In January 2011, the Dealer Service Technology (DST) SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The program presentation was through and well-received, and we learned a good deal about the program. Your presentation provided ample opportunity for questions and discussion, which was enlightening for us all. A review of the initial written report found that some areas were in need of further documentation, and we thank the SAC for providing an updated written Program Review in October 2011.

The presentation was informative and thought provoking, and the revised written report further addressed our questions. We are impressed by the commitment of the DST SAC to their mission to:

> . . . equip students with the knowledge and ability to thrive in a Caterpillar Service Career. Our emphasis is not only on the technical aspects of Caterpillar machines and systems but also on the successful transition from PCC to the workplace.

This Administrative Response will: A) note particular highlights of the DST Program and Program Review, B) note any work still to be completed, and C) provide the administrative response to the SAC recommendations.

**Of Note**

We were impressed by the following accomplishments:

- Completion of the first program review for Dealer Service Technology: *Think Big*.
- Making changes in response to the Caterpillar Inc. Review, as follows:
  - Additional lighting in our lab areas
  - Updated emergency placards in lab areas
  - Additional specialty tooling purchases
  - Improvements made to the contamination control practices along with the purchase of a particle counter
  - Shop floor striping and designated walkways in lab areas
- A focus on meeting student needs.
- Responsiveness to industry needs, close collaboration with Caterpillar Inc. and four Northwest Caterpillar dealerships.
Faculty spending time in Caterpillar dealerships to ensure program maintains relevancy.
Faculty commitment to on-going professional development and ensuring skills and certifications are up to date and relevant, including Caterpillar Dealer Learning Management System
Constant contact and interface with industry advisory committee.
Keeping curriculum in line with industry needs.
Exploration of how DST students might access DL delivery to complete their general education requirements.
Working hard to adjust to the extreme enrollment fluctuations that come with a program so directly tied to industry needs.
Extensive survey of student perceptions for this program review and to assess attainment of course and program level outcomes
Adoption of an eight-week term in order to reduce financial barriers for out-of-state students.
Focus on students’ successful transition to the workplace.
Recent updates to DST Instructor Qualifications, to also address related Instruction.

The DST SAC is clearly approaching programming and the serving of students with an attitude of continuous improvement.

In Progress

As noted above, the DST Program Review was thorough in some areas but did leave a couple of areas for specific follow-up.

1. Mapping of core outcomes

Thank you for providing a thorough discussion of how DST addresses the college core outcomes. We request that the DST SAC review and update as appropriate your information on the Core Outcomes Mapping Matrix, [http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html](http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html)
Currently it appears that the DS courses, but not DST have been mapped. Please check and ensure that this page is accurate and consistent with the catalog.

2. Documentation of assessment of outcomes and assessment driven change

Assessment was identified as an area of focus for PCC during our very recent accreditation visit, and the April 2010 Interim Accreditation Report notes that: PCC must document “progress in demonstrating, through regular and systematic assessment, that
students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the college must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning.”

The DST SAC made it clear through the Program Review presentation that faculty are engaged in regular assessment of student learning as well as the efficacy of the curriculum and approaches to instruction. As emphasized in the paragraph above, it is vital that all programs systematically approach the documentation of assessment, and the resulting changes made in instruction. Thank you for the update to your written program review (October 2011) to now address assessment and assessment driven change. The example you provided of E-Train Testing and resulting changes to the curriculum provides good evidence of assessment driven change. We look forward to seeing further such examples as you implement your CTE Assessment Plan.

Administrative Response to Diesel Service Technology Recommendations

1. Rework Air Conditioning and Electronics classes with help from Caterpillar Inc. and other ThinkBIG schools.

Thank you for doing this work, we know that curriculum revision and development can involve a great deal of work and time. We understand you moved the AC class to the students’ final term before graduation, and after implementation will assess if this is a more effective approach. We appreciate that you are working closely with your industry partners in this regard. Please keep your Division Dean informed of your progress, any barriers, and any areas in which you need assistance. The curriculum office http://www.pcc.edu/resources/academic/eac/curriculum/ also has many support resources and can provide consultation to ease your progress through the curriculum approval process.

2. Concerns about space in our lab area for this coming fall term.

With some of the bond-related remodeling in Building 2 this summer, DST will gain some much needed storage space (freed up from Auto Body painting for training aids that are not being used for the Fall classes. New racking in the ThinkBIG Shop space has already been added which has also increased storage space. Thank you for working so closely with Dean Giustini and the Bldg. 2/CTE group to get this done.

3. Financial problems for the students. They spend a lot of their time solving problems that arise from financial aid paperwork and funding issues.
The students in DST are not unique in experiencing barriers related to managing finances. In 2011, the college identified reducing institutional barriers to access and management of education-related finances as a critical goal for the college. PCC successfully applied for a Title III grant to fund development work in this area. The successfully funded grant is now underway, with the title: Financial Literacy and Access to Improved Resources (FLAIR). As a result of this work, PCC and students are already seeing improvements in managing and supporting students’ financial needs. Please see this website for specific information on the continued work of the grant.

[http://www.pcc.edu/resources/tuition-fees/flair/](http://www.pcc.edu/resources/tuition-fees/flair/)

4. This coming May all of the DST Faculty will be attending the Global ThinkBIG Conference in North Dakota.

We are glad to see the continued commitment of faculty to professional development. This conference is particularly important for all ThinkBig schools, and appreciate the commitment of all the DST faculty to attend.

Closing

We want to again thank the Diesel Service Technology SAC for sharing the results of your program review with us, and for completing the additional work we requested in the written report. We very much enjoyed learning about new developments for the DST discipline, your successes and your plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Birgitte Ryslinge, on behalf all your Deans of Instruction

Birgitte

Birgitte Ryslinge, Rock Creek

Jeff Triplett, Sylvania

Julie Kopet, South East & Extended Learning Campus

Scott Huff, Cascade