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Steven Hampton
Embry-Riddle Aeronautical University, hamptons@erau.edu

Dothag Truong
Embry-Riddle Aeronautical University, truongd@erau.edu

Ken Byrnes
Embry-Riddle Aeronautical University, byrnesk@erau.edu

Troy Techau
Embry-Riddle Aeronautical University, techaut@my.erau.edu

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Steven Hampton[1], Dothang Truong[2], Ken Byrnes[3], and Troy Techau[4]
Embry-Riddle Aeronautical University, Daytona Beach, FL 32114

Abstract

The study evaluates training at a collegiate flight training program providing metrics for time and costs from zero time to a Private Pilot. Training times for flights and activities are pulled from a sophisticated database used at Embry-Riddle Aeronautical University (ERAU) and matched with flight and ground school lessons and then further subdivided to determine the amount of time spent training in areas of operation that are prescribed by the Federal Aviation Administration in the published Practical Test Standards and Airman Certification Standards for those seeking pilot licenses and ratings. Provided are mean times and costs for a prospective pilot to attain Private licenses at Embry-Riddle. The records of 286 students in the FAA approved Private pilot course were pulled, de-identified, and analyzed. ANOVA was used to compare the training times across areas of operation. The results provide insight into those areas requiring the most training and would perhaps benefit the Simplified Vehicle Operation program at NASA by helping to identify candidate technologies proposed to be developed by the program office.

I. Introduction

THE National Aeronautics and Space Administration (NASA) On-Demand Mobility and Simplified Vehicle Operations(ODM/SVO) program requires a baseline metric against which training improvements can be measured. To develop the training metric, a large, detailed general aviation training database is required. Embry-Riddle Aeronautical University's (ERAU) Flight Department has compiled extensive aviation training records. A group of flight and programming specialists teamed to parse and analyzed these records for specific parameters. The study reports the detailed findings and presents the conclusions and recommendations of the team.

The current study builds on work begun in support of NASA's Advanced General Aviation Transportation Experiments (AGATE) program in 1995 to estimate the cost of training a general aviation pilot. That work, "Baseline Metrics for General Aviation Aircraft", categorized the training by specific flight skill objectives identified by anticipated operational requirements for the AGATE program, then current Federal Aviation Administration (FAA) Practical Test Standards (PTS), and provided a framework to estimate the individual required training time and costs; those parameters were then used to identify areas where significant savings could be realized.

The study updates the defined skills, training hours, and costs identified by the existing the recently released (June 2016) Airman Certification Standards (ACS) for the Private certificate and Instrument rating and is expanded to include those skill sets requiring additional training (extra training) over and above minimums for the FAA Part 141 approved curriculum. Time/costs for training were estimated during an 18-month period from a database (August 2014 – April 2016) which included over fifteen hundred students, seventy aircraft, and ten Flight Training Devices (FTD).

The objectives of this paper are:

a. To develop training metrics for students at a collegiate flight program that can be used as a baseline against which both time and costs to attain specific levels of training can be measured.

b. To provide recommendations, based on the data generated, on where to focus training that can take advantage of technology developments related to automation and/or an understanding of aeronautical decision-making (ADM).

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[1] Associate Dean for Research, College of Aviation, 600 S. Clyde Morris Blvd., Daytona Beach, FL 32114, USA, AIAA Senior Member.
[2] Professor, Department of Doctoral Studies, 600 S. Clyde Morris Blvd., Daytona Beach, FL 32114, USA.
[3] Assistant Dean, Department Chair, Flight Department, 600 S. Clyde Morris Blvd., Daytona Beach, FL 32114, USA.
[4] Ph.D. Candidate, Ph.D. in Aviation Program, 600 S. Clyde Morris Blvd., Daytona Beach, FL 32114, USA.

II. Review of relevant literature

A. Flight Training Requirements

The FAA's PTS and June 2016 release of several ACS, combined with FAR regulatory requirements under Part 141, 91 and 61, essentially provide guidelines for the development of flight training programs at university programs. At the conclusion of training, applicants for certificates and ratings are tested on the areas of operation that are listed that pertain to the associated license or rating. Applicants are expected to perform at the prescribed performance standards (PTS/ACS) while meeting minimum training requirements (time and tasks) prescribed in the regulations (Part 61, 91, 141).

Applicants receive ground and flight training based on a traditional building block model approach which starts with a ground school to be followed by flight training. Besides an aircraft, flight training may include instruction in a Flight Training Device (FTD), a mechanism with varying levels of fidelity which simulates the aircraft environment and is used extensively at many institutions such as ERAU to introduce a task and build proficiency prior to validation of a given skill in an aircraft.

1. FAA Practical Test Standards

The FAA's PTS provide testing criteria for applicants seeking a Private and Commercial certificate and Instrument and Multi-Engine rating. The PTS essentially acts as a guide for the development of flight training programs since applicants for certificates and ratings are tested on those areas of operation tasks that are listed in the PTS to the prescribed performance standards.

2. FAA Airman Certification Standards

The recent June 2016 release of the ACS provide the guide for the development of training programs in the same fashion as did their predecessor PTS. Applicants for certificates and ratings are tested on the areas of operation that are listed to the prescribed performance standards. The standards were revised to accommodate the changes in design and use of the technology within the aircraft, as well as a training philosophy change that has focused more on special emphasis areas. To accommodate the changes, the FAA worked with industry to develop a systematic approach to:

- Provide clear standards for aeronautical knowledge
- List specific behaviors for risk management and ADM
- Consolidate overlapping tasks in the PTS
- Tie the many special items to knowledge and skill
- Connect the standards for knowledge, risk management, and skill to guidance (H-series Handbooks), to knowledge test questions, and the practical test (FAA, 2016).

Table 1 shows the status of current PTS and ACS in effect at the time of this study for the Private Pilot certificate.

Table 1: FAA PTS and ACS Replacement Matrix

Type	Certificate or Rating	Publication Date (Change Date)	Number	Title	Status
PTS	Private	11/1/2011 (Feb 2014)	FAA-S-8081-14B	Private Pilot Practical Test Standards for Airplane (SEL, MEL, SES, MES)	Superseded
ACS	Private	Jun 2016	FAA-S-ACS-6 (Change 1)	Private Pilot – Airplane Airman Certification Standards	In Effect

3. Embry-Riddle Flight Training Curriculum

The ERAU flight and ground training curriculum[5] are based on the requirements set forth in the FAA's PTS and ACS (2016) and FAR Part's 61, 91 and 141. The program at the university is a FAA Part 141 certificate program. The university has two residential campuses, Daytona Beach, Florida, and Prescott, Arizona. Data for the study comes from the Daytona Beach, Florida, campus. The ground school is conducted as part of the Aeronautical

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[5] The curriculum is available upon request

Science academic program for the Private Pilot certificate. A full list and hourly cost of flight training equipment used for the courses in the study can be found in Appendix A. The aircraft used are; 1) Cessna 172 (Private), each aircraft is fully instrumented and equipped with Garmin G1000 avionics. Flight training devices used include Frasca AdvATD, Frasca DA42L, Frasca G1000.

B. Focus Group Research

The study used subject matter experts (SME) in a *focus group* environment to develop specific time criteria for each task within every training unit for each course. The term *focus groups* are typically used in qualitative research studies that use interviews as part of the research design. Vogt, Gardener, and Haeffele (2012) suggest that focus group interviews make sense when the "focus group participants will provide you with something that you could not obtain individually." Focus groups were used in this project to evaluate ERAU flight training records and attribute flight activities to specific categories of instruction. As flight instructors with instructional and flight ratings gained through significant experience, the flight instructors utilized in the focus groups in this study qualify as subject matter experts (SME). Nelson, Magliaro, & Sherman (1988, p. 31) observed that "in comparison to novices, expert's knowledge structures are more highly organized and well-integrated."

