**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0574 – Aviation Technology

Year of Last Program Review: FY 2007-2008

Year of Next Program Review: FY 2014-2015

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

The one thing missing from these data are the 41 degree and certificate completions from academic year 2011-2012, which include three who finished our new Unmanned Aerial Systems (UAS) program (UAS.STC). See the report below taken from the DAWN data portal. Although I cannot reconcile the differences between the data provided from the Provost's office in the table above and these data, the important thing to note is the consistency in the totals year to year, though the number of students who finish each program differs from year to year.

DAWN Sinclair Degree/Certificate Completion Report

AVIATION TECHNOLOGY

AC2008-0 AC2009-10 AC2010-11 AC2011-12

Deg/Certs Deg/Certs Deg/Certs Deg/Certs

APPAO.AAS - Pro Pilot Option 2 4 1 0

AVIAO.AAS - Avt MX Option 2 1 0 2

AVIAT.AAS - Avt Tech 13 7 2 10

AAM.CRT - Airframe MX 1 1 6 1

GAM.CRT - General MX 0 1 2 3

PPAM.CRT - Powerplant MX 1 7 5 2

ADSP.STC - Aircraft Dispatcher 16 6 7 3

AFAS.STC - Flight Attendant 3 10 12 17

UAS.STC - Unmanned Aerial Sys 0 0 0 3

Total 38 37 35 41

We continue to see the fallout from the depressed economic climate reflected in the completion numbers of our Professional Pilot program (APPAO.AAS). It is a very expensive program, and many who started were unable to finish because of a lack of funding. Several of these students transitioned to our Aviation Technology program (AVIAT.AAS) just so they could earn their degree. The jump in the AVIAT completion numbers is clearly seen in the data above. However, we currently have a cadre of Professional Pilot students on their way who seem to be dedicated and who appear to have their funding in hand, including several active duty and veteran military members taking advantage of their GI Bill funding. It is a long, difficult program, driven by skills-based flight training and factors out of their control such as weather delays, scheduling and aircraft maintenance issues, which means the students will not all finish at the same time, thus skewing the completion numbers. As we have seen in the past, some of those who switched their degree programs will later finish their flight training once funding becomes available, and they never show up in the graduation numbers.

As I stated in last year's report, graduation rates are curious and do not accurately reflect the success of many of our flight and maintenance students. Our experience has been that students in the Aviation Maintenance program either refuse to declare a program, or they will take only the classes they need to earn the time required by the Federal Aviation Administration (FAA) to be able to test for their FAA maintenance certificates. The FAA website shows the following FAA maintenance certificates awarded to Sinclair students:

FAA Aviation

Maintenance

Certificates AY 09-10 AY 10-11 AY 11-12

Airframe 6 6 5

Powerplant 5 6 3

General 2 7 5

Compare that to the Sinclair completion numbers:

AY 09-10 AY 10-11 AY 11-12

AAM.CRT 1 6 1

PPAM.CRT 7 5 2

GAM.CRT 1 2 3

Our Maintenance program's location at the MVCTC (15 miles from the Sinclair campus) and the fact that all of our maintenance classes are night and weekend classes continue to plague the program. It leaves little time for our students to take other classes, a result of which is little desire to finish their degrees. We hope the semester redesign of the Maintenance program will bring some discipline and order to the program which in turn should improve our completion numbers in both the certificate and the degree programs. We continue to push our students in all disciplines to declare their majors and to earnestly pursue their degrees.

