

# **Assurance Argument**

# Fort Scott Community College

**Review date: 6/15/2020**

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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*1.A.1 The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.*

The [mission statement](#) was approved and adopted by the Fort Scott Community College Board of Trustees, the locally elected governing body of the institution. The mission statement was reviewed during the early stages of the strategic planning process in 2016. Fort Scott Community College's mission statement was not revised as part of the strategic planning process, as it was determined the mission was broadly understood within the campus community and accurately guided college operations. The strategic planning process included all faculty, staff, three students, and two FSCC Board of Trustees members.

The Board of Trustees adopted a [vision statement](#) in 2017 to help guide long-term planning for the college. A new strategic planning process was implemented in 2017 and a strategic planning committee was established. The strategic planning committee members included faculty, staff, students, and Board of Trustees members ([minutes for Feb. 2020 Strategic Planning retreat](#)). The strategic planning committee reviews, revises, and updates the strategic plan, the vision, and the mission statement every three years.

In February 2020 the strategic planning committee participated in a retreat where the format of the [strategic plan](#) was updated to include key performance indicators and the level of integration for each strategic goal. The mission and vision statement were reviewed during the strategic planning retreat with no revisions. During the retreat the committee proposed the college adopt Core Values to strengthen and further articulate the long-term commitment to student success, community enrichment, operating in a safe and diverse environment, and responsible stewardship of all resources ([Strategic Planning Meeting Agenda](#)). The core values and the updated strategic plan were adopted by the board at the [May 2020 Board of Trustees meeting](#) (p.38).

**Core Values:**

*Personal success and growth: Empower students, community, and employees to attain their goals by providing opportunities in a supportive, safe environment.*

*Integrity and Respect: A focus on communication, relationships and experiences that value students, community, and employees; fostering a safe environment for all.*

*Diversity and Inclusion: Operate as one college in purpose, plans, priorities, and processes.*

*Stewardship: The careful, transparent, and responsible management of all resources under our care, including monetary, physical, and human resources.*

**Mission:**

*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.*

**Vision:**

*FSCC's vision for the future is to support "Students First, Community Always" through a central focus on teaching and learning; advancing strong, innovative programs and departments; maximizing and leveraging opportunities; initiating efficient and effective processes; and developing the region's workforce.*

The above core values, mission, and vision statement are supported by the five goals in the strategic plan.

Goal 1: Foster relationships with the communities FSCC serves

Goal 2: Cultivate quality enhancements for education and learning

Goal 3: Promote student success

Goal 4: Through fiscal responsibility, ensure reliable and safe facilities and equipment

Goal 5: Promote employee engagement

*1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.*

Goals 2 and 3 of the strategic plan are focused on quality educational programs, teaching and learning, and student success; therefore, guiding the strategies and improvements of Fort Scott Community College's academic programs, student support services, and enrollment to meet the needs of our students. The first strategy of Goal 2 is to "Improve the academic processes" using tactics that include reviewing and developing the academic affairs policy manual, establishing deadlines for schedules and catalog updates, and reviewing aggregate data to improve assessment processes.

Strategy 2 of the cultivating quality enhancements for education and learning goal is to maintain compliance with accreditors and oversight agencies. The stated tactic of Strategy 2 ensures curriculum alignment between degree audits, catalog information, and the Kansas Board of Regents Program Inventory. Another tactic listed in Goal 2 of the strategic plan is to provide faculty and staff training regarding compliance with oversight agencies (e.g. KBOR) in order

to maintain effective and transferable academic programs.

FSCC offers [academic programs](#) that prepare students for transfer to 4-year institutions and technical programs that allow students to earn a certificate or associate in applied science degree and move directly into the work force.

Promoting student success is a stated goal of FSCC's strategic plan and a core function of our student support services. The college began an internal study in 2014 to track persistence and retention rates, and FSCC has seen [improvement annually with each new initiative](#). The college participates in the National Community College Benchmark Project. The annual report that compares our college to national data contains more than 150 benchmarks allowing us to assess and plan how best to meet student needs.

Tactics identified in our strategic plan that address student support include; developing a course schedule that meets student needs, increased communication with division chairs concerning student scheduling, development of a document for employees to assist with student inquiries, and maintaining a timely enrollment process. The student support departments ensure students receive assistance with enrollment, tutoring services, financial aid, transfer of programs/credit hours, and information regarding campus activities and student organizations. The National Community College Benchmark Project data indicates FSCC has maintained a [student services and financial aid staff ratio lower than the national median](#), as there are fewer students per FSCC student services staff member. The positive ratio demonstrates our commitment to the Strategic Plan Goal 3: Promote Student Success as students have more opportunity for one-on-one academic advising and financial aid advising.

The FSCC advising department provides professional, confidential academic advisement which includes assessment of all first-time, full-time students to evaluate students' skills in reading, writing, and mathematics. Students who require additional instruction are advised to enroll in developmental coursework to improve their ability to be successful in college-level math, reading, and English courses. Fort Scott Community College's [performance agreement with the Kansas Board of Regents](#) includes indicators that increase student retention rates, success rates of non-college ready students, and success rates of college-ready students.

The Fort Scott Community College Student Success Center provides students with a quiet testing and tutoring environment, allowing them to concentrate and achieve their educational goals. Free tutoring for a variety of subjects is available for individuals and classes.

FSCC offers a wide variety of student activities including Band, Christians on Campus, Collegiate Farm Bureau, Choir, Greyhound #SocialSquad, Livestock Judging, Meats Judging, Miami County Campus Ambassadors, Orchestra, Phi Theta Kappa Honor Society, President's Ambassadors, SkillsUSA, Sports Broadcasting, STEM Club, Student Nursing Organization, and Theatrical Productions. The college also offers a variety of events geared toward student involvement and enhancing the collegiate experience with co-curricular activities. Students have the opportunity to compete in a variety of collegiate athletic programs for men and women. The college is a member of the Kansas Jayhawk Community College Conference, a division of National Junior College Athletic Association, and participates in the following sanctioned sports: softball, baseball, men's and women's basketball, eSports, men's and women's golf, volleyball, football, men's and women's rodeo, spirit squad, men's and women's track and cross country.

*1.A.3. The institution's planning and budgeting priorities align with and support the mission. (This*

*sub-component may be addressed by reference to the response to Criterion 5.C.1.)*

Goal 4 of the Fort Scott Community College [strategic plan](#) addresses fiscal responsibility and reliable, safe, facilities, and equipment. To ensure a culture of fiscal responsibility the college has identified the need to develop a maintenance and deferred maintenance plan. The institution has already developed a [long-range technology plan](#), [logistics procedure](#), and [e-waste disposal plan](#) to ensure fiscal responsibility.

The Vice President of Business and Operations promotes and communicates the colleges budgeting priorities and develops the [annual operating budget](#). The budget is developed through a collaborative, strategic process where each budget manager submits a [budget request form](#) which includes the budget amount requested, explanation of request and the FSCC goal or strategic initiative the request is linked to. The final budget is developed with priority given to the expenditures that align with the goals and strategies set forth in the strategic plan which support the college's mission, vision, and core values.

## Sources

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- 2B - Viewbook Degrees Certificates
- Budget Forms
- Budget Resource Alloc
- Budget Special Request Form
- IT E-waste disposal process
- KRSN List FSCC
- Logistics Procedure
- May 2020 BOT Agenda
- Mission Statement - Web
- Mission Statement\_Catalog\_18-19
- Mission Vision Values - BOT Packet -Approved 5.18
- NCCBP Student Services Staff Ratio
- Performance Agreement 2019
- Retention Rates - FSCC vs Average of All Community Colleges 3-2-2020
- Strategic Plan Updated 2020
- Strategic Planning Meeting Feb 2020 - Powerpoint Agenda
- Strategic Planning Meeting Minutes Feb 20
- Systemwide Transfer Courses
- Tech\_Plan\_2016

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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*1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.*

Fort Scott Community College's mission statement is a public document and is posted in multiple locations and in all college facilities. The mission is also published in the [College Catalog](#), [Annual Report](#), on the college website, and is communicated to stakeholders of the college. Framed copies of the FSCC mission statement are displayed in all college buildings and at all FSCC locations. The importance of the college mission, and how the mission guides day-to-day and long-term planning, is communicated to the public, external stakeholders, and all communities served by the college by the President and Board of Trustee's Chair.

The college mission is reviewed through the strategic planning process every three years. Revisions or updates to the mission statement are submitted for approval to the Board of Trustees and communicated to the public following approval.

*1.B.2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.*

Fort Scott Community College's current mission statement was reviewed in February 2020 by the strategic planning committee and the committee recommended not revising the mission statement. The mission statement assures the institution is committed to all stakeholders and guides the strategic planning and decision making process. The [strategic plan](#) is based on the [mission statement](#) and establishes the goals, strategies, tactics, and key performance indicators used to document and implement FSCC's institutional objectives.

The FSCC mission outlines the institution's commitment to teaching and learning which is reflected in [Goal 2 of the strategic plan](#), "cultivate quality enhancements for education and learning." The mission states, "affordable academic, technical, and occupational programs to meet student needs" and the [course catalog](#), [course schedule](#), [degree offerings](#), articulation agreements, and [program guides](#) emphasize the value to students who complete degrees or certificates in

academic or technical fields of study.

*1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

The mission statement identifies Fort Scott Community College is an institution of higher learning that offers affordable academic, technical and occupational programs, providing an open access environment to all stakeholders. The FSCC mission statement also expresses our intent to meet student needs as aligned with the strategic plan, [Goal 3](#), focused on promoting student success via quality educational programs and high quality pedagogy. The nature, scope, and intended constituents of FSCC is further evidenced as the mission statement explicitly states the institutional dedication to meeting student needs while "fostering a mutually supportive relationship between the college and its communities."

## Sources

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- 2B - Viewbook Degrees Certificates
- AA Degree Catalog
- Annual Report
- Mission Statement\_Catalog\_18-19
- Strategic Plan - Goal 2
- Strategic Plan - Goal 3
- Strategic Plan Updated 2020

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### *1.C.1. The institution addresses its role in a multicultural society.*

The institution addresses its role in a multicultural society in the [mission statement](#) which directly states "Fort Scott Community College is an institution of higher learning with a long history of culture and diversity." In addition, Fort Scott Community College's [core values and mission](#) reflect the institutional commitment to the role we play in providing a multicultural experience for our students and community. "*Diversity and Inclusion: Operate as one college in purpose, plans, priorities, and processes*" is one of FSCC's stated core values. The college is committed to students understanding the importance of a diverse and multicultural society as evidenced by the [general education outcomes](#) of the institution. This is specifically reflected in the social and cultural awareness outcome.

- Social and Cultural Awareness-Student demonstrates cultural self-awareness, identifying own cultural values and how values have framed comprehension of experiences; student identifies cultural diversity of other people and demonstrates multicultural perspectives in addressing complex global issues.

Program outcomes are aligned with general education outcomes to ensure implementation at the program and course level. The [program level outcomes for education](#) also addresses the institutional expectation for students to understand their role in a multicultural society. The program outcome addressing this within the education program focuses on students ability to:

- Recognize the role and impact of education in a multicultural society is one of the program level outcomes for education and reflects the colleges' awareness of the critical need for students to understand the role of a multicultural society.

Recent national events concerning the death of George Floyd initiated a [response from the college President](#). The letter was published on the website and in two local newspapers addressing racial injustice, and how it relates to FSCC. The institution has a [diverse student body](#) and believes it is important for FSCC students, faculty, staff, and community members of color to know they have a safe home at FSCC. A Diversity, Equity, and Inclusion task force, consisting of community members, students, faculty, and staff, will give guidance and advice to focus on embedding diversity, equity, and inclusion into the institution's day-to-day activities and culture. The task force members are scheduled to meet August 7, 2020 to draft the mission, scope, and purpose of the task force.

#### *1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.*



One of the ways Fort Scott Community College demonstrates an emphasis on inclusion and diversity is by housing the Gordon Parks Museum in the Ellis Family Fine Arts Center at the main campus location. The mission of the museum is to honor the life and work of Gordon Parks, internationally-known photographer, filmmaker, writer, and musician; and to use his remarkable life story to teach about artistic creativity, cultural awareness, and the role of diversity in our lives. The Gordon Parks Museum is utilized as a resource by instructors, activity directors, coaches, and the community to teach the rich history of Gordon Parks and how his legacy exemplifies cultural advancement that comes from human diversity. Gordon Parks established himself as photojournalist for *Life Magazine*, chronicling the Civil Rights movement for two decades. As a filmmaker, Gordon Parks was the first African-American to direct a major Hollywood production with the poignant memoir of his youth, *The Learning Tree*, which was filmed in Fort Scott. Gordon Parks legacy, personal effects, and memorabilia on display at the museum allows the institution to maintain an emphasis on inclusion and diversity, providing an important example for FSCC students and the community about how instrumental the awareness of diversity can be in changing societal norms.

Intercollegiate athletics and activities establish a very diverse student population on the main FSCC campus and allows students from rural communities, urban areas, small towns, and big cities to interact. E-sports, football, men's and women's rodeo, meats judging, men's and women's basketball, theater, volleyball, and vocal music are examples of the multitude of opportunities students have to showcase their talents or interests, and possibly earn scholarships to attend FSCC. Many of the institution's student athletes and activity participants live in on-campus housing. This gives students the opportunity to develop relationships with individuals from a multitude of diverse backgrounds. This experience gives our students a much better understanding of the commonalities we all share, and an appreciation for diversity and inclusion.

Consistent with the mission of a "long history of culture and diversity that provides affordable academic, technical and occupational programs to meet student needs," the college's recruiting materials, photos, videos, and other printed materials include a culturally diverse representation of students and faculty. The college beliefs and practices of diversity and inclusion is further demonstrated by our commitment to address diversity in our learning outcomes, vision, and core values.

