GARDEN CITY
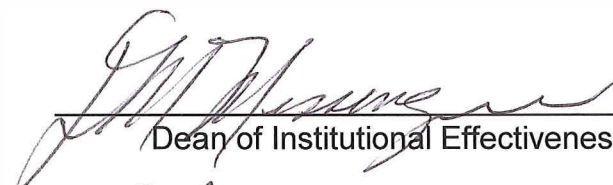## COMMUNITY COLLEGE

ACADEMIC
PROGRAM REVIEW
REPORT

John Deere Ag Tech

Associates of Applied Science
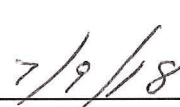
Professional Accreditation: John Deere
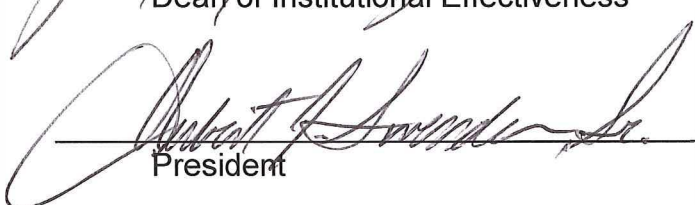
Submitted on 5/25/2018

Signature Page and Archiving

(signature)   7/9/18

Dean of Institutional Effectiveness   Date

(signature)

President   Date

Archiving:

Division Leader submits to Dean of Institutional Effectiveness, Planning and Research.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic and print)
3. A signed signature page (electronic and print)

GARDEN CITY
COMMUNITY COLLEGE

Program Review
Faculty and Dean Verification

I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

_____   Date 6/4/18

Christian Winger, Program Director

_____   Date_____

Nathan Steinle, Full-time Faculty

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

_____   Date 6/4/18

Christian Winger, Division Leader

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

_____   Date 5/29/18

Chuck Pfeifer, Dean

Table of Contents

Program Review Components

Other Attachments (to be completed and sent under separate cover)

Component A - Mission and Context

A.1 <u>Program Mission and Purpose</u>   State your program emphasis area's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program emphasis area fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

> The John Deere Ag Tech programs emphasis is to create dealer technicians for local and regional John Deere dealers. At GCCC, this program falls under workforce development. The program awards an Associates of Applied Science to all completers. This program came to GCCC in 1992 and was the vision of Corporate John Deere to collaborate with Institutions of Higher Ed to produce high performing, entry-level technicians for their dealer groups.
>
> The local and regional dealers all sit on a very active advisory board that produces input on the direction of the program. This insight with inputs and management from KBOR and GCCC along with resources from corporate Deere allows the program to thrive and be responsive to industry trends. This Advisory board pulls from six states (Kansas, Colorado, Oklahoma, Texas, New Mexico and Nebraska) and 7 John Deere dealer groups.

A.2 <u>Progress Since Last Review</u>   Before commencing with this review, attach from your last review the Program Emphasis Area Goals with Recommended Action Steps (or equivalent) (include as Template Appendix A), as well as the Administrative Response to those goals (include as Template Appendix B), and your Strategic Planning Documents (Appendix D). Identify the original goals from your report as well as any new goals that emerged from your mid-cycle report and in the strategic planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

> This is the first comprehensive review that has been done for this program. Building off this review, we will develop goals and objectives for future reviews.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

Table B.1 - Faculty Qualifications: Faculty listed below are those who taught courses for the program emphasis area within the "15-16" academic year as well as those on the "16-17" faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty listed here]			
Nathan Steinle	Bachelors of Science Technology (June 2005)	Pittsburgh State University	Automotive Service Excellence – Master Technician John Deere Advanced Level Instructor
Greg Unger	Masters of Science (July 2016)	Pittsburgh State University	John Deere Advanced Level Instructor Automotive Service Excellence – Master Medium/Heavy Truck Technician OSHA 10 & 30, Forklift Authorized trainer MACS trainer PSU mentorship program Mentor
[Part-time faculty listed here]			

Table B.2 - Faculty Demographics: Faculty listed below are those who taught courses for the program emphasis area within the academic year "15-16" as well as those on the "16-17" faculty roster from the Dean's office as of November 1st.

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
Non-resident (International)	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Native Hawaiian / Pacific Islander	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0
Race/Ethnicity Unknown (Or Decline to Identify)	0	0	0	0	0	0
White, non-Hispanic	0	2	0	0	0	2
Totals						
c.) Number of faculty with doctorate or other terminal degree	0	0	0	0	0	0
d.) Number of faculty whose highest degree is a master's, but not a terminal master's	0	1	0	0	0	1
e.) Number of faculty whose highest degree is a bachelor's	0	1	0	0	0	1

B.3 Faculty Scholarship: Provide, in narrative tabular or report format, a comprehensive record of faculty scholarship since the last program review (last 5 years). In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

All Instructors have regularly attended Instructor Development week for JDAT Instructors held annually.
Greg Unger received the Kansas Council Workforce *Award Excellence in Teaching Award*.
The program was a College of Tomorrow award-winning program earning a "Silver" in 2016

In addition to these awards, the faculty have completed these trainings from John Deere:

MyJohnDeere – Getting Started
DealerPath for Region 4
(RETIRED) Service ADVISOR Remote (SAR) Overview
AMS – John Deere Precision Ag Technology Fundamentals II
AMS - iTEC Pro - Essentials
Introduction to John Deere Diesel Engines
Diesel Engine Systems I