SMEs are useful in focus groups to quickly identify issues relevant to the task at hand, and the focus group setting helps to facilitate expert discussion and formation of unified conclusions. Colvin and Goh (2005) used inter-rater agreement of SME ratings to assess the content validity of a theoretical model study related to police acceptance of technology, and in a study in the aviation domain, pilots were considered appropriate SMEs to evaluate a scale used to rate proficiency in aviation-related radio communications (Knoch, 2014). Knoch found that the use of focus groups facilitated SME interaction and was efficient as a research methodology, and found that the pilot SMEs were able to draw conclusions about audio speech samples that went beyond the criteria specified in the scale they were evaluating. A key finding was that the pilot's aviation expertise was important in that the pilot's ability to understand the audio samples from a technical perspective. Similarly, Knoch observed that the technical knowledge possessed by the SMEs allowed them to consider the technical knowledge of the speaker in addition to the speech provided.

In the present study, SMEs contributed to both the face and content validity of the project as they associated flight student training activities with aviation instructional requirements using their knowledge and experience. Babbie (2013) relates face validity as being related to the level of which an indicator seems to be reasonably related to an indicator variable, while content validity relates to whether a variable or measure encompasses all reasonable variations of a concept.

Kitzinger & Barbour (1999) view group interaction as a key part of focus group research, noting that the primary distinguisher of a focus group from other types of groups is that researchers actively encourage and attend to group interaction. Focus groups tap into participant's experiences, insights, attitudes, and experiences, (Kress & Shoffner, 2007), and permit researchers to develop a deeper understanding of participant's beliefs than would collection of data by survey or other research designs (Parker et al., 2012).

III. Methodology

For the purposes of this study, a trained collegiate general aviation pilot is defined as a student who has successfully completed both the training and a flight check through the Private Pilot Certification Course. For the Embry-Riddle curriculum, this corresponds to the completion of FA 121 (Private Pilot). At this point, students with no prior flight time typically have approximately 90 hours of experience. While it may be argued that such students have not yet achieved requisite "judgment" levels, it must be recognized that this is the point at which the FAA allows the successful student to fly as a Private Pilot under visual flight rules (VFR) and, as such, represents a definitive limit for the use of this term.

The list of competencies required by the FAA identified from the ACS for the Private certificate include
- Preflight Preparation
- Preflight Procedures
- Airport Operations
- Takeoffs, Landings, and Go-Arounds
- Performance Maneuvers
- Navigation
- Slow Flight and Stalls
- Basic Instrument Maneuvers
- Emergency Operations

- Night Operation
- Postflight Procedures
- Other (Other training not included above)

Again, it could be argued that there are some specific competencies missing. However, most flight training experts would agree that the list is sufficiently comprehensive to contain the most critical skills; and, as pointed out in the introduction, the building block approach allows task specific costs to be shifted between competencies.

Data for calculating times is pulled from Education & Training Administration (ETA), a commercial database software package from Talon Systems that ERAU uses for recordkeeping, billing, scheduling and other services. The time for each flight is input into to the ETA database based on when the Pilot in Command (PIC) begins and ends instruction. Both time and Hobbs values are kept to indicate when the flight or activity starts, and when the flight or activity has been completed. PIC notations of oral instruction both pre- and post-flight is also tracked, which modifies the cost calculations to reflect actual times spent in training. The instructor also has the option to adjust the flight time based on flight activity. For example, during a cross-country flight where a stop is made, the instructor may make a reduction in the Hobbs time. Oral and Flight Training Device (FTD) activity times are also provided by the instructor.

Appendix A provides a brief schematic representation of the cost calculations contained in the report. Specific costs for individual actions or parts are the original inputs at the bottom of the figure, and total costs and costs per mile are the final outputs. At appropriate points, the costs are modified by the type of cost or how these vary. For example, pre-flight inspection is an individual skill listed under the area of operation defined as Preflight Preparation. Students may take varying amounts of time to master the skill, but a mean time for each skill can be calculated. Each skill set within that Area of Competency is then calculated and added to derive a mean for that competency area which is then divided by the total training time for the course to find the percentage of course time devoted to that competency, in this case, Preflight Preparation. This mean can then be translated into a cost by using the appropriate charge for the type of instruction and the mean time devoted to it. The study was structured to account for possible shifts in skill mix across categories in the case that there was a change in the mix which could occur as a result of a new aircraft, different costs for flight and ground training, etc. The point is that the category of the cost can be easily changed if there is disagreement or a change in definition. The same is true for the skills listed under all the other competencies.

A. Ground Training Competencies

Academic courses are used to teach the Private Pilot through Commercial Pilot based on Part 141 requirements. The Multi-Engine add-on is taught by the Flight Department at the beginning of the flight course. An approved FAA Part 141 training curriculum provides the course outline and specifies each line item for each lesson in each course. SME with extensive experience teaching each course provided the specific time breakdown which was then reviewed to ensure accuracy. The charts in the results below show the training time and percentage of total training time in each area of operation identified by the FAA's ACS/PTS for the Private Pilot. One can clearly see where the greatest amount/percentage of time is spent.

Costs for the ground school's areas of operation are calculated based on credit hours charged, which are $1,385 per hour. The Private ground course is 5 credit hours. The courses are split into lessons with each line item allocated a time which is then summarized for each course to provide the time spent in each area of operation in the associated ACS/PTS. Results are then summarized with total time and cost for each area of operation provided.

B. Flight Time Competencies

The Embry-Riddle flight curriculum is divided into lessons and units each of which bears a set of competencies which can be tracked to one of the areas of operation for the Private Pilot. The areas of operation are from the FAA's Airman Certification Standards (2016).

Because flight training is always taught in sequential lessons, and these often have multiple competency requirements, the competency components of the different lessons had to be identified. To accomplish this, Embry-Riddle flight training specialists tracked the lesson, and areas of operation. These competencies were further subdivided by the type of instruction, e.g., dual flight, oral briefing, ground simulation, or solo flight. The amount of time (by type of instruction) and the individual skills devoted to each competency was then reviewed by a group of experienced instructors using the Focus Group method with the results tabulated and recorded.

Because we were working backward from an existing curriculum, the approach used is more of an "inverse" elaboration analysis such as that described by Reigeluth and Stein (1983). The intent was to identify within the existing curriculum "clusters" of competencies which fall within each area of operation so that time and costs could

be determined for each category. A classical task analysis approach, such as that described by Romisowski (1992), did not fit this phase of the study. Through the elaboration, the descriptions of competencies in this work are preserved so that future work to describe the links between overall flight competencies and specific hierarchies of objectives can be accomplished.

Individual student records are used to calculate a mean completion time for each area of operation within each lesson student lesson by type of instruction (Dual, Oral, FTD, etc.) to include additional training. The mean time for each lesson is provided by the ETA database and is then refined by the focus group SME's for that course to determine the amount of time spent on each individual skill.

A simple example may help make this competency calculation clear. A lesson that is a dual instruction unit has Preflight Procedures, Takeoffs and Landings, High-Performance Maneuvers Slow Flight and Stalls, and Postflight Procedures associated with it. The total time from the ETA database is broken into one-tenth intervals by the focus groups SME's and assigned to each area of operation identified by the associated ACS/PTS. In this case for a 1.3 Dual, .2 Oral hour lesson (generated by ETA). The time allocated by the focus group is:

Preflight Procedures	.3
Takeoffs and Landings	.4
High-Performance Maneuvers	.2
Slow Flight and Stalls	.2
Postflight Procedures	.2
Oral Debrief	.2

Thus, the result identifies the time in each lesson devoted to each area of operation, which can then be added by each lesson for a given flight course to provide total times of training in a given area. The sum of these calculations over all the lessons for all the courses yields the grand mean for these competencies for each area of operation. In addition, the specific skills in each area of operation for each flight course are presented. Note that there is considerable similarity thus the overall times to develop proficiency across the entire curriculum can be derived. The standard deviation is also provided for the individual courses for all those students completing the training within the stated period of time.

C. Data Analysis

Analysis of Variance (ANONA) method was used to compare the training times across areas of operation for each training competency: ground training, oral training, flight device (FTD) training, and flight training. ANOVA is a statistical method that tests the mean difference among groups. Traditional ANOVA has some major assumptions such as independence of cases, normality of residuals, and homogeneity of variances, in which homogeneity of variances is the most important one. The normality assumption is not a concern due to the large sample sizes. Specifically, the sample sizes for ground training, oral training, FTD training, and flight training are 206, 152, 124, and 366, respectively (Hair et al., 2010; Field, 2013).