FSCC had 870 full-time students in the [Fall 2019-2020 IPEDS](#) enrollment report. The report indicates the diversity of the institution:

- Hispanic/Latino: 66 students
- Black or African American: 119 students
- Two or more races: 50 students
- White: 610 students
- All other races: 25 students

As reported within the IPEDS enrollment information, 42.6% of the institutions full-time undergraduate student population represent a minority race or ethnicity. As evidenced by the diverse student population, an institutional focus on recruiting and maintaining a diverse and inclusive population is reflected in alignment with FSCC's core values, vision, mission, and strategic plan. The college employs 138 full-time individuals; 17.4% (24 out of 138) identify as non-Caucasian, representing a diverse workforce. The diverse workforce of the college provides non-Caucasian students with role models who the students can relate to. The institution believes it is important for students to have role models that can identify with their backgrounds and experiences; FSCC actively seeks to hire qualified candidates from all races and ethnicities to align with the diversity of the

student body. Fort Scott Community College is located in a region lacking ethnic diversity, which can result in difficulty attracting non-Caucasian candidates for open positions at the college. Hiring employees with multicultural experiences is a priority to the institution, as this priority aligns with the [mission](#) of the institution. The college addresses diversity internally through the hiring process in which it is clearly stated in every application that FSCC does not discriminate on the basis of race, color, national or ethnic origin, age, gender, or physical disability.

## Sources

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- Education Program Outcomes
- General Education Outcomes
- IPEDS 2018 Student Demographics
- IPEDS Fall Enrollment 2019-20
- Mission Statement\_Catalog\_18-19
- Mission Vision Values - BOT Packet -Approved 5.18
- Open Letter from President Alysia Johnston

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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*1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.*

The institution's [mission statement](#) shows an understanding of the educational and cultural role Fort Scott Community College plays in serving the public and is focused on serving our tax base and surrounding communities with affordable educational opportunities.

FSCC understands that in order to serve the public and meet our mission, education has to be affordable and accessible. The institution does not have differential tuition rates for career programs that are more costly to administer, such as nursing. The institutional tuition rate per credit hour is the same for all academic and technical programs. In an effort to maintain our commitment to providing affordable academic and technical programs to the public, FSCC removed all online course fees and standardized tuition and fees for out-of-county and out-of-state students in 2018.

The college plays an important role in serving the public good by providing a skilled workforce for our region and county. Advisory boards for technical programs are comprised of local business and industry personnel who help guide program outcomes based on industry needs and trends. Many area businesses support FSCC's technical programs with supplies, materials, and expertise. Currently, the college offers career and technical education programs in multiple communities the college serves:

- Fort Scott (Main Campus, East Location, Burke Street Location)
  - Welding
  - Allied health
  - Farm and ranch management
  - Nursing
  - Agricultural technology/John Deere technician
  - Criminal justice
  - Cosmetology
- Crawford County Locations (Pittsburg Construction Trades - often referred to as CTEC, Frontenac Site - Harley Davidson, Pittsburg Education Center - Cosmetology)
  - Construction trades
  - Welding
  - Masonry

- HVAC
- Motorcycle service technology/Harley-Davidson
- Miami County location in Paola
  - Welding
  - Construction trades
  - Nursing
  - Allied health

Post-secondary and secondary students within these technical programs earn industry recognized credentials, and move directly into the workforce to help support our local and regional economy.

Concurrent and dual-enrollment courses are available to high school students within the institutional taxing district of Bourbon county. These courses are also available to secondary student in two additional counties (Linn and Miami) located in FSCC's service area. Secondary students can begin taking college courses as sophomores in high school, allowing for expedited degree or certificate completion.

*1.D.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Fort Scott Community College is an open access, public community college. The institution does not have any financial investors and is not owned by any organization, person, or company. The educational responsibilities of the college are clearly identified in the mission statement, core values, vision, and strategic plan, as noted in Criterion 1.B. The Fort Scott Community College Board of Trustees governs the institution, and is elected by the citizens of Bourbon County, Kansas.

To maintain quality programs, assessment of student learning utilizes comparative data from the Kansas Board of Regents, institutional program review, nationally-normed assessments (e.g. ETS Proficiency Profile), and student learning outcome data. [The National Community College Benchmark Project](#) is used to determine core indicators of institutional effectiveness compared to peer institutions. Assessment of student learning is discussed in-depth within Criterion 4 of the Assurance Argument.

*1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.*

Fostering a mutually supportive relationship between the college and its communities is stated in the Fort Scott Community College [mission](#) and the [strategic plan](#). FSCC levies a mill and receives financial support from Bourbon County. Because Bourbon County is the taxing district for the institution, the county is the primary community of interest. However, the institution engages and responds to many constituencies and communities to ensure the college is meeting the needs of all stakeholders. Communities of interest include Bourbon County constituents, the state defined service areas for FSCC: Linn County and Miami County (which are located geographically due north of Bourbon County), Crawford County (located geographically due south of Bourbon County and within the state defined service area for Pittsburg State University). FSCC works collaboratively with Pittsburg State University to offer two year programs and certificates to the constituents of that county. Dual credit courses are offered to thirteen secondary school districts via FSCC's Excel in CTE and Concurrent Education Programs.

## Sources

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- Mission Statement\_Catalog\_18-19
- NCCBP Executive Report
- Strategic Plan Updated 2020

## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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The mission statement is broadly understood throughout the college community. The Fort Scott Community College Board of Trustees approved the mission statement as the guiding principle for the institution in 2016. The mission statement was reviewed and reconfirmed in 2020. The vision statement and core values were developed through the strategic planning process involving stakeholders from across the institution. These core values and the vision align with and support the mission of the institution, and are a reflection of the culture. Fort Scott Community College publishes the mission, vision, and core values. These items are printed and posted in many places, including the college website, annual update, campus facilities, and other mediums.

Within the institution's mission is a focus on diversity within a multicultural society. The college recognizes the role of education in a multicultural society, including student general education outcomes, focusing on social and cultural awareness. FSCC reinforces multiculturalism and diversity by incorporating the mission in student learning outcomes, as well as embedding the mission, vision, and core values into the culture of the FSCC community.

Fort Scott Community College has a long history of affordable and accessible education. The institution provides high quality services representative of the community it serves. Student needs and the educational responsibilities of the institution foster a mutually supportive relationship with the communities served. The educational responsibilities of the college are clearly identified, described, and practiced as part of the mission, vision, core values, and strategic plan.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

*2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

Fort Scott Community College ensures integrity is a primary function through a variety of means including a highly inclusive structure of committees and task forces. Employees are urged to participate and are selected to represent those in their specific departments on the various committees. The committees meet monthly, with agendas and meeting minutes posted on the employee pages intranet website for transparency. Task forces are created to address certain issues on campus, and meet as necessary with the same level of transparency for agendas and minutes.

*Financial Integrity:* The business office operates with integrity, following Generally Accepted Accounting Principles (GASB), Governmental Accounting Standards Board (GASB), and [Board of Trustees policies for Fiscal Management](#). During the fiscal year 2018, the college implemented the zero-based budgeting model. FSCC's budget development process follows the strategic plan to ensure that student learning remains the focus of the institution. Decisions on resource allocation through the budget process are requested and forwarded annually by the directors of departments to the appropriate vice president. The vice president will review, revise, approve, and submit budgetary requests to the business office for inclusion in a draft budget during early April. Once all budgets have been submitted and compiled, the executive team (President, Vice President of Finance and Operations, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Student Affairs/Athletic Director, and the Chief Development Officer) begins to review projected revenue and expenditures, requested budgetary items, and ascertaining input as needed from the department directors during the initial phases of the budgetary process. The Board of Trustees are included in setting priorities and approving suggested tuition and fee rates for the upcoming academic year. In July, the Board of Trustees meets for a budget workshop and to set the public hearing date, as established by Kansas statute, for a published budget. Public commentary is provided to the institution for Board of Trustees consideration between the budget workshop and the public hearing date, where the Board of Trustees typically approves the fiscal year budget.

*Academic Integrity:* The institution sets policies and procedures regarding academic integrity through the Academic Affairs Committee. The information is updated and published annually in the college catalog, course syllabi, and student handbooks (when applicable). Students

violating the [academic dishonesty policy](#) are subject to a wide degree of disciplinary actions ranging from a warning up to expulsion from the institution. A letter is issued to all students after the first academic dishonesty offense explaining the policy and future implications should an additional violation occur.

*Personnel Integrity:* The college operates with integrity according to the policies for personnel including [Non-Discrimination](#), a [Drug-Free Workplace](#), [Sexual Harassment/Misconduct](#), [Grievance Procedures](#), and [Violence Against Women Act \(VAWA\)](#). Administration, faculty, and staff are expected to adhere to fair and ethical policies found within the [Employee Handbook](#) and [Faculty Negotiated Agreement](#).

*Auxiliary Integrity:* The college operates with integrity within auxiliary processes for the FSCC Bookstore, student housing, and food service. The FSCC Bookstore offers textbooks and merchandise to students in a convenient, central location on campus and online. Textbooks for all classes are available to purchase or rent through the FSCC book scholarship program. Students receiving this scholarship have the opportunity to receive the textbook(s) as a loan for the entirety of the semester and return the textbook(s) at the end of the semester without fees. Approximately 40% of all students receive textbook scholarships. The bookstore manager works in conjunction with faculty to ensure appropriate supplies and textbooks are available each semester.

*Student Housing:* The college has a variety of [housing](#) options on campus and off campus for students. The college ensures safe and affordable housing for students at all locations; utilizing 24-hour security cameras, professional staff, emergency training for all housing staff, and evening security. The living areas vary from traditional dorm rooms to modern off-campus apartment living. Assigning students to rooms is handled on a first-come first-served basis. Returning students have the opportunity to apply for housing one week prior to the new, incoming students. Students have the opportunity to request a specific roommate at the time of application. Roommates are assigned based on similar interests/activities if no request was received.

*Food Service:* The college currently has a contract with Great Western Dining for food service. FSCC has meal plans to accommodate the varying needs of students. Plans can range from 7 to 19 meals per week. Students living on-campus have 19 meal plans included with their room and board fee, with 7, 10, and 19 meal plans being offered to students living in off campus housing (note: meal plans are not required for students who reside off campus).

The Fort Scott Community College Board of Trustees follows policies and procedures to provide guidance to all stakeholders on matters of legal and ethical responsibilities. The Board of Trustees follows fair and ethical policies outlined in the [Board of Trustees/Administrative Policies Manual](#). The college's Board of Trustees is locally elected as the governing body for FSCC. They are responsible for setting policies for the institution. Board of Trustees policies provide clear guidance and latitude to the administration for day to day operations and allows the Board of Trustees to have oversight as the governing board of the institution.

## Sources

Academic Dishonesty Policy  
Board Policy - Fiscal Management  
Board Policy - Grievance Procedure  
Drug Free Workplace Policy  
Employee Handbook 2018



FSCC Board Policy Manual  
Housing \_ Fort Scott Community College  
Negotiated Agreement 2018-2020  
Non-Discrimination Policy  
Sexual Harrassment Policy  
Violence Against Women Act

## 2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

*2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control and accreditation relationships.*

Fort Scott Community College students, employees, internal and external stakeholders, and the public have access to the Fort Scott Community College website (<http://www.fortscott.edu>) for information regarding the institution. The [Campus Connect portal](#) allows password protected access for students and employees to pertinent information exclusive to their student accounts and for faculty to report items such as grades. Students are able to view their financial aid, unofficial transcript, account information, semester schedule, and enroll online through Campus Connect, sometimes referred to as the Greyhound Information Zone (GIZMO). FSCC utilizes the LMS ([Blackboard](#)) to provide course information to students, in addition to providing a student learning platform for instructional purposes. RAVE texting service provides emergency updates to students, and TextMagic is used to text other necessary information to students.

*Programs:* The Fort Scott Community College website houses information accessible to all stakeholders, students, parents, high school counselors, college registrars, faculty, and FSCC student support offices. The information includes [programs of study](#), [degrees available](#), [transfer equivalency information](#), [credit for prior learning](#), [military training credit](#), [KBOR systemwide transfer](#), as well as the [current college catalog](#). Additionally, the FSCC website provides information for the public and [prospective students](#) to guide and explain the application process. FSCC provides information to high school counselors and students utilizing brochures, information packets, and the [FSCC viewbook](#).

*Requirements:* The public has access to admission requirements via the Fort Scott Community College website. The website provides students with a multitude of resources to assist in attaining their educational goals. The website also includes information related to the process for application and other pertinent topics related to [admissions](#), [placement and testing](#), [enrollment checklist](#), [campus life](#), [student housing](#), and [graduation](#).

*Faculty and staff:* The Fort Scott Community College website houses the [faculty and staff directory](#), this directory includes contact information and title for all full-time FSCC employees. The FSCC [organizational chart](#) delineates the institutional administrative structure and is approved by the Board of Trustees.

*Cost to Students:* Information is available in multiple locations regarding the cost of attending FSCC. Kansas Degree Stats provides cost based on program to any stakeholder accessing the website (e.g. [Agricultural Technology](#)). The [cost of attendance](#) is updated annually and available on the college website. These costs are also published in recruiting materials provided through the admissions office. Cost of attendance includes tuition, fees, room and board and an estimate for textbooks. The [Consumer Information Tab](#) provides students and

other stakeholders with the FSCC mission statement, emergency information, accident reporting form, campus security report, crisis procedure manual, inclement weather policy, violence against women act, anonymous incident report form, missing persons procedure, admissions policy, graduation and retention rates, drug and alcohol policy, equity on athletics, financial aid policy, net price calculator, gainful employment, accessing on line account information, and procedures for dropping/withdrawing from courses.