I am puzzled at the discrepancy between the DAWN-reported three Aircraft Dispatcher (ADSP.STC) graduates and the department's official FAA records which show six students having finished their dispatcher training this past academic year. We continue to be pleased with the number of students who have completed the Flight Attendant (AFAS.STC) program.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

We are proud of the good job our students do in the classroom as indicated by our strong success rate of 84.8 percent. Many of our flight and maintenance courses are technically demanding, requiring great skill and persistence, and we are fortunate to have skilled and industry-relevant instructors who do a great job bringing their best to the classroom to bring the best out of our students. It is pleasing to see our students' success rates stand head and shoulders above that of the department and college averages.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

In the last two academic years we have seen ten of our 15 Aircraft Dispatcher program graduates hired by six different airlines. Well over half of our Flight Attendant program graduates have been hired by two airline companies, though we have lost track of the exact number. Four or five of our Aviation Maintenance graduates are working for PSA Airlines, two for a maintenance organization in Middletown, and three at the National Museum of the USAF. Over the last year and a half, three of our Professional Pilot graduates have been hired by PSA Airlines and corporate aviation.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Expand pilot training to better meet industry demand for new pilots | In progress  Completed  No longer applicable | Certification of our flight training training program was finalized under 14 CFR Part 141 to include all five FAA certificates and ratings offered under our Professional Pilot and Airway Science program. We introduced our new Redbird simulator into our curriculum which provides realistic pilot training using state-of-the-art aircraft instrumentation. |
| Find the right formula for satisfying the extremely high demand for Flight Attendants | In progress  Completed  No longer applicable | Clear Channel Radio (Gary Honnert) spots and on-campus "advertising" over the last couple of years have paid off in steadily increasing numbers of students in our Flight Attendant program. Almost all who have finished the program have at least been invited for interviews with airlines with many of those having been hired. |
| Publicize the Flight Dispatcher program to attract more candidates to this "hidden profession" | In progress  Completed  No longer applicable | This is an on-going challenge. Since we are not allowed to advertise, we "publicize" the program more by word of mouth than anything. We are mentioned in trade journals from time to time, but more in passing than direct advertising. We will revamp our Dispatcher program to condense it to one semester in an attempt to put more people through and out the door to meet the increasing demand. In addition, We constantly recruit students through industry job fairs, high school career fairs and college days, message boards, networks, and other outreach events such as the Vectren Dayton Airshow. |
| Relocate the Aircraft Maintenance program into the Wright Airplane Factories to double or triple its enrollment. | In progress  Completed  No longer applicable | This is a long-standing desire, but until the money becomes available to make this a reality (estimated $800,000-$900,000 between equipment purchase and facility rehab and rent), this will continue to be a dream. |
| Closely track industry developments and quickly change to provide appropriate training. Recent examples are: composite materials for aircraft structures; "glass" cockpit instrumentation vs. old electromechanical gauges; changes in FAA licensure to streamline pilot training; changes in air traffic control from ground-based analog radar to space-based digital satelite systems such as GPS | In progress  Completed  No longer applicable | This is always the case. The most recent evidence of this effort is the aforementioned acquisition of the Redbird simulator to enhance pilot training using state-of-the-art cockpit instrumentation.  The FAA is considering dropping the 1,900+ hour training requirement for aviation maintenance students to 1,500 hours. When that happens - possibly next year - we will revise our Aviation Maintenance program to reflect that change in a reduction in the number of credit hours and hence a reduction in the amount of time required for completion. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Document program learning outcomes for each program within the department and evidence of student learning within each program. | In progress  Completed  No longer applicable | Learning objectives are defined before a program is implemented. Student success rates as discussed above is clear evidence of successful student learning in our programs. |
