

George T. Baker Aviation
Technical College

Program Outcomes and Institutional Follow Up Plan



Baker Aviation



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George T. Baker Aviation Technical College

Administrative Staff

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Rosy Diaz-Duque, Administrator

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Leticia L. Figueroa, Counselor

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Sophia Sanchez, Media Specialist

Cassandra G. Whitehead, Office Manager

Esther Flor, Financial Aid Officer

Leslie Fuentes, Financial Aid Officer

Department Chairs

James C. Rosa, General

Patrick J. Heron, Aviation Powerplant Mechanics

Alan Munoz, Aviation Airframe Mechanics

Howard Carter, Avionics Systems Technician

Mission

The mission of George T. Baker Aviation Technical College is to provide training to persons interested in aviation maintenance, electronics, and avionics to become an integral part of industry. To accomplish this mission, the school must enhance the curriculum, utilize industry resources, encourage students to obtain their Federal Aviation Administration certificates or Federal Communications Commission license, and place students in jobs that are related to their training. The academic and technical expectations established by the instructional staff and the strong educational leadership provided by the director make it possible for the school to accomplish this mission.

Vision

The vision for George T. Baker Aviation Technical College is to provide occupational training to persons interested in aviation maintenance, electronics, and avionics; and for all students to become program completers, possess an Airframe and Powerplant certificate or a Federal Communications Commission license, obtain employment upon completion of a program, and become technologically proficient.

Core Values

The staff and community at George T. Baker Aviation Technical College firmly believe that all students are capable of learning. We, therefore, are committed to developing each student’s academic, social, physical, ethical, and emotional potential in a safe and nurturing environment, thereby creating lifelong learners and productive citizens prepared to enter a global workforce. The staff and community at George T. Baker Aviation Technical College are dedicated to creating a school climate that is safe and provides the most modern instructional materials. The staff and community at George T. Baker Aviation Technical College are dedicated to creating a positive, cooperative working relationship between the administration, faculty, staff, parents, and the community who will work together in support of a program of excellence for all our students.

PLAN SUMMARY/GOAL

The goal of the George T. Baker Aviation Technical College Program Outcomes and Institutional Follow Up Plan is to identify the procedures for key follow-up activities pertaining to the collection of placement, completion, licensure, and program satisfaction data as well as illustrate the identification of all responsibilities for each procedure. All data collection is conducted utilizing secured systems and servers managed by Miami-Dade County Public Schools Information Technology Department (ITS).

IDENTIFICATION OF RESPONSIBILITIES (Placement, Completion, & Licensure Data)

Employee Name	Employee Position	Responsibility
Lisel Sainz-Ramirez	Teacher ABE/AHS – Testing	Collection of Local Placement Data from Students Completing Testing.
Silveria Garcia	Clerical Assistant	
Mirella Perez	Secretary	Collection of Local Placement Data from newly enrolled students.
Aurora Pernas	Secretary III	
Cassandra Whitehead	Office Manager	
Sophia Sanchez	Media Specialist	Collection of Local Placement Data from Students completing Subject Selection.
Sophia Sanchez	Media Specialist	Analysis and Approval of ALL Local Placement Data prior to data entry.
Adys Garcia	Data Input Specialist II	Local Placement Data – Data Entry.
Nelson Suarez	Network Infrastructure Support Technician	Local Placement Data Processing.
Lisel Sainz-Ramirez	Teacher ABE/AHS - Testing	Completion Data – Data Entry.
Nelson Suarez	Network Infrastructure Support Technician	Completion Data Processing.
Ciro R. Hidalgo	Director	Licensure Data Collection
Lisel Sainz-Ramirez	Teacher ABE/AHS - Testing	Licensure Data Input.
Nelson Suarez	Network Infrastructure Support Technician	Licensure Data Processing.

IDENTIFICATION OF RESPONSIBILITIES (Follow-up Activities & Satisfaction Survey Data Collection)

Employee Name	Employee Position	Responsibility
Sophia Sanchez	Media Specialist	Design & modification(s) of Student and Employer Satisfaction Surveys.
Lisel Sainz-Ramirez	Teacher ABE/AHS – Testing	Issuance of Student Satisfaction Surveys upon program completion.
Silveria Garcia	Clerical Assistant	
Sophia Sanchez	Media Specialist	Issuance of Employer Satisfaction Surveys during Occupational Advisory Committee Meetings.
Sophia Sanchez	Media Specialist	Collection and Analysis of Student and Employer Satisfaction Survey Data.

METHODS AND PROCEDURES FOR DATA COLLECTION (COMPLETION, PLACEMENT, LICENSURE)

Completion:

All program completion data is tracked utilizing Focus, Miami-Dade County Public Schools' (M-DCPS) designated student information system. This system is used district-wide at all M-DCPS Technical Colleges and houses all student demographic, academic, and attendance data. Reports are processed annually for the procurement of all completion data. This process is tied into George T. Baker Aviation Technical College's COE Annual Report Process. Completion data is entered by designated clerks at the school site.