*Control:* The [FSCC Board of Trustees](#) is the governing body for the college. The Fort Scott Community College Board of Trustees consists of six trustees who are elected by the “election at large” method of the Bourbon County, Kansas electorate. Trustees are elected for a term of four years, and the terms are staggered so three trustees are elected during alternate year general elections to provide continuity. The Board of Trustees is the elected representation for the citizens of Bourbon County, Kansas and fulfill the expectations of the state of Kansas in matters related to Fort Scott Community College policies. The Kansas Board of Regents is the statewide coordinating board that oversees public community colleges in the state of Kansas.

*Accreditation Relationships:* The Higher Learning Commission is the accrediting body for Fort Scott Community College and the institution is currently a participant in the Open Pathway for maintaining accreditation. The [mark of affiliation is displayed on the Fort Scott Community College home website](#) (<http://www.fortscott.edu>) and actively verifies accreditation with the Higher Learning Commission. Additionally, Fort Scott Community College is accredited by the Accrediting Commission for Education in Nursing, Inc. ([ACEN](#)) and the [National Association of Developmental Education](#) (NADE). In 2016, FSCC became the first college in Kansas to receive NADE accreditation.

## Sources

2B - NADE\_Web  
2B - Placement Testing\_Catalog\_19-20  
admissions  
Blackboard webpage instr  
CampusLife  
consumerinfo  
Credit for Prior Learning\_1  
CTEprograms  
Degree Requirements Pg46-49  
enrollment checklist  
faculty and staff directory  
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FSCC Homepage Snip - Accred Mark  
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Housing \_ Fort Scott Community College  
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TuitionAndFees  
Viewbook

## 2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

*2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.*

The FSCC Board of Trustees is the governing body for the college. The Fort Scott Community College Board of Trustees consists of six trustees who are elected by the "election at large" method of the Bourbon County, Kansas electorate. Trustees are elected for a term of four years, the terms are staggered so three trustees are elected during alternate year general elections to provide continuity. The Board of Trustees is the elected representation for the citizens of Bourbon County, Kansas and fulfill the expectations of the state of Kansas in matters related to Fort Scott Community College policies. The board operates the college under the rules and regulations of the Kansas State Board of Regents (FSCC's coordinating body) covering items such as tuition costs, length of school terms, health standards, approved courses of study, class offerings, teacher qualifications, and facilities. As stated on [page 2 of the Board of Trustees/Administrative Policies Manual](#), policies are adopted by the Board of Trustees to set forth the general principles and courses of action deemed by it to be the most prudent and advantageous to the college as a whole. The policies are intended to be broad enough to indicate a procedure for action taken by the administration in meeting daily problems, yet narrow enough to give clear guidance. Because all powers of the Board of Trustees lie in its action as a group, individual Board members exercise their authority over college affairs only as they vote to take action at a legal meeting of the Board.

*2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*

Fort Scott Community Board of Trustees meetings are held each month in accordance with the [Kansas Open Meetings Act](#); therefore, allowing all external and internal stakeholders an opportunity to publicly discuss issues and activities relevant to their interests and the interests of the college. [Guidelines for public comment](#) at Board meetings in the Board of Trustees/Administrative Policies Manual provide a structured format whereby constituents can provide information or make comment about items of public interest. Board of Trustees meetings operate according to an agenda that is developed in advance and compiled by the President in coordination with the Board of Trustees chair. All members of the Board may request items be placed on the agenda. The monthly agenda is sent to all Board members at least three calendar days prior to any regular Board meeting.

The agenda is also made available to the local paper, faculty, and staff in advance of the board meeting.

The college mission and vision statement are reviewed during the [strategic planning process](#) which includes Board of Trustees members as well as internal and external constituencies. The strategic planning process allows Trustees to interact with stakeholders ideas concerning the [long-term commitment to student success](#), community enrichment, and responsible stewardship of all resources. The Board annually reviews the long-range goals and objectives to guide the operations of the college in order to provide the best educational system possible within the financial limitations of the college ([board retreat minutes](#)).

*2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.*

Approved policies listed in the FSCC [Board of Trustees/Administrative Policies Manual](#) detail the governing authority and expectation of Board members. The policies guide and help to ensure Trustees are acting in the best interest of FSCC. [The Board Members Conflict of Interest](#) policy states; in the event a Board member is employed by a corporation or business or has a secondary interest in a corporation or business which furnishes goods or services to the college, the Board member shall declare his/her interest and refrain from debating or voting upon the question of contracting with the company. The policy is designed to prevent placing a Board member in a position where his/her interest in the college and his/her interest in his/her place of employment might conflict to avoid conflict of interest. [The Board Member Ethics](#) policy listed in the Board of Trustees/Administrative Policies Manual stipulates expectations of Board members including:

- Make policy decisions only after full discussion at publicly held meetings
- Render all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups
- Encourage free expression of opinion by all Board members and seek systematic communications between the Board and students, college staff, and the community
- Work with other Board members to establish effective Board policies to delegate authority for the administration of the college to the President
- Communicate to other Board members and the President expressions of public reaction to Board policies and college programs
- Become informed about current educational issues by individual study and through participation in programs providing needed information
- Support the employment of those persons best qualified to serve as college employees and insist on a regular impartial evaluation of all employees
- Avoid being placed in a position of conflict of interest and refrain from using Board policies and college programs for personal gain
- Take no private action that will compromise the Board or the administration and respect the confidentiality of information that is privileged under applicable law
- Not express any opinion upon or make any promises regarding any question that is coming before the Board at any time other than in a legal meeting of the Board

*2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.*

The [Board of Trustees/Administrative Policies Manual](#) addresses delegation of day-to-day

management of the institution to the administration. This is outlined in Board Policy descriptions for the [College President](#) and [Board-President Relations](#). The policy manual states the President retains ultimate responsibility for the effective functioning of all college personnel, programs, and activities. Furthermore, the Board delegates to the president all matters of decision and administration which come within her scope as chief administrative head of the Board. The Board has the ultimate decision concerning general policy and expenditures of funds. Outlined in the [Operating Budget System policy](#), the Board delegates to the President the authority to develop a budget preparation system which will ensure maximum fiscal and educational value for each dollar spent. The policy states the budget will be prepared by the President in cooperation with selected college employees and shall reflect the mission of the college. The investment of excess college funds is addressed in the [Investment of Funds policy](#) and gives the responsibility to the President or designated representative for investing college funds.

The Board acknowledges the role of faculty in the [Academic Freedom policy](#) which safeguards the fundamental need to protect from any censorship or restraint their obligation to pursue truth in performance of their duties. A systematic [Program Review](#) process is led by faculty and department chairs. The strengths and weaknesses of a program provide faculty insights into areas of improvement and can confirm the importance of the program for the college. The program review process also provides the faculty an incentive to develop innovative new programs, creative approaches to instruction, and interdisciplinary connections in learning. The faculty have oversight of curriculum via participation in the [curriculum committee](#), which is also [outlined in Board policy](#).

## Sources

academic freedom  
BOARD MEMBER CONFLICTS OF INTEREST  
BOARD MEMBER ETHICS  
Board Policy - Fiscal Management  
Board Policy Page 2 Philosophy  
Board Retreat Minutes 10.2018  
Board-President Relations  
College President  
Curriculum Committee Procedures and Guidelines  
FSCC Board Policy Manual  
FSCC Board Policy Manual - Curric Development p52  
GUIDELINES FOR PUBLIC COMMENT AT BOARD MEETINGS  
Kansas Open Meetings Act Statute  
PROGRAM REVIEW  
Strategic Plan Updated 2020  
Strategic Planning Meeting Feb 2020 - Powerpoint Agenda



## 2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

*2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

The Board of Trustees and administration at Fort Scott Community College are committed to academic freedom. As stated in the [Employee Handbook](#), the Board of Trustees and the Fort Scott College Association of Professional Employees (FSCAPE) agree that academic freedom is essential to the fulfillment of the purposes of the college. FSCC acknowledges the fundamental need to protect from any censorship or restraint the status of Professional Employees which might interfere with their obligation to pursue truth in performance of their functions.

Faculty are entitled to freedom in searching for better ways of instructing and in publishing about their methods of instruction, subject to adequate performance in their other academic duties and responsibilities. Faculty members are entitled to freedom in the classroom in discussing subject matter. The college retains the right to make content-based decisions when shaping its curriculum. Research or publication conducted during the college workday shall be subject to the approval of the College President or his/her designee. When a faculty member speaks or writes outside of his/her instructional responsibilities, he/she speaks or writes as a citizen and shall have the same rights and responsibilities for such actions as any other citizen.

Fort Scott Community College also addresses academic freedom within the [negotiated agreement](#) for faculty. Instructors are guaranteed academic freedom. The agreement explicitly states that the right to support or oppose political causes and issues outside of the normal job responsibilities is granted to instructors. Academic freedom also provides latitude for classroom presentation and discussion, personal expression, non-discrimination, and alteration of grades. Instructors are granted the academic freedom to reasonably express opinions in an objective manner as relevant to course content.

### Sources

Employee Handbook 2018  
Negotiated Agreement 2018-2020



## 2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

*2.E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.*

Fort Scott Community College employees maintain high levels of professionalism. FSCC is an institution of higher learning which maintains high expectations while still providing a compassionate learning atmosphere. Board policy entrusts the curriculum committee to provide oversight for the pedagogy at FSCC. The Academic Affairs Committee oversees policies related to academic integrity, and publishes policies in the catalog. Faculty are encouraged through salary schedule movement to pursue educational opportunities, furthering research and scholarly practice within their discipline. High expectations are demonstrated with oversight via the curriculum committee to ensure an appropriate amount of rigor. The college has established and follows a process for defining and addressing academic dishonesty when it occurs and students receive communication regarding violations from the instruction office. The Student Success Center provides tutoring support across the disciplines, as does the FSCC Library. The colleges library maintains reference materials that contain definitions of plagiarism and citation guidelines to help students and employees better understand potential academic integrity violations. The Director of Library Services provides training to English courses, College Orientation courses, and nursing students on the topic of academic integrity. The Director of Library Services also assists with student and employee training related to information literacy. Oversight of the support services are provided through collaboration of the student services and academic affairs vice presidents. The newly created position of Director of Institutional Effectiveness and Director of Institutional Research provide expertise in research and data collection for the purposes of internal and external reporting to promote institutional advancement. The offices of institutional research and institutional effectiveness also provides historical information to support improvement of procedures.

*2.E.2. Students are offered guidance in the ethical use of information resources.*

Guidance in the ethical use of information resources is provided to students through multiple avenues. Many Fort Scott Community College general education courses embed academic honesty and avoidance of plagiarism information into their curriculum, including English 101, English 102, Public Speaking, and College Orientation. All degree seeking students are required to complete College Orientation, which is typically taken during the first semester. A full-time English instructor or Director of Library Services provides training on the ethical use of information and resources during the College Orientation class. This includes plagiarism, cheating, unauthorized collaboration, and any facilitation of academic dishonesty. Many general education courses guide students in

learning proper research and documentation procedures, as ethical responsibilities is a [general education outcome](#) at FSCC. Fundamental to the academic work of Fort Scott Community College students is the expectation that students work reflects integrity and ethical responsibility.

*2.E.3. The institution has and enforces policies on academic honesty and integrity.*

The Fort Scott Community College catalog delineates the [academic dishonesty policy](#) and the procedure outlined for enforcement of the policy. Oversight of the process is provided by the instruction office, and the college upholds and enforces high standards of academic honesty and integrity. An occurrence of academic dishonesty can be reported in two different methods:

1. Reporting through Campus Connect, utilizing the [FLAGS system](#). The instructor has the option to report an academic integrity violation which is received by the advising office and the student. The advising office then notifies the instruction office of the violation.
2. The instructor directly emails the Vice President of Academic Affairs, detailing the violation, student information, and action taken (if any).

Students violating the academic dishonesty policy are subject to a wide degree of disciplinary actions ranging from warning to expulsion from the institution. The disciplinary action is dependent on severity, recurrence, or other factors contributing to academic dishonesty. A letter is issued to all students after the first offense of academic dishonesty explaining the policy and future implications should an additional violation occur.

## Sources

2E1 - Library Mapping Co-Curricular  
2E2 - Instruct Content List Information Literacy  
2E3 - Master Syllabus  
Academic Dishonesty Policy  
Academic Dishonesty Policy\_Catalog\_1920  
academic freedom  
College Orientation Syllabus  
Curriculum Committee Procedures and Guidelines  
English 101 syllabus Fall 2019  
English 102 Syllabus  
Flag Example - Academic Integrity  
FSCC Board Policy Manual - Curric Development p52  
General Education Outcomes  
helpfullinks  
Instructor responsibilities  
library  
Public Speaking Syllabus  
Salary Schedule NEGOTIATED AGREEMENT  
StudentSuccessCenter  
Tutor Schedule Fall 2017

## 2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

### Summary

Fort Scott Community College operates with integrity and ethics within all aspects of the institution. The college Board of Trustees sets policies guiding institutional oversight for ethical and responsible conduct, providing transparency to all stakeholders. The institution publishes information about tuition, fees, policies, programs, governance, finances, accreditation, data about student success, and other key components across multiple platforms.

The FSCC Board of Trustees delegates day to day management to the administration and expects faculty ownership and oversight of curriculum and academic matters, while preserving their autonomy and avoiding undue influence. The institution supports academic freedom for faculty and encourages the pursuit of truth in teaching and learning. The institution sets policies and provides training to ensure academic integrity is practiced by faculty, students, and staff.