| Incorporate formative assessment throughout the program to provide more information about students’ progressive mastery of key concepts and skills. Identify reasons for attrition and develop strategies to improve retention. | In progress  Completed  No longer applicable | Students' progressive mastery of key concepts and skills is tracked in every course through written, oral, and practical examinations, written assignments, and oral presentations. Thankfully, we do not have a high attrition rate. The biggest attrition is in our Professional Pilot program, but that has more to do with money than anything else. Other than individual counselling, which we do regularly, there's not much else we can do. |
| Evaluate the scope of programs the department is offering in light of available resources. Although the quantity and quality of work accomplished by this relatively small department is quite impressive, sustaining the growing workload evident in recent years may not be feasible. | In progress  Completed  No longer applicable | Yes, the workload is high, but we have capable faculty and staff as well as adjuncts who do a fantastic job maintaining the teaching load of our programs. We have a new ACF for our Aviation Maintenance program which has eased the teaching burden of that program. We will compress the Dispatcher program to one semester and redesign the Flight Attendant program. |
| Evaluate the viability of the flight attendant program in its present form. Explore whether a continuing education versus credit model is more appropriate and whether a blend of online and face-to-face instruction may better meet the needs of prospective students and employers. | In progress  Completed  No longer applicable | We plan to drop the Flight Attendant program from four to three courses over the semester. On-line instruction is not feasible. We are considering compressing the program into mini-semesters. The problem is the instructor of three of the four courses currently being taught is an active flight attendant himself, and his flying schedule, for which he must compete each month with his fellow flight attendants, dictates his teaching schedule (obviously!) |
| Track graduates and their success in employment and further study. | In progress  Completed  No longer applicable | We are working to track our graduates. In the last two academic years we have seen ten of our 15 Aircraft Dispatcher program graduates hired by six different airlines. Well over half of our Flight Attendant program graduates have been hired by two airline companies, though we have lost track of the exact number. Four or five of our Aviation Maintenance graduates are working for PSA Airlines, two for a maintenance organization in Middletown, and three at the National Museum of the USAF. Over the last year and a half, three of our Professional Pilot graduates have been hired by PSA Airlines and corporate aviation. We have also had an untold number of our students/graduates transfer to Embry Riddle Aeronautical University to pursue their baccalaureate degrees. Our tracking process is only as good as the information the graduates choose to send us. |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Oral Communication | | All programs | **2011-2012** | Quality of oral presentations of different types of materials such as simple reports, personal assessments, and mock interviews. Classroom participation and interaction are required. Evaluation based on students' interaction (questions, interest, respect, etc.) with guest speakers and with field trip hosts. | The need for better oral communication skills is evident - not for every student assessed, but for the majority. In the world of instant messaging, email, and texts, people have lost the skills of interpersonal, face-to-face, verbal communication. The older students, and especially the military veterans, are by far the best oral communicators. |
