

Administrative Response to Program Review Automotive Service Technology (AST) Program April 2019

On April 12, 2019, the Automotive Service Technology (AST) SAC presented their Program Review findings to an audience of PCC administrators, community stakeholders, graduates, and others with an interest in the discipline. The presentation was well organized, with an opportunity for Q&A and a tour of the auto shop.

This Administrative Response will: A) note particular highlights of the program and program review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- An interesting, engaging, and interactive program review presentation.
- Attention paid to celebrating student completion with a quarterly completion ceremony.
- Faculty/staff led food insecurity work to support student success.
- Very positive feedback from graduates about the practical and theoretical foundation and advanced skill development the program provides.
- Intentional tracking of student completion by demographic. We urge you to continue to review this data to determine whether program enhancements could shift these completion outcomes.
- Successful evaluation by ASE (Automotive Service Excellence) Education Foundation in March 2016 with a recommendation for an unconditional certification for five years.
- Reorganization of curriculum sequence and curricular updates with an eye for improving student comprehension and completion, as well as modernizing the curriculum.
- Weekly department meetings focused on program improvements and alignment.
- Integration of a portfolio project to support a successful student transition from graduation to employment, as well as assess student learning.
- Demonstrated commitment from faculty to professional development and continuous learning, as evidenced by participation in ASE Education as

well as in-house coordination of professional development on-site (with faculty/staff and student opportunities to engage).

- Strong program engagement in the community and industry. For example, Skills USA, participation on high school advisory boards, and portfolio review connecting industry partners and students.

Observations and Recommendations

- Regarding assessment of student learning,
 - we appreciate the direct attention that the Automotive Service Technology SAC has paid to assessment of student learning, especially in using the industry validated ASE Certification tests for assessment of students' technical skills. While there is good alignment of your degree and certificate outcomes with the elements of these tests, the results can be used to report annually on the degree outcomes via the new form that was introduced this Fall term. (If there are degree/certificate outcomes that are not assessed via the ASE tests, we recommend either revising your outcomes, or developing in-house assessments of the missing elements, since assessment of our degree and certificate are required by accreditation).
 - a systematic annual approach to evaluating student attainment of degree and certificate outcomes frees the SAC to spend some energy on the expected "focal" outcome, where emphasis is placed on how the SAC uses assessment to improve teaching and learning. The LAC recently changed the coaching structure and advice, and LAC expectations accordingly; if you have not conferred with your coach recently (since Fall 2018), please do so, and if you have further questions or concerns, connect with the Dean of Academic Affairs.
- Regarding Perkins, it should be noted that in addition to specific Dual Credit agreements, AST is identified as part of a Perkins Program of Study (POS) with several area High Schools. While Dual Credit is an ideal competent of the POS relationship, the key to the POS agreement is faculty collaboration to ensure that HS students are being prepared for the college program. We appreciate the engagement of AST faculty with HS faculty for dual credit specifically, understanding that an overarching goal is towards HS students being well prepared college study of AST.
- We appreciated the discussion in your program review presentation about the challenges recruiting women to the program given the stereotypes that appear to be reinforced at every level of education. While these barriers

are very real, we recognize that there are strategies that the college and program could employ to shift the scales and we are eager to work with you on brainstorming and implementing a more systematic approach to recruiting women to the program.

- Given the heavy equipment needs of this program and constricting community college budgets, it will be essential that you develop and maintain an equipment replacement cycle document so that we can accurately project out equipment expenses for your program and plan accordingly. Please work with your division dean to develop a detailed equipment replacement cycle.

We appreciate the advancements this SAC has made since the last program review as well as the positive and collaborative spirit you demonstrate as a SAC. We urge you to continue your good efforts surrounding continuous program enhancements and attention to equitable student success.

Administrative Response to Recommendations

Recommendation: *We hope to convince the college to replace the space removed from our program in 2016 with a new shop. This shop would look very similar to the ASB on the northside of our parking lot. The shop would be approximately the same size as the ASB but would have four shop doors on the front of the building. The space for this would be the parking spot and planter area on the south side of the parking lot. This space would help us relieve some overcrowding in our current shop. It would also be a space that we could deliver our additional certificate and industry training classes. With a new shop space we may be able to get manufacturers education program back here to PCC like the General Motors ASEP, or TESLA START program. This endeavor may be part of a new bond in the future and include industry contributions to support this change.*

- **Response:** We appreciate that you are forward thinking and considering the ways we could expand the program and its space in order to better respond to the advancements in your field. We have notified the Planning and Capital Construction team of the space needs you have described and your division dean will help to coordinate a meeting for your faculty leadership to meet with the P&CC team and campus administration to talk through the specifics of your space needs. This meeting will be an essential part of providing the necessary information to the P&CC team as they are working closely with district leadership to prioritize future bond planning.

Recommendation: *Budget for new Plug-in curriculum.*

- **Response:** Should this request require funding for curriculum development, we urge you to pursue funding through [The Instructional Improvement Project](#). If this curriculum would also require equipment purchases, there are some funds available through Perkins equipment funding as well as through the campus one-time/equipment process. Please work with your division dean in advance of equipment request deadlines to present your proposal and to ensure your department as an up-to-date equipment replacement cycle inventory and order approved equipment purchases in a timely manner.

Recommendation: *Budget for instructor/staff training in Plug-in technology.*

- **Response:** We recognize the need for ongoing professional development to maintain expertise in your field. Please utilize the Professional & Organizational Development (POD) process as a starting point for accessing professional development funds. From there, you may work with your division dean to access funds through division accounts or campus one-time expense opportunities. There may also be grant opportunities available to expand curriculum, which may include faculty/staff training as a part of the grant funding.

Recommendation: *Look for money available for supporting/developing “green technologies”.*

- **Response:** We recognize the need to stay on target with the changes in industry so we are developing graduates who are prepared to work in an advancing industry. Assuming there is room in our current space to expand the program to develop more of an emphasis on “green technologies”, we urge you to pursue the curriculum, equipment purchase, and professional development processes mentioned above. Your division dean will be your point of contact and support-person in navigating these processes and ensuring that your endeavors are in line with the college leadership’s vision and goals.

Closing

In closing, we want to again thank the AST faculty and staff for sharing the results of your program review with us. We thoroughly enjoyed the presentation and are very grateful for the commitment, passion, and dedication you show to your students, discipline, and to PCC. We look forward to supporting your ongoing work and witnessing the continued advancement of your program.

Administrative Response submitted by Karen Paez, with input from and on behalf of the Deans of Instruction and Dean of Academic Affairs.

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Note: Division Dean of Engineering & Industrial Technology, Sarah Tillery has also contributed to the responses provided herein.