### Sources

*There are no sources.*

### 3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

#### 3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

#### Argument

*3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*

Fort Scott Community College offers certificate and associate degree curriculum for undergraduate students, typically completing the first two years or less of their coursework. The college offers [Associate in Science](#), [Associate in Arts](#), and [Associate in General Studies](#) degrees for students planning to transfer to baccalaureate institutions. FSCC offers certificate and [Associate in Applied Science](#) degree options for students typically entering the workforce. All new programs or program revisions are initiated by the faculty and begin the process of adoption or adaptation through the faculty led [curriculum committee](#). The curriculum committee ensures rigor, quality, and program need before approving program modifications.

All degrees and certificates offered by the institution follow a three step approval process:

1. FSCC faculty level approval;
2. FSCC Board of Trustees approval;
3. approval from the Kansas Board of Regents new program approval form ([CA1](#), [CA1A](#)) or program revision form ([CA2](#), [CA2A](#)).

Transfer-track associate degrees in arts and sciences include a broad level of general education requirements, including English; math; humanities; social, behavioral, physical and biological sciences. Specific basic skills courses required for these degrees include English (Composition 1) 101 and (Composition 2) 102, College Algebra (or higher-level math) and Public Speaking. These specific course outcomes are discussed in 3.A.2.

Associate in Applied Science degrees and certificates offered are subject to the same approval process through the faculty-led curriculum committee, FSCC Board of Trustees, and the Kansas Board of

Regents approval forms. Feedback from advisory boards is ascertained twice yearly to improve programming and curriculum. The advisory board feedback also reports on graduate performance in the workplace for the chosen field. FSCC also uses a follow-up survey for reporting quantitative data to the Kansas Board of Regents for the [Kansas Training Information Program](#) (K-TIP) report which provides the number of graduates employed by CIP code in technical fields and an aggregate average salary.

FSCC provides professional development for all employees through inservice at the beginning of each academic year (Agenda [2017](#), [2018](#), [2019](#)). Professional development is also available each semester for adjunct faculty, in conjunction with the inservice for full-time employees. The FSCC faculty negotiated agreement also provides \$750 annually per faculty member for professional development related to teaching and learning. These funds have been used for travel to conferences and to bring in speakers for items such as ADA compliance, nursing instructor training, and embedding writing/math into technical education curriculum.

The college utilizes the Kansas Higher Education Statistics (KHEStats) system provided by the Kansas Board of Regents to monitor [student performance](#). This system provides comparative data with other community colleges in Kansas for students transferring into the state university system. The system calculates average GPA and credit hours from the sending institution, and compares this data to the average GPA, credit hours, credit hours attempted, and credit hours passed at the receiving institution. KHEStats also includes the [Student Success Index](#) which provides retention and completion data for the institution for comparison with the entire sector. FSCC uses the National Community College Benchmark Project (NCCBP) as another data point to compare student performance in multiple areas. The [executive report](#) shows strengths and opportunities for the college. This data is utilized for continuous improvement and ensuring proper levels of rigor.

*3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.*

Fort Scott Community College offers transfer-track associate degrees in arts and sciences, which satisfy lower-level general education requirements. The Associate in Science degree requires English; math; humanities; social, behavioral, physical and biological sciences. The Associate in Arts degree is similar; however, this degree requires additional social/behavior science credit hours, and only one physical or biological science course. The course outcomes for most transferable classes in the state of Kansas are set by the Kansas Core Outcomes Group (KCOG). FSCC is a participant in the KCOG project, which includes faculty representation from all content areas and all public institutions in the state. These faculty set common outcomes for lower-level, general education, [transferable courses](#) in the state of Kansas. Students graduating with a transfer degree complete the ETS Proficiency Profile graduate assessment.

General education outcomes developed by the faculty following an HLC Assessment Academy represent the expectations for all students graduating from FSCC with an A.S., A.A., or A.G.S. degree. Program level outcomes, such as [business](#), have been developed by all programs of study in the transfer-track fields. Career and technical education programs have specialized outcomes based on their field of study. Some programs, such as [Allied Health](#), use outcomes focused on industry standards for both course and program outcomes. This alignment with business and industry ensures students graduating with a certificate or A.A.S. degree are fully prepared to integrate into the workforce. These outcomes for all A.A.S. and certificate programs are reviewed regularly by the faculty in conjunction with input from advisory boards. Alignment occurs with required courses at the state level, in conjunction with the KBOR Technical Education Authority (TEA). Some programs

are required to align curriculum for consistency across all public institutions in the state of Kansas, to ensure students are receiving similar training at each educational institution. FSCC programs in alignment include [nursing](#), [carpentry/construction trades](#), [HVAC](#), [police science/criminal justice](#), and [welding](#); with each program being allowed variability to expand on the minimum alignment. Students graduating with an A.A.S. degree complete the WorkKeys assessment.

*3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).*

Fort Scott Community College utilizes a common syllabus to ensure consistency among the college. The formatting is consistent across all disciplines and courses. Any proposed courses must establish a syllabus using the master format and submit to the curriculum committee for review and feedback. The process is owned by the faculty, as is curriculum modification. Full-time faculty review textbooks as part of an ongoing process. Once a faculty member determines a textbook may need changed, the faculty member consults with others in the department, including adjunct and concurrent faculty. The process occurs a minimum of once every five years. Recently, many faculty have been researching Open Educational Resources (OER), and some have begun to adopt OER's.

Student learning outcomes are consistent and identical for every section of the same course being taught. The academic program outcomes, prerequisites, and course content do not vary based on modality; consistency remains identical throughout all sections, including online and dual credit/concurrent options. FSCC reviews all dual credit/concurrent courses annually to ensure final exams, textbooks, rubrics, and content are consistent and meet the same level of rigor and alignment as courses on campus.

Concurrent/dual credit faculty are encouraged to attend annual adjunct inservice meetings prior to the beginning of each academic year. A newly created position, Director of Outreach and Institutional Effectiveness, coordinates these inservices. This position is also responsible for annual review of the dual credit faculty content, qualifications, and consistency with all classes at FSCC. [KBOR policy](#) provides the process Fort Scott Community College uses for review of concurrent/dual credit curriculum.

Recently, the college has enhanced training for instructors teaching online courses. Online curriculum aligns with face to face modality curriculum, many times being taught by the same full-time instructor. The college's Director of Library Services aids students and faculty with the Blackboard Learning Management System questions and issues. This individual also establishes training and professional development to ensure consistency among online courses. In 2019, FSCC began observation of online courses as an option for a full-time faculty members official evaluation rotation. All courses transitioning from a traditional face-to-face modality to online, must present curriculum committee and the academic affairs committee with a syllabus to ensure the course is consistent in both modalities.

## Sources

AA Degree Catalog  
AAS Degree Catalog  
AGS Degree Catalog  
AS Degree Catalog

Concurrent Policy - KBOR  
Construction Trades - Carpentry Program Alignment  
Criminal Justice Program Alignment  
Curriculum Committee Procedures and Guidelines  
General Education Outcomes  
HVAC Program Alignment  
In-Service Agenda Aug 2017  
In-Service Agenda Aug 2018  
In-Service Agenda Aug 2019  
In-Service Agenda Jan 2017  
In-Service Agenda Jan 2018  
In-Service Agenda Jan 2019  
KBOR CA1 - New Program Request  
KBOR CA1a - New Program Request - Fiscal  
KBOR CA2 - Program Revision  
KBOR CA2a - Program Revision Comparison  
KTIP Report  
NCCBP Executive Report  
Nursing Program Alignment  
Program Level Outcomes - Allied Health  
Program Level Outcomes-Business  
Student Success Index - KHEStats  
Systemwide Transfer Courses  
Transfer Feedback - KHEStats - Average GPA.CH  
Welding Program Alignment



## 3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

*3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.*

Fort Scott Community College's [mission](#) is deeply rooted in an affordable general education. The educational program consists of lower-level, general education courses for transfer students, and workforce preparation for students enrolled in technical programs. The college offers [Associate in Arts](#), [Associate in Science](#), [Associate in General Studies](#), [Associate in Applied Science](#) degrees, and [certificate programs](#).

The degree levels are appropriate in meeting the Kansas Board of Regents [policies and procedures](#) and serving the mission of the college regarding fostering a mutually supportive relationship between the college and its communities. New programs or revisions of programs in technical fields are discussed at the advisory board level to determine the need before moving forward. All programs must also meet the standards of the [curriculum committee](#) to ensure revisions and programs align with the mission and the level of rigor expected by the faculty for lower-level undergraduate transfer, or for technical and occupational programs to meet workforce expectations in the communities FSCC serves. Programs also meet the [curriculum development](#) standards outlined by the locally elected Board of Trustees (whom govern the college).

Students anticipating graduating with an associate degree, are assessed on the [general education outcomes](#) prior to graduation. These students are exposed to the general education program throughout the entirety of the associate degree curriculum. The assessment committee continually reviews the general education outcomes to ensure alignment with curriculum. Results of student performance are shared with the faculty during assessment meetings or workshops.



*3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*

Students entering Fort Scott Community College meet with an advisor prior to enrolling in classes. The varying degree options are discussed, however, the general education curriculum remains similar in the associate in arts and associate in science transfer-track degrees. The general education program is represented in three academic divisions:

Business, Social and Behavioral Sciences, Education  
Communications, English, Fine Arts, Humanities  
Math and Science

An additional academic division of agriculture is represented for associate in general studies, associate in applied science, and some courses within an associate in science degree for students transferring to four year universities to attain a degree related to the 01 CIP code.

The institution's website has the general education outcomes listed for all stakeholders to view. These outcomes are mapped to programs in the general education field and ultimately course outcomes supporting the general education program. FSCC utilizes the KBOR guidelines for general education distribution of courses, which are aligned with baccalaureate receiving institutions in the state of Kansas.

Students are required to complete 12 hours of basic skills for students completing transfer-track degrees. This curriculum includes six hours of English Composition ([English 101](#) and [English 102](#)), three hours of [Public Speaking](#), and 3 hours of college level mathematics (typically [College Algebra](#)). All of these courses are part of the Kansas Core Outcomes Group, and outcomes are identical for every state institution in Kansas. These outcomes were developed by content area experts representing both the two-year and four-year sectors in the state. Each course has a common numbering system, the [Kansas Regents Shared Number \(KRSN\)](#) and a website to demonstrate each unique institutions course ID and numbering for transparency purposes.

Depending on transfer-track degrees, students complete 9-12 hours in both humanities (defined as art, theater, philosophy, music, history, literature, and modern languages) and social and behavioral sciences (defined as sociology, psychology, political science, economics, geography, anthropology, and history). The placement of history in humanities or social sciences is at the discretion of the baccalaureate granting institution. Natural and physical sciences vary from 5-10 hours required for students to graduate with a transfer-track degree. FSCC has [72 classes](#) which are part of the Kansas Core Outcomes project, including nearly all required classes within the general education curriculum. The institution provides a broad based learning curriculum for providing knowledge in the academic areas and specifically in the general education outcomes of math, reading, ethical responsibilities, oral and written communication, social and cultural awareness, technology skills, and critical thinking.

*3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.*

Under the umbrella of the general education program, Fort Scott Community College expects all graduates to be proficient in critical thinking and communication (both oral and written), as these are both [general education outcomes](#). Students completing the associate in arts, science, and general studies degrees are required to complete courses in English, Public Speaking, College Orientation, Mathematics, and Capstone.

The institution focuses on collecting, analyzing, and communicating information from the beginning of a student's academic career. [College Orientation](#) is taken the first semester students are enrolled at FSCC; one outcome of the course states students will be able to access and ethically use information from various sources, including online, library and databases. This is supported by assignments such as writing a paper regarding the student's college major and another assignment focused on MLA documentation. The MLA assignment is taught by an English instructor as a guest lecturer to focus on research topics, including the ethical use of information.

Students completing any of the FSCC degree programs must complete [English 101](#). This course is focused on engaging students in collecting, analyzing, and communicating information, as English 101 serves as the introduction to academic writing, focusing on composing, revising, and editing a variety of expository writings. It is designed to help students achieve language proficiency and write documented essays in APA format which demonstrate unity, coherence, and levels of usage appropriate to the topic, purpose, and audience. It includes reading(s) in the social and behavioral sciences, basic research methodologies, and the writing of a research paper which incorporates field research.

The [Capstone course](#) is taken by all students graduating with an associate in arts, science, or general studies degree. This course is intended to prepare students for the skills applied in real world situations, including creating resumes, career goals, and soft skills needed in work environments. Students complete a mock interview and project involving budgeting and a research essay to encourage preparation for adaptation to a changing environment.

The [Public Speaking](#) course is focused on communication, including the collection and analysis of information throughout the entirety of the course. The Public Speaking course requires a minimum of four speeches with increasingly rigorous research focused on improving effective communication to a live, synchronous audience. Intermediate and College Algebra courses align directly with the [mathematics program outcomes](#). The mathematics courses enhance the development of critical thinking skills allowing students to adapt to a changing environment.

*3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.*

Fort Scott Community College students have opportunities to utilize many courses within the humanities, social, or behavioral sciences curriculum to increase exposure to human and cultural diversity in which the students will live and work. These courses are part of systemwide transfer in Kansas, and the outcomes have been approved by all institutions in the state as part of the core outcomes project.

[SOC1013 Sociology](#): An introductory survey course which analyzes human relationships within groups, the culture which surrounds us, race and minority groups, population, social deviance and various social institutions.

[SOC1023 Social Problems](#): An examination of well-defined social problems to assist the student in developing a knowledge base for analyzing and understanding problems and origins

for informed discussion based on a sociological perspective.

[SOC1113 Cultural Anthropology](#): Cultural anthropology is the study of how humans adapt to, interpret and affect the world in which they live. This course is designed to provide you with an overview to the discipline, as well as an appreciation of what it has meant to be human in different places at different times. In this course we will focus on the basic concepts used by anthropologists in order to compare and contrast how living people with different cultural traditions conduct their everyday life through language, economy, family life and kinship, religion, and other institutions.