| Written Communication | | All programs | **2011-2012** | Quality of written assignments such as reports, research papers, and portfolios, as well as written examinations | In the course of evaluating students’ written assignments, faculty recognized the desperate need for improvement in written communication skills. Faculty now require students to receive feedback from the Sinclair Writing Center. This has made a notable difference in the quality of the written assignments, although the Writing Center’s review is far from thorough. |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
|  | |  |  |  |  |
| **Program Outcomes** | | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| A basic knowledge and operation of aircraft electrical power production and distribution systems; basic knowledge of wiring diagrams, load analysis/math, repair and troubleshooting. | | AVT 1113,  AVT 2122, AVT 2132, AVT 1133, AVT 1131, AVT 1106,  AVT 1218, SCC 1101, MAT 1110, PHY 1106, PHY 1107 | 2012-2013 |  |  |
| An understanding of federal and international regulations governing aircraft maintenance and documentation requirements as they relate to each area of expertise, weight and balance requirements, and ground operations and servicing of the aircraft. | | AVT 1116, AVT 1118,  AVT 1107,  AVT 1133,  AVT 2132,  AVT 2143, AVT 2237,  ENG 1101, MET 1131, COM 2211, Arts/Hum Elective | 2012-2013 |  |  |
| A basic knowledge of the composition of materials, the forming of metallic and non-metallic structures used in aircraft construction, repair, materials and processes, corrosion control, inspection methods of those materials and proper rigging. | | AVT 1135,  AVT 1213,  AVT 1136,  AVT 2236,  AVT 2237, AVT 1121 | 2012-2013 |  |  |
| The ability to operate, inspect, repair and service critical safety and utility systems of the aircraft such as fuel and atmospheric systems. | | AVT 1106,  AVT 1107  AVT 1218,  AVT 1214 | 2012-2013 |  |  |
| The required operation, inspection, troubleshooting, repair, and updating of instruments, communications, navigation, and automatic dependent broadcast systems and in-flight passenger systems | | AVT 1133,  AVT 2132,  AVT 1214,  AVT 1218 | 2012-2013 |  |  |
| A basic knowledge of the materials, parts and processes of the reciprocating engine in developing power, components of the reciprocating engines and their preventive maintenance, maintenance and airworthiness inspections. | | AVT 1131,  AVT 1135,  AVT 1118,  AVT 1128,  AVT 2138,  AVT 2122, AVT 2126, AVT 2237 | 2012-2013 |  |  |
| A basic knowledge of the composition of materials, forming of metallic and non-metallic structures used in aircraft construction, repair, materials and processes, corrosion control, inspection methods of those materials and proper rigging. | | AVT 2126,  AVT 1128,  AVT 1213,  AVT 2138, AVT 1135 | 2012-2013 |  |  |
| The inspection and overhaul of propeller and component systems for reciprocating engines. | | AVT 2129,  AVT 2122,  AVT 2237 | 2012-2013 |  |  |
| The operation, inspection, troubleshooting, repair, safety systems, electrical systems, installation of turbine engines, components and documentation. | | AVT 2219,  AVT 2139,  AVT 2122 | 2012-2013 |  |  |
| The required operation before overhaul, teardown, buildup, overhaul, inspection, installation of turbine engine or components and documentation. | | AVT 2219,  AVT 2139,  AVT 2122,  AVT 2143 | 2012-2013 |  |  |
| Apply aviation theory, business and leadership principles to serve in the capacity of an aviation business professional in airline and corporate operations, engineering and manufacturing. | | AVT 1119 AVT 1140 AVT 1141  AVT 2242  AVT Lower and Upper Level Electives  ENG 1101  MAT 1470  MAT 1570  PHY 1411  MET 1201  ECO 2160 | 2012-2013 |  |  |
| Exemplify a high standard of ethical and professional behavior. | | AVT 1105  AVT 1140  AVT 2125  AVT 1141  AVT 1245  AVT 2700  AVT Lower and Upper Level Electives  SCC 1101  COM 2206 | 2012-2013 |  |  |
| Demonstrate a thorough knowledge of Federal Aviation Regulations and their application in aviation business operations. | | AVT 1140  AVT 2146  AVT 2240  AVT 2242  AVT Lower and Upper Level Electives | 2012-2013 |  |  |
| Comprehend and apply aviation theory, business and leadership principles to serve in the capacity of a professional pilot in airline and corporate operations. | | AVT 1110 AVT 1124 AVT 1170  AVT 1224  AVT 2250  AVT 2263  AVT 2266  AVT 2258  AVT 2269  AVT 1119  AVT 1254  AVT 2211  AVT 2247  ENG 1101  MAT 1470  MAT 1570  PHY 1141  MET 1201 | 2012-2013 |  |  |
| Demonstrate a thorough knowledge of aviation standards and their application acting as a professional pilot in aviation business operations. | | AVT 1241  AVT 2240  AVT 2242  AVT 2146  ENG 1101  MET 1201 | 2012-2013 |  |  |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

