

# **PTEC Program Advisory Committee Interview Form**

## **Advisory Committee Members:**

**Lane Aviation Academy Director: Dr. Harvey E. Birdseye**

**Advisory chair: Mr. Phil Groshong**

**Committee Chair: Candice Johnson**

## **1. Committee Accomplishments**

- A. The chair is a retired airline captain; other members include an aerospace engineer, accountant, veterinarian, and local business people. The committee meets monthly.
- B. The committee has been very helpful providing planning, securing local resources and recommending varied ways to market our program.
- C. The committee has held half-day strategy sessions. These sessions have helped to form plans for program development and marketing.
- D. The committee has been instrumental in arranging guest speaking engagements with local service clubs. An advisory committee member arranged for locating a back-lit kiosk display in the Eugene Airline Terminal. Advisory committee members have helped to develop a working partnership with Evergreen International Airlines and the Evergreen Aviation Museum.
- E. Strengths: Members are avid aviators and this population tends to be energetic and creative. Weaknesses: Most members are very busy people and it is often difficult to assemble a quorum for the meetings.

## **2. Committee Involvement in Planning and Design**

- A. The committee is actively involved in the industry and the group brings this experience to the committee.
- B. Encourages an increased emphasis on training appropriate for the skilled use of digital avionics systems and the GPS technology.
- C. Each meeting, all members are provided with a summary of activities that have occurred during the prior period that were identified as “action” items. The committee reviews and adds “value” to the items listed in the action items list, and formulates a revised set of action items.

## **3. Gender, Disability, Adaptation and Diversity**

- A. Considerable effort has been directed toward gender balance: emphasis is placed on approaching young women during high school career fairs: Photos of young women are featured in our marketing materials.

- B. In terms of mental, emotional and some physical disability, there are some very real limitations due to the nature of the industry (pilots). The discipline is very useful for enhancing self-appraisal and encouraging the development of math and science skills. The recently commissioned RTEC program provides an avenue for high school students to participate in aviation activities which helps students to revise their vision for their lives.

The annual aviation Summer Camp encourages high school age students to engage in an active direct participation program for two weeks. Local school districts have become active partners in this program and have contributed in significant ways to help pay the fees.

#### **4. Program Demand/Enrollment**

- A. Industry wide, the industry is projected to experience strong growth. Overall, the industry is projected to grow by more than 50 percent between the periods of 2002 and 2012. The regional airline and air cargo segments of the industry are projected to grow by more than 75%.

Due to the extremely mobile nature of the air carrier industry, a relatively small number of our pilot graduates are employed in the local market. However, many graduates are long distant commuters and live in Eugene.

Overall, the enrollment numbers are looking fairly healthy: major problem is cost of the program and a significant challenge is helping students fund their training.

A secondary problem is having housing facilities for students coming in from out of the area.

- B. Overall, enrollment trends are positive after a relative low enrollment during the past three years. Due to the cost, the program is adversely affected by fee increases. Fuel costs have driven up costs and the college has incrementally increased tuition every year over the past 5 years. Each fee increase does directly impact our enrollments, or the level of student activity in the program (flight hours). The fact of high fees forces a much more aggressive approach to marketing and significant changes in program design so we can appeal to potential students from a much larger population.

Marketing / fiscal facts is driving the program toward a much more commercial business model. The program operates six days a week and we operate four terms in the year with extended term lengths. This hybrid model is often awkward as it tends to blend an academic model with a commercial model. The problem – currently we work 247 days a year: we have a need to reduce the number of days lost during periods like term breaks. This is essential if we are to successfully compete for international contract training.

Capacity: We have classroom / office and airplane capacity as well as airplane maintenance capacity to increase our enrollments by at least 20 percent. One exception – we will soon acquire a simulator from Horizon Air: our present simulator bay is not large enough to readily accommodate the second machine, not does the space have enough air conditioning capacity.

## **5. Placement / Employment**

- A. Most of our graduates are motivated and plan on being competitive in the job market and typically they exit have good math, writing and communications skills. Due to the very direct one-on-one instruction methodology in the pilot training program, students exit with very good interpersonal skills.
- B. Assessments: Due to the way the program is structured and the constant process of conducting written evaluations, oral evaluations and performance evaluations, pilot training is inherently a very intensely evaluated Endeavour. Ultimately, the FAA pilot certification standards and program standards ensure the graduates are well prepared and easily compete for jobs.
- B. Periodically, tracking reports are provided to the committee. For our program, for a graduate to get an airline job, or a promotion is a “big deal.” We make a celebration of the event and share that with the committee. We also track graduates via a web site called “Landings.”
- C. We tend to have a comparatively close relationship with our graduates. They often call, drop-by or call us on the radio as they fly over. There is a very good mutual support structure within the body of the graduates and they help each other get appointments for interviews. These events are shared with the committee.
- D. All individuals who complete a program – through a flight instructor certificate are employed, at least on a part-time basis.

