

CTE Program Review – Annual Program Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Dealer Service Technology**

Program Faculty Department Chair(s): Jesse Norconk

Program SAC Chair(s): Jesse Norconk and Dan Brotherton

Program Dean: Karen Sanders

Pathway Dean: Karen Sanders

Please highlight where your classes are offered.

Classes/Services offered at: CA / **RC** / SE / SY / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

Competitive, based on admission criteria

Competitive due to limited capacity, based on order of application

Open entry

Other - Yes, it is a competitive entry program. Our 4 sponsoring Caterpillar dealerships interview and select applicants to the ThinkBIG program. Cohorts are selected based on the dealership hiring criteria.

SECTION 2: REFLECTING ON DATA

All data cited below can be found here: <https://www.pcc.edu/institutional-effectiveness/program-profiles/>

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

SEE Student FTE Tab.

All Classes are at the Rock Creek Campus - On Site

Due to the COVID-19 Pandemic some classes were taught remotely, although this does not represent normal program structure.

2A1. Does this data suggest any questions that the SAC would like to pursue?

Our courses are only offered out of the Rock Creek Campus.

Our enrollment is very directly related to the strength of our industry partners and the economic climate of that particular year.

DST courses do not normally offer any online or hybrid courses.

It is important to point out that our program does not follow the normal start/stop terms. We start new students in Fall term and graduate in Summer term. Each of our courses is offered only once per year.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

As a closed program that is cohort based our enrollment usually remains very consistent. Our courses run in a sequential manner and each is required for the completion of the program's degree. Simultaneously our students are also employee's of their sponsoring Caterpillar dealerships. This seems to motivate the students to complete their degree and further their careers after graduation.

Due to the fast paced class and internship schedule the Think Big program does not have the option of altering the start of classes or program structure. Also, due to dealership constraints with hiring ,a consistent deadline and program start date must be maintained to streamline enrollment and completion to ensure timely employment.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

Not at this time

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

DST 150 (Internship) has the lowest rate over time of 92% Passed. This is due to the self discipline some students struggle with while being away from the PCC learning environment that is much better at catering to academic endeavours than the dealership environment.

Overall success rate seems consistently high throughout our ThinkBIG courses. We are a closed program and the students typically enter the program in a competitive manner. With that being the case, generally the students that are enrolled in the program exert a significant amount of energy and passion into their studies. The dealership sponsor/employer is a significant motivator for the students success.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

The remote modalities have lower pass rates than the on site modality. This is due to the hands-on aspect of the program that cannot be achieved through the remote modality.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The strategy that we use as a department during the internship (DST 150) is to inform the dealerships on a regular basis of their students' grades. This ensures that a student that is falling behind academically can receive assistance from the Dealer. Also, if the students grade drops below a 80% at any time then the Dealer and the students manager is informed to inquire into why they are not completing and turning in their work. Our internship visits help remind the students that we are still involved and supporting them while they are on internship

Our curriculum is supplied to us by Caterpillar as they are the owners of the ThinkBIG content. Caterpillar and their 11 ThinkBIG schools in the US are currently in the process

of updating and revising each course's content. This has been an incredibly valuable step in helping keep our curriculum up-to-date as technology changes in our industry.

We as a program are also having all of our instructors become CIAP (Caterpillar Instructor Accreditation Program) certified. CIAP is a Caterpillar program that helps develop an instructor and trains them in the successful delivery of Caterpillar curriculum. We have found that this has been incredibly helpful in keeping the delivery of our content consistent across each course and instructor.

CIAP focuses on more of an andragogy approach to instruction. As our students are very kinesthetic type learners it is important that we as instructors are delivering the curriculum in a method that is best suited for their learning styles. As part of the ongoing ThinkBIG curriculum update with Caterpillar we are formatting the curriculum to align with the CIAP instruction modality.