Introduction to Basic Diesel Engines
(Retired) JD TECH Instructor Development Week - 2016
Engine - 6068-6090 Final Tier 4-Stage IV Engine Overview
Engine Air and Exhaust Systems Overview
Engine Coolant Systems Overview
Engine Fuel Systems Overview
Engine Lubrication Systems Overview
Introduction to Basic Diesel Engines
Introduction to John Deere Diesel Engines
DTAC (Dealer Technical Assistance Center) 3.2 Overview
Tractor - Service Essentials - 7R Series (MY 14)
Tractor - Service Essentials 8R/8RT Series
Engine - Integrated Emissions Control System Overview
Engine Aftertreatment SCR Systems Overview
Engine - Aftertreatment System Overview
Engine – Aftertreatment DOC/DPF Systems Overview
Engine - Introduction to Final Tier 4-Stage IV Technologies
Tractors – Generation 4 CommandCenter™ Navigation
Service ADVISOR™ 5
Parts ADVISOR™
Combine Service Essentials - S Series
JDTech Hydraulic Methods & Techniques Assessment (A&T Only)
(Retired) JD TECH Instructor Development Week - 2015
JDTech Service ADVISOR™ Methods & Techniques Assessment
Electrical/Electronics Basics - CAN Bus
JDTech Electrical Methods & Techniques Assessment (A&T Only)
JDTech Electrical Methods & Techniques Assessment (A&T Only)
UV Service Essentials XUV
Turf - Service Essentials - MY15 ZTrak™ and Newer (NMQ)
Turf and Utility EFI Engine Overview
Turf and Utility Engine Failure Analysis
Planting – Sales & Service Essentials – MaxEmerge™ 5
Planter – Service Essentials - ExactEmerge™ MY15
Planter - Platform Introduction
(Retired) Service ADVISOR Overview - Module B
Hydraulic Systems II - Module B
Hydraulic Systems II - Module A
Hydraulic Systems I - Module B
(Retired) Service ADVISOR Overview - Module A
Engineering Intellectual Property Protection (IPP) Advanced Security Training
Hydraulic Systems I - Module A
Electrical Systems II Module B
Electrical Systems II - Module A
Electrical Systems I - Module B
Electrical Systems I - Module A

B.4 Department Scholarship Analysis: State the goals previously set by your department's emphasis area for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

Over the past years, there has been no expectations for scholarships in this department. However, faculty have participated in and led numerous workshops. In light of this new review, our department will plan on developing a scholarship plan for faculty of this program.

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program emphasis area. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

> Based on evidence given, instructors have proper qualifications. Instructors are continuing their education through John Deere trainings and college courses to produce the best possible education.

Table B.6 - Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload.

Faculty Workload (over past 5 years, ending Academic Year 2016-17)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
Academic Year	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17
Nathan Steinle	32	31	34	33	30					
Greg Unger			20	33	33			X	X	X

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program emphasis area?

> Faculty teaching load is currently at acceptable levels. However, credit to contact hour ratio is not consistent from class to class within this department. With additional tasks such as advising, recruiting, talking with students supervisors, John Deere corporate meetings and additional college meetings, all of which have an impact on the ability to prepare and deliver instruction to the best possible level.

Table B.7 - Percentage of courses taught by each faculty classification: The following table includes the percentage of credit bearing courses taught by emphasis area faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2012-13	2013-14	2014-15	2015-16	2016-17
Full-Time	100	100	67	100	100
Part-time	0	0	33	0	0
TOTAL	100%	100%	100%	100%	100%

Table B.8 - Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program.

Student: Faculty Ratio					
Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
# of Full-Time Faculty	2	2	3	2	2
# of Part-time*	0	1	0	0	0
FTE Faculty	2.0	2.33	3.0	2.0	2.0
# of Full-Time Students	40	40	55	40	40
# of Part-Time Students	0	0	0	0	0
FTE Student	40	40	55	40	40
FTE Student: FTE Faculty Ratio**	20:1	17.16:1	18.3:1	20:1	20:1

* These data are based on course data used for IPEDS reporting
**Full-time equivalent (FTE) is calculated using the following formula:
 Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 - Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

> Levels are currently adequate for no more than 40 students. In order to add additional students, we must have an increase in number of faculty.

Table B.9. - Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the emphasis area.

Due to issues beyond our controls, we do not have access to information concerning class reviews prior to Spring 2016. With the knowledge of our program reviews, we will start to keep track of this information in our department and have it readily available for future needs.

All John Deere Courses Average Rating Spring 2016
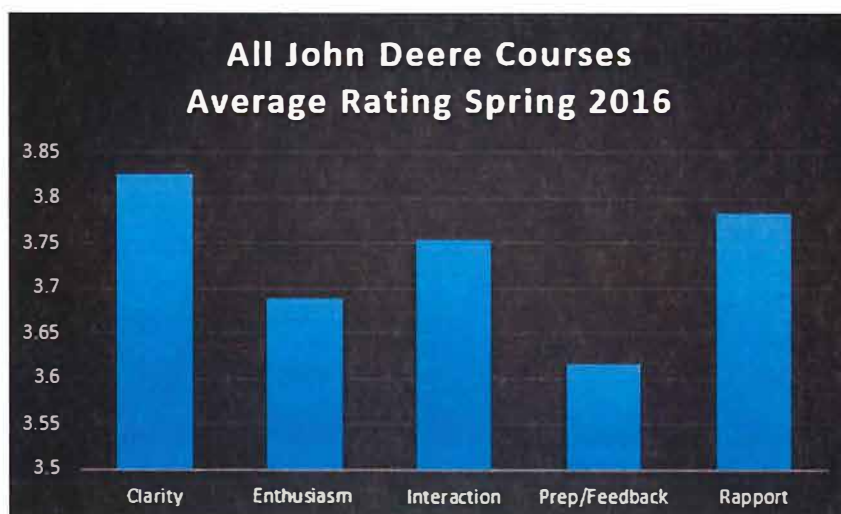
B.10 Other Evidence of Faculty Effectiveness: Program emphasis areas may provide additional evidence (not anecdote) of faculty effectiveness.

