

Date: February 2, 2020

To: John Stalvey, Interim Provost

From: Denise Runge, Dean

Re: AY20 Expedited Program Review Findings

**Program/s in this review:** Diesel Power Technology (UC, AAS)

**Specialized accrediting agency (if applicable):** ASE Education Foundation

**Campuses where the program is delivered:** Anchorage

**Members of the program review committee:**

- Darrin Marshall, Director
- Kelly Smith, Assistant Professor
- David Palacek, Assistant Professor

**Centrality of Program Mission and Supporting Role** The Diesel Power Technology program is well-aligned with the mission of UAA and of CTC. The program meets a clear workforce need, preparing individuals who obtain employment as diesel mechanics across a wide range of employers. Graduates enjoy a 100% job placement; mechanic salaries in Alaska average \$67,000 annually. The program receives external partnership support from several large manufacturers, and also enjoys the support of a large and diverse advisory board.

**Program Demand (including service to other programs), Efficiency, and Productivity**

Demand for the program has grown slowly but steadily during the review period, and the program has taken steps to become increasingly efficient. The programs had an average of 38 majors per year, with 50 during the 2019 review year, and 44 the previous year. The program shares six courses, and shares a significant portion of the labs, in common with the Automotive Technology program. Due to the nature of the labs where instruction takes place, course capacities are limited to 18, and in a few cases fewer, students. Looking specifically at the courses offered only to Diesel students, these were largely at or over capacity in 2018-2019. Despite its small class sizes, the program has worked to contain instructional costs. For 2019, the student credit hours per full time equivalent faculty member, or SCH/FTEF was 339.8. Its tuition revenue per credit hour is \$211.6 and its cost per credit hour is \$195.5, for a ratio of 1.08, indicating the program is covering its instructional costs (with the caveat that it shares a substantial portion of its coursework with the Automotive program). Overall the program is experiencing constrained capacity, while holding costs relatively low.

**Program Quality, Improvement and Student Success** The program has been recognized by its accreditor for its quality, and concentrates on utilization of industry-recognized certifications as a sign of the quality of training its students receive. The Diesel Power Technology program is accredited by the Automotive Service Excellence, or ASE Education Foundation. Recent improvement efforts, especially those centered around student success, have the potential to positively impact the program. Student retention data show that the Diesel Power AAS retains seventy percent of its students after the first year, much higher than the university-wide associate's degree programs rate. In the past, the program found that many of its students were hired into full time positions prior to graduating. To address this (and to better utilize its facilities) the program is creating an OEC from existing courses that would be offered during the summer when classes were not previously held.

**Program Duplication / Distinctiveness** Duplication: UAF and UAS offer Diesel certificate programs and courses. Diesel mechanic programs are, by their nature, characterized by relatively small numbers of students. Employment for graduates of these programs is primarily local. Students often find employment as entry-level technicians while attending the program, so relatively few students would move to another area to be trained. For both of these reasons, the existence of multiple programs in the state may be justified and appropriate to serve the needs of industry. Distinctiveness: The UAA program is the only one in the state that is separately accredited.

**Commendations and Recommendations** Commendations: The program is commended for its strong focus on student success in recent years. The program is further commended for its work to create the new OEC to expand access and improve efficiency. Recommendations: The program faculty should work closely with its Student Success Advisor, local secondary faculty, and staff from Admissions to recruit additional students into the program. The program faculty should continue to explore alternative modes of delivering its programs in order to further enhance productivity and efficiency.

**Decision** *Continued Review:* Program is required to address specific issues and to undergo another review within the next two academic years.