[HIS2013 History of Civilization I](#): This course will cover the time period from Prehistory to 1300 A.D. paying particular attention to the economic, social, cultural, and political development of various world societies.

[REL1093 The Religions of Mankind](#): An examination of the origin & development of primitive religion & the major world religions, including Christianity, Judaism, Islam, Hinduism, Buddhism, Confucianism, Taoism & Paganism; analysis of the philosophical bases of religious tenets.

FSCC also has the Gordon Parks Center for Cultural Diversity on campus. This museum is dedicated to the life and work of Gordon Parks, and hosts events throughout the year. Many instructors encourage students to access the museum as part of incorporating diversity into the curriculum. Currently, an established committee is reviewing and revising the College Orientation course, to increase focus on diversity, equity, and inclusion. This redesign will also incorporate curriculum directly associated with the Gordon Parks Museum.

*3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.*

The Fort Scott Community College faculty and students contribute to scholarship, creative work, and the discovery of knowledge regularly through research and professional development. Faculty are allotted \$750 annually per faculty member for professional development not related to advancement on the salary schedule. This can include conferences, resources, or in the case of the FSCC nursing program, bringing professionals to campus for training faculty and students.

FSCC also utilizes Carl Perkins funding for technical program professional development for those programs that qualify. Faculty have regularly attended conferences appropriate to their area of instruction. Since 2017, faculty from agricultural technology (John Deere), construction trades/masonry, welding, HVAC, and farm and ranch management along with staff members have attended the National Association for Career and Technical Education Information, World of Concrete, National Center for Construction Education and Research, or the League for Innovations conferences. The college has also utilized funds to train technical faculty to incorporate lessons related to general education. Faculty in most technical programs have designed ten lesson plans for integration of math and English into the programs for students to expand their knowledge (examples of English and writing integration: [HVAC](#) and [Farm & Ranch Management](#)).

Faculty advancement on the [salary schedule](#) is tied to years of service and continuing education. Faculty are encouraged to engage in life long learning, and the incentive for advancement on the salary schedule allows faculty to benefit from continued learning. The Fort Scott Community College Association of Professional Employees (FSCAPE) also provides tuition assistance to members working toward attainment of degrees and advancement on the salary schedule.

## Sources

AA Degree Catalog  
AAS Degree Catalog  
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AS Degree Catalog  
Capstone Syllabus  
College Algebra MAT1010 Outcomes  
College Orientation Syllabus  
Cultural Anthropology ANT1010 Core Outcomes  
Curriculum Committee Procedures and Guidelines  
English 101 ENG1010 Outcomes  
English 101 syllabus Fall 2019  
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Farm and Ranch Management English-Writing Lesson Plans  
Fields of Study Catalog  
FSCC Board Policy Manual - Curric Development p52  
FSCC Mathematics Department SLOs  
General Education Outcomes  
History of Civilization I HIS1030 Core Outcomes  
Integrating English Lesson Plan 1 - HVAC  
KBOR Policy Degree Definition  
KRSN List FSCC  
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Public Speaking COM1010 Outcomes  
Religions of Mankind REL1010 Core Outcomes  
Salary Schedule NEGOTIATED AGREEMENT  
Social Problems SOC2010 Core Outcomes  
Sociology SOC1010 Core Outcomes

### 3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

#### Argument

*3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.*

Faculty members and instructional personnel numbers are sufficient at Fort Scott Community College to perform both classroom and non-classroom roles. In the classroom, the student to faculty ratio is 22 to 1. A cap of 24 students is in place for writing/performance intensive classes, such as English 101 or Public Speaking. For courses with lab components, special consideration is made for the safety of students and also expectations from third party organizations. An example is for the Emergency Medical Technician, for every six students, the college provides an additional lab person for assisting with specific skills.

Faculty are well represented on committees. Oversight of all curriculum is handled by the curriculum committee. The makeup of the curriculum committee voting membership is comprised of a minimum of eight full-time faculty representing a cross-section of the academic divisions. The curriculum committee assists in the evaluation of the need for new courses and programs, reviewing current courses and programs, provides oversight to curriculum revisions, and also determine graduation requirements in coordination with the FSCC Board of Trustees [curriculum development policies](#) and KBOR policies.

The assessment committee sets expectations for student performance and is responsible for assessment of student learning. The committee is comprised of the Director of Institutional Effectiveness and Outreach, Director of Institutional Research, Vice President of Academic Affairs, and faculty representing each academic division, including Career and Technical Education. The

committee is responsible for oversight of course level assessment, program level assessment, and general education assessment. The assessment committee is also charged with carrying out the [plan developed](#) at the Assessment Academy in 2016. The negotiated agreement outlines that all faculty participate in college-wide assessment efforts which include:

- Reporting, collecting, and analyzing data
- Participation in training concerning assessment
- Selection of a full-time faculty member to serve as head of assessment committee (currently the criminal justice instructor)
- Full-time faculty make determination of assessment methods, and concurrent/adjunct instructors are required to use the same methods and measurement criteria of assessment

*3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.*

Academic credentials are outlined in the [faculty qualification document](#), based on three reference frameworks. CIP codes from the National Center for Education Statistics, alignment to guidelines established in Assumed Practice 2.B., "Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers, and Kansas Board of Regents guidelines. Faculty credentials in career and technical education fields are subject to the same document, and experience in the field. Technical education fields also require a minimum of 4,000 work hours within the field to meet qualifications.

Fort Scott Community College was granted an extension for meeting faculty qualifications for dual credit/concurrent instruction. All instructors teaching concurrently for FSCC are expected to meet faculty qualifications by September 2022, and submit progress to FSCC annually on attaining those credentials. Many concurrent instructors have graduate degrees in education, and inquire with the FSCC instruction office before enrolling in additional graduate hours within the content area. The instruction office reviews the plans and meets informally with secondary school districts annually to help provide guidance. FSCC provides guidance to school districts utilizing the KBOR [webpage focused on faculty credentialing](#).

All instructors teaching for FSCC, regardless of modality, are reviewed for the same credentials. The Vice President of Academic Affairs approves adjunct, full-time, and online instructors with input from appropriate deans, directors, and division chairs. Concurrent faculty are approved by the Director of Institutional Effectiveness and Outreach, who works in conjunction with the Vice President of Academic Affairs when questions regarding faculty qualifications arise.

*3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

Instructor evaluation is separated into two categories at Fort Scott Community College. Each area of evaluation has a process established and is regularly practiced based on institutional policies and procedures. Full-time instructor evaluation is outlined in the negotiated agreement. Adjunct and concurrent/dual-credit instructors are evaluated based on a different process.

Concurrent Enrollment Partnership (CEP) agreements are established between FSCC and secondary schools. Each of these [agreements](#) include three items directly related to the evaluation of instructors:

The college reserves the right to dismiss the instructors or not renew said Agreement with the district if evaluation of instructors is not satisfactory to college standards.



The district agrees to provide college-approved instructors with credentials as mandated by the college and the Kansas Board of Regents (see Appendix E: a master's degree with at least 18 credit hours in the subject being taught); provide the classrooms for instruction while classes are in session; provide audio-visual equipment for in-house instruction (i.e., project, screen, chalkboard, etc.)

High school faculty teaching concurrent courses will have adjunct faculty status at the college but remain employees of the district.

Appendix C of the CEP agreement specifically addresses the evaluation procedure for concurrent instruction.

The Vice President of Academic Affairs, Associate Dean, Division Chair, liaison or subject-area instructor evaluates each instructor at least once per year in accordance with the college's policy on adjunct instructor evaluation. Evaluation procedures are as follows:

1. The Vice President of Academic Affairs polls faculty and USD administrators to determine best times for evaluations.
2. After a date and time is established, the Vice President of Academic Affairs confirms the time and sends a self-evaluation form for the faculty to complete.
3. The instructor provides a syllabus for the class to the evaluator.
4. The evaluator travels to the class and observes the class for a minimum of 45 minutes.
5. The evaluator completes a form similar to the self-evaluation.
6. If it is convenient for instructor and evaluator, the evaluator meets with the faculty member and discusses the evaluation.
7. If time and schedule do not allow the discussion to take place, the evaluator either meets with the faculty member later or sends the evaluation to the faculty member, copied to the Dean of Instruction, and offers to meet at a later time.
8. A copy of the evaluation is placed in the instructor's file.
9. Syllabi and tests for all courses may be evaluated annually by subject-area instructors, Division Chairs, or Deans.

Adjunct instructors are evaluated annually, utilizing the [adjunct instructor evaluation form](#).

Full-time instructor evaluation is outlined in board policy, and is updated during faculty negotiations and in the negotiated agreement. The evaluation policy meets Kansas statute for instructor evaluation. For instructors employed during the first or second year, student and administrative evaluations are conducted each semester. During the third and fourth year, the instructors receive both student evaluations and administrative evaluations once per year (the administrative evaluation is conducted before February 15 of the academic year. Instructors employed in their fifth year or more have student evaluations conducted annually, and administrative evaluations completed by May of every third academic year. The Vice President of Academic Affairs (or their designee, typically the President) is responsible for administering faculty evaluations, utilizing the [full-time instructor evaluation form](#).

*3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*

Fort Scott Community College has processes and resources dedicated to ensuring instructors are current in their disciplines. Professional development is encouraged by the institution, each faculty member has an annual amount of \$750 designated for professional development. Some faculty

members may forego their amount in any given year, in which the monies can be used to support additional professional development activities. Instructors are encouraged to be involved in local, state, and national professional development opportunities, including LEAD Bourbon County (a leadership program coordinated by the Fort Scott Area Chamber of Commerce), State OER Committee (a KBOR committee dedicated to increasing the usage of Open Educational Resources across the state of Kansas), or national conferences such as The League for Innovation in the Community College's annual conference.

Instructors are also encouraged to attain additional education, with steps on the [salary schedule](#) benefiting educational attainment. The FSCAPE organization has an annual fund to assist instructors financially with additional education. Professional development is also provided at inservice each semester. This has included bringing experts to campus on topics such as instructional design of Blackboard, Section 504 and 508 compliance with ADA, and hosting FSCC's HLC liaison for training on open pathways.

### *3.C.5. Instructors are accessible for student inquiry.*

Fort Scott Community College instructors are available for student inquiry utilizing the traditional office hours model. [Board policy](#) requires faculty members to work 32 hours on campus or at an approved work site each week; included in this time are instructional hours, office hours, and committee work. Office hours are posted outside of the faculty members office area for student viewing and are also housed in the instruction office. Instructors are available for student inquiry during office hours, via face-to-face meetings, email, phone, or through Blackboard. Many faculty members are available beyond the confines of office hours through digital contact options, including email, phone, or online conferencing software (e.g. Zoom).

### *3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.*

Staff members of the college are appropriately qualified, trained, and credentialed. Fort Scott Community College employs full-time tutors, who are credentialed at the baccalaureate level (or higher), and also student tutors, who provide free tutoring to students. Advisors and other student support services personnel also are appropriately credentialed. The Director of Advising and Registrar of FSCC are currently enrolled and pursuing graduate degrees to further their educational attainment. Both of these individuals completed the Kansas Community College Leadership Institute this year as well.

Money is budgeted for financial aid and other student support services for training each year. The TRIO program uses grant funding to travel for annual training for student support. Financial aid personnel attend regular webinars and training through the National Association of Student Financial Aid Administrators (NASFAA), and admissions, advisors, and other key personnel also annually attend the Kansas Association of Collegiate Registrars and Admissions Officers conference or the Data Quality and Planning conference hosted by the Kansas Board of Regents. Many breakout sessions during college inservice are also held for continual training and professional development of student support services staff.

## **Sources**



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4A4-Concurrent Agreement  
4A4-Evaluation Adjunct  
4A4-Evaluation Faculty  
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Curriculum Committee Procedures and Guidelines  
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KBOR Webpage - Concurrent Enrollment Faculty Qualifications  
Salary Schedule NEGOTIATED AGREEMENT

## 3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

*3.D.1. The institution provides student support services suited to the needs of its student populations.*

Fort Scott Community College has a diverse student population consisting of traditional, non-traditional, on-campus, virtual, high school, veteran, community/continuing education, full-time and part-time students. FSCC provides a variety of student support services including: Admissions, Advising, TRiO, Financial Aid, Tutoring, Library Services, Student Success Center, and Faculty Advising upon request.

Admissions facilitates recruitment of students through campus tours, publications, the FSCC website, high school visits, phone calls and texts, and junior/senior days. Admissions also provides assistance to students [applying to the college](#), [accessing financial aid and scholarships](#), [scheduling enrollment appointments](#), and providing [guidance to new students](#) ensuring admission requirements are met.

Advising provides students with pathways to graduation, enrollment services, transfer assistance, career counseling, management of the early alert and attendance reporting system within the student information system, personal counseling and mentoring, referrals, and degree audits each semester. Faculty, upon request, will counsel students regarding specialized majors. Retention services are provided by the advising office; with [retention, persistence, and completion data](#) gathered and analyzed by the retention committee.

The grant funded TRiO program provides [services](#) to students who are [first generation and low income](#). TRiO provides personalized, extensive counseling and intrusive advising services. They also provide opportunities for cultural enrichment and experiences. Budgeting, time management, study habits, and effective college skill development are examples of training sessions the TRiO program offers to students.

The Financial Aid office assists students with acquisition of financial resources, primarily related to Title IV funds. [Scholarships](#) offered include athletics, endowment, and activities. FSCC provides a

tuition waiver for all Bourbon County residents meeting the guidelines for the waiver. Financial Aid also disseminates information to students through orientation classes, senior day sessions, and campus visits. The Financial Aid office [website](#) also houses important links to the following information: [forms](#), [FAQ's](#), [helpful links](#), [types of financial aid](#), [eligibility guidelines](#), [a checklist](#), and [Veteran Affairs Benefits](#).