Each year John Deere does a comprehensive analysis of the program and determines failure points and provides feedback. For example, the College of Tomorrow Silver Award was presented to this department in 2016 for excellence. John Deere presents this award using a rating scale that includes many areas including instructor effectiveness, classroom effectiveness and shop management.

Faculty observations are performed on regular basis to help provide feedback and help fix issues.

Students perform an end of semester performance and give feedback to the classes in which they were enrolled.

B.11 Analysis of Teaching Effectiveness: Using data from the data above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

There are so many factors that come together to make a teacher effective. The pivotal factors are, teacher clarity of the subject matter, enthusiasm, interaction with students, lesson preparation and feedback and the rapport that exist between teacher and students. According to our numbers, we have a very high rating in all areas that are measured. The only area that is relatively low is the Prep/Feedback. This can be remedied by providing more information back to the student as they complete homework or tasks in the shop.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the emphasis area. Discuss how workload, course distribution, or other considerations impact the ability of the emphasis area to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

As discussed in B6.1, the faculty workload is quite tremendous and does have an impact on the teaching aspect. Many hours per week are spent towards other goals that are also necessary in order to run the entire department effectively. John Deere provides online trainings throughout the year that help develop new curriculum and give new material to use in the classroom. GCCC also provides in-service trainings throughout the year that provide professional development in important areas such as curriculum building and effective advising.

As far as changes needed, we do not feel at this point in time that any changes to structure or faculty numbers would help the effectiveness.

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program emphasis area. To what degree does the emphasis curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the emphasis is current and competitive.

All students must complete 46 John Deere Agriculture Technology credits ranging from electrical, harvesting, powertrains, engines, HVAC, and information management systems. They must also achieve 18 hours of general education requirements. The JDAT program at GCCC is unique in that it does not align with other John Deere programs. The gen-eds do align with many other AAS and AS disciplines.

Course Schedule

1st Semester

Course #	Course Title	Cr Hrs
JDAT 102	Powertrains I (8 weeks)	3
JDAT 103	Hydraulics I (8 weeks)	3
JDAT 104	Electrical I	3
INPR 1511	Safety & Orientation	1
JDAT 112	Information Management Systems	3
JDAT 110	Math Processes for Technicians	3
CSCI 110	Microcomputer Applications	3
PCDE 101	College Success	1
HPER 119	Physical Fitness I	1

Total Cred Hours: 21

2nd Semester

Course #	Course Title	Cr Hrs
JDAT 122	Powertrains II	3
JDAT 123	Hydraulics II	3
JDAT 124	Electrical II	3
JDAT 109	Harvesting Equipment	3
JDAT 105	Air Quality Systems	3
JDAT 111	Applied Communications	3

Total Cred Hours: 18

Summer

Course #	Course Title	Cr Hrs
JDAT 107	Dealer Internship I	3

Total Cred Hours: 3

3rd Semester

Course #	Course Title	Cr Hrs
JDAT 202	Engines	3
JDAT 203	Ag Fuel Systems & Performance	3
JDAT 120	Special Topics	3
	Humanities Requirement	3

Total Cred Hours: 12

4th Semester

Course #	Course Title	Cr Hrs
JDAT 108	Dealer Internship II (8 weeks)	3
JDAT 212	Powertrains III (8 weeks)	3
JDAT 213	Hydraulics III (8 weeks)	3
JDAT 214	Electrical III (8 weeks)	3
HPER 120	Physical Fitness II	1

Total Cred Hours: 13

The JDAT program has a very active advisory board, along with a proactive faculty and active John Deere college partners, that all meet regularly to ensure curriculum is current with industry trends.

C.2 Assessment of Student Learning: Attach your emphasis area's most updated Multi-Year Overall Assessment Plans (attach as Template Appendix C) and their Annual Assessment Reports since their last program review (attach as Template Appendix D). Briefly describe the direct and indirect measures your emphasis area uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the emphasis area. If there is a culminating project in the emphasis area, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation.

Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

> The GCCC JDAT program has built the foundation for a capstone and will be implemented over the next few years.
>
> As this is the first year for this Program Review, we do not have the information to attach the Multi-Year Overall Assessment Plans. However, at the end of the semester we do perform a course review that allows the students to provide feedback and gives us some insight.

Table C.3 - Curriculum Map of Program Emphasis Area Student Learning Outcomes: If your program emphasis area has a curriculum map, paste it below. Otherwise, complete the table. In the column headings across the top, list all student learning outcomes (ELO) from the emphasis area and in the column on the left, list the courses offered. Identify within the cells of the table, where each student learning outcome is introduced (I), the course(s) where it is reinforced (R) and the course(s) where students are expected to have mastered the student learning outcome (M) (See sample table below). Copy and paste the table if room for additional ELOs are needed, numbering the ELO sequentially. Add rows for courses as needed in the existing table.

