

PROGRAM REVIEW

Department: Harley-Davidson Motorcycle Technician Training Program



Date of Program Review: Spring 2025

Prepared by: Danny Fleming, Maria Bahr, Sonia Gugnani, and Rory Chaplin.

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Recommended Timeline

1. Program Review document will be completed and submitted to the Instruction Office by December 31st.
2. Vice President of Academic Affairs and Institutional Effectiveness Support will complete the initial review and ask for any additional information by February 15th.
3. Vice President of Academic Affairs and Institutional Effectiveness Support will provide feedback to faculty by April 15th.
4. The faculty responsible will review the information and recommendations before June 30th.
5. Programs under review may be asked to present a summary of their program findings and an action plan to the Board of Trustees in the following academic year.

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?

The goals and objectives are met through course and program assessments. The Harley program does a great job of providing an affordable technical/occupational program and engaging with the community that it serves.

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

- Community, volunteering to host local community events.
- Diversity, shown by gender, age, socioeconomic status, etc..
- Affordability, FSCC's program is approximately \$15,000 compared to comparable programs around \$40,000.

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 need for the program/classes for regional demand has been expressed at local high school visits where students have shown a strong interest in motorcycle mechanics and power sports in general. The demand for technicians is nation and worldwide.

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

The program itself will not change, but there will classes offered at a two year pace to allow high school students to participate in the program along with their required high school classes.

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

The content and courses will remain the same as the full-time program.

C. Program/Discipline Analysis:

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

The classes are kept up to date by utilizing Harley-Davidson's Talon program. This is constantly being updated by the Motor Company themselves, as well as visiting dealerships through Advisory Board meetings and regular contact.

2. How do you ensure appropriate academic rigor and consistency of course content in all modalities and locations where the courses are offered?

Harley-Davidson sets the standard for technicians through their software.

3. Provide the following data for your program below: Enrollment Data by course, credit hours, and grade distribution.

4. Instructor Information: List full time faculty, adjunct faculty, and concurrent faculty who teach courses in the program.

Danny Fleming

D. Program Assessment:

1. What are the program outcomes and what methods are used to assess the program outcomes?

- Students will be able to demonstrate the systematic knowledge of service requirements for various intervals including 5K, 10 K, and 25K.
- Students will be able to perform different service writer tasks using TALON.
- Students will be able to implement tasks associated with sales, marketing, parts and management including creating work orders, looking up parts and part numbers.
- Students will safely perform tire and brake performance.
- Students will be able to run Electrical Diagnostic tests using DVOM.

2. Complete the Curriculum Mapping Matrix.

Course Number	Course Name	Program Outcome #1	Program Outcome #2	Program Outcome #3	Program Outcome #4	Program Outcome #5
HDT1103	Harley-Davidson Product Service	CO1,2,3,4,5	CO1,3,4,5	CO1,2,3,4,5		
HDT1113	Harley-Davidson Support Logistics System Operation	CO3,4,6,7,9,10	CO2,6,10	CO2,6,10		CO4,6
HDT1123	Harley-Davidson Sportster Service Procedures	CO1,2	CO1,2	CO1,2	CO1,2	
HDT1134	Harley-Davidson Dyna Softail Service Procedures	CO1,2	CO1,2	CO1,2	CO1,2	
HDT1143	Harley-Davidson Tire and Wheel Procedures	CO2,3	CO1,2,3		CO1,2,3	
HDT1154	Harley-Davidson FL Trike. CRSC Street Service Procedure	CO1,2	CO1,2	CO1,2	CO1,2	CO3
HDT1163	Harley-Davidson Basic Electrics					CO1,2,3,4,5
HDT1173	Harley-Davidson Engines Powertrains		CO1,2	CO1,2		
HDT1183	Harley-Davidson Engine Management Systems					CO1
HDT2164	Harley-Davidson Capstone Experience	CO1	CO1	CO1	CO1	CO1

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

Assessment begins at the course level, where course level outcomes are aligned to program level outcomes in course rubrics housed in Blackboard. At the end of the semester, the instructor completes the assessment, and the Assessment Coordinator generates the assessment report using EAC Data Analytics, which is posted in the departmental organization site in Blackboard. The analytics program creates graphs, showing both course level and program level student performance. The instructor reviews the report, reflects on student performance and completes an assessment narrative, which discusses student performance and notes future instructional plans.