As for the homogeneity assumption, the high number of zeros in the data causes the violation of this assumption. These zeros do not mean missing values, but reflect the fact that certain areas of operation are not used in the training, which result in zero training hours. Accordingly, traditional ANOVA could not be used, and Welch's ANOVA was used instead because this method does not require the homogeneity assumption (Moder 2007; Moder 2010). Welch's statistic was conducted using SPSS 23 to test whether the means of training hours for these operations differ. In order to receive the Welch's ANOVA results, the operations with all zeros were removed from the analysis. In addition, contrast tests were conducted in the post hoc analysis to indicate specific differences between each pair of operations. The differences are also presented by the mean plots.

IV. Results

The Private Pilot course is the first academic ground school and flight course at ERAU. It is planned to be completed in the first academic year and consists of a ground school taught as part of the academic curriculum followed by flight. While flight training normally occurs concurrently, it is dependent on the availability of an instructor and is subject to weather delays and breaks in the academic calendar.

A. Private Pilot Ground Training

Ground instruction takes place in the academic curriculum as an approved FAR Part 141 ground school. Table 2 below identifies the time spent for each identified area of operation. As can be seen, the majority of the time (31.4 hours / 56%) is spent under Preflight Preparation. Instruction which includes systems, flight planning, weather,

airspace, performance and limitations fall under Preflight Preparation thus the high percentage of time committed to that area of operation. Figure 1 provides a graphical representation.

Table 2: Summary of Ground Instruction (Classroom) by Area of Operation - Private Pilot

Type of Instruction	Hours	Percentage
Preflight Preparation	31.4	**56.5%**
Preflight Procedures	1.5	2.7%
Airport Operations	2.8	5.0%
Takeoffs, Landings, and Go-Arounds	0.1	0.2%
Performance Maneuvers	0.0	0.0%
Navigation	6.7	12.1%
Slow Flight and Stalls	0.9	1.6%
Basic Instrument Maneuvers	0.0	0.0%
Emergency Operations	0.2	1.1%
Night Operation	0.0	0.0%
Postflight Procedures	0.0	0.0%
Other (Other training not included above)	1.0	1.8%
Subtotal - Area of Operation Ground Instruction	**44.6**	**80.2%**
Review and Testing	11.0	19.8%
Total Ground Instruction	**55.6**	**100.0%**

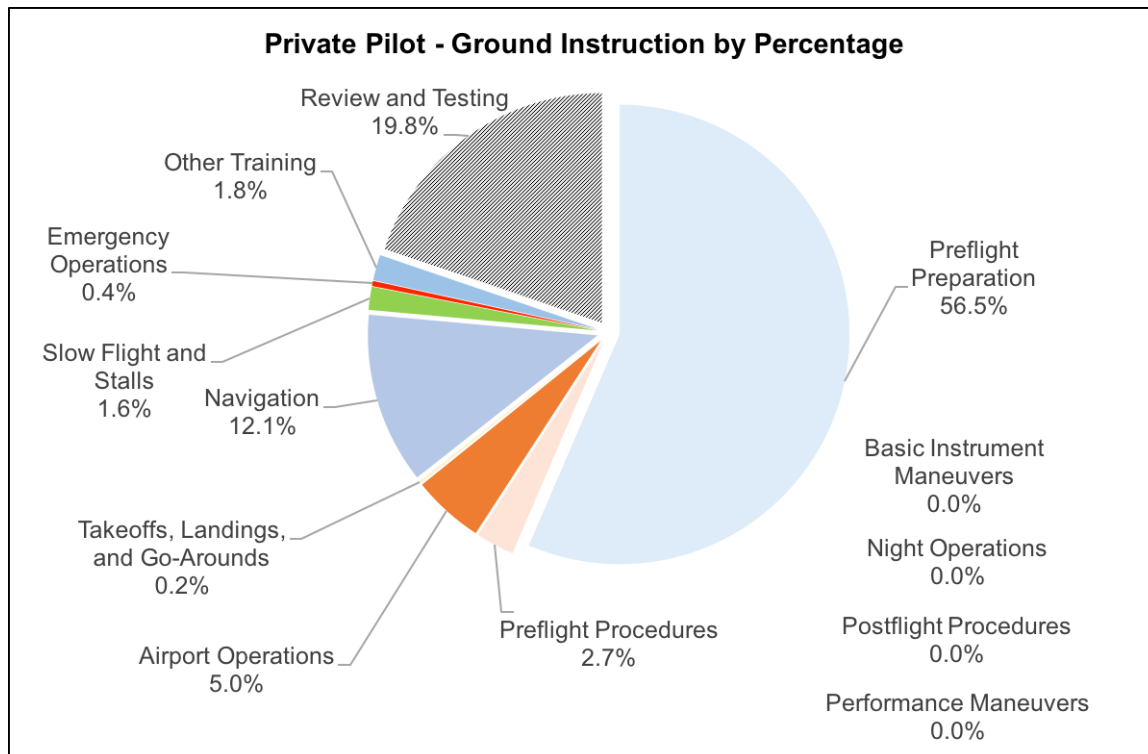Figure 1: Ground instructional training for each ACS area of operation for the Private Pilot certificate.

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In order to compare the training time across areas of operation of ground training, Welch's ANOVA was conducted. The result shows the means of ground training time are significantly different these twelve across operations (Table 3).

Table 3: Welch's ANOVA results for ground training

Welch's ANOVA test	
Statistic	Sig
27.97	<0.001

Table 4 shows the results of the contrast test using Games-Howell statistical test which compare the means of ground training time between each pair of operations. In addition, Figure 2 shows the mean plot of these areas of operation of ground training. The contrast test and meal plot indicate that in ground training, preflight preparation and navigation are two operations that have significantly more time than other operations. Between these two operations, preflight preparation has significantly more training hours than navigation.

Table 4: Contrast test using Games-Howell statistical test for ground training

(I) Operations	(J) Operations	Mean Difference (I-J)	Std. Error	Sig.
Preflight Preparation	Other	.14757*	.01253	.000
	Preflight Procedure	.14515*	.01259	.000
	Airport Operations	.13883*	.01289	.000
	Takeoffs Landings Go-Arounds	.15194*	.01237	.000
	Navigation	.11990*	.01407	.000
	Slow Flight Stalls	.14806*	.01252	.000
	Emergency Operations	.15146*	.01238	.000
Navigation	Other	.02767*	.00703	.003
	Preflight Preparation	-.11990*	.01407	.000
	Preflight Procedure	.02524*	.00714	.011
	Airport Operations	.01893	.00765	.211
	Takeoffs Landings Go-Arounds	.03204*	.00675	.000
	Slow Flight Stalls	.02816*	.00702	.002
	Emergency Operations	.03155*	.00676	.000
Emergency Operations	Other	-.00388	.00215	.616
	Preflight Preparation	-.15146*	.01238	.000
	Preflight Procedure	-.00631	.00248	.180
	Airport Operations	-.01262*	.00371	.018
	Takeoffs Landings Go-Arounds	.00049	.00084	.999
	Navigation	-.03155*	.00676	.000
	Slow Flight Stalls	-.00340	.00210	.738