Expected Learning Outcomes (ELO)					
List all Course Numbers Below	**Diagnose malfunctions and performance problems and make necessary repairs**	**Operate diagnostic tools and repair equipment**	**Interpret repair manuals and computer-based programs dealing with diagnostic and repair procedures**	**Diagnose and service a variety of Deere ag systems including electrical, hydraulics, engines, powertrain, HVAC, and fuel systems**	**Follow established procedures for safety and accident prevention**
JDAT-102	I/R	I	I	I	I
JDAT-103	I/R	I	I	I	R
JDAT-104	I/R	I	I	R	R
JDAT-105	R/M	I/M	I/R	I/R	R
JDAT-107	I/R	I/R	I/R	I/R	R
JDAT-108	I/R	I/R	I/R	I/R	R
JDAT-109	I	I	R/M	I/R	R
JDAT-110	N/A	N/A	N/A	N/A	N/A
JDAT-111	N/A	N/A	N/A	N/A	N/A
JDAT-112	N/A	I/M	I/M	N/A	N/A
JDAT-120	I	I/R	I/R	I/R	R
JDAT-122	R	R	R	R	R
JDAT-123	R	R	R	R	R
JDAT-124	I/R	I/R	R	R	R
JDAT-202	I/R	I/R	I/M	I/M	M
JDAT-203	I/R	I/R	I/M	I/M	M
JDAT-212	R/M	R/M	R/M	R/M	M
JDAT-213	R/M	R/M	R/M	R/M	M
JDAT-214	R/M	R/M	R/M	R/M	M

I = Introduced, R = Reinforced & Practiced with Feedback, M = Demonstrated at the Mastery Level Appropriate for Graduation, I/R = Introduced/Reinforced, I/M = Introduced/Demonstrated Mastery, Reinforced/M = Reinforced/Demonstrated Mastery

C.4 <u>Assessment of Curricular Effectiveness:</u> Using your emphasis area's curriculum map and the evidence collected from the assessment of student learning, outline your emphasis area's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

> A proposed change would be to swap instructors for certain classes in which the other instructor is more knowledgeable and more comfortable teaching. Part of the program is JDAT-110 and JDAT-111 which is the math and communications classes. Having the math and English department teach these courses would be more effective towards the student learning process.

C.5 <u>Assessment of Diversity in the Curriculum:</u> Describe and evaluate your emphasis area's efforts to create a culture of diversity through the curriculum. In what ways is your emphasis area being intentional about embedding diversity-related issues in the curriculum?

> All students that come into the program are well adapted to a diverse learning group. Because of this, no special efforts are needed. We have found that we have no diversity issues that in the classroom or labs. Using differentiated instruction, we have great success in being able to reach a multitude of students allowing everyone to have equal opportunities to learn the same material.

C.6 <u>Use of Continuous Assessment for Educational Effectiveness:</u> Describe and evaluate the process that your emphasis area uses to annually evaluate the quality of curriculum and to assess student learning. Document how your emphasis area has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

> We use a variety of sources to evaluate our course each year. Course evaluations done by students at the end of the year give a direct feedback towards any known issues that can be immediately addressed. Our best source of assessment is the students' supervisors at their jobs. Twice a year we hold an advisory board meeting in which we meet with supervisors and managers. From these meetings we gather feedback as to what is being taught and its effectiveness in the field. We can use this information and modify the program to help pick more appropriate assignments and tasks for the students. This feedback is highly effective as we are getting real world responses that can help dictate the direction of the program. John Deere also performs an inspection called College of Tomorrow in which they come to the school and evaluate everything from the shop space to student success and retention rates.
> (See templet E for COT transcript)

Component D: Student Enrollment and Success

Table D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2012-13		2013-14		2014-15		2015-16		2016-17		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	9	0	10	0	12	0	6	0	8	45
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	0	0
White, non-Hispanic	0	10	0	11	0	12	0	10	0	9	54
Totals		19		21		24		16		17	99

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your emphasis area's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the area so that it attracts a sufficient number of students who are a good fit?

> Recruiting for the most part is going well. We have a very active dealer network that assists with recruiting efforts. All dealers in our area of responsibility communicate regularly with the school and know the needs of the program. John Deere Corporate has implemented a "push" to add a 28% increase in the number of technicians by 2020. With this help and the dealer support, the program should have good sustainability with normal recruiting efforts (i.e. current budget). Our supporting dealers send approximately 75% of our students to us and the remainder of students are through recruiting efforts. The department does not feel that any changes need to be implemented towards recruiting.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the emphasis area. What are the student qualities sought by the emphasis area and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the emphasis area?

> A large percentage lack the reading, writing, math and communication skills required for college-level education and higher-level diagnostic processes. With the large enrollment every year, selective admissions would be a good tool to use in order to ensure that the students with highest potential are accepted. This would help increase retention rates and provide a better performing student to the workforce.

D.4 <u>Student Organizations:</u>   Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the emphasis area which enrich a student's educational experience.

> Currently there is not one set up through our department. It has been discusses before to incorporate SkillsUSA into the program, however there is no AG division. In light of this review, the department will begin to look into National Technical Honor Society as a means of national organization in which the students could join.

D.5 <u>Student Assistance:</u>   Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

> Our students come in sponsored by a dealer on a path to full-time employment. Our department guidelines state that the student must have a sponsoring dealership, which results in a 100% graduation job placement. While some receive external scholarships, most have a well-planned path for employment and have few special needs or requirements.
>
> Students in our department have access to the Comprehensive Learning Center (CLC) tutoring center provided by GCCC, and can get free tutoring by the certified tutors in the center. Good performing students in our department can be referenced to work as tutors and gain their certification as a tutor in the CLC tutoring center. Students participating in the Kansas Bridges to the Future program can also get private tutors for their STEM courses.
>
> Instructors in the department are well trained in proper teaching techniques including using differentiated instruction, which gives students a multitude of learning paths to ensure proper knowledge transfer. Use of Dropout Detective in Canvas gives instructors and advisors quick insights to students and advisees status. Instructors in the John Deere department work closely with our disabilities coordinator on campus to make sure that all our students with special needs receive the accommodations they need.

D.6 <u>Student and Alumni Achievement:</u>   Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the emphasis area? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

> Although we do not officially collect data on this, John Deere corporate does collect the data in this area. Unfortunately, we do not have access to that information. However in the future we will start to collect this data for the next program review. We know that all our students are fully employed in their industry when they leave the program. All students have signed employment agreements when they enter the program and part of that agreement includes full-time employment for the student at a John Deere dealership upon completion of the program. Basically, this means the program has a 100% placement rate. Our alumni regularly come back to the program and provide meaningful feedback regarding their experience and we have many of their supervisors on our advisory board. Also, most of the students (we do not have exact data, but John Deere does) continue with their training and certifications after leaving the program.