The [library](#) provides both digital and hard copy research material and other intellectual property for students and the community. The library also provides study space, a collaboration station, research assistance, and Blackboard support for both students and faculty. The Director of Library Services often provides training regarding academic dishonesty and information literacy to students in orientation and English courses.

The [Student Success Center](#) facilitates learning by providing a computer lab, tutoring, test proctoring and testing services (e.g. students requiring ADA accommodations). Staff in the Student Success Center also offers assistance with navigating the student portal (Campus Connect/GIZMO), email, and Blackboard.

*3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.*

Student [placement](#) utilizes a multiple measures approach. SAT, ACT, Accuplacer, and high school transcripts are evaluated and the student is placed in coursework accordingly. Fort Scott Community College requires two or more measures (if possible) for placement decisions, ensuring the student is comfortable with their placement level. FSCC provides preparatory instruction in English and mathematics. Students whose placement level is considered developmental in math have the course options of Math Skills, Elementary Algebra, or Intermediate Algebra, depending on the level of preparation needed for acquiring the skills needed to be successful in College Algebra. The English program was redesigned in 2018, utilizing an Accelerated Learning Program (ALP) model for most students. The ALP model allows students identified as requiring developmental work to enroll in the college-level English 101 course, with an additional two credit hours of supplemental instruction. The option of an integrated Reading and Writing course is available to students who need additional developmental English work before enrolling in English 101. The college offers [Study Skills](#) as an elective course. Study Skills assists students by teaching study habits necessary to be successful in college.

*3.D.3. The institution provides academic advising suited to its programs and the needs of its students.*

Academic advising is provided to all Fort Scott Community College students by professional advisors, associate dean's of outreach campuses, TRiO advisors, or program directors. Students are accommodated via multiple avenues of communication, such as walk-in, by appointment, phone call, email, text message, or video conferencing software (e.g. Zoom). FSCC advisors assist and mentor students when designating a degree pathway and provide a degree plan to ensure proper course enrollment for certificate/degree completion. The advising department provides students with pathways to graduation, enrollment services, transfer assistance, career counseling, management of the early alert and attendance reporting system within the student information system, personal counseling and mentoring, referrals, and degree audits each semester. Faculty, upon request, will

counsel students regarding specialized majors.

*3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).*

The institution provides resources and infrastructure appropriate to facilitate learning. Technical education programs are supported with resources and equipment from the Carl D. Perkins grant. The institution typically receives between \$40,000 to \$50,000 annually to support equipment and resources directly related to technical education student learning.

A lab budget is maintained from student fees to enhance and improve science labs. Currently, Fort Scott Community College has one physical science lab, one chemistry lab, and two biological science labs. A donation in 2018 led to a \$900,000 renovation of a building, primarily utilized in the Farm and Ranch Management program. All classroom spaces, including a lab utilized for plant science, soil science, and meat evaluation were renovated to increase the support of student learning.

FSCC allied health and nursing facilities utilize learning in the clinical setting, classroom, and learning labs. Learning labs include full simulation of hospital or nursing home settings which positively impact student learning. The nursing program has clinical agreements with area hospitals allowing students to receive real-world training, enhancing the student learning experience and preparing the students for the workforce.

The Ellis Fine Arts Center, constructed in 2009, houses the art, music, and theatrical programs. The building consists of four individual instrumental and vocal practice rooms, band practice room, choral practice room, and a 605 seat theater. The performance spaces are suited to the student needs for learning fine and performing arts. The Ellis Fine Arts Center also houses the Gordon Parks Museum, which honors the life and work of Gordon Parks, allowing students to experience the diversity and culture of Gordon Parks' life.

The Student Success Center and FSCC Library provide resources for students. The Student Success Center is available until 8:00 p.m. Monday through Thursday (5:00 p.m. on Friday) to provide free tutoring, specialized learning software, assessment testing, support staff, and updated computer labs to support student learning. Fort Scott Community College's library provides resources in a variety of platforms. The library has an appropriate selection of books available for checkout, also providing access to a state library consortium of books not readily available on campus. The library offers resources to online databases, training about academic integrity and information literacy, and Blackboard student support.

The college has recently started updating technology in classrooms to support effective teaching and learning. Large television displays are replacing projection screens, as part of the technology plan. HoverCam technology has recently been purchased for three classrooms, with plans to continue implementing the technology into classrooms. The HoverCam technology is an all-in-one computer, document camera, and white board, which syncs to a large format television display without wires, allowing the instructor to always be engaged with the students.

*3.D.5. The institution provides to students guidance in the effective use of research and information resources.*

Fort Scott Community College's Directory of Library Services provides training to students regarding information literacy and the proper use of information resources. This training is provided on an as needed basis for students, however, it is also incorporated into the curriculum of [College Orientation](#) courses. The specific outcome related to research in the College Orientation course teaches students to be able to "access and ethically use information from various sources, including online, library and databases." The practice of effective use of research is demonstrated in [Public Speaking](#) courses, which require increasingly rigorous research and in [English 101](#) courses which "practice ethical means of creating their work while integrating their own ideas with those of others."

## Sources

2B - Placement Testing\_Catalog\_19-20  
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Helpful Financial Aid Links \_ Web  
How to become a greyhound  
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Scholarships \_ Web  
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Study Skills Syllabus Spr 20  
TRiO Student Support Services \_ Web  
TRiO\_Application 2019-2020  
Types of Financial Aid Available at FSCC \_ Web  
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## 3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

*3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*

Fort Scott Community College's co-curricular activities are aligned with the institutions mission enhancing student experiences and growth. The [mission](#) of the college supports co-curricular activities, in regards to diversity and being mutually supportive of the communities served. The FSCC athletic program includes football, men's and women's basketball, baseball, softball, volleyball, men's and women's golf, track and field, spirit squad, and rodeo. Other co-curricular activities such as livestock judging, meats judging, e-sports, theater, band, music, academic excellence challenge/quiz bowl, Phi Theta Kappa (PTK) honor society and President's Ambassadors all provide students with opportunities to enhance their educational experience.

Multiple student activities are available to integrate both residence life students and commuter students. The college hosts "grocery bingo" multiple times per semester. This event allows students to win grocery items (e.g. candy/snacks) while interacting with students from a variety of backgrounds, enhancing social and cultural awareness, as well as communication skills. Theatrical performances introduce students to the arts in a multitude of different ways. Students are encouraged to participate in or attend productions to create a higher appreciation for the fine and performing arts. Theater productions range from *Prescription Murder*, to performances challenging societal injustices like *To Kill a Mockingbird*. STEM Club and the Student Nursing Organization participate in the annual Fall Kids Fair, connecting with youth for science experiments and nursing related activities.

The [college library](#) and [PTK honor society](#) have demonstrated co-curricular outcomes for participation in activities. The outcomes for the college library are as follows:

1. Professional Values: Students will demonstrate knowledge and understanding of academic integrity after receiving academic integrity support and education.
2. Educational Role: Students will be able to identify, access, interpret, and use information effectively for academic success, research, and lifelong learning.
3. Collections: Students will be able to access collections aligned with areas of research, curricular foci, or institutional strengths.
4. Discovery: Students, faculty, and community will be able to discover information in all formats through effective use of technology and organization of knowledge.

The library uses academic integrity violations as a measure for meeting the professional values

outcome and uses faculty feedback to measure the educational role the library plays. This co-curricular outcome directly aligns with [general education outcome 3, ethical responsibility](#). The library uses an assessment survey tool to measure the effectiveness of the collections and discovery outcomes.

*3.E.2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.*

Fort Scott Community College demonstrates the students' educational experience in relation to the mission of the institution, specifically in the area of providing a mutually supportive relationship between the college and its communities. Each year, the Construction Trades program selects a large project to enhance community relations. In 2017-2018, the program built a pirate ship playhouse which was auctioned and, in 2018-2019, the program built a gazebo for the city park; while students studying masonry built a stone butterfly garden for the city. At the beginning of each academic year, the FSCC athletic programs greet students at local schools on the first day of classes, ensuring a strong connection between the college and the communities it serves.

The students' educational experience is enhanced via access to the Gordon Parks Museum. The cultural diversity experienced by having this museum and the programming it offers on campus is directly linked to the college mission of a long history of culture and diversity. The Christians on Campus club meets weekly, offering an opportunity for students desiring to integrate religious experiences into their education.

The institution is directly linked to the economy and benefits from economic development within Bourbon County as some institutional funding is linked to property tax valuation. The college works in conjunction with the community to host [Manufacturing Day](#), highlighting local businesses and FSCC CTE programs. Multiple business and career fairs are held on campus to encourage students to begin careers locally in fields such as health care, agriculture, or HVAC. The college President serves on the Bourbon County economic development board, Fort Scott Area Chamber of Commerce executive board, among others to encourage local economic development.

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4B2-FSCC Library Co-Curricular Outcomes  
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### **3.S - Criterion 3 - Summary**

The institution provides high quality education, wherever and however its offerings are delivered.

#### **Summary**

Fort Scott Community College provides a high quality education across all modalities and locations. The institution provides freshman and sophomore level courses for undergraduate transfer and/or workforce preparation. Associate in arts, science, general studies, and applied sciences are offered and approved by the FSCC curriculum committee to ensure student learning outcomes are being met with an appropriate level of rigor. Programs and degrees align with the Kansas Board of Regents guidelines and meet the mission of the college.

The college offers programs aligned with the mission, providing courses focused on the first two years of the undergraduate program. The mission of Fort Scott Community College has a focus on occupational and technical programs, which align workforce preparation and programs with communities the college serves. Curriculum offered by the institution incorporates human and cultural diversity in the world in which the students live and work, as is evidenced by the college mission of providing a long history of culture and diversity.

The institution meets Assumed Practice B.2 for hiring and employing qualified faculty; staff are appropriately qualified, receive training, and attend professional development relevant to their area of expertise. All staff and faculty are evaluated based on policies and established protocol outlined in Board of Trustees policies and the faculty negotiated agreement. Fort Scott Community College offers small class sizes and provides adequate student support services.

Co-curricular programs are aligned with the institution's mission to enhance the student experience and learning at FSCC. Athletic programs, student organizations, and activities provide a wide variety of opportunities for student engagement by actively involving students within the communities FSCC serves. The institution demonstrates its claim of an enriched educational environment by aspects of its many co-curricular activities linked to the mission.

#### **Sources**

*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

#### *4.A.1. The institution maintains a practice of regular program reviews.*

Fort Scott Community College maintains the process of regular program reviews with every program being reviewed on a cyclical basis. Program review at FSCC is a faculty driven process where numerous departments constantly work together to improve the quality of programs by being receptive to changing educational demands. The faculty in conjunction with the Vice President of Academic Affairs recognized the need to revise the [program review](#) document. This call for change was answered in the Spring of 2019 based on feedback from faculty to make it more efficient and operational. The [updated document](#) covers the scope and the institutional support it provides to accomplish the mission of the institution.

The Scope of program review includes the following components:

*Program Relation to College Mission, Core Values, and Strategic Plan:* This component assists with

aligning the program with the college's mission as well as core values, and identifying the goals of the strategic plan explicitly affected.

*Program/Discipline Demand/Need:* Success rates at four year institutions, successful placement rates, and regional demands are all used to identify the need for the programs/classes. The faculty and the curriculum committee makes appropriate adjustments to the program based on the demands. For example, we have phased out our Secretarial Science program in recent years due to low student numbers and feedback from employers within the Advisory Board. The reason provided by employers was "the certificate does not guarantee student placement or an increase starting pay."

*Program/Discipline Analysis:* Program analysis instills procedures to ensure that the content in each course is up to date and is meeting the demands of student learning by following the Kansas core outcomes. Advisory boards consisting of local industry professionals help with making sure the technical skills in their field are being met. The division chairs and the full-time faculty enforces that the methods of instruction, academic rigor and consistency of course content is followed across all modalities.

*Program Assessment:* The assessment process at Fort Scott Community College includes course level, program level, and college wide assessment. The faculty has been assessing course level outcomes which helps them improve teaching methods and enhance student learning. Benchmarks and measures have been identified for most program level outcomes as well as for college-wide general education outcomes.

The Institutional Support includes the following components:

**Support:** Fort Scott Community College offers many different courses, each of which is tailored to meet student's needs. To make sure each program supports other academic areas, different learning resources are utilized to support the institutional outcomes. Students working towards a certificate can take general education courses and earn an Associate in Applied Science degree in addition to the certificate.

**Community Engagement:** Faculty and staff help build relationships within communities by participating and organizing community events such as: Aggie Day, Math Relays, Junior-Senior Day, etc.

**Program Development:** FSCC develops its programs based on the regional needs, trends in the employment industry, and feedback from our partners. Advisory board meetings are held for occupational programs, where local leaders address new trends, tools, and technology that can be incorporated as part of the program. Faculty for occupational programs, along with the directors, meticulously follow the guidelines for any third party accreditation and take necessary steps to maintain the accreditation.

The purpose of program review at FSCC is to enhance student learning by effectively utilizing resources, and updating programs periodically to accomplish the mission of the institution. The departments review their data annually and follow a 3 to 4 year [formal review cycle](#). During the formal review, the departments assess their goals and identify needs for improvement. The formal program review is submitted for an evaluation to the office of Academic Affairs. An action plan addressing weaknesses, opportunities and challenges is developed by the faculty in conjunction with the Vice President of Academic Affairs, which is part of the operational plan within the strategic planning process. Program reviews for the [English](#) and [Business](#) departments are included as

examples.