*Note *: significant at p<0.05*

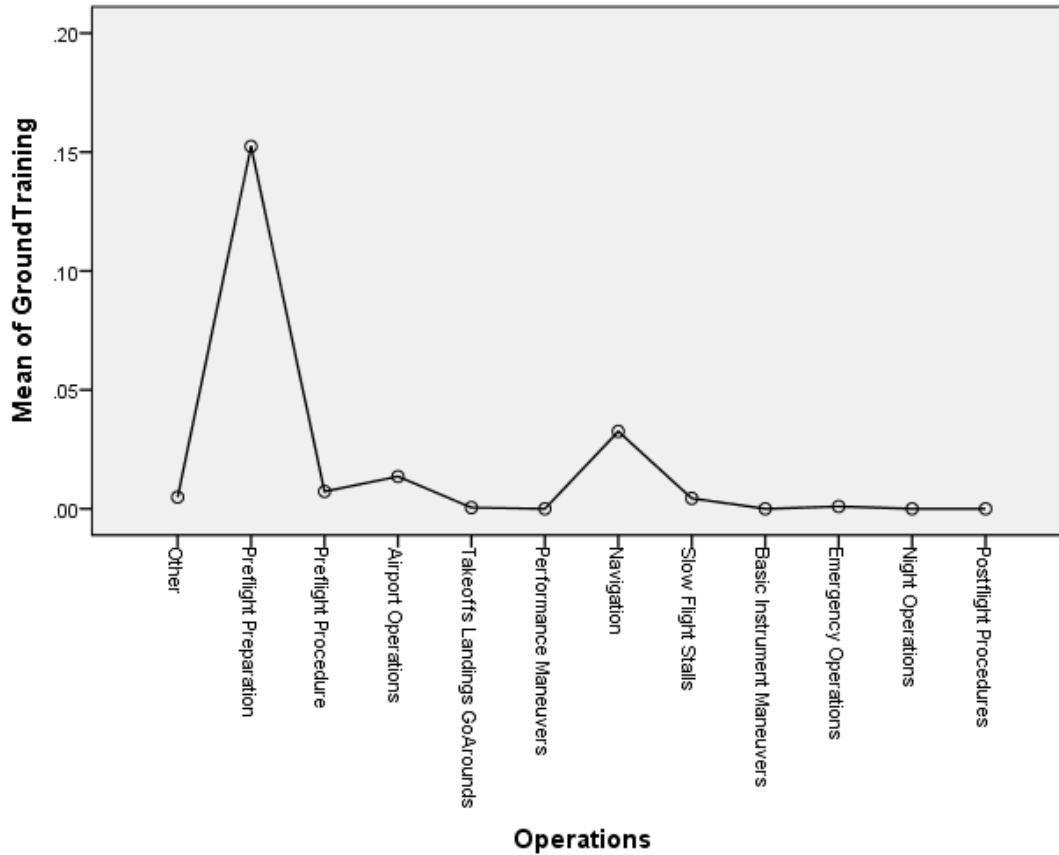American Institute of Aeronautics and Astronautics

Figure 2: Differences of training time across areas of operation of ground training.

B. Private Pilot Flight Training

   Flight training consists of time with an instructor in a one-on-one (oral), time in a high fidelity training device (FTD level 6), dual instruction with an instructor in an aircraft (Cessna 172), and solo time (time spent by the student in the aircraft without an instructor). Considerable time in the Private pilot course is spent on Preflight Preparation in support of cross-country planning activities and during post-flight debrief by the instructor in a one-on-one environment. Among the various types of oral training for the Private Pilot, the greatest percentage of hours is spent between Preflight Preparation (26.1%) and Postflight Procedures (25.1%) while the time spent on all other phases of oral training are fairly evenly divided, as depicted in Table 5. The highest percentage of time for in both the FTD and for Flight training are Takeoffs and Landings, Navigation (cross country) and Airport Operations. It should be noted that phase and final checks account for ten percent (9.3%) of the total time in the course.

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Table 5: Flight Training Device (FTD) Training - Private Pilot – Hours

Type of Training	FTD		Flight	
	Hours	Percentage	Hours	Percentage
Preflight Preparation	0.1	0.6%	0.0	0.0%
Preflight Procedures	0.5	3.0%	7.6	8.5%
Airport Operations	1.2	7.2%	11.0	12.4%
Takeoffs, Landings, and Go-Arounds	3.7	22.2%	19.1	21.5%
Performance Maneuvers	1.7	10.2%	3.7	4.2%
Navigation	1.5	9.0%	14.7	16.5%
Slow Flight and Stalls	0.9	5.4%	6.1	6.9%
Basic Instrument Maneuvers	0.5	3.0%	2.0	2.2%
Emergency Operations	1.1	6.6%	3.2	3.6%
Night Operation	0.4	2.4%	3.3	3.7%
Postflight Procedures	0.0	0.0%	6.5	7.3%
Other (Other training not included above)	3.8	22.8%	2.6	2.9%
Total Training (less Phase Checks)	**15.4**	**92.2%**	**79.8**	**89.7%**
Phase Checks	1.3	7.8%	9.2	10.3%
Total Training (Dual, Solo, Phase Check)	**16.7**	**100.0%**	**89.0**	**100.0%**

1. Private Pilot Summary of Flight Training

Table 6 and Figure 3 provides a representation of the combined phases of training the student pilot takes to obtain a Private Pilot's certificate and the total amount of time spent on each type of training throughout the entirety of the Private Pilot course. The greatest amount of time is spent almost evenly between Takeoff, Landings, and Go-Arounds (14.2%) and Postflight Procedures (13.1%). The least amount of focus is spent on Basic Instrument Maneuvers (2.1%) and Night Operation (2.7%). Ultimately, time is allocated to provide particular attention to the most challenging and valuable phases of flight and/or post flight.

Table 6: Summary of Training by Area of Operation - Private Pilot – Hours

Type of Training	Private			
	Flight	FTD	Oral	Total
Preflight Preparation	0.0	0.1	16.6	16.7
Preflight Procedures	7.6	0.5	4.5	12.6
Airport Operations	11.0	1.2	4.8	17.0
Takeoffs, Landings, and Go-Arounds	19.1	3.7	1.6	24.4
Performance Maneuvers	3.7	1.7	0.0	5.4
Navigation	14.7	1.5	1.6	17.8
Slow Flight and Stalls	6.1	0.9	2.0	9.0
Basic Instrument Maneuvers	2.0	0.5	1.1	3.6
Emergency Operations	3.2	1.1	3.5	7.8
Night Operation	3.3	0.4	0.9	4.6
Postflight Procedures	6.5	0.0	16.0	22.5
Other (Other training not included above)	2.6	3.8	5.2	11.6
Total Training (less Phase Checks)	**79.8**	**15.4**	**57.8**	**153.0**
Phase Checks	9.2	1.3	7.7	18.2
Total Training (Dual, Solo, Phase Check)	**89.0**	**16.7**	**65.5**	**171.2**

Notes: Solo flight time is embedded in the Flight column
Not all types of training are common to Private, Instrument, Commercial, or Multi-Engine training
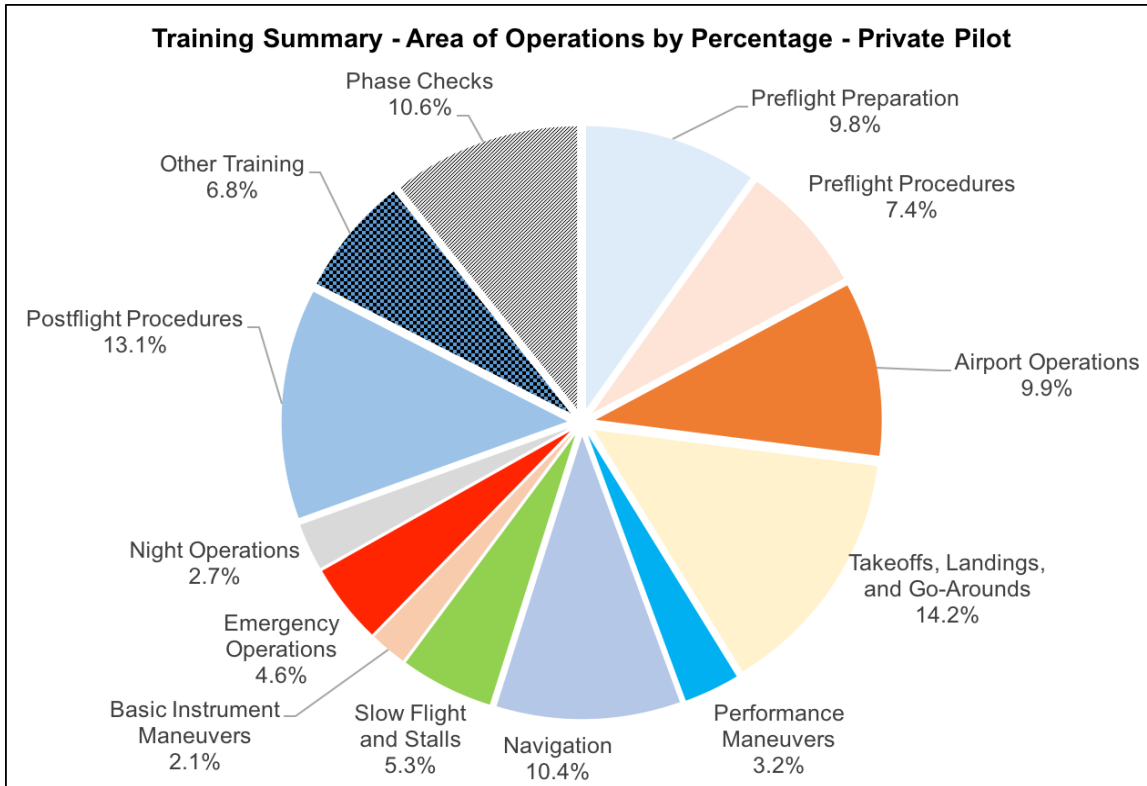
Training Summary - Area of Operations by Percentage - Private Pilot

Figure 3*:* Summary chart of Private Pilot flight training viewed by area of operations as a percentage of total flight training (Oral, FTD, Flight).