Table D.7 - GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the emphasis area compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

	GPA Trend									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg
Non-resident (International)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black, non-Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2.492	2.694	2.781	2.759	2.734	2.736	3.335	2.812	3.178	2.777
American Indian or Alaska Native	2.420	2.708	2.254	2.728	3.321	3.089	3.348	2.857	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	2.854	3.518	2.534	2.967	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Race/ethnicity Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, non-Hispanic	2.863	3.077	2.731	3.136	2.897	3.083	3.121	3.176	3.146	3.194
Female	2.806	2.952	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	2.803	2.829	2.729	2.856	2.874	2.792	3.150	2.846	3.154	2.807

Table D.8 - Completions Analysis by Ethnicity: The completions table includes emphasis area completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions**										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0	0	0	0	0	0
Hispanic	1	2	0	0	0	2	0	3	0	1
American Indian or Alaska Native	0	0	0	0	0	0	0	2	0	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	0
White, non-Hispanic	1	12	0	11	0	12	0	25	0	10

*For purposes of these data, program refers to degree-granting, credential, certificate, and licensure emphasis areas.
**Data are based on past federal IPEDS reports. Whenever possible, areas should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, emphasis areas may supplement and elaborate on this exhibit with data they have kept internally.

D.9 - Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the emphasis area between July 1st and June 30th of each year. Emphasis areas may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

Table D-9a – retention rates

One-year retention rates (Fall to Fall)											
5-year average		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
217	84.33	38	89.47	42	73.81	58	79.31	45	93.33	34	88.24

Table D-9b – graduation rate (150% of time)

Program 3-year graduation rates													
5-year total			Entering cohorts Fall semester										
			2010		2011		2012		2013		2014		
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	
34.09	220	75	38.1	42	45.00	40	44.74	38	23.81	42	24.14	58	

Table D-9c – Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2012			2013			2014			2015			2016		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
16	71.44	6.38	11	74.55	1.09	14	71.21	3.71	30	70.73	4.83	11	69.64	2.36

Table D-9d – program graduates time to degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2012-13		2013-14		2014-15		2015-16		2016-17	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
2	16	2	11	2	14	2	30	2	11

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the emphasis area's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the emphasis area. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

a. What does the evidence from above data suggest regarding how well your emphasis area is producing successful students?
b. List specific events/activities that the emphasis area uses to increase student retention and degree completion.
c. Provide your best practices for tracking students who leave the emphasis area (without completing) and any follow up you may do with these students to determine why they have left.
d. Identify any areas in need of improvement for producing successful students.

A. The emphasis area shows that we have an up and down effect on graduation rates. This is due to numerous factors that all play in part through different times. A large faculty turnover has taken place over the last few years which has lead to program management issues. To address this, we recently hired a new full-time faculty member with experience in the industry and with local dealership. This new faculty member also is an alumnus of the program and has ties to local dealerships. The new faculty member will work closely with the Dean of Tech Ed on management and leadership duties of the program. Additionally, the new faculty member has engaged with local stakeholders to begin developing deeper relationships that will strengthen the program and its reputation. Dealership student selection processes is a varied and evolving process that is going through some changes. We hope to make a significant change to this entire process of student selection/admission.

B. Accuplacer testing at the beginning of the year can help the school gather better students which would increase student retention. As a department, the most important thing we strive for is to have a good relationship with the students to help them feel more comfortable in the program, with the intent of, if they are struggling with issues that are pulling them away from the program to be able to talk to an instructor.

C. We do not currently have a tool for tracking students who have not completed the program. Any information, which we have, is informal only.

D. Selective enrollment process would help bring in a higher quality of student, which would increase graduation and retention rates. Upgrading current facilities and infrastructure would help attract more students and retain those that are in the program as well.

Component E: Academic Opportunities and Class Size

Table E.1 – Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

| Special Study Option | Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program | | | | | | | | | |
| | Academic Year 2012-13 | | Academic Year 2013-14 | | Academic Year 2014-15 | | Academic Year 2015-16 | | Academic Year 2016-17 | |
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Concurrent Enrollment (Outreach-HS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dual Credit Enrollment (Outreach-HS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On-line courses-GCCC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On-line courses-EDUKAN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On-line courses-Contract	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Face to Face courses	37	922	37	1056	51	1451	43	819	29	784
Internships/practica	37	111	37	111	51	153	43	129	29	87
Independent study, tutorials, or private instruction	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Developmental courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table E.2 - Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category.

> *Class Sections:* A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

> *Class Subsections:* A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

| Class Size per Academic Year | | | | | | | | |
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2012-13 Class Sections	1	19						20
2012-13 Class Sub-Sections								
2013-14 Class Sections	1	6	13					20
2013-14 Class Sub-Sections								
2014-15 Class Sections	5	30		1				36
2014-15 Class Sub-Sections								
2015-16 Class Sections	2	11	2	4				19
2015-16 Class Sub-Sections								
2016-17 Class Sections	1	14	6					21
2016-17 Class Sub-Sections								
Totals Across 5 Years	10	80	21	5				116

Table E.3 Non-credit Courses: If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses					
Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing
	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the emphasis area's class sizes and, if relevant, the impact on student learning and emphasis area effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on emphasis area quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

The emphasis area's class size is set and enforced by the corporate partner, which is 20 incoming freshmen. A strong demand for qualified technicians and consistent near capacity or the occasional over-capacity class sizes supports the upward trend. Current size is maximum 20 incoming freshmen, which is the proper amount of students for a good teacher/student ratio. Any increase in student amount would require an increase in faculty.

