

Administrative Response to Program Review Diesel Service Technology January 2019

On January 25, 2019, the Diesel Service Technology SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It 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 observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- Kudos for an excellent program review presentation. The presentation was engaging and demonstrated the commitment of the faculty to student success and opportunity. It was well planned and balanced. It was also helpful to see the constraints of the current space. Thank you!
- Maintaining the National Automotive Training Education Foundation (NATEF) certification. Accomplishment of the only NATEF master certified Diesel program in the state of Oregon.
- An active Advisory Committee made up of regional employers from 36 different repair shops.
- Maintaining an affiliate relationship with Eaton Corporation and Bobcat Equipment Company. PCC provides facilities and training aides free of charge in exchange for instructor training and the most advanced components and equipment. Almost all of the equipment in the program is donated.
- Close relationships with Freightliner and Cummins who share their training resources.
- Being enrolled in the GetAhead program by Daimler Trucks North America (DTNA). Students who receive training, testing and certifications are able to use those throughout their career if they are employed by a DTNA dealership.
- Cummins also provides the same type of program as DTNA.
- Diesel Day is held each year on the first Friday in May. Approximately 450 students in middle school and high school participated last year. Including the vendors and PCC students and staff, there were approximately 600 people at the event. The event is hands-

on with students able to use the equipment that is brought to the event by local industry partners. Industry offers panel discussions for potential students. Industry also provides door prizes. The event lasts about 5 hours.

- SkillsUSA Competition is a national competition held each year. The faculty encourage all students to compete even during their first year.
- Junior-Senior Day will be held for the first time in many years. This will be an opportunity for potential students to talk to employers about job opportunities in the field. The faculty have also been discussing holding this type of event targeting veterans who are getting ready to separate.
- Improvement in nationwide percentile ranking for Brakes from a ranking of 77 in 2013 to 88 in 2017. This is being attributed to a change made in when students take the exams (an assessment driven change).
- PCC ranks within the top 25% of all Diesel schools in the nation and often ranks within the top 15% nationwide.
- PCC has purchased a shop management software program, RTA Fleet Management. The Advisory committee recommended that this be put into the curriculum. This software teaches the students how to complete work order job codes for the repairs they do. It also requires students to fill out documents to request tools from the tool room.
- The faculty invite employers to campus and have them interview interested students. There is also an agreement with the employers that if they hire someone out of the program that the student can finish their degree/certificate.
- The students currently use an online learning platform, GDX that is used for the two-year program. The current cost is \$240 for the two-year license. This significantly cuts back in textbook costs and saves the students a significant amount of money. With this platform that is also an audiobook that the students can listen to. If a student prefers a textbook, they are available in the library. This is currently the third year the program has been using this platform.
- Career Encounters is a partnership between Beaverton School District and PCC. Several of the CTE programs worked together to create and organize this program. High school students from Beaverton attend PCC on a part-time basis for one-term. The students spend 2-weeks in each department, so they spend a total of 8-hours in the Diesel program. This gives students an opportunity to earn college credit and learn more about the CTE programs that are offered at the Rock Creek campus. The Beaverton High School provides all of the protective gear and pays for the tuition and fees.