As can be seen from Table 7 (descriptive statistics) times vary widely between students and the overall standard deviation is quite large, even after removal of outliers.De Veaux, Vellemen, and Bock (2012) describe outliers as "a value that doesn't fit with the rest of the data" (p. 86), and advocate that dealing with outliers is a judgment call in which the researcher evaluates outliers in the context of the rest of the data. As a systematic place to define when a value is an outlier, De Veaux et al. point to the formula of John W. Tukey, who said that outliers are 1.5 x the Interquartile Range (IQR) beyond the values of Q1 and Q3. To graphically present how removal of the outlier values changes the descriptive statistics, histograms of the values of each variable are useful. Figure 4 shows Days to complete the training with outliers included and with the outliers removed.

Table 7: Descriptive Statistics - Private Pilot Training (Outliers Removed)

Type Training	Range	Minimum	Maximum	Mean	Standard Deviation
Dual	87.4	43.9	131.3	80.3	17.1
Solo	3.3	5.4	8.7	6.9	0.6
FTD	16.1	11.3	27.4	17.3	3.1
Oral	52.7	20.8	73.5	43.4	10.6
Days	758.0	45.0	803.0	355.2	155.6
Note: Data from ERAU course FA-121					

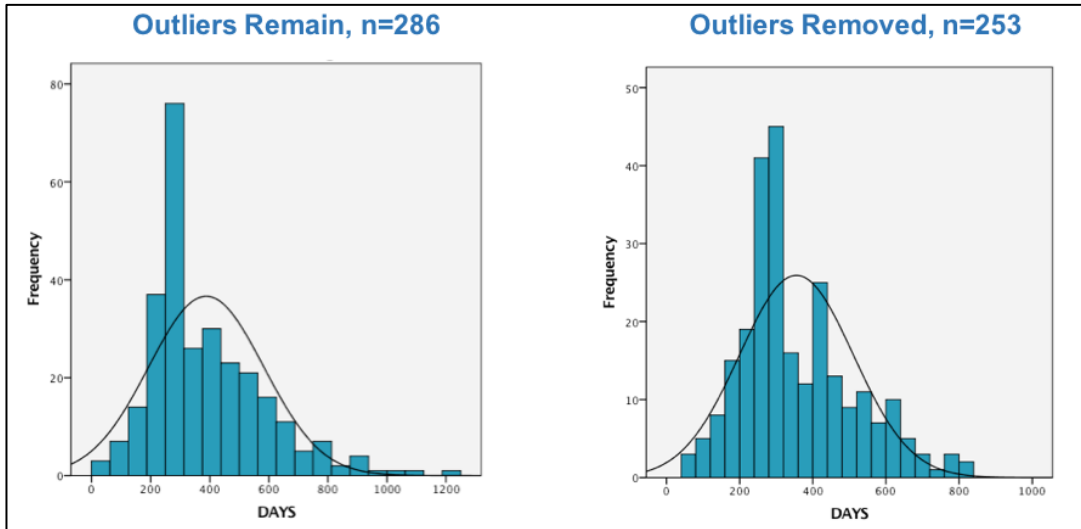American Institute of Aeronautics and Astronautics

Figure 4: Histograms of Days in Private Pilot training with and without outliers.

2. Comparison of oral training time

Welch's ANOVA result in Table 8 shows the means of oral training time are significantly different across areas of operation. Table 9 and Figure 5 present the contrast test and mean plot for oral training, respectively. The results indicate that preflight preparation and post-flight procedures have significantly higher training hours than other operations.

Table 8: Welch's ANOVA result for oral training

Welch's ANOVA test	
Statistic	Sig
5.69	<0.001

Table 9: Contrast test using Games-Howell statistical test for oral training

| (I) Operations	(J) Operations	Mean Difference (I-J)	Std. Error	Sig.
Preflight Preparation	Other	.073	.024	.053
	Preflight Procedure	.087*	.024	.009
	Airport Operations	.081*	.024	.018
	Performance Maneuvers	.090*	.023	.004
	Navigation	.089*	.023	.004
	Emergency Operations	.082*	.023	.013
	Postflight Procedures	-.008	.030	1.000
Postflight Procedures	Other	.081*	.021	.005
	Preflight Preparation	.008	.030	1.000
	Preflight Procedure	.095*	.021	.000
	Airport Operations	.089*	.021	.001
	Performance Maneuvers	.098*	.020	.000
	Navigation	.097*	.020	.000
	Emergency Operations	.090*	.021	.001

*Note *: significant at p<0.05*
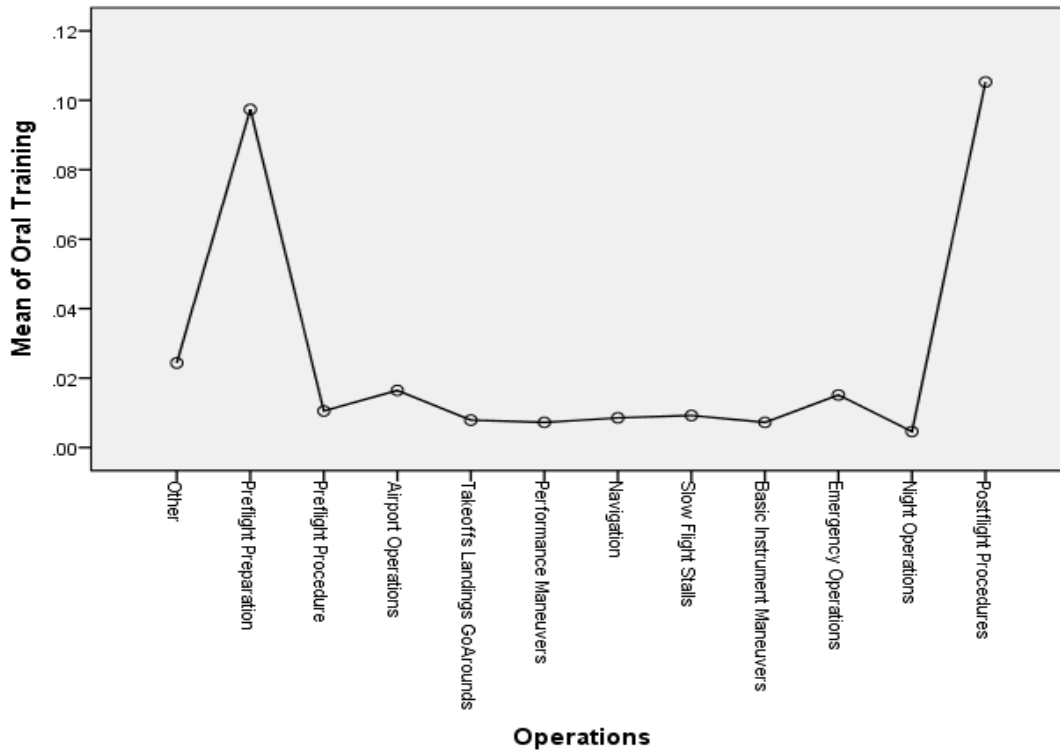
Figure 5: Differences of training time across areas of operation of oral training

3. Comparison of FTD training time

Table 10 presents Welch's ANOVA result for FTD training, which indicates the means of FTD training time are significantly different across areas of operation. In addition, Table 11 shows the contrast test using Games-Howell statistical test, and Figure 6 shows the mean plot of FTD training time for these areas of operations. The results indicate that the takeoffs, landing, and go arounds operation has significantly higher training hours than preflight preparation, preflight procedures, basic instrument maneuvers, and night operations. While Other has a higher mean of training time than other areas as shown in Figure 6, the variance is also high; therefore, the difference does not appear to be significant.