No special study options have been created for the students, but they are encouraged to study together. Although not formal, the majority of John Deere students live on campus near each other, which helps provide a good opportunity to study as a group.

Component F - Student and Constituent Feedback

F.1 <u>Student Feedback:</u> Summarize available findings that relate to emphasis area quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the emphasis area met their needs, the area's strengths and weaknesses, and suggestions for improving the emphasis area. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding emphasis area quality. What changes need to be made to meaningfully incorporate students into the program review process?

> Currently there are no tools such as exit interviews and instead we rely on an informal questionnaire asking the students to describe how they felt about the program. A more formal questionnaire needs to be created and have all students fill out each semester to help fill in gaps that may be missed throughout the program. JDAT 214 is Electrical III and one of the last classes that students will take in their tenure as a student. This would be the correct place to insert a formal questionnaire and start to track feedback data.

F.2 <u>Alumni Feedback:</u> Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to emphasis area quality. When possible, include data indicating how well the emphasis area met the alums' goals and expectations, how well they think the emphasis area prepared them for next steps professionally and academically, and any emphasis area changes they recommend.

> See F.1 for similar answer. This is not a tool we have in place, so we do not have formal feedback from alumni.

F.3 <u>Employer/Supervisor Feedback:</u> Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or emphasis area quality. Comment on the level of preparation given to students as a result of the emphasis area.

> A formal feedback system needs to be created and sent to graduated students and their supervisors within six months of graduation allowing us to start gathering the information and tracking student progress. Currently we just use casual discussions whenever contact is made with supervisors. Advisory board meetings are a good place to gather this type of information as well and we can start to have questionnaires as a part of those meetings.

F.4 <u>Constituent Feedback Analysis:</u> Analyze the emphasis area's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the emphasis area solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

> As stated in F.3, a formal feedback system needs to be created and implemented creating a contact with alumni and supervisors.

Component G - Resources and Institutional Capacities

G.1 <u>Information Literacy and Library Resources:</u> Information literacy can be understood as the ability to "recognize when information is needed and...to locate, evaluate, and use effectively the needed information" (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the emphasis area. What resources are needed for your emphasis area in this area?

> Students in our program are enrolled in a College Success course, which allows them the opportunity to learn where and how to gather information ensuring that students have full access to the resources that may be needed through their time at GCCC. We have a high level of adequate and available library and information resources provided for both faculty and students. Our library has a large number of resources available onsite as well as many remote resources. Faculty and students can utilize the resources provided through the many available research databases (six at this time) available in the library's website. Faculty and students can also checkout resources though the interlibrary loan system at our library's campus.

G.2 <u>Resource Analysis:</u> Discuss the process used by emphasis area faculty to secure needed resources for the emphasis area. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the emphasis area's effectiveness at securing necessary resources to ensure emphasis area quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

> Non-budgeted resource acquisition typically originates from several sources that include, but not limited to, corporate inventory supply, dealer donation, and grants. Nearly all resources for the program can be considered non-budgeted, since no budget has ever been created for the purchase or maintenance of said resources. This requires the program to rely heavily on corporate and dealer donations for tools and equipment for overall daily operations. Update and maintenance on equipment can be very costly so maintaining a good budget helps regulate when big expenses will be needed.

Table G.3 - Budget and Enrollment Analysis: Insert emphasis area data from at least five academic years. Contact Deans for data.

Academic Year	Operational Budget (do not include salaries)	+/- % change in budget from prior year	Program SCH Enrolled	+/- % change in SCH from prior year	+/- % change in income from prior year
2012-13	$17,890.00	n/a	2,109	n/a	n/a
2013-14	$19,705.00	9%	2,109	0%	
2014-15	$25,685.00	23%	2,907	37.8%	
2015-16	$23,250.00	-10%	2,451	-18.6	
2016-17	$20,000.00	-16%	1,653	-48.3%	

G.4 <u>Analysis of Acquired Resources:</u> Since the last program review, identify each major emphasis area resource acquisition and its direct or indirect impact on emphasis area growth or improved quality. Discussions of impact should include the measureable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the emphasis area or faculty on student learning, enrollment, retention, revenue or other emphasis area indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the emphasis area.

No previous information was available as this is the first review. Currently there are several items that are needed in order to help maintain the program. New equipment is one of the biggest issues that we face. Although John Deere allows us to use 3 brand new tractors each year, we can not effectively use them as teaching tools. We are not allowed to bug them or place faults within them as they will be sold off to a customer the next calendar year. Our current tractors that we use are approximately 30 years old and are not very relevant to what the students will be seeing in the field after graduation.

G.5 <u>Resource Allocation Relative to Capacity:</u> Analyze trends in the emphasis area's operational budget as it relates to emphasis area enrollment, emerging needs, and emphasis area goals. Has the budget increased or decreased in proportionate response to emphasis area growth? Using evidence obtained from this review and other data, discuss your emphasis area's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if an emphasis area has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if an emphasis area has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

The number of students has remained steady for a long period of evaluation, and the budget has stayed steady. Through Perkins and John Deere funding we have maintained the shop as needed. If special requests are needed, we discuss options with GCCC about how to acquire the necessary funding to support the projects needed. If the number of students increase, the budget needs to increase to match.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the emphasis area and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

The John Deere Ag Tech program is functioning very well but we are coming to a point of needing to make some major upgrades in terms of equipment and facilities. Over the next few years, we are going to start working very closely with John Deere and companies that donate to our program in search of a way to get new tractors and combines.

