

PROGRAM REVIEW

Department: John Deere



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Appendices

Full-Time Faculty Qualifications

List of courses included in the program

- **Advising degree sheet (Course catalog)**
- **Degree Audit courses (Registrar)**
- **Program Inventory, if applicable (Instruction office)**
- **Courses offered in the last 3 years (Instruction office)**

ACADEMIC PROGRAM/DISCIPLINE REVIEW

Fort Scott Community College

Introduction to Program

I. Scope

A. Program Relation to College Mission, Core Values, and Strategic Plan:

1. How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?

Mission Statement:

Fort Scott Community College is an institution of higher learning with a long history of culture and diversity that provides affordable academic, technical, and occupational programs to meet student needs while fostering a mutually supportive relationship between the college and its communities.

Fort Scott Community College and Fort Scott Community College John Deere TECH fulfill their mission through the following goals:

- Provide affordable academic, technical and occupational curricula to meet student needs and the need for service technicians at local, state and regional John Deere Dealerships throughout the Midwest of the United States.
- Provide lifelong learning opportunities to fulfill the cultural and educational desires of the communities that depend on John Deere dealerships to keep their agricultural equipment maintained and working.
- Provide students professional guidance and services which support the educational process and needs of farmers using John Deere and other manufactures of agricultural equipment.
- Provide students and the community with opportunities for leadership development, physical improvement and social growth at the John Deere dealerships that sponsor them as FSCC John Deere TECH students.
- Demonstrate excellence through the ongoing process of evaluation, development, and effective use of current human, financial, physical and institutional/John Deere dealership resources
- Provide focus and direction through the Strategic Planning Process and the future landscape and evolution of John Deere dealerships and farming technologies.
- Attract, retain and motivate qualified personnel and service technicians for local, state and regional John Deere Dealerships throughout the Midwest of the United States.
- Foster a mutually supportive relationship between the college and the community and all departments (Service, Parts and Sales Departments) at John Deere dealerships.
- Demonstrate integrity in all practices and relationships both in the customer-oriented setting at a John Deere dealership and in each John Deere service technician's individual life.

- Instructors are continually attending John Deere training from training centers and completing online training. We are required by John Deere to complete 48 hours of continuing education.

2. What specific goals of the strategic plan are affected by this?

Please explain.

Our program goals at FSCC John Deere Tech meet all 5 of our strategic goals. We have ways of engaging community and dealerships in our programs. We also promote students to be the best technicians at the dealerships and provide extra projects to complete if the student chooses to.

B. Program/Discipline Demand/Need:

If applicable, provide any advisory board meeting minutes.

1. Describe the need for the program/classes based on regional demands.

The demand for technicians at the dealerships is very high. Most dealerships need to hire at least 2 technicians on average. John Deere is also pushing the dealerships to sponsor at least 1 student per dealerships to send to a John Deere Tech program. Below are two different links for the salary and outlook for Ag Technicians.

<http://www.bls.gov/oes/current/oes493041.htm>

<http://www.bls.gov/ooh/installation-maintenance-and-repair/heavy-vehicle-and-mobile-equipment-service-technicians.htm>

2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.

No

3. Describe how the revised program differs from the current one?

N/A

C. Program/Discipline Analysis:

1. What procedures are used to ensure that course content is up-to-date?

As John Deere Tech instructors we are attending continuing education course frequently. The John Deere training facilities will also provide us with training content and training aids to ensure the students are seeing the latest technology available. Every fall both John Deere Tech instructors attend annual training at a John Deere training facility to be instructed on new technology and collaborate with other instructors from John Deere Tech programs. John Deere also sends the program 5 brand new tractors each year for the students to train on. We also have 2 advisory board meetings made up of John Deere

Dealership personnel, where the representatives make suggestions for changes in the program.

2. What is the process for textbook review? Please list the book(s) and ISBN for each course.

Every year I use a John Deere website to search the latest books. John Deere has specific books we are to use, I make sure they are the latest edition.

3. What methods of instruction are used to meet the goals and objectives of courses in the program/discipline? Please describe two different sample lessons used within different courses in the program.