Table 10: Welch's ANOVA result for FTD training

Welch's ANOVA test	
Statistic	Sig
3.91	<0.001

Table 11: Contrast test using Games-Howell statistical test for FTD training

(I) Operations	(J) Operations	Mean Difference (I-J)	Std. Error	Sig.
Other	Preflight Preparation	.02984	.01824	.864
	Preflight Procedure	.02661	.01831	.932
	Airport Operations	.02097	.01866	.989
	Takeoffs Landings Go-Arounds	.00000	.01934	1.000
	Performance Maneuvers	.01694	.01894	.998
	Navigation	.01855	.02051	.998
	Slow Flight Stalls	.02258	.01870	.981
	Basic Instrument Maneuvers	.02661	.01831	.932
	Emergency Operations	.02177	.01893	.987
	Night Operations	.02661	.01831	.932
Takeoffs Landings Go-Arounds	Other	.00000	.01934	1.000
	Preflight Preparation	.02984*	.00655	.001
	Preflight Procedure	.02661*	.00673	.006
	Airport Operations	.02097	.00765	.189
	Performance Maneuvers	.01694	.00830	.621
	Navigation	.01855	.01144	.872
	Slow Flight Stalls	.02258	.00775	.126
	Basic Instrument Maneuvers	.02661*	.00673	.006
	Emergency Operations	.02177	.00827	.239
	Night Operations	.02661*	.00673	.006

*Note *: significant at p<0.05*
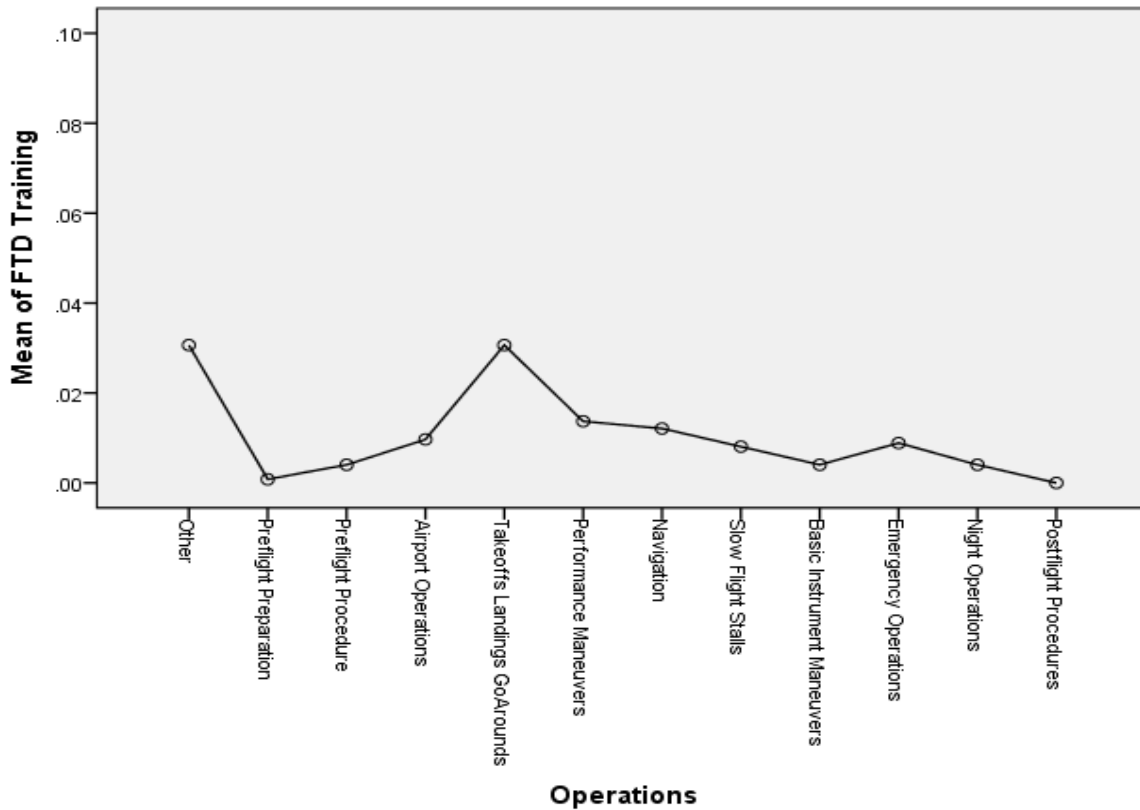
Figure 6: FTD training time differences across areas of operation

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4. Comparison of flight training time

Welch's ANOVA result is presented in Table 12, which indicates that the means of flight training time are significantly different across operations. The comparison results for flight training are shown in Tables 13 (contrast test using Games-Howell statistical test) and Figure 7 (mean plot of flight training time). The contrast test and mean plot show that the takeoffs, landing, and go-arounds operations has significantly higher training hours than other operations. In addition, basic instrument maneuvers have significantly lower training hours than preflight procedures.

Table 12: Welch's ANOVA result for flight training

Welch's ANOVA test	
Statistic	Sig
5.742	<0.001

Table 13: Contrast test using Games-Howell statistical test for flight training

(I) Operations	(J) Operations	Mean Difference (I-J)	Std. Error	Sig.
Takeoffs Landings Go-Arounds	Other	.04481*	.00863	.000
	Preflight Procedure	.03142*	.00881	.017
	Airport Operations	.02213	.01156	.708
	Performance Maneuvers	.04508*	.00822	.000
	Navigation	.02541	.01475	.824
	Slow Flight Stalls	.03552*	.00899	.004
	Basic Instrument Maneuvers	.04672*	.00807	.000
	Emergency Operations	.04344*	.00845	.000
	Night Operations	.04317*	.00932	.000
	Postflight Procedures	.03443*	.00899	.007
Basic Instrument Maneuvers	Other	-.00191	.00396	1.000
	Preflight Procedure	-.01530*	.00435	.020
	Airport Operations	-.02459	.00866	.147
	Takeoffs Landings Go-Arounds	-.04672*	.00807	.000
	Performance Maneuvers	-.00164	.00299	1.000
	Navigation	-.02131	.01261	.840
	Slow Flight Stalls	-.01120	.00471	.381
	Emergency Operations	-.00328	.00357	.998
	Night Operations	-.00355	.00530	1.000
	Postflight Procedures	-.01230	.00469	.242