Local communities, John Deere and GCCC, have supported a want for expansion. However, that cannot happen with a physical expansion for our facilities. We cannot hold any more students than our current maximum of 20 and we do not have the materials needed to teach more students than that. As we start to look towards possible expansion, we will need to figure in the cost of gathering new materials and either upgrading our current location, or moving to a new facility and what it would take to make that work for our program.

Gathering more information from students that have graduated from themselves and their companies needs to be of top priority. We have been lacking in formal communication as seen by component section F. In the future, we will open up a better line of discussion rather than just relying on the advisory board meetings, which are held once every six months.

Program Emphasis Area Goals with Recommended Action Steps

Emphasis Area Name: John Deere Ag Technology   Date:_____5/08/18_____

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other emphasis area indicators of success. Set reasonable, measureable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response, as well as the Mid-Cycle Status Report and ongoing strategic planning process.**

(Attach *this* year's "Program Goals with Recommended Action Steps" as Template Appendix A in your emphasis area's *next* program review. See "Schedule of Future Program Reviews" document, next page, for date of your next review.) You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Our goal is to maintain the high quality that we produce.	Starting the 2018-2019 a new program director has been hired to ensure the retention of high quality.	Continuous	Graduation and retention rates		Medium	Maintaining the high level of quality will produce excellent students and good employees for donating businesses
B - Faculty Characteristics and Qualifications	Continue Education	John Deere programs and IBT	Continuous	Passing John Deere Testing	John Deere Online and Wichita based trainings	High	Bringing in new knowledge and techniques to the classroom will increase student knowledge
C - Quality of Curriculum and Student Learning	Change instructors for certain classes	Swap JD instructor for certain classes	Fall 2018	Student progress and knowledge retention	None	Medium	Student learning should increase
D - Student Enrollment and Success	Working on changing acceptance criteria	Working with dealers to build new criteria and more difficult entrance exam	Fall 2019	Higher reading, writing and math skills with accuplacer. Interview with instructors		Medium	Will only allow a higher quality of student into the program

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
E - Academic Opportunities and Class Size	Size is correct. Will maintain						
F - Student and Constituent Feedback	Build a questionnaire for graduates	Lead instructor send out email and maintain connection with graduate	Fall 2018	Follow each graduating class and keep track of information	Questionaire that can be emailed	High	Have good feedback from former students and businesses that hired them.
G - Resources and Institutional Capacities	Acquire updated facility to grow into and more modern equipment	Gain access to a newer and larger shop with better equipment and flow	Fall 2019		Financial backing from several different locations, GCCC, American Implement, etc.	High	Will help attract more students to the program and have a much better learning environment
Summary Conclusions	Acuiring a more updated and larger shop and classrooms is necessary before increasing the class size. Current facilities need a lot of renovation and would be a good opportunity to upgrade shop size without having to spend money on a shop that won't allow for growth	Create a better connection and following of graduates and dealerships .		Create documents to be able to track and monitor current and graduated students.	For the big projects, high financial backing will be needed to ensure that growth can be obtained.		Working on ensuring that students have the highest quality of education is of top priority. Following these recommendations with help lead to that.

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix B

Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.

Appendix E

Instructor Development (45pts)		
Instructor Training	2	Unger- 86 WBTs, 0 DLC, 0 ILT Steinle- 58 WBTs, 0 DLC, 0 ILT
Core Certified (All instructors must be core certified)	10	All Core Certified
IDW (At least one instructor must attend each year)	10	both instructors attend IDW
Instructors Attend Quarterly Update	5	
IDW Pre-requisites - All Instructors **Deadline: August 31**	5	both instructors attend IDW
EDUCATE Credits (average for all instructors) Deadline: August 31	10	Avg = 72
Internships (15 pts)		
Dealership/Internship Communication (JD Tech Internship Evaluation Forms)	10	
Intern Preparedness Form	5	
Dealer Advisory Board Meetings (25 pts)		
Dealer Advisory Board Utilization	10	meetings on 10/8/15 & 3/2/16
Advisory Board Meeting Save The Date Sent Out **Deadline: Fall Meeting - One month prior to meeting**	0	
Advisory Board Meeting Save The Date Sent Out **Deadline: Spring Meeting - One month prior to meeting**	5	
Semi-Annual Dealer Updates	3	
Student X Numbers (5 pts)		
Students Dealership X Numbers **Deadline: 1 Month after class starts**	5	
Facilities / Image (84 pts)		
Inventory Storage	10	
Outdoor Signage	5	
Indoor Signage	5	
Area of Responsibility	10	
College Partnership Manager Suggested Short Term Changes	15	**
College Partnership Manager Suggested Long Term Changes	10	**
Technology (computers & software)	4	
Website	4	
Instructor Appearance/Image	5	
Processes (25 pts)		
Inventory process	10	
Recruiting/promotion	5	
Student Tracker Form Quarterly Review **Deadline** September 30, December 15, March 4, May **:**	0	
Budget Management **Deadline** **August 1st** **:**	5	
Scholarships (15 pts)		
Scholarship Grant Form **Deadline: February 15**	5	
Scholarship Acknowledgement Form **Deadline: April 15**	5	
Scholarship Recipient Form **Deadline: October 1**	5	
General: College (10 Pts)		
Students (JD Uniforms)	5	
Student Retention	3	31/40 78%

Safety (30 pts)		
Safety Class	10	
Safety Equipment Available Daily	10	
Safety Equipment Utilized During Tours/Open Houses	5	
Safety Violations	5	