4. Include the findings of outcomes assessment reports from the department since the last program review? (Include the assessment data to support your findings.)

- 2.6. 25 HARLEY-DAVIDSON GOALS FOR PROGRAM FALL 2024 P. 1.docx

- [2.6.25 HARLEY DAVIDSON GOALS FOR PROGRAM FALL 2024 P. 2.docx](#)
- [2.6.25 HARLEY DAVIDSON RAW DATA.xlsx](#)

Program : Harley-Davidson			
Program Learning Outcomes	Fall 2022	Spring 2024	Fall 2024
PLO1: Students will be able to demonstrate the systematic knowledge of service requirements for various intervals including 5K, 10 K, and 25K.	100 %	100%	100 %
PLO2: Students will be able to perform different service writer tasks using TALON.	100%	100%	100%
PLO3: Students will be able to implement tasks associated with sales, marketing, parts and management including creating work orders, looking up parts and part numbers.	100%	100%	100%
PLO4: Students will safely perform tire and brake performance.	100%	100%	100%
PLO5: Students will be able to run Electrical Diagnostic tests using DVOM.	100%	55%	100%

Program : Harley-Davidson		
Program Learning Outcomes	Fall 2024	Spring 2025
PLO1: Students will be able to demonstrate the systematic knowledge of service requirements for various intervals including 5K, 10 K, and 25K.	100 %	
PLO2: Students will be able to perform different service writer tasks using TALON.	100%	
PLO3: Students will be able to implement tasks associated with sales, marketing, parts and management including creating work orders, looking up parts and part numbers.	100%	
PLO4: Students will safely perform tire and brake performance.	100%	
PLO5: Students will be able to run Electrical Diagnostic tests using DVOM.	100%	

E. For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3-year graduates

5. Please list any third-party accreditation.

The students have the opportunity to become Level 1 Technicians through the Harley-Davidson University (software) curriculum.

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

- Deferred maintenance around the building needs updated.
- Additional advertising.
- There is one full-time instructor. Additional recruiting assistance from admissions and other departments have been crucial to increasing enrollment without a program director or occupational specific recruiter.
- Additional tools will need to be purchased for the high school students.
- Plans will be made for additional access to student services these students that are not on main campus regularly.

II. SWOT Analysis

A. Strengths:

- One of three motorcycle schools in the US where students can become a Level 1 Harley-Davidson Technician. FSCC is the only exclusive Harley-Davidson training center where you can earn an associate degree.
- Affordability. The other two programs are in Arizona and Florida and are two of the campuses of the Universal Technical Institute (UTI, formerly MMI). UTI costs between \$30,000-\$40,000 depending on what their admissions rep tells you vs. just under \$15,000 at FSCC including tools.
- FSCC has a centrally located campus, and frontage on 69 highway that could be utilized more.

- The program has a nice 20,000 square foot training facility, although there is some deferred maintenance and upkeep need in and around the building. The building has good sized classrooms, offices, a computer lab, and shop area.
- Students for this program come from a wide range of diversity. Students range in age from 18 to 68 and come from all walks of life.
- The program has an alumni base that advocates for the program. Several former students have become instructors of the program or aspire to be on in the future.