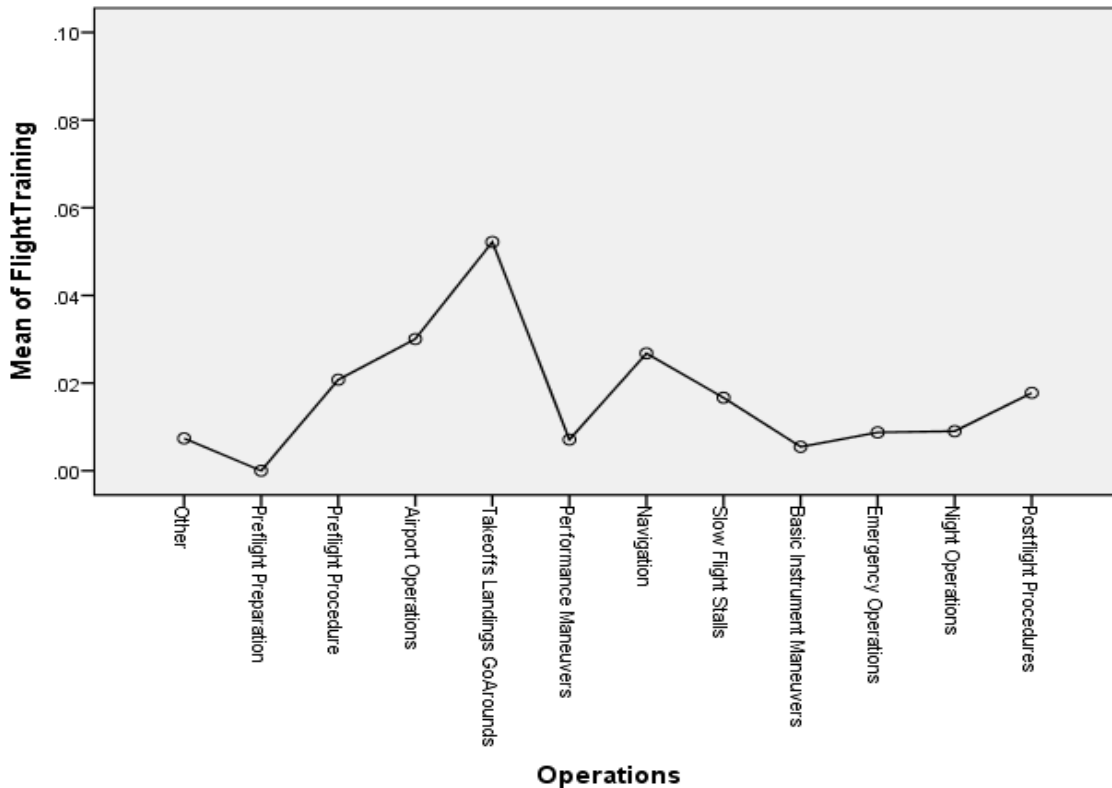*Note *: significant at p<0.05*

Figure 7: Flight training time differences across areas of operation

5. Comparison among training types

This result shows the comparison of training time among three training types: ground training, oral training, FTD training, and flight training. Table 14 shows Welch's ANOVA result which indicate the means of training time are significantly different across four types of training. In addition, Table 15 presents the contrast test using Games-Howell statistical test, and Figure 8 shows the mean plot of training time across these types. The results show that oral training has significantly higher training hours than other three training types. Additionally, ground training and flight training both have significantly higher training hours than FTD training. However, there are no significant difference in training time between ground training and flight training.

Table 14: Welch's ANOVA result for training type

Welch's ANOVA test	
Statistic	Sig
10.207	<0.001

Table 15: Contrast test using Games-Howell statistical test for training type

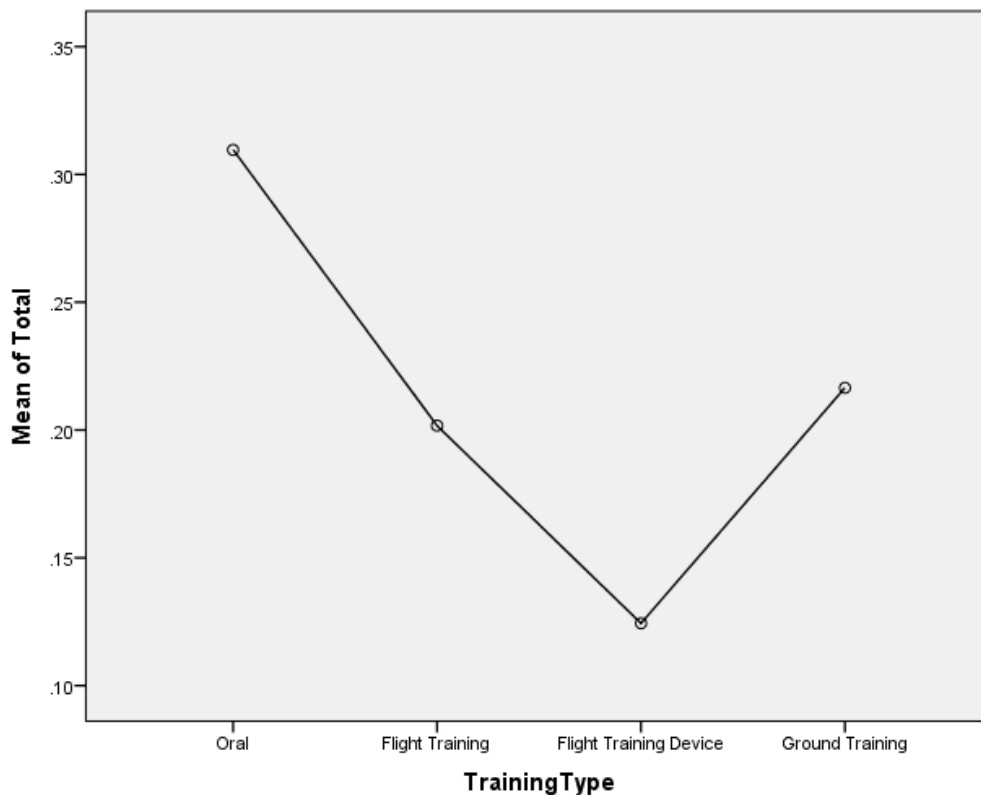| (I) TrainingType	(J) TrainingType	Mean Difference (I-J)	Std. Error	Sig.
Oral Training	Flight Training	.10791[*]	.03191	.005
	FTD	.18525[*]	.03414	.000
	Ground Training	.09310[*]	.02886	.008
Flight Training	Oral	-.10791[*]	.03191	.005
	FTD	.07734[*]	.02742	.026
	Ground Training	-.01481	.02048	.888
FTD Training	Oral	-.18525[*]	.03414	.000
	Flight Training	-.07734[*]	.02742	.026
	Ground Training	-.09215[*]	.02380	.001
Ground Training	Oral	-.09310[*]	.02886	.008
	Flight Training	.01481	.02048	.888
	FTD	.09215[*]	.02380	.001

*Note *: significant at $p < 0.05$*

Figure 8: Training time differences among training types

D. Ground and Flight Training Costs
    Table 16 presents a summary of the training costs at ERAU through the Commercial Certificate with Instrument and Multi-Engine Ratings. It should be noted that costs are based on flight and instructional hours at ERAU and will vary considerably nationally based on the location and type of equipment used.

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Table 16: Summary of Flight Training Costs - Ab Initio to Multi-Engine Pilot by Certificate/Rating

Type of Training	Costs	Total Cost
Private Pilot Certificate		
Flight - Private	$19,486.96	
Oral - Private	$3,995.50	
FTD - Private	$2,371.40	
Total		**$25,853.86**

D. Summary of Training Results

Hours spent training have not changed significantly since 1995 even though there have been considerable increases in NAS complexity, NAS operating procedures/policy, training requirements, and aircraft systems. At the same time navigation technology (GPS, moving map displays, electronic flight bag (EFB), data link, weather in the cockpit, etc.) have provided increased situational awareness in the cockpit. However, these new technologies and associated complexity of the systems have increased the initial amount of knowledge that a student pilot must learn and develop confidence in the use of. Since knowledge is the foundation of a student's performance; students must have an understanding of the knowledge that is required prior to applying it to practice in the psychomotor domain. This increase in knowledge may be the source of the significant time spent in training during the pre-flight and post-flight phases.

Due to the increase in required knowledge, learning to apply this knowledge in the psychomotor domain could well be the cause of the increase in dual flight instruction. Basic psychomotor skills such as takeoff and landing remain both time to consuming and expensive for the student pilot to master. Specifically, for the Private Pilot, takeoff and landing are the most time-consuming task for students to learn and generate the proficiency to the level required by the ACS. For the Instrument rating, the challenge is gaining the vast amount of knowledge required to understand instrument operations as well as developing proficiency in instrument approach procedures. The increase in the automation and complexity of the avionics has reduced workload while increasing the required amount of technical and operational knowledge.

While overall total training time has not changed, costs have, due to an increase in dual instruction (reduction in Solo hours), increased aircraft/system costs, increased air traffic delays, and monetary inflation over the fifteen-year period. New aircraft costs, for example, are now in excess of $300,000 for a single engine trainer, an increase of approximately 350% in the past 15 years. At the same time, the fidelity of basic FTDs has increased significantly. Because an aircraft is not conducive to a good learning environment, especially during critical phases of flight, flight training has seen the increased use of FTD's which has resulted in both better training and a more efficient use of aircraft time while providing opportunities to focus on basic training, emergency training, CRM, ADM, and SRM.