Observations and Recommendations

- Due to the dip in the 2018 results, we support your plan to change the TSA requirement from a “must take” to a “must take and pass.” As stated in the program review, the current requirement that the student merely take the exam does not encourage them to do their best work, and makes it difficult to determine what they have really learned. Making passing the exam requirement for graduation would address that, but you will need to figure out how to build that into course requirements, since our degrees are currently awarded based on completion of the required number of courses, and not additional competencies. We encourage you to confer with the Curriculum office and the Curriculum and Degrees and Certificates committees to see how this can be made truly required.
- Thank you for sharing the 2018 Diesel Math Assessment data showing the results from 2012 versus 2018. As mentioned, the entrance requirements for your program are the successful completion of Math 20. As noted in a graph, the results were down for every category in 2018. The categories included: Addition of Fractions; Subtraction of Fractions; Multiplication of Fractions; Division of Fractions; Decimal Place Values; Conversion of Fractions and Decimals; Percentages; Tolerances; Ratios; and Formulas. This led to a discussion about the new Multiple Measures Placement process that is now being used at PCC. We appreciate your research and the conversation. We will be sharing this information with the placement committee that is currently researching Multiple Measures.
- Your program assessment via TSAs that are direct industry requirements are valid, reliable and provide your program with information about specific skill attainment that indicate targets for improvement to teaching and learning. It was surprising to see that the focus of improvement in the examples provided were limited to the timing of when the test was taken (Brakes and Steering) or the shortened 6 week modules, in the case of Heavy Duty Diesel Electrical. Neither example was actually indicative of students’ attainment of the outcomes, but rather the time within which they learned them (or forgot them), and the impact of that timing on the grade or score. For courses that move so quickly that the grade cannot accurately reflect skill attainment, it might be prudent to re-think the grading, or to assess that skill in some other way, outside of the grading structure. For the skills low scores seemed to be a result of the lag between instruction and testing, we wonder if this might be addressed more directly by reinforcing the skills such that ensuring the students will indeed remember it upon leaving the program. In general, assessment is intended to focus attention on ways to improve teaching and learning, and ideally, not just for a grade or score, but to inform the curriculum and instruction.
- Your response regarding Perkins eligibility indicating that you “are currently not aligned with any HS programs in the area” is very concerning, since that is a precisely the requirement of Perkins funding. The fundamental qualifier is participation in a Program of Study that provides students with a seamless pathway from HS to college CTE instruction. This does not require Dual Credit, but does go beyond career exploration and

recruitment activity, expecting some degree of curricular alignment that prepares students for the college part of the Program of Study. Please work with Jan Volinski and Beth Molenkamp to re-engage with our HS partners in the appropriate Program of Study, and keep the alignment of the curriculum up to date and functional.

- Your program is actively engaging high school and prospective students. We recommend that you connect with the two Admissions and Retention Coordinators for Rock Creek, to establish a recruitment pipeline. PCC has shifted from an “Outreach” approach to a “Recruitment” approach and will be using a recruiting software to track and engage prospective students. Your Junior/Senior day and Diesel Day events are prime opportunities to engage our new ARC’s in recruiting for the Diesel program.
- Given concerns about declining enrollment, the Program might consider investigating shorter-term stackable credentials, and/or degree and certificate options directed at different industry segments such as trucks, farm equipment, maritime, and others.

Administrative Response to Recommendations

SAC Related Recommendations:

- We are currently working to expand our lab space back to the original footprint prior to the creation of the Caterpillar ThinkBig program. We are also working to create a Tech Center from which we can expand in the future and offer more to prospective students. We have also revived our efforts to reorganize the program, and are working to integrate the existing general EPG (Electrical Power Generation) program into our department.

We are pleased that a new building will be underway soon and that some of the programs will be able to move to the building. This will help alleviate the current space issues.

Administrative Support Related Recommendations:

- Additional instructional and lab space is our biggest obstacle. The instructors are constantly rearranging the lab space so that we can gain access to needed lab fixtures, then rearrange back again into student learning space. Competing for floor space with different diesel classes is a constant occurrence each term. At the beginning of each term the instructors have to develop floor space plans to accommodate each class. The lack of space has caused our department to lose opportunities to partner with industry that could lead to additional students, supplied equipment and expanded employment opportunities for our students.

We understand the need for additional space for the Diesel program and other programs in building 2. We are advocating for funding a Tech Building in the next bond program.

Closing

In closing, we want to again thank the Diesel Service Technology faculty and staff for sharing the results of your program review with us. We enjoyed learning more about the discipline, 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, with input from and on behalf of the Deans of Instruction and Dean of Academic Affairs.

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