CIAP certification requires the instructor to complete online instruction, attend a week-long instructor lead course, and lastly record and submit live samples of them actively instructing ThinkBIG courses. These recordings are then evaluated by Caterpillar and feedback is given. This certification requires renewal every two years.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Our enrollment is directly dictated by the Dealerships due to the fact that all students must be hired by the dealership. Although we cannot directly control or promote enrollment for under-represented students based on gender race and Pell, we are doing our best to extend PCCs commitment to equity and inclusivity to the dealerships recruiting teams. We are going to continue to be diligent about bringing ethnic diversity into conversations within our advisory committee.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

Not at this time, although this will be further considered and discussed to explore more data options that we may need in the future of the Program

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

Since ThinkBIG runs a modified term and does not follow the standard start/stop terms of PCC. ThinkBIG graduates a cohort of students every summer term.

Nearly all the students that complete the Core program classes are offered full time employment with sponsoring dealerships. This is a significant data point for us as it is also a core outcome for the program.

Internship completion has been positively impacted by regular grade updates to the dealer, that way if a student is struggling with the internship aspect of the program it can be addressed. Continued regular grade updates with the dealership will continue to positively impact the completion rate.

Another possible strategy that we could implement would be more support with tutoring for the general education classes. Our students struggle with gen ed classes the most. A new strategy we could implement would be a bi-weekly update to the Think big department chair of the students' grades as they move through their general education classes, much like we update the dealers of students' grades during internship.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

68% of students who completed ThinkBIG in 2017 graduated with their degree.

84% of students who completed ThinkBIG in 2018 graduated with their degree.

100% of students who completed ThinkBIG in 2019 graduated with their degree.

2019-2020 does not show the data as reported, but based of our own data from our graduating group in 2020:

17 students completed DST in 2020.

100% of students who completed ThinkBIG in 2019-2020 graduated with their degree.

82% of students who completed ThinkBIG in 2021 graduated with their degree.

Upon researching this data and going back in our own records to reflect on these graduates, what we found is that most of the incompletions were due to students who had not passed based on failed General Education courses.

In the ThinkBig program, we are looking into two modes of completion for the Think Big program.

Program completion with an AAS

Program completion without an AAS

Nearly all the students that complete the Core program classes are offered full time employment with sponsoring dealerships. This is a significant data point for us as it is also a core outcome for the program.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

Dealership relationships can strongly affect the program completion. If a student is successfully completing and passing internship as well as the classes at the school, and the student is not seen as satisfactory by the dealer it is possible they could lose their sponsorship even with good academic standing

If they are lose their sponsorship from the dealership in this situation one of the core outcomes of the program would not be met

As the heavy equipment market dips as well as the supporting sub economies of mining, construction and logging enrolment can dip due to the lack of need for more heavy equipment mechanics within the Caterpillar Dealer Network.

Heavy equipment competitors such as John Deer, Kobelco, Kotasu and Link Belt can be a detractor from program completion due to possible higher wage jobs compared to those offered within the Caterpillar Dealer Network.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

This information is generally obtained from the student. Almost all students receive full time employment from the Dealership upon graduation. Hourly pay rates after graduation are not published publicly, but the students could be asked to obtain their pay rate information. Pay rates between dealerships vary, as well as the pay rates between the students at the same dealership after graduation.

We reached out to Peterson Tractor, one of our 4 sponsoring Caterpillar dealers. Peterson has consistently recruited and placed the largest number of students into our program. They were able to go back and find all of the following information:

Beginning in 2016, 60 students have started the program. Of those 60 who started, 35 are still employed. Their respective wages range from a low of \$18.50/hr to a high of \$32.30/hr. The average pay for the 35 current employees is \$23.28/hr.

Based on the information supplied and the conversations that we had with our Dealer representative, they are overall satisfied with the technicians that they have received from the ThinkBIG program. Even making note that their current top technicians are ThinkBIG graduates.

When reflecting on the percentage of students who are still employed we can see that 58.3% of the students who started the program are still employed with that dealership.