Placement:

All student job placement data is tracked and housed on a SharePoint site which is managed by the district office for the technical colleges. This site, which is referred to as the 8001 – Collaboration Site, houses placement data for all students enrolled at George T. Baker Aviation Technical College. Placement data is collected during three key phases of student progress: enrollment, course/class selection, and testing. Placement data is collected by several employees in the media center, main office, and testing room as evidenced by the Identification of Responsibilities Chart. All placement data is then evaluated by the schools COE Liaison Officer for "in-field" status. The COE Liaison Officer then signs off approving all local placement for data entry into the 8001 – Collaboration Site. A designated clerk enters all placement data, as it is delivered, daily.

Licensure:

All data on licensure attainment from program completers is collected by the director of the school. Data on licensure attainment is delivered by local Designated Mechanic Examiners (DME), who collaborate with the school as industry partners. However, due to student privacy laws and restrictions, the school does not collect data from all DMEs. Additionally, only passing test scores are reported to the school for licensure attempts. Upon receipt of licensure attainment data, the director routes the scores to a designated data entry clerk. The designated entry clerk then enters the licensure data into two systems: FOCUS and the 8001 – Collaboration Site. All data utilized for the calculation of the school's licensure attainment rate is processed from the 8001 – Collaboration Site.

DATA ANALYSIS & COLLECTION (Satisfaction Surveys)

All data collected from both Student and Employer Satisfaction Surveys is focused on program effectiveness. Data collected is used to drive program improvement through new school improvement strategies and initiatives. Student Satisfaction Surveys collect data on program effectiveness and quality by evaluating student assessment of instructional materials, technology, shop equipment, ramps, aircraft, engine test stands, landing gears, and job placement office initiatives. Employer Satisfaction Surveys collect data on student performance in the field through the evaluation of soft and technical skills.

Soft Skills Evaluated:

1. Time Management
2. Customer Service/ Professionalism with Customers
3. Teamwork/ Professionalism with Co-workers
4. Critical Thinking
5. Communication
6. Organization
7. Flexibility
8. Problem Solving
9. Leadership

Technical Skills Evaluated:

10. Basic Electricity/ Wiring Repair
11. Maintenance Forms & Publications/ Technical Publications
12. Sheetmetal & Composite Repair
13. Turbine Engine Overhaul
14. Reciprocating Engine Overhaul
15. Troubleshooting/ Diagnostics
16. Avionics Systems
17. Hydraulics/ Pneumatics

- **Student Satisfaction Survey:** https://forms.office.com/Pages/ResponsePage.aspx?id=j_Z4Rc2G-UqzF5Pjgmyg9eIRke8bfTBFkj9et9MiKj5UOTMyUTZOQjU0SDZWWkxITkITQkQzWDczRCQIQCN0PWcu
- **Employer Satisfaction Survey:** https://forms.office.com/Pages/ResponsePage.aspx?id=j_Z4Rc2G-UqzF5Pjgmyg9eIRke8bfTBFkj9et9MiKj5UOFVXQjdTTDJSTFo4WjM3NVROTThaUE1ZWiqQCN0PWcu

INDUSTRY AND STUDENT PROGRAM SATISFACTION SURVEYS (Procedure)

Student Satisfaction Survey Procedure:

1. Student Satisfaction Survey is issued to students by test personnel upon completion of the School Qualifying Examination for Airframe or Powerplant.
2. All students are encouraged, but not required to take the survey.
3. Upon completion, test personnel notify the school media specialist of updated survey data.
4. Survey data is monitored by the school media specialist. All Survey data can be easily analyzed using the designate PowerBI Dashboard.
5. Data is utilized by school administrators to drive school improvement decision making strategies.

Employer Satisfaction Survey Procedure:

1. Employer Satisfaction Surveys are shared with industry partners and members of the school's occupational advisory committee (OAC) during OAC meetings, which are held at least once per year.
2. Employers are guided through the different parts of the survey. All OAC members are encouraged to complete the survey.
3. Survey data is monitored by the school media specialist. All Survey data can be easily analyzed using the designate PowerBI Dashboard.
4. Data is utilized by school administrators to drive school improvement decision making strategies.

Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational

programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against qualified students with disabilities.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, color, sex, gender, national origin, religion, marital status, or disability in public education.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 as a patriotic society.

Veterans are provided re-employment rights in accordance with 38 U.S.C. § 4312 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Office for Civil Rights or:

Office of Civil Rights Compliance (CRC)

District Director/Title IX Coordinator

155 N.E. 15th Street, Suite P104E

Miami, Florida 33132

Phone: (305) 995-1580 TDD: (305) 995-2400

Email: crc@dadeschools.net Website: <https://hrdadeschools.net/civilrights>

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