





Revised 3/16/05

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Flight Technology Unit Plan

## Alignment with the College

Flight Technology is a credit instructional program and has been offered at Lane Community College since 1976. The program is administered under the Office of Instruction and Student Services through the Advanced Technology Division.

The Flight Technology program is centrally aligned with the College's strategic directions, core values, and learning centered principles.

#### Strategic Directions

*Achieve Financial Stability:* This program demonstrated a reduction in cost per student for FY03. This means more students were served with less funds while maintaining the excellent quality of the program.

*Enhance the College Climate:* This program actively recruited students from under-representative populations.

#### Core Values

*Learning:* Student learning is both theoretical and applied. Students progresses from basic to advanced technical, academic and employability skills.

*Diversity and Accessibility:* The program faculty welcome students from diverse backgrounds. Students with special needs are accommodated with appropriate supplemental learning technologies and experiences.

*Innovation:* Faculty maintain their expertise in the field and incorporate advanced technologies in the curriculum. The faculty have made a commitment to maximize the use of innovative instructional technologies to transform the curriculum. Some examples of this include transferring lecture notes to PowerPoint and assisting the division in developing a technical common core curriculum.

*Collaboration and Partnership:* The faculty work very closely with their program advisory committee. This committee is a representation of active community business partners who provide advice and program support. The Flight Technology faculty also work very closely with other divisional programs, especially Aviation Maintenance Technology and Avionics Technology.

*Integrity:* The program faculty has demonstrated a high degree of integrity. They are openly accountable to perform according to the policies, procedures and expectations of the College, the division, the advisory committee, and most importantly, the students.

Flight Technology Unit Plan

### Learning Centered Principles

*Substantive Change in Individual Learners:* The Flight Technology program excels in transforming student lives. This transformation is demonstrated when a new student enters the program without entry level skills and can complete the two-year program to obtain a high-wage career in the aviation industry.

*Document Learning Success:* As students progress through the program, they obtain the required training to pass one of the eight ASE technical certifications. The ability of the Flight Technology students to obtain these certifications documents learning success.

Flight Technology Unit Plan

# **Unit Description**

The Flight Technology program is an occupational, preparatory, two-year Associate of Applied Science degree Program.

The Flight Technology program features state-of-the-art equipment where students train for successful careers as pilots in the air transportation industry. The advanced equipment and expertise of the faculty make Lane's Flight Technology program the best way to enter the field.

The Federal Aviation Administration and the Veterans Administration approve the Flight Technology program. All FAA certificates require certification testing.

The program provides classroom instruction and flight training where students learn Flight; Aircraft Development; Meteorology; Instrument Ground School; Private Pilot Ground School, Commercial Pilot Ground School; Aerodynamics, Flight Instructor – Airplane Ground school; Aircraft Structures and Systems; General Aviation Management; and Multiengine Ground School. The graduate may also transfer to a four-year university preparing for a professional degree.

All major transportation sectors forecast more than a fifty-percent increase in employment opportunities through 2012. The industry expects to lose about twenty-percent of its senior pilots due to retirement. Flight Instructors earn from \$15,000 - \$45,000 annually. Entry-level commercial pilots earn \$25,000 through their probationary period. Air carrier line pilots earn \$45,000-\$250,000 annually.

New students can enter the program at the beginning of fall and spring terms. A maximum of 40 students are admitted per term. Interested applicants must submit an application to Lane Community College, and an additional application to the Flight Technology Department. Acceptance priority is based on application dates.

#### **Cooperative Education**

**Cooperative Education (Co-op)** offers students college credit and a grade for on-the-job work experience related to their educational and career goals. Through Co-op a student can integrate theory and practice, develop skills, expand career knowledge, and make contacts for the future. Work schedules and work sites vary.