*4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.*

Fort Scott Community College's [credit for prior learning policy](#) is stated in the [catalog](#), on the [FSCC website](#), and on the [Kansas Board of Regents Transfer and Articulation webpage](#). The institution follows the [KBOR Credit for Prior Learning Guidelines](#) when determining eligibility in awarding credit for prior learning hours. FSCC awards a maximum of 30 hours of credit in the following categories: AP, CLEP, military service, certificate evaluation, and/or portfolio evaluation. The college recently created a [rubric](#) to evaluate credit submitted for portfolio evaluation review. Military credit is awarded upon receipt and evaluation of the student's Joint Services Transcript and recommendations made by the American Council of Education. Currently two programs are listed on the [Kansas Board of Regents Credit for Military Alignment webpage](#).

*4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.*

Fort Scott Community College accepts transfer credits earned from regionally accredited institutions and may permit up to 45 semester hours of transferred work toward a degree. Credit is evaluated by the College Registrar and/or Records Analyst in accordance with institutional [policy](#) to determine course equivalency. If there are questions regarding equivalencies, the registrar's office follows up with the appropriate department chair or the Vice President of Academic Affairs for clarification.

*4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.*

Fort Scott Community College offers high quality technical, occupational and general education courses to its students. To maintain consistency across courses, each course has a [master syllabus](#) created by the lead instructor. All instructors, including [adjuncts](#), and those teaching [concurrent/dual credit](#) courses (courses taught at the high school) follow the master syllabus in regards to course outcomes, prerequisites, course description, textbook, and comparable assessment. FSCC also abides by the [concurrent policies](#) set by the Kansas Board of Regents (the institution's coordinating board). Instructors are required to submit a copy of their syllabus to the instruction office each semester. The course outcomes in general education courses are tied to the statewide Core Outcomes Project, which helps students seamlessly transfer to other state institutions. The students are held to the same high standards in all courses irrespective of the modality. Face-to-face, online and hybrid courses use the same [assessments](#) and rubrics (General Literature - [face-to-face](#), [online](#)) to evaluate student learning.

The institution provides multiple opportunities during in-service for full-time and adjunct faculty to be trained in various learning resources such as [Panopto](#) and [Blackboard](#). Panopto allows for lecture recording, screen casting, video streaming, and video content management, while providing accessible features such as closed captioning to meet ADA guidelines for students with disabilities. The Director of Library services has undergone several Panopto trainings in order to be the FSCC lead trainer for faculty and staff. In addition, FSCC along with four other community colleges has partnered with Pittsburg State University through the Southeast Kansas Academic Librarians Council to offer membership in Credo instruct. This membership service provides a foundation

for [information literacy](#) and critical thinking through an online format which includes lessons, videos, and quizzes that can be embedded into all Blackboard courses. Credo Instruct will be available and training will be offered starting fall 2020.

Faculty maintains rigor of the courses by using the same final and/or rubrics to grade assignments for courses taught by different instructors. Every semester, division chairs work directly with full-time and adjunct faculty to ensure that every course is utilizing the same syllabus and final. For example, all instructors in the English department use the same rubric to grade the final research paper for [English 101](#) and [English 102](#). The Math department also provides [adjunct](#) and [concurrent](#) faculty with a common final. Regular observations are conducted for all faculty employed including full time, adjunct and concurrent faculty. The Vice President of Academic Affairs evaluates full-time faculty on a rotational basis, as outlined in the [negotiated agreement](#); adjuncts are evaluated by the division chairs. The Director of Institutional Effectiveness & Outreach is responsible for observing concurrent faculty annually. Different instruments are used to evaluate [full-time](#), [adjunct](#) and [concurrent faculty](#). Online classes are evaluated for content, structure of the course and expectations of student learning. Continuous feedback combined with [student survey](#) results are shared with faculty after each evaluation.

FSCC strictly adheres to Higher Learning Commission guidelines regarding faculty credentials for all programs. The institution has adopted a faculty qualification document based on the [CIP code document](#) to warrant uniformity. The CIP code document is maintained in the Human Resources office along with a copy of faculty qualifications.

The Concurrent Enrollment Program at FSCC follows the [guidelines](#) provided by Kansas Board of Regents. The classes taught as part of the Concurrent Enrollment Program are held to the same standards as courses taught on campus. The instructors teaching concurrent courses use the same master syllabus including the course competencies and the common final as outlined in the [concurrent agreement](#). Lead instructors are always available to mentor and provide support to the concurrent faculty. Annual classroom observations along with [student evaluations](#) are completed in order to meet the same course standards. The Director of Institutional Effectiveness & Outreach works closely with concurrent instructors and assists them with accessing all resources including educational materials, the learning management system, and opportunities for professional development.

*4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

The Fort Scott Community College nursing program maintains specialized accreditation from the Accreditation Commission for Education in Nursing (ACEN). The institution meets the expectations of ACEN as a third party program accreditor ensuring high quality nursing education. FSCC's nursing program received initial accreditation in 1986 and is scheduled for a site visit for reaffirmation in Fall 2020. The institution also maintains accreditation with the [National Association of Developmental Education \(NADE\)](#). Initial accreditation in NADE was granted in 2016, as the institution pursues initiatives to assist underprepared students for college-level coursework. An example of this transition has been the move to the Accelerated Learning Program (ALP) curriculum in college-level English courses.

*4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its*

*mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).*

Fort Scott Community College engages in data collection and reporting of graduates annually. This information, published in the [K-TIP Report](#), is collected by the Kansas Board of Regents and tracks wages, graduates exited/employed, program concentrators, declared majors, and total number of students pursuing additional education. The institution also utilizes the [KBOR Performance Agreement](#) to ensure appropriate preparation of students. This information tracks six indicators (three chosen by KBOR, three by the institution), and uses institutional baseline trend rates for comparable data. One of the indicators within the performance agreement is "increase the percent of students earning job-ready certifications." Of students enrolled in programs leading to an industry recognized credential, 63.1% earned the credential being sought in the last reported cohort.

The institution also uses KHEStats data and advisory board feedback to determine graduate success. Advisory board members in CTE fields often employ FSCC graduates, and provide the institution feedback during biannual meetings. [KHEStats transfer feedback](#) data is utilized by the institution to ensure graduates continuing studies at state universities are performing at a comparable level with the other community colleges in Kansas. The transfer feedback data shows the student average GPA and credit hours transferred from FSCC, and cross references it with average GPA, credit hours earned, and credit hours attempted at receiving institutions.

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## 4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

*4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*

Assessment has been continuously evolving and improving at Fort Scott Community College. Data was collected for course level outcomes for many years; however, it wasn't beneficial in making informed decisions. In order to maximize the efficiency of data collected for student learning outcomes, the assessment process was redesigned and a plan was created after faculty and staff attended the [HLC Assessment Workshop](#) in 2016. After returning from the Assessment Workshop, course outcomes were reviewed and revised to ensure alignment with the master syllabus for every course. Faculty also updated master syllabi in all disciplines to ensure learning outcomes aligned with the Kansas Core Outcomes Group (KCOG) Project. Benchmarks and measures are in place for course level outcomes with [benchmarks reviewed](#) every three years. Non-KCOG course outcomes are also reviewed every three years. Faculty began reporting on data collected in course level outcomes beginning with fall 2017 classes. A link is available in Campus Connect (online student information system) for faculty to [input data on student learning outcomes](#).

The student learning outcomes for career and technical classes are outline on the syllabus for all programs. The outcomes were developed with input from:

- business and industry
- colleagues within discipline fields
- workforce credentials/employer input.

As part of continuous improvement, the faculty within departments meet regularly to make adjustments in order to achieve the desired learning goals. An example of continuous improvement is evident in the science department. The students enrolled in science classes were previously struggling with metric system and scientific method, which was resulting in below average performance on two program level outcomes. The science department discussed the need to incorporate a review of the metric system and scientific method as part of the first unit in every entry level science class to improve student understanding. In order to better familiarize students with these concepts, the instructors utilize one of these labs: [bubble gum lab](#) or [candle burning lab](#).

The college has made considerable improvement in collecting and storing the assessment data. Faculty reports on course level outcomes every semester utilizing Campus Connect. Greenbush (an educational consortium located in southeast Kansas) then compiles the data and generates reports for individual courses, courses by instructor, and for the entire department. Those reports are made accessible to the faculty and the division chairs so that they can make appropriate changes. Program level and college-wide general education outcome data is stored in the accountability management system provided by Watermark. The college purchased this software in order to assist with tracking outcomes and data to ensure the assessment loop is being closed and action is being taken, followed-up on, and reported in a central location. To ensure transparency, the college created an [assessment presence on the web](#), and the college-wide general education along with program level outcomes have been posted. As aggregate data is collected, assessment plans and results will be posted on the website for all stakeholders to view. The assessment committee has set the goal of August 2020 for having the results available on the website. ***This item specifically addresses the institution meeting item 2 of the embedded assessment report for assessment data being systematically and centrally collected, evaluated and used to improve student learning; also this addresses item 4 of assessment data being maintained in such a way as to enable the institution to make determinations based on trends.***

*4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*

Fort Scott Community College has been assessing achievement of the learning outcomes for curricular and co-curricular programs in various ways. Faculty has been collecting and analyzing data on course level outcomes every semester. Traditionally, program level assessment was done by looking at the success rate and retention data for the programs, which was not adequate. The revised program level assessment includes a measure of student learning by developing benchmarks, outcomes and measures at every level. The data is analyzed as they matriculate through a particular program, which is apparent in the [multi year program report from Nursing](#).

The institution is continuously working towards assessment of its co-curricular programs. A systematic plan to align co-curricular activities with college-wide outcomes is underway. Co-curricular activities have overarching outcomes which house three categories: athletic, selective and non-selective activities. Selective activities involve students meeting certain criterion in order to be a member (e.g. Phi Theta Kappa), while non-selective activities are accessible to anyone (e.g. STEM Club). Coordinators of co-curricular activities are working towards developing and aligning the student learning outcomes for their activities to the college-wide general education outcomes. Examples of co-curricular activities which have established their outcomes are [athletics](#), [TRiO](#), [library](#) and [Phi Theta Kappa](#).

Athletics utilizes a Student-Athlete Committee, which consists of a group of students nominated by the coaches to represent their respective teams. Each team has at least two members which includes a minimum of one freshman and one sophomore student, while larger teams have more representatives. Ideally, the committee meets with the President and Vice President's once per semester to visit about their experience at FSCC. At the conclusion of the academic year, coaches and the Vice President of Student Affairs/Athletic Director meet with the student focus group to ascertain feedback on various aspects of the institution. The students identify institutional strengths and provide feedback concerning areas for improvement.

A [survey](#) is administered annually to focus groups consisting of each category of co-curricular activities. The purpose of the survey is to link outcomes for the activity with the general education

outcomes. The results of the last student survey were collected in May 2018. Originally the institution planned to administer the survey biennially, however the institution will begin to conduct the survey annually. Due to the current pandemic, FSCC is expecting to see a reduced response rate to the survey.

Another example of assessing student learning outcomes for co-curricular activities is evident in the TRiO Student Support Services program. The TRiO program provides support for up to 150 students enrolled at Fort Scott Community College and has outlined three objectives which are continually assessed. TRiO sponsors a multitude of [activities](#) throughout the year, in addition to providing tutoring, to meet the [outcomes](#). A mentor program is also available where faculty and staff provide mentoring for their students. The Student Support Services program is continuously structuring their activities to meet the needs of students and help them succeed.

#### *4.B.3. The institution uses the information gained from assessment to improve student learning.*

The institution uses the information gained from assessment to improve student learning by carefully analyzing the data. Greenbush assists with creating reports related to instructor, course, department and Fort Scott Community College aligned college-wide general education outcomes (occasionally referred to as "college-wide abilities"). Reports are generated and distributed to faculty and division chairs for data analysis. The faculty make improvements based upon student performance data for individual courses.

An example of improvements of student learning is demonstrated in the English courses. Course level assessment is completed every semester for English 101 and English 102 through [Campus Connect](#), where instructors input students' performance on a rubric scale of 1 to 4 for each student within each student learning outcome (SLO). In [English 101](#) and [English 102](#), the final research project is evaluated using a [rubric](#) as the measurement criteria. The benchmark is 70% of the students will meet competencies with a 3 or higher on the measurement rubric.

Current outcomes assessment reports show [comparative data](#) of all SLOs from English 101, English 102 and General Literature from Spring 2017 and Spring 2018 semesters. Spring 2017 and Spring 2018 data for all competencies/learning outcomes from English 101, English 102, and General Literature show that students' performance met or exceeded the benchmark for 8 of the 13 program level outcomes. The program level outcomes failing to meet the benchmark included the following: "Apply modes of critical inquiry specific to the discipline"; "Exhibit a solid understanding/correct usage of MLA citation and documentation"; and "Exhibit a solid understanding/correct usage of APA citation and documentation." However, these three outcomes showed improvement from Spring 2017 to Spring 2018. The scores improved in these three categories: from 52% to 59.5% (modes of critical inquiry); from 37.7% to 39.7% (MLA); and from 37.3 to 51.2% (APA). Based on the data collected at the course level, English instructors have modified instruction to provide more time to focus on the areas of citation and documentation.

In addition, the attached [2018-2019](#) and the [2019-2020](#) English Program SLO Summary Reports indicate comparative student data, allowing for fall to spring, fall to fall and spring to spring comparisons. Per the SLO reports, students' performance in the following outcomes reflected growth from the 2018-2019 to the 2019-2020 academic years: #4: demonstrate language that is appropriate to the occasion with words and phrases that are accurate and fluid; #5: compose strong, varied sentences that make reading enjoyable; #6: submit finished texts conforming to standard written American English; #7: exhibit a solid understanding/correct usage of APA citation and documentation; #9: apply modes of critical inquiry specific to the discipline, and articulate the

distinctive features of various genres. During the academic year 2019-2020, students' performance met or exceeded the benchmark for 11 of the 13 outcomes for English 101, English 102, and General Literature.