No changes are planned because the changes that are necessary are out of the scope of the Aviation Technology Department. In other words, the majority of the students we have entering our programs are poorly prepared for the writing and oral assignments. Our instructors are continually frustrated by this fact, knowing there is not a thing we can do about it other than teaching and stressing the importance of these skills. We will continue to stress the importance of students’ ability to listen carefully and to communicate orally and in written form logically, clearly, and confidently.

1. How will you determine whether those changes had an impact?

See above

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

At the moment no. However, that does not mean we are not always critically assessing our programs since the value of our program outcomes is directly reflected in the success of our students, not only in the sphere of Sinclair but at the federal level as they successfully earn their FAA certifications as aircraft mechanics, professional pilots, and aircraft dispatchers. After the completion of the first cadre of UAS students, and after having conducted thorough exit interviews with each one and doing some industry research, we have taken a hard look at the outcomes, and we know we will have to make significant changes to the UAS program such as dropping one or two courses and adding others.

1. How will you determine whether those changes had an impact?

Follow-up student interviews.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

We hired a new ACF to teach exclusively in the Aviation Maintenance program. He will bring a measure of stability and consistency to the program. Through our many contacts with the general aviation community, we have increased the awareness of our flight simulation capabilities. We recruited students through a variety of industry job fairs, high school career fairs and college days, message boards, networks, and other outreach events such as the Vectren Dayton Airshow. We reactivated the Sinclair Aviation Club which has drawn interest from Sinclair's student body.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