# Degrees and Certificates

Two-Year Associate of Applied Science Degree	Credits
AAS Program Total	106 - 110
First Year - Fall	
Flight 1 FT 131 or Flight 20 FT 156	6
Private Pilot Ground School FT 250	5
Aircraft Development FT 103	4
General Aviation Careers FT 103	1
Helicopter Fundamentals FT 158 or Primary Flight Briefing	3
Total Credits	19
Winter	
Flight 2 FT 133 or Flight 20 156	6
Meteorology GS 109	5
English Composition WR 121	3
Essentials of Algebra MTH 090 or Intermediate Algebra MTH 095	4-5
Total Credits	18-19
Spring	
Flight 3 FT 135 or Flight 20 FT 156	6
Commercial Pilot Ground School FT 251	5
Helicopter maintenance AV 289 or Aircraft Structures and Systems FT 115	3
Concepts of Computing: Information Processing CS 120	4
Total Credits	18
Second Year	
Fall	
Flight 4 FT 137 or Flight 21 FT 157	6
Instrument Ground School FT 252	5
Arts & Letters requirement	3
Aviation Science FT 113	4
Business Communications BA 214	3
Total Credits	21
Winter	
Flight 5 FT 139 or Flight 21 FT 157	6
Flight Instructor-Airplane Ground School FT 256	3
Aerodynamics FT 254	3
First Aid HE 252 or Physical Education requirement	3
Cooperative Education: Flight Technology FT 280 (optional)	3
Total Credits	15-18
Spring	
Flight 6 FT 241 or Flight 21 FT 157	6
General Aviation Management BA 254	3
Multiengine Ground School FT 228	2
Human Relations requirement	3
Fundamentals and Flight Instructor-Instrument Ground School FT 255	3
Total Credits	17

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Flight Technology Unit Plan

# Organizational Structure

Board of Education President

> Vice President of Instruction Associate Vice President of Instruction Division Chair Advanced Technology Faculty Flight Technology Program

## Faculty/Staff

Name	Harvey Birdseye
Classification	Full-Time Faculty
Year Hired	
Degrees/Credentials	

Name	
Classification	Full-Time Faculty
Year Hired	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Degrees/Credentials	

Flight Technology Unit Plan

## **Program Outcomes**

### Program outcomes

The Flight Technology Department has a rich tradition of providing high quality training. As an industry, aviation is technically evolving very rapidly and the demand for skilled pilot staff is expected to increase markedly during the next ten years. Youth from our community will have an opportunity to prepare for a rewarding and high paying career as a professional pilot.

Central to program design, goals and standards is to assure graduates from the Flight Technology Program have knowledge and skills well above the industry norm and graduates are prepared to be highly competitive in the aviation job market. The instructional design is intended to assure that each graduate will enjoy considerable professional success and within the industry, each graduate will reflect favorably upon the instructional program offered by Lane.

### Program accreditation/national standards:

Central to all aviation related training is the set of standards required by the Federal Aviation Administration (FAA). Generally, schools across the nation ascribe to the FAA pilot training standards. Lane has consistently exceeded the FAA standards in terms of total professional knowledge, skills and related experience. Consistent with the traditional and historical high standards, graduates in the future will be progressively better trained and more highly skilled, assuring Lane graduates make significant contributions to the profession as pilots.

All graduates from the Lane Pilot Training program will have earned FAA certification as a Commercial Pilot, with Instrument Rating as an absolute minimum: With the advent of the adoption of a more rigorous "Professional Pilot" training program, which is authorized by the FAA as a "Special Curricula," graduates will exit the program with their multi-engine ratings, Flight Instructor Certificates with Instrument and Multi-engine ratings added to their Flight Instructor Certificates.

#### Course outcomes / Instructional Methods:

All courses listed below are offered in a formal classroom lecture format. Lectures are augmented with power point materials, video and film. Outside classroom projects include internet researching and written reports. For each course listed, the intended outcome is for the student to successfully complete the FAA written examination and successfully complete the oral exam associated with each stage check and the final pilot certification check (test).

- FT 250 Private Pilot Ground School.
- FT 251 Commercial Pilot Ground School.
- FT 252 Instrument Pilot Ground School.
- FT 255 Fundamentals of Instruction and Flight Instructor Instrument Ground School.
- FT 256 Flight Instructor Airplane Ground School.
- FT 229 Multi-engine: (No written test oral and flight testing is required.)

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All courses listed below are offered in a formal classroom lecture format. Lectures are augmented with power point presentations, video and film materials. Special assignments may be used to augment the formal presentations including video instructional materials and use of the internet. For each course listed, the desired outcome is to successfully pass multiple written test instruments and to enhance the materials developed in the courses listed above which are designed to meet the FAA requirements; and to assure superior knowledge and skills in the field of aviation as pilots and flight instructors.