More recently, a direct transfer program has been developed between Lane and OSU. Students may elect a double degree option from OSU: the degree is Aviation Leadership, and the second companion degree is in Adult/Professional Education granted by the OSU *New School of Education*.

Partnership with UO: The UO Psychology Dept. offers a course in Aviation Psychology (Human Factors). This course is offered jointly with the Lane Aviation Academy. At the beginning of the course, UO students undergo orientation in the Lane facilities and Lane arranges familiarization tours in the Eugene Air Traffic Control Tower. During the term, UO students can enroll at Lane on a no fee / no credit basis and arrange to do observation rides on our training flights. [Human Factors training is a major asset for graduates gaining jobs in the airline industry.]

Flight instructors enrolled as upper division students at OSU can earn up to 12 Internship credits toward the Aviation Leadership degree and additionally earn up to 5 practicum credits if they are seeking the second education degree.

The design permits a Lane transfer student to work as a flight instructor at Lane, work part-time to complete their double degrees. This is a two-year program that leads to the participant being able to log at least 1000 hours of pilot time and earn two degrees in two years. This combination places the pilot into an excellent position for an airline job.

We are working jointly with the UO whereby students are dual enrolled in a four-year degree program at the UO and doing their pilot training at Lane.

The advisory committee is constantly up-dated and advised on the progress of this program.

## **6. Secondary / Postsecondary connections**

- A1. We connect with the high schools via the RTEC program: this year, high school students are enrolled in our aviation ground schools and receiving dual credit.
- A2. We conduct a two-week aviation summer camp designed to provide a hands-on experience in many aviation related career options including, pilots, mechanics, air traffic control, transportation security and airport management.
- A3. We are working to establish a closer link with other community colleges in the state to help them recruit students that will eventually enter into an aviation education track. The objective is to help the community colleges recruit students that will complete their general ed. preparation locally, then move to Lane to add the aviation specific training and complete course work on a direct transfer basis to OSU.

Advisory committee members are briefed on an on-going basis and encouraged to provide additional input as to how we might do this in a more efficient and effective manner.

## **7. Questions for the interview committee**

(The frame for the following is the fact that the Flight Tech program has been placed on a self-support status.)

- A1. It is always useful to have leads that can be developed for speaking and presentation opportunities within the local community.
- A2. There is always a need for alternative way to help students secure resources to fund their education.

- A3. Question: Would it be helpful for me to host this body for a familiarization experience (reception) in our Flight Technology facilities?
- A4. It would be helpful to gain increased access to local business support (civic) organizations.
- A5. Considering the vast international market – help to gain contacts to promote international marketing would be helpful. (links to the state Econ. Devel.)
- A6. We could benefit from contacts that would help us gain access to federal surplus materials. We could use a King Air airplane that could be jointly used by the Flight Technology Program and the Aircraft Maintenance program.
- A7. We could benefit from members that have an ability to provide business / financial planning and leadership as we become increasingly commercial in our activities.
- A8. It would be nice to have people with a capacity for a “big vision,” capable of seeing the very large international picture and the potential for being a leader in aviation in the larger context. Eugene, Oregon really is the very best place in the entire world to prepare professional pilots and Lane is an aviation education leader with excellent academic support from the two major universities. The National Center for Transportation Accessibility is housed at OSU. The NASA Space Grant Consortium is housed at OSU. I am (HEB) the affiliate representative for the Oregon Space Grant at Lane. NASA is beginning a new general aviation pilot training research project: I have been asked if I had interest in participating...this is a national project. There is currently a joint project to support a TAA (Technically Advanced Aircraft) training development program. The members are UO Psychology Dept. and its link to NASA, Lane, Germin Avionics (Salem) and Lancair (Bend).

Salem, Oregon is the home of Garmin Avionics R&D and engineering, the largest general aviation avionics company in the US. The largest kit airplane manufacturer in the world is in Oregon; one of the largest composites structures airplane is manufactured in Bend Oregon.