- Lecture Instruction
- Lab/Lecture Instruction
- Lab Demonstrations
- Individual Lab Activities
- Cooperative Learning Lab Activities
- John Deere University web based training (WBT'S)

In A/C class we will lecture about a topic, then move to the shop to see a demonstration, and then the student completing lab work about the topic from lecture.

In Equipment Diagnostics class the students will engage in lecture, then move to the shop for further lecture and demonstrations, and finally the students will be required to diagnose a failure in a machine using what they learned in the demonstrations.

4. How do you ensure appropriate academic rigor and consistency of course content in all modalities?

Dale and I are continually evaluating our courses. We are continually collaborating between each other and John Deere Service managers to ensure we are meeting industry standards and expectations for the student when they finish a course or the program.

D. Program Assessment:

1. What are the program outcomes?

1. Students will be able to understand and diagnose electrical and electronic failures in John Deere equipment.
2. Students will be able to understand and diagnose hydraulic failures in John Deere equipment.
3. Students will be able to navigate, reprogram, and perform test using John Deere's Service Advisor.

4. Students will be able to run test, diagnose, and repair power train systems in John Deere equipment.
5. Students will be able to run test, diagnose, and repair failures with-in engine and fuel systems on John Deere machines.
6. Students will be able to run test, diagnose, and repair air conditioning system failures on John Deere machines.

2. What is the process for program and course level assessment?

We have the program outcomes defined, but will not start assessing them until next semester.

The courses level assessments are done by the following:

We use cognitive assessments in the form of daily quizzes and unit test.

The students are also assessed by students completing labs correctly and in a timely manner.

3. What are the findings of outcomes assessment reports from the department since the last program review? (Program Compilation Summaries/Course Assessment Reports)

This fall will be the first time to assess the outcomes.

For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3 year graduates

4. Please list any third party accreditation.

No

5. List any additional needs for the program (facilities, personnel, technology, student support, etc.).

We are needing some improvements to the facility, like, a larger opening to the brick shop, more outlets in the new shop, and a bigger classroom. We are also needing more tools for the students and specialty tools for the students to use.

II. Institutional Support

A. Support:

1. How does this program support other academic areas of the college and/or how is it supported by other academic areas?

The John Deere Tech program is a 2 year associate of applied science degree. FSCC requires the students in the program to complete 23 hours of general education classes and 2 credit hours industrial arts (welding). Our program ranges between 12 to 20 new students a year. We add between 300 to 500 credit hours per year.

2. What learning resources are utilized for instruction and supporting the institutional outcomes?

We use 2 buildings for our program. We are given a budget from FSCC to use for instructional supplies and tools. John Deere also gives us \$20,000 to spend for our classes. We are very fortunate that John Deere provides us a budget and gives us all the classroom/lab resources.

B. Community Engagement:

1. Please provide examples of how the program/discipline fosters relationships within the communities FSCC serves (community partnership, participation, advisory board, etc.)

We have an annual open house that we invite community members and even government officials to attend. We also have 2 advisory board meetings per year where John Deere Dealership personnel attend. Aggie Days is also held at our facility which gives 1400+ students the chance to engage in our facility. We also host manufacturing day at our facility every year since we have been in Fort Scott.

C. Program Development:

1. What marketing/recruiting strategies are used by the program/discipline?

Both instructors attend local career fairs. We also attend career fairs at Kansas State FFA and Missouri State FFA. Dale and I have participated in Dealership career days and are supposed to host a new product training at our facility where 350 people will be in attendance. We will have a 60 minute window 2 times a day to talk about the program while dealerships educate their customers.

2. How, and by what means, does the discipline use external professional and community resources to enhance discipline practices?

We have had guest speakers come and instruct the students in certain areas of their profession. We will also be attending a tour of Timken in Fort Scott. Timken manufacture a huge variety of belts for John Deere. We have also take students to look at different machines in the community.

3. Does the discipline have a means for students to assess the program outside of the official student evaluations? If so, explain.

No