No

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
| 0574 | Aviation Technology | AAM.CRT | 3 | 1 | 2 | 5 |
| 0574 | Aviation Technology | ADSP.STC | 5 | 10 | 10 | 10 |
| 0574 | Aviation Technology | AFA.CRT | 2 | . | . | . |
| 0574 | Aviation Technology | AFAS.STC | . | 3 | 9 | 10 |
| 0574 | Aviation Technology | APPAO.AAS | 2 | 1 | 3 | 3 |
| 0574 | Aviation Technology | AVIAO.AAS | . | 2 | 1 | . |
| 0574 | Aviation Technology | AVIAT.AAS | 11 | 14 | 7 | 2 |
| 0574 | Aviation Technology | EME.AAS | 1 | . | . | . |
| 0574 | Aviation Technology | GAM.CRT | 2 | 1 | 1 | 1 |
| 0574 | Aviation Technology | PPAM.CRT | 4 | 3 | 7 | 5 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 574 | Aviation Technology | AVT-101 | . | . | . | . | 86.7% |
| 574 | Aviation Technology | AVT-102 | . | . | 100.0% | 81.5% | 84.2% |
| 574 | Aviation Technology | AVT-105 | 72.7% | 89.7% | 83.3% | 91.2% | 91.3% |
| 574 | Aviation Technology | AVT-106 | 78.6% | . | 100.0% | 88.9% | . |
| 574 | Aviation Technology | AVT-107 | 77.8% | . | 100.0% | 100.0% | . |
| 574 | Aviation Technology | AVT-108 | 100.0% | . | 100.0% | 85.7% | . |
| 574 | Aviation Technology | AVT-109 | . | . | 85.7% | . | 90.0% |
| 574 | Aviation Technology | AVT-110 | 75.4% | 72.4% | 70.5% | 59.7% | 60.9% |
| 574 | Aviation Technology | AVT-111 | 70.2% | 78.7% | 81.3% | . | . |
| 574 | Aviation Technology | AVT-112 | 100.0% | . | 95.7% | 50.0% | . |
| 574 | Aviation Technology | AVT-113 | 100.0% | 100.0% | 93.3% | . | 100.0% |
| 574 | Aviation Technology | AVT-114 | 100.0% | . | 95.8% | 75.0% | . |
| 574 | Aviation Technology | AVT-115 | . | 100.0% | 60.0% | 100.0% | 95.2% |
| 574 | Aviation Technology | AVT-116 | 100.0% | 100.0% | 95.0% | . | . |
| 574 | Aviation Technology | AVT-117 | 100.0% | 95.2% | . | 100.0% | 87.5% |
| 574 | Aviation Technology | AVT-118 | 100.0% | . | 80.0% | 80.0% | 62.5% |
| 574 | Aviation Technology | AVT-119 | 67.8% | 80.0% | 73.1% | 86.4% | 80.8% |
| 574 | Aviation Technology | AVT-121 | . | 60.0% | . | 85.0% | . |
| 574 | Aviation Technology | AVT-122 | 77.8% | 100.0% | 91.7% | 100.0% | 95.0% |
| 574 | Aviation Technology | AVT-124 | . | . | . | . | . |
| 574 | Aviation Technology | AVT-125 | 87.5% | 83.3% | 100.0% | 61.1% | 100.0% |
| 574 | Aviation Technology | AVT-126 | 100.0% | . | 90.0% | 100.0% | 100.0% |
| 574 | Aviation Technology | AVT-127 | . | 94.4% | 100.0% | 100.0% | . |
| 574 | Aviation Technology | AVT-128 | 100.0% | 100.0% | 100.0% | . | 75.0% |
| 574 | Aviation Technology | AVT-129 | 100.0% | 100.0% | 100.0% | 80.0% | . |
| 574 | Aviation Technology | AVT-131 | 66.7% | 70.0% | . | 100.0% | . |
| 574 | Aviation Technology | AVT-132 | 100.0% | 100.0% | . | 90.0% | . |
| 574 | Aviation Technology | AVT-133 | 94.7% | 92.3% | . | 100.0% | . |
| 574 | Aviation Technology | AVT-134 | 100.0% | 100.0% | 100.0% | . | 95.0% |
| 574 | Aviation Technology | AVT-135 | . | 91.7% | 88.9% | . | 87.5% |
| 574 | Aviation Technology | AVT-136 | 94.4% | . | 89.5% | . | 100.0% |
| 574 | Aviation Technology | AVT-137 | . | 95.0% | 100.0% | . | 100.0% |
| 574 | Aviation Technology | AVT-138 | . | 90.5% | . | 100.0% | 62.5% |
| 574 | Aviation Technology | AVT-139 | 87.5% | . | 90.9% | 80.0% | 91.7% |
| 574 | Aviation Technology | AVT-140 | . | . | 85.7% | 91.7% | 100.0% |
| 574 | Aviation Technology | AVT-141 | . | . | 100.0% | . | 100.0% |
| 574 | Aviation Technology | AVT-143 | 92.3% | 100.0% | 84.6% | 91.7% | 78.6% |
| 574 | Aviation Technology | AVT-146 | 91.2% | 83.3% | 66.7% | 74.5% | 75.0% |
| 574 | Aviation Technology | AVT-148 | 87.5% | 100.0% | 64.7% | 84.0% | 78.9% |
| 574 | Aviation Technology | AVT-149 | 83.3% | 88.9% | 100.0% | . | . |
| 574 | Aviation Technology | AVT-150 | 87.2% | 72.1% | 82.0% | 78.8% | 73.0% |
| 574 | Aviation Technology | AVT-151 | 62.5% | 75.0% | 93.3% | 77.8% | 85.7% |