Furthermore, if we strictly look at the number of students who not only started the program, but graduated from the program, we see that our percentage of students who still work at their dealership rose to 83.3%.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

- X Multi Year Plan current and complete
- X 2021 Summary Data Report submitted
- X 2021 CTE Learning Assessment Report submitted

- X 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: We appreciate the good work of the DST SAC to keep assessing and improving, even with the challenges of COVID. It is clear that remote teaching is not as effective as face-to-face hands-on work for your students.

Suggestions/Comments: We agree that assessing these outcomes again next year is a good idea. With only one year of lower scores, it is possible it was due to this cohort instead of the shift to remote teaching. Reassessing will give you more information.

Questions: Clearly you are expecting lower scores for the coming cohort due to the remote teaching they have already experienced. Can the SAC consider some ways to help them improve, even if they continue to be taught remotely? Could the students come into the shop in smaller numbers or even individually so they can get the hands-on work with less COVID risk?

SAC Response:

With the return to normalcy for the Think Big program we can almost expect with certainty a return to high scoring students with a large pass rate. Due to the nature of the program we will be taking all steps necessary to reduce the risk of remote teaching in the future due to this modes incompetence in properly training the students.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

As of 2021 We are the only Think Big Program with an electronic power generation division on the west coast. This will open up opportunities to enlarge enrolment and better promote a more diverse career pathway for the students

4B. Are there any challenges not described above that you would like to note here?

Not at this time

4C. Do you see any opportunities in the near or long term that you would like to share?

With the addition of the new Think Big building the opportunities to present a level of prestige to the community and the Dealer network will help create increased support for the program as well as interest in the community

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: **February 2021**

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

Current feedback from the ThinkBig advisory committee includes the need to continue instruction of future technicians. The dealers have repeatedly informed us of the growing need for technicians across the entire industry, even at economic slow points. Also the need for trained EPG technicians. The committee also expressed the need to a return to face to face instruction.

Another important area is Electric Power Generation. This is a vastly growing industry that requires properly trained technicians. These EPG technicians need a higher level of electrical expertise than the technicians in the Earthmoving/Heavy Equipment field. This has led us to develop the EPG path in the ThinkBig program.

Based on this feedback continued remote coursework through the entirety of the pandemic. We have since transitioned back into face to face instruction. We also have built a new degree for EPG specific coursework, in which students will complete specific courses and internships geared towards an Electric Power Generation career.

The first EPG cohort completed their term of classes this past summer.

Construction is nearing completion at the new DSTC building on the Rock Creek Campus. This site will supply the necessary additional space for instruction of the EPG specific degrees, as well as enhance the earthmoving instruction.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

We have had success working with our advisory committee partners. Peterson has loaned us space and industry trainer resources to help facilitate the first year of the EPG

pathway. Without this help from Peterson and the committee the EPG program would have stalled until completion of the new DSTC building.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

Not at this time

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

Yes

- If yes:
 - What is the name of your accrediting body?
 - What is the typical accreditation cycle?

When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.

While not technically an accrediting body, Caterpillar closely monitors the curriculum and teaching at each of the ThinkBig schools across the United States and the world. All of the ThinkBig faculty and staff, along with Caterpillar, meet every other year at the ThinkBig Global Conference. At the conference, the curriculum is updated and refined. Best practices are presented and shared among the instructors. This really is a great resource for ThinkBig faculty.

ThinkBIG programs do maintain AED (Associated Equipment Distributors) certification. This certification is an external accreditation body that allows Caterpillar and the schools to track how well each program is meeting their outcomes and expectations. Since AED is a third party certification, it is not specific to Caterpillar machines and gives us a really good idea of whether or not our students have achieved the related skills in their degree.

There is a 160 question test that is administered during the last week of the program prior to graduation. The results are supplied to the Department Chair of the program so that we can review the results and see how well each student did in various categories in our program.

AED - Accredited for our own info. Compare against other schools