BA 254 General Aviation Management FT 102 General Aviation Careers FT 103 Aircraft Development FT 113 Aviation Science FT 115 Aircraft Systems and Structures FT 254 Aerodynamics

All Flight Labs are designed to progressively prepare students as safe and competent pilots. Successful outcomes are realized when the applicant successfully pass the pilot certification testing sequence consistent with FAA requirements and testing standards.

#### Advisory Committee:

The advisory committee convenes for 90 minute meetings monthly. All current member of the advisory committee have an active roll in general aviation.

#### Program Review Status:

Considering industry norms, graduates from Lane are very well prepared and experience clearly demonstrates that our graduates are successful competitors for jobs. Universally, alumni have a lasting impression that their experience while training at Lane was a very good time and professionally productive.

Considering industry trends, there is a constant need to incorporate more technology and to train students to be skilled in the use of advanced technology and to be knowledgeable of current industry practices. Much of the base work has been done provide training appropriate to the current industry standards and trends; however, there is a lot of work that must be done so we can deliver training products preparing our graduates for pilot jobs in the newer CRJ-type airplanes which are becoming the industry standard.

troubleshooting and micro-controllers (68HC11). Automated Processes is a three-term sequence of Programmable logic controllers, Robotics and Industrial Instrumentation. The general courses help to give the students a more rounded education and include Linear Circuits, Communications and Co-op education in electronics.

# Benchmarks

Efficiency Benchmarks	Description
Student/Instructor Efficiency	Student/Instructor Ratio = 18:1
Ratio = 100%	Efficiency Ratio = Reimbursable Student FTE / Instructor FTE / 18
Classroom Capacity Efficiency	Ratio = Students / Average Classroom Capacity
Ratio =100%	Efficiency Ratio = Ratio / 80%
Cost per Student FTE	The division has developed a normalized business model based on
Efficiency Ratio = 100%	operating benchmarks. This model predicts an expected cost per
	Student FTE.
	FY03 Predicted Cost per SFTE = \$4,826
	FY03 Actual Cost per SFTE = \$4,142
	Efficiency Ratio = Predicted Cost / Actual Cost
Local Employment Demand	Lane county new positions are projected by the Oregon Labor
/ Student Completers	Management Information System (OLMIS).
Efficiency Ratio = 100%	Student completers are defined as those students who have completed
	at least 90 credit hours and have passed at least two ASE certification
	tests.
	Efficiency Ratio = New Positions / Student Completers
<mark>Student Persistence</mark>	Persistence is the measure of the percent of students who finish a
Ratio = 80%	sequential course and continue to the next sequential course in the next
	term.
	Ratio = Continuing Students / Prior Term Completing Students
Student Retention	Student retention is the percentage of students who were enrolled in the
Ratio = 80%	second week of the term and were enrolled at the end of the term.
	Ratio = End of Term 2 <sup>nd</sup> Week Students / 2 <sup>nd</sup> Week Students
Starting Wage Ratio	Student Completers' Average Starting Wage / OLMIS Average Starting
Efficiency Ratio = 100%	Wage. For FY03 OLMIS average starting wage was \$10.99.

Effectiveness Benchmarks	Description
Upon completion of the Automotive Technology program 90% of the students will pass the eight ASE examination areas.	<ol> <li>Engine Repair</li> <li>Transmissions</li> <li>Drive Train</li> <li>Suspension/Steering</li> <li>Breaks</li> <li>Electrical/Electronic Systems</li> <li>Heating and Air Conditioning</li> <li>Engine Performance</li> </ol>
90% of the students who complete the two-year automotive program will have completed within nine terms.	
95% of the students who complete the automotive technology program will express satisfaction with the level of training provided.	Student completers will be asked to evaluate their overall satisfaction with the program training.
90% of employers will express job performance satisfaction with the program's student completers.	Employers of the will be asked to evaluate their overall satisfaction with the job performance of the prior year's program completers. On a five point Likert scale, satisfaction is greater than or equal to the midpoint.