| 574 | Aviation Technology | AVT-152 | 100.0% | 91.7% | . | . | . |
| 574 | Aviation Technology | AVT-157 | . | . | 93.3% | 95.8% | 71.4% |
| 574 | Aviation Technology | AVT-158 | . | . | 75.0% | 90.0% | 71.4% |
| 574 | Aviation Technology | AVT-159 | . | . | 60.0% | 100.0% | 100.0% |
| 574 | Aviation Technology | AVT-160 | 78.6% | . | . | . | . |
| 574 | Aviation Technology | AVT-161 | 86.1% | 85.7% | . | . | . |
| 574 | Aviation Technology | AVT-162 | 75.0% | 91.7% | . | . | . |
| 574 | Aviation Technology | AVT-163 | 96.3% | 97.2% | . | . | . |
| 574 | Aviation Technology | AVT-164 | 89.5% | 94.3% | . | . | . |
| 574 | Aviation Technology | AVT-165 | 86.5% | 91.2% | . | . | . |
| 574 | Aviation Technology | AVT-166 | 33.3% | 71.4% | 85.7% | 78.6% | 83.3% |
| 574 | Aviation Technology | AVT-167 | 86.0% | 87.1% | 88.2% | 90.9% | 75.0% |
| 574 | Aviation Technology | AVT-168 | 33.3% | 71.4% | 85.7% | 78.6% | 66.7% |
| 574 | Aviation Technology | AVT-170 | 60.0% | 80.6% | 63.6% | 87.5% | 70.0% |
| 574 | Aviation Technology | AVT-205 | 100.0% | 100.0% | 87.5% | . | . |
| 574 | Aviation Technology | AVT-206 | 80.0% | 100.0% | 90.9% | 100.0% | 100.0% |
| 574 | Aviation Technology | AVT-211 | 90.0% | 71.9% | 91.7% | 80.0% | . |
| 574 | Aviation Technology | AVT-213 | . | 91.7% | 85.7% | . | 100.0% |
| 574 | Aviation Technology | AVT-214 | 92.9% | . | 88.9% | 100.0% | 94.1% |
| 574 | Aviation Technology | AVT-217 | . | 83.3% | 100.0% | 100.0% | 100.0% |
| 574 | Aviation Technology | AVT-218 | . | . | 90.0% | . | 83.3% |
| 574 | Aviation Technology | AVT-219 | 100.0% | 100.0% | 92.3% | 85.7% | . |
| 574 | Aviation Technology | AVT-220 | 80.0% | . | . | . | . |
| 574 | Aviation Technology | AVT-222 | 100.0% | . | 100.0% | 90.9% | 95.5% |
| 574 | Aviation Technology | AVT-224 | 100.0% | . | . | 100.0% | . |
| 574 | Aviation Technology | AVT-226 | 100.0% | . | 90.9% | 100.0% | . |
| 574 | Aviation Technology | AVT-227 | . | 92.3% | 93.8% | . | . |
| 574 | Aviation Technology | AVT-229 | . | 90.9% | . | 95.0% | . |
| 574 | Aviation Technology | AVT-231 | . | 100.0% | 90.0% | . | . |
| 574 | Aviation Technology | AVT-232 | 100.0% | 100.0% | . | 90.9% | . |
| 574 | Aviation Technology | AVT-234 | 100.0% | . | 90.9% | 93.3% | . |
| 574 | Aviation Technology | AVT-236 | 88.2% | . | 88.9% | . | 100.0% |
| 574 | Aviation Technology | AVT-237 | 93.8% | . | 94.1% | 71.4% | . |
| 574 | Aviation Technology | AVT-239 | 100.0% | 100.0% | 83.3% | 72.7% | . |
| 574 | Aviation Technology | AVT-240 | 88.9% | 78.6% | 95.2% | 89.5% | 75.0% |
| 574 | Aviation Technology | AVT-241 | 100.0% | 100.0% | 71.4% | . | . |
| 574 | Aviation Technology | AVT-242 | 80.0% | 84.2% | 91.3% | 72.0% | 93.8% |
| 574 | Aviation Technology | AVT-245 | 91.3% | 85.7% | 100.0% | 91.7% | 90.9% |
| 574 | Aviation Technology | AVT-246 | 100.0% | 86.4% | 94.4% | 91.3% | 77.8% |
| 574 | Aviation Technology | AVT-247 | 100.0% | 86.7% | 100.0% | 75.0% | 50.0% |
| 574 | Aviation Technology | AVT-250 | 100.0% | 100.0% | 72.7% | . | 83.3% |
| 574 | Aviation Technology | AVT-251 | 100.0% | 87.5% | 80.0% | . | . |
| 574 | Aviation Technology | AVT-254 | 94.1% | 94.1% | 100.0% | 100.0% | 100.0% |
| 574 | Aviation Technology | AVT-255 | 100.0% | 100.0% | . | 100.0% | . |
| 574 | Aviation Technology | AVT-258 | 92.9% | 75.0% | 100.0% | 100.0% | . |
| 574 | Aviation Technology | AVT-263 | . | 50.0% | . | . | . |
| 574 | Aviation Technology | AVT-266 | . | . | 100.0% | . | . |
| 574 | Aviation Technology | AVT-269 | . | . | . | . | . |
| 574 | Aviation Technology | AVT-270 | 95.5% | 87.5% | 100.0% | 100.0% | 90.0% |
| 574 | Aviation Technology | AVT-275 | 100.0% | . | . | . | . |
| 574 | Aviation Technology | AVT-277 | . | . | 100.0% | . | . |
| 574 | Aviation Technology | AVT-297 | 90.5% | 91.3% | 91.7% | 100.0% | 100.0% |
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