B. Weaknesses:

- There has been a lack of promotion and advertisement for the program the last several years. In the past there was an occupational recruiter and a director that would stay in contact and visit Harley-Davidson dealerships and the Motor Company.
- Lack of curb appeal. Years of deferred maintenance on the outside of the building includes faded paint and the replica of the original 1903 Harley-Davidson shed in which the first motorcycles were produced is now in disrepair. Both make the campus appear closed and are not representative of the quality motorcycles and training available inside. There were funds raised by alumni to repaint the building by former students, but it is unclear what happened to those funds.
- For several years, there has been a lack of support from the Harley-Davidson Motor Company when it comes to referring students to FSCC. They do support us with Access to Talon and discounts on needed materials. The last two motorcycles were purchased using Perkins funding.
- We are exclusively a Harley-Davidson program and advertised as such. This would be beneficial with proper support such as the John Deere program has with their recruitment and dealer sponsorships. That has not been the case with Harley-Davidson.
- With being Harley only, that means that the demand for all other power sports repair in our area is not being addressed by FSCC. General Powersports Technology programs can include motorcycles, ATV's, UTV's, Side by Sides, and other Outdoor Power Equipment.
- Students struggle to purchase tools prior to starting classes without their financial aid. Most have no other option than to wait on their financial aid which slows down classes considerably. Sponsorships from dealerships could improve this process.

C. Opportunities:

- We are approaching Harley-Davidson dealerships about sponsoring students, similar to the way that our John Deere Tech program does for their students. This would increase recruitment from dealerships and/or get tools in hand sooner for our students to use for their classes.
- The possibility for setting up PHD classes for dealerships in the Midwest to send their employees for additional training.
- Increase awareness and visits with targeted advertisement in strategic areas. There are currently 13 dealerships within two hours of the training center, 54 dealerships within 5 hours, and over 1,400 independently owned dealerships in

nearly 100 countries in the world. Locations with year-round riding (Texas, California, etc.) that have expressed needs for multiple positions including technicians and service managers.

- There is 100% placement for graduates that are willing to relocate. There are FSCC graduates as far as Thailand, Canada, and we have a GM working in Africa that have gone through the HD program with us.
- We are approaching and gauging interest for a high school program of the same classes to help allow students to utilize Excel in CTE funding. Tools will need to be purchased for this to work. For enough tools for ten students the cost would be \$12,000-\$15,000. However, students could initially share tools to cut down on the expense as well as purchasing lower priced tools for these students.
- Through in person visits communicating directly with the students it can be shared that the skills learned through the Harley program translate to UTV's, ATV's, and other motorcycles as well. This could spark new interest and a different market once it is understood that the same skills and knowledge translate to more than just Harley-Davidson Motorcycles.
- Renew local interest and support from those driving by on Highway 69 by repainting the exterior of the building, potentially mounting a motorcycle above the main entrance, and repairing the dilapidated replica of the 1903 Harley Davidson shed to serve as a roadside photo opportunity for riders, enthusiasts, and history buffs.
- Hosting community events such as motorcycle shows, cookouts, and fundraising rides/events. Showing activity for those passing by to increase awareness for them to stop and in and/or spread the word that things are happening in that building. Volunteering to judge at the Arma Homecoming motorcycle show has turned into building trophies and overseeing the show. We could be doing the same thing at the Harley Building as well.
- Increase visibility by participating in Skills USA as was done in the past.
- Increase communications with dealerships by phone, email, and in person visits to help understand their needs and increase awareness of our program as they have staff turnover. Many dealership companies own multiple locations and could present opportunities for many students.

D. Threats:

- Being isolated in Southeast Kansas and forgotten with a lack of program awareness.
- Being limited to Harley Davidson could be both a strength and a weakness.
- Motorcycle sales have declined. Riders are aging. Many are choosing other four wheeled options for work and play.
- Although there are still many dealerships, the Harley Davidson Motor Company has closed multiple dealerships.
- Low enrollment numbers.