COT Score	221
COT Ranking	Silver

COT Scoring Guide

Categories	Ranking
JD Tech COT Year - August 31st 2015 to August 31st 2016	
Instructor Development (45 pts)	
Instructor Training	2-All Instructors complete 20 credits via WBT's 3-All instructors complete 20 credits via WBT's and take one DLC 4-All instructors complete 20 credits via WBT's and take one DLC. One instructor attends IDW 5-All instructors complete 20 credits via WBT's and take one DLC. One instructor attends IDW and a course at a John Deere training center **Notes:** "WBT = Web Based training"
Core Certified	0 - Not all instructors John Deere Core Certified 10 - All instructors John Deere Core Certified
Instructor Development Week	0 - Did not attend Instructor Development Week 5 - 1 instructor attended Instructor Development Week 10 - 2+ instructors attended Instructor Development Week
Instructors Attend Quarterly Update	3 - One instructor attends quarterly update 5 - All instructors attend quarterly update
IDW Pre-requisites - All Instructors Deadline: August 31	0 - Did not complete 5 - All instructors completed all IDW pre-reqs by deadline
EDUCATE Credits (average for all instructors) Deadline: August 31	0 - Educate credit average in JDU for all instructors - 0 to 24 5 - Educate credit average in JDU for all instructors - 25 to 44 10 - Educate credit average in JDU for all instructors - 45 and over

Internships (15 pts)	
Dealership/Internship Communication (JD Tech Internship Evaluation Forms)	0 - No contact/communication 5 - All internship evaluation forms completed and reviewed with College Partnership Manager 10 - All internship evaluation forms completed and reviewed with College Partnership Manager and at least 1 visit per student to each dealership during each internship
Intern Preparedness Form	0 - Not provided to dealer 5 - Intern preparedness form provided to dealer and reviewed with College Partnership Manager
Dealer Advisory Board Meetings (25 pts)	
Dealer Advisory Board Utilization	0 - No meetings 5- Fall advisory board meeting completed 10 - Fall & Spring advisory board meeting completed. One face to face and
Fall Advisory Board Meeting Save The Date Sent Out	0 - Did not meet deadline 5 - Completed prior to deadline
Spring Advisory Board Meeting Save The Date Sent Out	0 - Did not meet deadline 5 - Completed prior to deadline
Semi-Annual Dealer Updates	0 - No updates 3 - One newsletter update sent out via email or mail to all John Deere dealers that have ever sponsored a student in your program - OR - School maintains a Blog or Facebook page designated for your program 5 - Two or more newsletter updates per Deere COT year
Student X Numbers (5 pts)	
Students Dealership X Numbers Deadline: One month after class starts	0 - Not all student dealership X numbers submitted by deadline 5 - All student dealership X numbers submitted by deadline using the official student tracker form. Student tracker form updated at graduation with Core test scores and dates

Scholarships (15 pts)	
Scholarship Grant Form Deadline: February 15	0 - Did not meet deadline 5 - Completed prior to deadline using official scholarship forms
Scholarship Acknowledgement Form Deadline: April 15	0 - Did not meet deadline 5 - Completed prior to deadline using official scholarship forms
Scholarship Recipient Form Deadline: October 1	0 - Did not meet deadline 5 - Completed prior to deadline using official scholarship forms
General: College (10 pts)	
Students (JD Uniforms)	0 - No process/enforcement 5 - All students wear a dealer/school uniform
Student Retention	1 - 0% to 60% Per Class 2 - 61% to 70% Per Class 3 - 71% to 80% Per Class 4 - 81% to 90% Per Class 5 - 91% to 100% Per Class
Safety (30 pts)	
Safety Class	0 - No safety classes for students 5 - Students take a safety class 10 - Students take a safety class as well as a forklift course
Safety Equipment Available Daily	0 - Not enough safety equipment available 10 - Safety equipment assigned or readily available for all students and instructors
Safety Equipment Utilized During Tours/Open Houses	0 - Not enough safety equipment available 5 - Safety equipment readily available for all students, instructors and visitors during tours and open houses
Safety Violations	0 - Safety violations during each visit 3 - Safety violation during one visit 5- No safety violations
Total Possible Points	**254**

Total Possible Points	254		
Total points available - 254			
Ranking	**Points Needed**	**Awards**	**Exceptions**
Platinum	241 - 254	- 1 instructor may attend a regional training program of their choosing * - Additional scholarship dollars or Pay for 1(US)/2(CA) instructor to travel to IDW** - John Deere TECH CoT jacket - Plaque	*Travel and enrollment based on seat availability **Maximum of $1000 (US), $500 (CA)
Gold	229 - 240	- Additional scholarship dollars or Pay for 1(US)/2(CA) instructor to travel to IDW* - John Deere TECH CoT jacket - Plaque	*Maximum of $1000 (US), $500 (CA)
Silver	216 - 228	- John Deere TECH CoT jacket - Plaque	
Bronze	203 - 215	- Plaque	

Short Term Goals		
	Mid Year	**Final**
Number of short term goals	6	6
Number of short term goals completed	3	3
Percent complete	50%	50%

	Goal	Status	Status
1	Address Housing concerns for JDAT students	Done	Done
2	Installed new solvent tanks from safety kleen to address	Done	Done
3	Painted Door and cleaned up and organized tool room.	Working	Done
4	Implementing new system to track bolt and parts	Working	Done
5	Reapply for Perkins for A/C trainer and equipment.	Working	Done
6	Clean and Organize outside storage area and shop, and	Done	Done
7	Fill program enrolment by end of school year	Working	Done
8	Implement video bullentin for program	workng	
9			
10			

Long Term Goals		
	Mid Year	**Final**
Number of long term goals	1	1
Number of long term goals completed		
Percent complete	0%	0%

	Goal	Status	Status
1	Paint inside of Shop	pending	
2	Acquire another shipping container to mount dyno into for	working	
3	Acquire "newer" training aids (IVT, etc)	working	Done
4	Explore possibility of facility expansion	working	Done
5	Upgrade all program computers	pending	
6	Increase retintion	working	