, human, financial)**

- **Are there any budgetary impacts for carrying out your action plan?**

  The budget is a minor constraint. Advertising is critical to program awareness and marketing. Man-hours are always a constraint.

- **Do any of your action plan items require integration into the strategic plan? (If so, have you notified your division chair / Dean of this action?)**

  Items have been part of the strategic plan for several years.

**Part X: Strategic Planning Items**

- **Does your program have any funding requests on the current strategic plan (equipment, positions, etc.)? If yes, please write an explanation on how your program review report supports the need to fund the program’s strategic plan request.**

  No funding requests are anticipated.