- Other schools such as Coffeyville Community College are now offering Powersports Technology. These programs often cover motorcycles and other small engines and vehicles.
- It has been said many times that people think that we are no longer offering classes at the Harley building due to the appearance of the front of the building. The once vibrant Harley orange that is seen on the inside has faded to peach on the building's exterior. The 1903 HD shop replica is in rough shape and the message board that once sat out front was damaged by weather and not replaced. Classes were once held in the building until 10pm. Cars and bikes do not fill the parking lot as they once did, raising the question if the program is still going.

III. Action Plan

1. Provide a list of accomplished action items from the previous Program Review. What items are pending/not completed from the last Program Review? Please provide rationale.

The new strategy of recruitment of high school students began in the spring of 2025 for classes starting in fall 2025. These students would stretch the one year (full-time certificate) into two years to be taken in their junior and senior years of high school.

2. Create an action plan including justification for the program.

- Increase awareness through social media twice per week, work in conjunction with our Director of PR & Marketing. We plan to start an Instagram account to go along with the Facebook page after some things are sorted out with Meta. Short videos/reels will help with exposure and recruiting efforts.
- Increase internal communication to share information about the program. For example, if Rodeo students are aware that the skills will translate to working on UTV's and ATV's they may be interested in the program.
- Hoist a motorcycle over the main entrance on existing steel framework to help draw attention to the building/program. This, along with a fresh paint job on the front of the building and repaired replica 1903 Harley shed will once again make this an inviting stop and photo op.
- This semester we have begun to Increase communication with dealerships and the Motor Company. Minimum of four dealership contacts in a month, with a goal of six to eight contacts made. Contacts grouped by location and on rotation.
- Contacts include advocating for dealership sponsorships for students.

- Contacts include finding out dealership needs and forming networking relationships with their employees. As well as justification of the need for qualified techs at dealerships.
- Have had preliminary talks with area high schools about starting a high school program. In person visits and recruiting immediately after Spring Break if approved.

**SUMMARY REPORT
ACADEMIC PROGRAM REVIEW**

Date: Spring 2025

Academic Program Report Checklist

Cover Sheet:

- ☐ **Department**
- ☐ **Date of Program Review**
- ☐ **Prepared By**

Introduction to Program

I. Scope

- ☐ **Program Relation to College Mission, Core Values, and Strategic Plan:**
 - ☐ Goals and measurable objectives aligned with college mission.
 - ☐ Strategic plan goals impacted by the program.
- ☐ **Program/Discipline Demand/Need:**
 - ☐ Advisory board meeting minutes (if applicable).
 - ☐ Description of regional demands for the program/classes.
 - ☐ Need for program revision (if applicable).
 - ☐ Rationale and details of proposed program changes.
- ☐ **Program/Discipline Analysis:**
 - ☐ Procedures ensuring up-to-date course content.
 - ☐ Measures ensuring academic rigor and consistency.
 - ☐ Enrollment data by course, credit hours, and grade distribution.
 - ☐ Instructor information (full-time faculty, adjunct faculty, concurrent faculty).
- ☐ **Program Assessment:**
 - ☐ Program outcomes and assessment methods.
 - ☐ Curriculum Mapping Matrix completion.
 - ☐ Process for program and course level assessment.
 - ☐ Findings from outcomes assessment reports since the last review.
 - ☐ Assessment data supporting findings.
- ☐ **CTE Programs Only:**
 - ☐ Program majors/current concentrators.
 - ☐ Unduplicated prior three-year graduates.
 - ☐ Third-party accreditation (if any).

- ☐ Additional program needs (facilities, personnel, technology, student support).

II. SWOT Analysis

- ☐ **Strengths:**
- ☐ **Weaknesses:**
- ☐ **Opportunities:**
- ☐ **Threats:**

III. Action Plan

- ☐ **Action Plan:**
 - ☐ List of accomplished action items from the previous review.
 - ☐ Pending/not completed items from the last review with rationale.
 - ☐ Justification for the current action plan.

Recommendation