On January 31, 2014, the Diesel Service Technology SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were informative and thought provoking. Your presentation provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Diesel Service Technology Program and Program Review; B) provide suggestions and observations; and C) provide the administrative response to the SAC recommendations.

**Noteworthy Efforts or Achievements**

- Recertification as a (NATEF) National Automotive Training Education Foundation Medium/Heavy Duty Truck program.
- Implemented the ASE (Automotive Service Excellence) Student Certification exam program with a passing rate of 93%.
- Active and engaged advisory committee.
- The program is actively engaged with the industry and multiple partnerships have been developed to support the program and its faculty and students.
- Implemented prerequisites.
- Adoption and use of innovative online tools to support student learning.
- The use of multiple simulation products via diesel simulation software, including having students begin to incorporate simulation when doing homework or projects.
- Diesel Program events such as the yearly Diesel Day where over 350 high school students, with their teachers from across the district, come to the Diesel program for organized tours; hands on activities led by current Diesel students at various diesel system stations; an opportunity for potential students to meet with industry partners who bring their large trucks and equipment for show, touch and tell; and an opportunity to try using a fork lift.
- Hosting Skills USA for Oregon providing students with an opportunity to compete in Oregon and nationally.
- Participation in the annual Rock Creek Preview/CTE day where hundreds of high school students come to Rock Creek to learn about PCC and the programs offered.
- Added a job finding skills course allowing future graduates with an opportunity to participate in mock interviews with local employers.
- Finalized an articulation agreement with Montana State University Northern.
- Your course outcomes are aligned with the College Core Outcomes.
- Changed and updated the outcomes for your certificates and degrees. The outcomes are assessed and changes made to the curriculum as needed.
- Began in-house industry instruction programs for Bobcat and the National Guard.
Designed custom work benches the shop in conjunction with the PCC Welding Program who fabricated the benches.
Incorporated new equipment into the program made possible by acquiring donated on-road trucks from a local Freightliner dealership.
Received donations of two Generation 3 automated manual transmissions.
Advocated for and received upgrades to three of four classrooms with SMART technology and podiums. Faculty effectively use these tools.
Placement of textbooks on Course Reserve at the Library.
Extensive use of the assessment/feedback/program improvement planning and implementation as evidenced in the changes to courses and assignments.
Classes offered both in the morning and evening providing an opportunity for students working either full- or part-time to complete their degree or certificate. Faculty rotate teaching schedules to ensure all full-time faculty teaches an evening class each academic year.

Suggestions and Observations

Advisory Committee – In the written program review, the following statement was made “Objective industry standards for safety, work ethics and attendance are difficult to come by. We have addressed this issue with our advisory committee members and are awaiting relevant feedback.” We appreciate that you reach out to the advisory committee for appropriate feedback. We look forward to hearing the suggestions from the Advisory Committee.

Distance Learning Classes – In the written program review, reference was made to the conversion of curriculum to D2L format. We support adapting the curriculum to the distance learning modality as appropriate. We look forward to learning more about the impact this has on the ability to provide up-to-date curriculum for the students.

Co-Operative Education Option – In the written program review, a paragraph described an information packet that is being prepared at the request of the Advisory Committee regarding the potential of offering a co-operative education option for your students. We look forward to the outcome of this decision.
Administrative Response to Diesel Service Technology Recommendations

Recommendations:

1. **Our laboratory space remains a problem given the number of students we are currently teaching.** Unless our enrollment falls off dramatically in the next 5 years, we will continue to struggle with this problem. Whatever expansion opportunities that may be forthcoming in the future will need to be explored.

   *We support exploring options to provide laboratory space as needed. This type of exploration relates to and supports strategic planning. Please continue to dialog with your division dean and dean of instruction as you develop an educational plan.*

2. **We currently have only one Instructional Support Technician to service a student body of over 100 students.** The majority of his time during the day is taken up by his tool room duties (distributing tools, service literature, etc.). The remainder of his day (about 2.5 hours) is taken up by other duties such as purchasing parts, repairing tools, receiving supplies, data entry for the accounting department, safety inspections and hazardous waste disposal duties, building/modifying or repairing lab equipment, managing computer updates, etc. Having no tool room attendant during the night class forces the instructor to restrict access to the tool room, which frustrates student lab activities, or allow unrestricted access, which is against school policy. Allowing unrestricted access is not a good solution for activities that require a lot of tools as the tools get broken, are misplaced or stolen. We recently decided to hire one student as a part time Support Technician assistant, but if our enrollment remains at capacity a more permanent solution should be sought.

   *Given the current and near term budget environment, adding new staff is difficult. Please continue to dialog with your division dean about specific campus needs.*

3. **The application of advanced technology in our industry and the evolution toward integrated systems require a working knowledge of all the systems and how they affect each other.** For this reason, a new methodology of instruction must be explored. Our program is non sequential; although this makes course scheduling easy for our students and provides a program entry point at the beginning of each term, we often find that there is a gap for those students who haven’t completed certain courses. Students struggle to understand how systems are integrated. We also find that students who have not been exposed to certain systems and diagnostic software struggle to develop the skills needed to be competent in diagnosing integrated systems. Although there are advantages to non-sequential courses, it also comes with these difficulties. The program has had many content changes as technology has changed but the basic structure has remained the same. We feel it is time to reorganize the program to address these problems. We have explored several different program structure options. The one we feel has the most advantages is to have a two year program in which the first year is a prerequisite for the second. The first year could be comprised of three non-sequential terms. This
would allow students to start the program at the beginning of each term and therefore retain easy access, yet ensure that students are prepared to enter the second year of advanced classes. The second year could consist of three non-sequential terms allowing course selection flexibility. All students entering the second year will have acquired the fundamental knowledge of integrated systems, diagnostic software applications and systems. Having these base skills will allow students to advance further during their second year.

*We concur and support your recommendation to ensure students are prepared for the second year of the curriculum by changing the first year to a prerequisite for the second year. Your dedication to the success of the students by exploring the various curriculum options is applauded. Student success and completion is important to all of us and we are pleased to hear the future plans.*

**Closing**

In closing, we want to again thank the Diesel Service Technology SAC for sharing the results of your program review with us. We enjoyed learning more about the discipline of Diesel Service Technology, your successes and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Cheryl L. Scott, on behalf of the Deans of Instruction and Dean of Academic Affairs.

Marilyn Davis, Southeast Center  
Cheryl Scott, Rock Creek Campus  
Kurt Simonds, Cascade Campus  
Jeff Triplett, Sylvania Campus  
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