Flight Technology Unit Plan

### Courses

Course outcomes: Individual course outcomes are listed in course syllabi.

Idealistic course outcomes: Each student would demonstrate skills required by Industry employers and advisory committee members.

Instructional methods: Required textbooks, lecture, video presentations, lab worksheets and assignments, demonstrations, and vehicles and components provided by the school or the student are presently used.

Idealistic instructional methods: Student to instructor ratio of 10 to 1 or less would allow more complete understanding of material and better pacing to assure complete comprehension by all students. Use of mock-ups or training stations would improve student understanding. A standardized vehicle fleet would assure the accuracy of lab work and allow more problems to be built in to provide real world diagnostic experiences [vehicle bugging]. A standardized vehicle fleet would allow stocking of parts for these specific vehicles and the possibility of a program to train students for the auto parts industry. The modularization of program courses could allow for self paced study and reduce instructor lecture time

#### Instructional environment

Classrooms presently used are too small for the number of students in classes and are in a different building from the auto laboratory. There are only two classrooms available. The only computer stations available to students are in the tool room and are set up for accessing service information.

*Idealistic environment:* Larger classrooms, better ventilation, more classrooms to allow use of classroom for one or two subjects only [would require at least four, as many as eight]. Reduced student to instructor ratio as noted above would allow smaller classrooms. Access to lab facilities from classrooms to permit demonstrations during lecture and observation of actual vehicle operation during lecture. Computer stations in classrooms to allow student access to service information and modularized instruction. Additional instructors to serve more students per term and allow for reduced student to instructor ratios, as well allowing increased specialization for instructors.

#### Advisory Committee

Flight Technology Unit Plan

Program Operating Information – Trends

Flight Technology Unit Plan

# Performance Analysis

Performance Assessment Methods:

Performance assessment methods are accomplished at multiple levels for the Pilot Training Program.

- 1. Academic Assessments, general ed. courses based on academic performance via earned course grades derived from written test instruments and grades earned on lab assignments.
- Academic Assessments, aviation specific courses based on academic performance via earned course grades derived from written testing instruments.
- 3. **FAA written test instruments**: The FAA requires successful completion of written test instrument covering subject matter specific to a certificate or rating. Evidence is a certified copy of the FAA written test results which is required before a pilot candidate is eligible for certification testing. A copy of the FAA written test results are maintained as a part of the individual student's permanent file.
- 4. For pilot students, progressive stage checks are required for pilot certification course. Each progressive stage check may have a written test satisfactorily completed before the candidate is eligible for the oral testing component and the practical flight test component.
- 5. **End-of-Training Final Stage (certification testing):** For the purpose of meeting the requirements for certification for a pilot certificate or a rating added to a pilot certificate, a final testing sequence must be satisfactorily completed: Evidence of satisfactory completion of a FAA written test instrument,

a. successful completion of an oral examination, and

b. successful completion of a practical flight test consistent with FAA requirements and Flight School standards.

6. Tracking of post graduation success working in the field of study.

<u>Operating Improvement (Enrollment Management):</u> Note: The helicopter Pilot Training program has been discontinued.

Fixed-wing student recruiting and enrollment for the academic years 2002 – 2003 have been near record numbers. Recruiting is on track.

Flight Technology Unit Plan

# **Unit Initiatives**

Unit initiatives are separated into two categories: Maintenance Initiatives and Enhancement Initiatives.

Maintenance initiatives are requests for resources to maintain the existing levels of program efficiency and effectiveness. Maintenance initiatives respond to:

- 1) any mandatory changes in the program (recurring contracts, change in credits, implementing accreditation or other curriculum standards), and,
- 2) costs to maintain the existing curriculum and program equipment.

Enhancement initiatives are requests for new resources to implement substantive changes in the program, usually in response to student growth or new curriculua.

### Conceptual Report:

"A three year plan – projects to be completed by the end of fiscal year 2006:

*Overview:* The overall objective is to continue developing a professional pilot training program that assures graduates from the program are prepared to compete successfully for positions as commercial pilots. Emphasis is placed on developing comprehensive technical knowledge and skills and to become an industry leader in the Aviation Education Industry.