V. Discussion

Results of the study in general if looking at a comparison of total time are not surprising and provide some insight on perhaps where to focus attention for automation. Training requirements have not changed significantly for many activities, and pilots still need to develop specific motor skill sets for functions such as takeoff and landing and taxiing for example. However, the environment that they must operate in has become more complex and demanding of their attention. Rather surprisingly, the elimination of most of the considerable Solo flight requirements except for those activities required to meet the Solo cross country time minimums in favor of time spent with an instructor and additional emphasis on ADM, CRM, and SRS has had minimal change on the overall flight time.

What has changed is the need for additional cognitive thinking when flying an aircraft as avionics have become more sophisticated and capable. This is particularly apparent when evaluating the Instrument rating, where NAS and technology modernization has eliminated the NDB and soon the VOR with the introduction of a Global Positioning System based on a satellite in orbit, which in turn has provided a real-time navigation and a moving map in the cockpit for the pilot which has greatly improved situation awareness. However, controlling and understanding how to use it has also increased the cognitive workload. Thus, the pilot must now not only need to be able to perform the traditional stick and rudder skills to a prescribed performance level, but must also understand and be fluent in programming the new technology for an activity such as an approach. The applicant, therefore, must be able to operate a computer that performs similar functions on multiple platforms (aircraft that have different avionics suites with differing interfaces yet provide similar results). At the same time, applicant pilots must still learn the traditional systems and navigation techniques in the event of system failure.

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The FAA's Next Generation Air Transportation System (NextGen) will continue to provide additional areas that will require training on advanced navigation systems and to which the new ACS provides limited guidance. For example, Automated Dependent Surveillance-Broadcast (ADS-B) IN aids and improves situation awareness by providing real-time traffic information, and also provide the basis for Required Navigation Performance (RNP) instrument approaches. While RNP is generally not available for the GA community, awareness and understanding will still be needed in order for all to operate in the same airspace. As new capabilities are streamed to the cockpit, a new educational/training philosophy will need to accompany them.

Of great concern is the transition period, or time from when a technology is introduced, to when it is available across an entire fleet with the associated training. Quite often in the past, technologists have introduced new capabilities without a thorough understanding of the training that will be need to be developed for safe and efficient operations; examples include the introduction of Loran-C, glass cockpits, GPS, etc. Other technologies and capabilities will soon follow and ensuring that GA and small business operators have the capabilities on board the aircraft and training is essential.

A further fear among many GA enthusiasts and commercial operators is the impact that UAS will have on everyday operations. Tools to identify and provide separation will be required particularly in the airport environment and at altitudes where manned aircraft operate.

Based on the results it is clear that student pilots (Private Pilot applicants) continue to spend the greatest amount of time, and thus cost, learning how to land an aircraft. However, what is of concern is that a considerable amount time within each flight activity .5hr or more is spent transitioning to and from the runway in preparation for takeoff and after landing (Preflight and Postflight procedures), a result of congested airspace at the airport that Embry-Riddle operates from.

In discussion with training managers and the flight administration, it is also apparent that the high rate of instructor turnover, 88% in the 2015/16 academic year, for example, has a detrimental element as well. This is also true on a national level as well; the flight instructor profession (and the regional pilot profession) is a transition job for the ultimate goal of a major airline job. Thurber and Epstein (2016) cite FAA estimates, which show that as of 2015 only about 19,000 of the approximate 101,000 certificated flight instructors in the U.S. are involved in part-time flight instruction. Moreover, of those 19,000, only about 6,000 instructors teach full-time, the authors note that multiple flight training businesses and universities have been unable to attract sufficient flight instructors to meet demand.

Much of the instructor turnover is caused by the regional airlines need to hire pilots, which is often the chosen career path of flight instructors that have graduated from ERAU. As a result, while the instructors are highly qualified, the experience level of the instructor core continues to be attacked by the high attrition rate, which in turn has a negative effect on training. This is evident predominantly at the Private Pilot level and can be seen by the excessive amount of training time leading up to stage and end of course checks which continues to be the case while the focus on additional training of the instructor core has resulted in an increase in the pass rate. Also of note, is the large standard deviation (SD) in training time for those students completing the course within the study period. Delay's are frequently is caused not only by the experience level of the instructors, but also by the time in between flight activities (delays often caused by weather etc.) which results in a lack of continuity in the flight training process.

What is surprising, though, is that the reduction in required solo time from changes to required minimum flight times (FAA), has not resulted in a reduction in overall training time from 1995. Solo flight time requirements up through commercial were reduced considerably, a result of the notion that time with an instructor was more valuable than flight by the student alone. However, the anticipated reduction has to some extent been mitigated by special training areas that include a needed focus on such skills as Cockpit Resource Management (CRM) and Aeronautical Decision Making (ADM), and changes and the increased complexity of regulatory and NAS rules and regulations. Unfortunately, the result means that an increase in dual instruction time has resulted in an increase in total training costs. It should be noted that besides an increase in dual instruction, inflation, equipment and fuel surcharges account for a large percentage of the increased costs. On a positive note, the GA accident rate has begun to decline perhaps due in part to the increased attention now paid to ADM/risk management.

Aids to support approach and landing would be of great benefit to the student pilot and have the greatest impact on the time needed to introduce the operation to the student and for them to gain proficiency to a level that is safe and meets standards required by the ACS. Full automation for this task is unlikely to be achieved in the near term; however, tools could be developed beyond what is already available to provide flight path and drift guidance to help the students attain a consistent performance level with a high level of confidence.

Tablets/EFB's are also a potential tool that with appropriate software could be used to improve and simplify the flight planning process; the tool could then be used for inflight flight following and if needed deviations, weather

updates, re-routing of the aircraft, etc. The concept of using a tablet/EFB for these functions is a paradigm jump but not greater than moving from an E 6B or CR 3 to an electronic calculator as we did in the 1970's.

VI. Recommendation

It is apparent that several areas are candidates for a higher level of automation and that several skill sets need further evaluation, and so we offer the following. The following identifies candidates for attention and following narrative provides the rationale.

- Flight planning takes an excessive amount of time during both the ground school phase and the flight training pre-flight activity. Flight planning computer capability should be taken advantage of to minimize time and generate additional accuracy and reliability. Tools such as an EFB (ForeFlight is an example) are a capability that should be taken advantage of and used not only for planning the flight but also as a means to assist/guide/control the navigation system so that frequencies, routes, departure routes, and arrival routes are readily available with weather updates, etc. accounted for.
    o Routes planned should always be displayed and easy to read and understand with touch/or voice control.
    o An EFB that can provide guidance for: 1) weather diversion; 2) mechanical; 3) pilot/passenger choice
- Auto-flight should be available from shortly after take-off to prior to landing.
- Take-off and landing while requiring considerable training and expertise would benefit by a tool that provides guidance for the flight path and drift information with automated correction/guidance initiating on the take-off roll and ends once the aircraft slows to a walking pace.
- Communications should be handled by the EFB negotiating with the ground controlling mechanism.
- Throttle should be a FADEC, one power lever that is nominally controlled in flight from the EFB/Auto-pilot, and providing simplicity for use during taxi/ground operations and inflight if needed by the pilot.
    o Electrical
    o Fuel
    o Environmental
    o Landing gear
    o Decision-making aids that are reliable and simplify the selection of the optimal choice at critical moments.
    o Tools to improve and simplify situational awareness.
    o Tools that can reduce the workload in critical situations while maintaining a safe flight environment

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APPENDIX A: Rates and Cost Example

Resource Rates

Aircraft	Resource Rate	Instruction Rate	Fuel Surcharge
Cessna 172S Nav3	$118	$61	$29.58
Simulators			
Frasca AdvATD	$32	$61	
Frasca DA 42	$118	$61	
Frasca G1000	$81	$61	

Cost calculations example for a 1.3 hour Dual flight in Cessna 172 with .3 Oral:
Cessna 172 Time X (Hourly Rate + Instructor Rate + Fuel Surcharge)

    1.3 X (118 + 61 + 29.58)   = $271.15

Oral

    .3 X 61   = $ 18.30
                                    $289.45

Costs can also be broken down into tenths by areas of operation for a given flight activity and then added accumulatively to provide cost for an area of operation for a course.

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