1. Secure a grant for \$300,000.00 to purchase a current technology flight simulator appropriate for CRM training, EFIS and GPS with WAAS capability. Likely granting agency is NSF.

2. Purchase a second Piper Seminole (budget \$200,000) with new avionics.

3. Secure a Cessna 340, add avionics upgrades (plan to secure a donated airplane, and budget \$100,000 for avionics up-grades). The expectation is we will be able to parlay surplus materials or make other trades with Evergreen International to obtain value in trade materials, or a donation.

- 4. a) Third year program including two-term sequence for advanced systems analysis based on the CRJtype airplane, plus a two-term sequence for adult/technical education skills development for FT staff instructors.
  - b) Revised plan in place for staffing the Flight Instructor corp.
- 5. Modularized and integrated technology training for pilots and aircraft maintenance technicians.

6. Fully functional 2+2+2 program in place and functioning. Expect to have 300 students at Lane with some kind of aviation orientation. In five years, expect to have 500 students at Lane with an aviation orientation.

6. Fully articulated with the Oregon Aviation Education Initiative (program) including functional partnerships with at least 8 industry partners and, the majority of the high schools in Lane County. There should be an established historical track of students from Lane to the two major Oregon universities and a cooperative partnership with at least 5 Oregon Community Colleges.

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7. Four years (end of academic year 2007) access to a pure jet trainer: An established abinitio program with at one major regional airline.

### Resource identification:

General – The base program will be funded by tuition and fees for instructional services and aircraft use. Longer term budgeting / financing subject to the following (likely) conditions.

1. a) Departmental staffing will be adjusted to meet the task needs and budget constrains of the department. This assumes much of the scheduling, basic payroll and operational records will be largely automated via computer/WEB based data handling system.

b) The manner in which the Flight Instructor staff is retained and compensated may require some change so as to be more in-line with the larger industry.

c) Some portion of general fund support will be restored to cover at least the administrator's salary. [alternative administrator support may be derived from funds such as FIPSE grant monies].
d) Access equipment and facilities in the RTS facility so FT Department mechanic staff can overhaul engines for the college fleet. The projected average for (in house) overhauls is in the range of 50 percent of the cost of purchased engines. This facility will become a critical factor in the near future as the engines in the fleet near their TBO.

- Develop an extensive and novel training plan useful for making application to NSF for funding to advanced Training Program Development. Do using a partnership with the University of Oregon and NASA. NSF funding, in part, to be used to purchase the current technology Flight Simulator useful for CRM training complete with EFIS, GPS navigation with WAAS capability.
- a) Purchase of the second Piper Seminole: use a combination of fund raising via private donations, alumni support and industry support to fund the major portion of the purchase: secure internal financing to fund the balance of the purchase.
  - b) Use grant monies (e.g Perkins) to purchase the avionics up-grades.
- 4. a) The college has preferred access to military (government) surplus equipment and materials. The plan is to approach Evergreen International to obtain their shopping list for equipment they can use. Use the equipment secured via surplus as trading stock in exchange for a Cessna 340. If thedepartment does not have to capitalize the purchase, the rate charged to students can be low enough so we can use it for training for direct operating costs (+).
  b) Expect to install additional avionics via equipment obtained from industry partners and grant funds.
- 5. The plan is to secure access to a pure jet suitable for training pilots via agreements with local businesses based on fractional ownership and trading management and pilot services via the college.

### Constraints / Barriers:

(Reference the sequence under the heading Resource Identification.)

1. .a) No anticipated problem with finding software and equipment to implement a computer based management system.

b) It can be expected that there will be some resistance to making changes from the existing Page 17

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system. There is a need to develop a very clear plan for how the change is to be made and a clear definition of how the changes represent an advantage for both the department and the instructional staff.

c) Since general funds are very limited, a very comprehensive plan must be developed to argue why the Flight Technology Department should regain some additional general funds support. A successful argument must be based on a demonstration of how the program benefits the college and the community. The question is – what is the actual cost per student across the college and are students in the Flight Technology program being supported at an equitable level?

d) As the revised program design is implemented, which includes increased mutual cooperation between Flight Technology and Aviation Maintenance, there will be an improved spirit of mutual support and improved overall efficiency of resources.

- 2. a) Primary challenge is to find a granting agency that will support the overall objectives of the Aviation Education Programs as Lane: and b)draft a successful proposal.
- a) Major limitation associated with doing a fund raising program is having a well designed fund raising plan and access to the "right people" to actually do the fund raising effort. Should a fund raising effort fall short of securing all the necessary funds, then a viable argument must be developed to secure that balance via college-based resources.

b) Historically, funds obtained from grants such as Carl Perkins have been successfully obtained.

- 4. a) There are two limitations associated with a plan to parlay the acquisition of the Cessna 340 via government surplus trading stock: 1) getting active cooperation from Evergreen International; and 2) locating and securing useful equipment from surplus sources.
- 5. For the college to secure access to a jet airplane suitable for training, at a costs and at an operational cost that makes sense for the department does will require several graduated steps: 1) the overall progressive evolution of the Pilot Training program must become sophisticated enough to warrant the operation of jet training airplanes: 2) the total number of students in the pilot training program must be significantly larger than it is currently; 3) the status of the pilot training program, as viewed by the industry, must be high enough to successfully market and secure a large enough student base to support the program.

Unless a significant number of VA students can be recruited with a significant training budget, or a training contract can be secured from a foreign air carrier, the department will have to develop a partnership with a public or a corporate partner that will share use of the airplane on a fractional basis.

Flight Technology Unit Plan

### General Conclusion:

Overall, the Pilot Training program (Flight Technology Department) has recovered well from the interruptions associated with the event of 9-11 and the major budget issues reflected by the state of Oregon and the resulting college budget constraints. More specifically, the Flight Technology Department has been forced to function as an "enterprise zone" within the traditional college structure. Funding has largely been withdrawn, but the costs associated with college operations remain. Generally, these costs are not reflected, at least in magnitude, in the larger industry. It is necessary to control costs and to sustain the advantages associated with being a part of a publicly supported academic institution – such as grant funding and access to other government/public resources.

Cost controls are essential...raising fee structures is only a limited option. Operational efficiency is an absolute must. Operational costs must be brought more into line with private operations.

### Maintenance Initiatives

Initiative ID	Need	Request
M01	Aircraft (14)	\$980,000
M02	Instructional equipment (15)	\$30,000

Initiative ID	Need	Request
E01	Flight simulator appropriate for CRM	
	training, EFIS and GPS with WAAS	
	capability.	\$300,000
E02	Piper Seminole w/new avionics	\$200,00
E03	Cessna 340 with aviaonics upgrades	\$100,00
E04	Primary avionics (6)	\$36,000
E05	Advanced Avionics (3)	\$57,000
E06	Simulator Avionics	\$40,000
E07	Twin engine aircraft	\$120,000

#### Enhancement Initiatives

		rity	tive	late					Reso (mark	ource with	e Typ an "	ре 'Х")	F (1	- und mark	ling wit	Sou h an	rces "X'	; ')
Division/Unit	Initiative ID	Division Pric	Date of Initia	Expected completion c	Initiative Description	Resource Description	\$\$	Recurring / Nonrecurring	Payroll (w/OPE)	Equipment	Space	Other	Existing	New G-F	сР	TACT	CD	Other
Flight	E01	1	1/12/04	6/30/05	New equipment	Primary avionics (6)	36,000	NR		х					1			1
	E02	2	1/13/04	6/30/05	New equipment	Advanced Avionics (3)	57,000	NR		х					2			2
	M01	3	1/16/04	6/30/05	Replacement Equipment	Instructional equipment (15)	30,000	R		х					3			
	E03	4	1/14/04	6/30/05	New equipment	Simulator Avionics	40,000	NR		х					4		Ĺ	3
	E04	5	1/9/04	6/30/05	New equipment	Flight simulator for CRM training, EFIS and GPS with WAAS capability.	300,000	NR		x					5			
	E05	6	1/10/04	6/30/05	New equipment	Piper Seminole w/new avionics	200,00	NR		х				1				
	E06	7	1/11/04	6/30/05	New equipment	Cessna 340 with aviaonics upgrades	100,00	NR		х			1					4
	M02	8	1/15/04	6/30/05	Replacement Equipment	Aircraft (14)	980,000	R		х					6			