Improved student performance may be attributed to several factors, including the instruction method of developing a cumulative research paper for both English 101 and English 102. The cumulative research essay is comprised of smaller research projects that are thematically connected; students begin this longer research project mid-semester. This methodology allows students to write and then revise sections of the larger research project, which reinforces concepts as well as writing skills. In addition, students' skills in learning documentation and avoiding plagiarism are reinforced through the librarian's documentation workshops, which include mid-presentation comprehension quizzes. The presentation provides a thorough definition of plagiarism, along with multiple real-life examples, as well as the consequences of plagiarism for students, programs, and higher education institutions. This presentation is a strong reinforcement to instructors' endeavors to effectively teach ethical and correct APA documentation in English 101 and MLA documentation in English 102. Due to the positive impact of the "one-shot presentation," this tactic has been implemented in other courses such as College Orientation, Reading and Writing developmental courses, Nursing Orientation and Public Speaking. Starting with the Fall 2020 semester, students will complete a short survey either in class or online on the "one-shot presentation."

Another example of closing the loop in the assessment process is evident in Basic Chemistry. The instructor observed the scores were low on stoichiometric problems covering mass-volume relationships in both cohorts for spring and fall 2019. In order to improve the student's understanding, the instructor planned to add a section to the "Analysis of Vinegar experiment" for the Spring 2020 semester. The experiment creates a reaction and the student performs the stoichiometric calculation. The goal of the experiment was to increase student understanding and performance on exam questions related to this lab. Unfortunately, due to lab adaptations during the last six weeks of the Spring 2020 semester, the lab was not implemented. The students will perform the revised experiment in the Fall 2020 semester.

The analysis of program level data is in progress and being utilized to make curriculum based changes and improve student learning. The benchmark wasn't met for one of the program level outcomes in the business department this year. Therefore, the business department is looking at verifying the alignment of assessments with the outcome and making necessary adjustments to dedicate additional time to focus on competencies students are struggling with.

As a result, FSCC is committed to using assessment data for course, program level, and general education student learning outcomes. As evidenced above, FSCC is continuously improving the assessment process, ensuring the process occurs at the faculty level, and that faculty members have a tremendous amount of ownership in the process. ***The evidence above provides examples of improvements derived from assessment data, item number 3 within the embedded assessment report; also addressing item 4 of data being maintained in a way the institution can make determinations based on trends.***

*4.B.4 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.*

The assessment committee under the guidance of the Vice President of Academic Affairs has been proactive in aligning and mapping the course level outcomes, program level outcomes, and institutional (general education) outcomes. The committee is comprised of faculty from all academic

divisions, including representation from career and technical education, the Vice President of Academic Affairs, Director of Institutional Research, and Director of Institutional Effectiveness & Outreach. The committee members facilitate the process by identifying areas of improvement and working with faculty to address those areas in [break-out sessions](#) during in-service. Assessment workshops are also held during [fall](#) and [spring](#) in-service to update faculty and staff. [Assessment day](#) is planned annually for faculty to work on reporting, evaluation of outcomes, receive updates on aggregated data, and workshop with other faculty within their respective disciplines. During this time, faculty can also have one-on-one sessions with the Vice President of Academic Affairs or the Director of Institutional Effectiveness and Outreach regarding assessment. After these sessions, departments implement changes for the upcoming semesters.

Fort Scott Community College is working diligently on closing the loop for program level assessment. Two years ago, upon recommendation from the committee members, the institution decided to purchase the accountability management system (Watermark AMS) for the sole purpose of systematically collecting the assessment data and making improvements based on the data. Watermark AMS is being used as a central location for documenting program and college-wide general education outcomes data. FSCC also designated budget funds during summer of 2019 to hire a full-time Director of Institutional Effectiveness and Outreach. This newly created position took the lead in items related to program review and assessment. The funding of this position demonstrated an institutional commitment to student learning, assessment, and improvement processes.

[Curriculum Mapping](#) templates have been built and Academic Program Review information has been entered into the Watermark AMS. The assessment committee, with assistance from the Vice President of Academic Affairs, has made substantial progress towards effective student learning and achievement of learning goals by undertaking the following:

Program level outcomes were developed for all the programs in [Spring 2018](#) and will be reviewed every 5 years.

Benchmarks/measures are finalized for 80% of the program level outcomes, with benchmarks being revised every 5 years.

Initial curriculum mapping was completed in Fall 2017, but was revised due to courses being mapped to every outcome at program and general education levels. Curriculum mapping of courses to program level outcomes is completed for 70% of the courses.

Began documenting program level, institutional level assessment information and program reviews in Watermark AMS since Fall 2019.

Assessment of college-wide general education learning outcomes occurs on an annual basis. College-wide [general education outcomes](#) were revised in Fall 2017 and include:

1. Mathematical
2. Reading
3. Ethical Responsibilities
4. Communication (oral & written)
5. Social and Cultural Awareness
6. Technology Skills
7. Critical Thinking

Numerous measures are in place for assessing general education outcomes, including assessments used for measuring the effectiveness of course and program level outcomes. The [General Education Outcomes Matrix](#) has benchmarks and measures outlined. In previous years, Collegiate Assessment



of Academic Proficiency (CAAP) was used for assessing the general education outcomes which was replaced by ETS Proficiency Profile in Spring 2018. The [results](#) for last year ETS Proficiency Profile show Fort Scott Community College students met the institutional benchmark, scoring within one standard deviation of the national mean on critical thinking, reading, writing, and math.

The [assignments](#) have been outlined and rubrics have been developed for assessing [Technology Skills](#) and [Ethical Responsibility](#) and will be incorporated as part of the assessment in the Capstone course redesign. In addition, the [academic affairs policy on plagiarism](#) supports the instructors' efforts to teach ethical use of sources, which may help measure not only course level (in [English 101/102](#) courses starting Fall 2020), but also college-wide general education outcomes for ethical responsibility.

FSCC is persistently working towards achieving the desired assessment plan by engaging in continuous data collection, tracking and utilizing those results to create concrete actions designed to support the educational needs. Co-curricular activities are being aligned and the assessment is underway. Continuous training is being provided to faculty and staff to meet students' needs. ***The entire assessment process described above provides evidence of Fort Scott Community College meeting item 1 of the embedded assessment report for the holistic institutional assessment plan.***

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- 4B2-FSCC Library Co-Curricular Outcomes
- 4B2-PTK Co-Curricular Outcomes
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- 4B2-TRiO Co-Curricular Outcomes
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- 4B3-Final Research Paper Rubric English 101
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## 4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

*4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.*

Fort Scott Community College recognizes the overall importance of having defined goals in relation to student success. In 2015 the college created the Retention Coordinator position who was tasked with establishing goals pertaining to retention for the college. To continue improving the college's retention and completion rates, the goals are periodically evaluated and updated as necessary. The retention goals for FSCC, were initially set at an ambitious 7%. However, the goal has since been modified to be more attainable. The Retention Coordinator position is now more inclusive, and has transitioned into the Director of Advising and Retention. The goals set by the Director of Advising and Retention, which are supported by the Retention Committee include the following:

1. Lower the DFW rate by 4% from the baseline trend from our 2014 baseline data
2. Increase the retention rate by 4% by 2025 from our 2014 baseline data
3. Increase our completion rate by 4% by 2025 from our 2014 baseline data

Communication and progress toward goals are presented at FSCC inservice, workshops, and to the Board of Trustees upon request. The [presentation during fall 2019 inservice](#) included a discussion on retention, persistence, and completion being tied to performance based funding, data compiled regarding student demographics, and focus group information from students and employees regarding why students persist.

*4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.*

Fort Scott Community College utilizes varying methods of collecting information on student

retention, persistence, and completion. Student, instructor, and staff focus groups are utilized to attain qualitative feedback regarding student performance. The various stakeholders involved with retention and completion provide feedback to the Retention Committee (Director of Advising and Retention, Director of Institutional Research, Vice President of Student Services, TRiO Director, and a minimum of two faculty members), who develop processes to continuously improve retention. The shift to multiple measures placement for students entering is an example of feedback being utilized to impact change. While not enough data is available at this point to indicate trends, instructor feedback is promising for students completing college-level English and math.

The college collects, analyzes, and compares data via a multitude of facets. The [program review process](#) analyzes student performance and outcomes within each program specifically. Program review is done on a rotating schedule of three to five years. The college is a member of the [National Community College Benchmark Project](#), and annually analyzes peer comparison information from the Benchmark Project. For Career and Technical programs, the institution utilizes follow-up reports to the Kansas Board of Regents ([K-Tip Report](#)). FSCC also participates in data collection procedures with the Kansas Board of Regents, providing [transfer feedback information](#) and utilizing [student success index](#) reports.

FSCC utilizes student and other stakeholder surveys such as Noel-Levitz biennially. The college also utilizes institutionally developed Likert scale surveys that allow for qualitative feedback via open-ended comments or questions. The Retention Committee then categorizes the open-ended answers and analyzes the data derived from them.

The institutionally developed surveys provide FSCC with [information specific to the college](#). This drill down into the data is not available through surveys such as Noel-Levitz, which does not provide the students and stakeholders with an opportunity to provide feedback necessary to capture appropriate and usable qualitative data. The institution also collects data about [advising services annually](#). Advising, Noel-Levitz, and institutional survey data is analyzed by the Retention Committee to enhance services, ultimately providing for a positive impact on retention, persistence, and completion.

*4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.*

The Retention Committee is responsible for collection and storage of the data and survey information. The committee meets monthly to discuss, analyze, and propose solutions to the issues or opportunities presented by the data and surveys. During the spring semester of each academic year (March or April), the committee presents a summary of their findings and recommendations to the Fort Scott Community College Board of Trustees. Action is then taken by the various departments impacted once recommendations are approved by the FSCC executive team and the Board of Trustees.

One example of this process is the implementation of shortening the period of time a student can add a class during the beginning of the semester. The data indicated that late enrollees (students enrolling during the second week of classes) are not as successful as students who enrolled prior to the end of the first week of classes. The college shortened the enrollment period to one week to address the success gap. [This example illustrates data-driven action taken utilizing recommendations for improvement from the Retention Committee, as the institution strives to increase retention, persistence, and completion.](#)

*4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)*

The college utilizes best practices while collecting and analyzing information regarding retention, persistence, and completion. The Director of Retention and Advising attended the Supporting Student Success Workshop at the 2019 HLC Annual Conference to collect information about best practices. The institution uses data submitted to IPEDS, the Kansas Board of Regents, and the National Community College Benchmark Project (NCCBP) as comparative data. The institution also collects data from focus group, general student, Noel-Levitz, and department specific (e.g. advising) surveys for Retention Committee use internally.

The measures and methodologies follow best practice protocols as demonstrated with consistency in reporting to KBOR, IPEDS, and NCCBP. The Retention Committee reviews the information regularly and provides annual recommendations to the executive team and Fort Scott Community College Board of Trustees. Results of the institutional commitment to retention, persistence, and completion efforts are exhibited in the [KBOR Student Success Index](#). This demonstrated a 12.1% increase in 3 year retention, completion, and persistence rates from the 2014 degree-seeking cohort, compared to the 2016 degree-seeking cohort. The National Community College Benchmark Project provided directly comparable data from 219 community colleges in 2019. [FSCC was in the 90th percentile of those 219 community college for students who completed or transferred within three years.](#)

## Sources

4A1-Academic Program-Revised  
Institution Retention Committee Survey  
KTIP Report  
NCCBP Executive Report  
Retention Data Presentation - Inservice Fall 19  
Retention Rates - FSCC vs Average of All Community Colleges 3-2-2020  
Spring 2018 Advising Survey  
Student Success Index - KHEStats  
Transfer Feedback - KHEStats - Average GPA.CH

## 4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

Fort Scott Community College maintains the quality of its educational programs through regular program reviews, assessment of student learning, evaluation of graduate performance, and alignment with the mission of the institution. Policies and procedures are established and strictly followed to ensure credit is evaluated and granted appropriately. FSCC ensures appropriate rigor and expectations are consistent for all programs and courses, including dual credit/concurrent curriculum, and for courses offered in different modalities.

Following the systems appraisal feedback from the last site visit, the institution has established a well-defined, systematic plan that focuses on assessment processes and student learning outcomes. The college remains consistent with meeting the objectives defined within the timeline developed at the HLC Assessment Academy. Faculty utilizes information gained through the assessment process to improve pedagogical techniques with the ultimate goal for improving student learning. Faculty and staff are involved in curricular and co-curricular assessment activities. Outcomes data is maintained in a centralized location, which is used to assess trend data and make improvements to student learning goals.

FSCC collects and analyzes data on retention and completion and is committed to educational improvements. The data collected is assessed and recommendations are made based upon the evaluation of the data. Data is collected and analyzed from numerous stakeholders in a variety of formats and peer institution comparison is used for benchmarking annually. The institution makes data informed decisions impacting retention and completion based upon the analysis of the findings.

### Sources

*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

*5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.*

Fort Scott Community College annually contracts with an independent auditor for the annual review of FSCC financials. For more than 10 consecutive years, auditors have issued a report of no deficiencies found with an unqualified opinion. FSCC has been able to improve modestly or hold steady our financial position as evidenced by the following three indicators:

A [net position increase](#) in our independent auditors report.

Fiscal Year	Net Position Increase
2015	\$(189,830)
2016	\$(184,114)
2017	\$179,917

2018	\$282,980
2019	\$417,852

#### End of year cash balance

Fiscal Year	End of Year cash balance
2015	\$1,693,764
2016	\$2,321,682
2017	\$2,710,395
2018	\$2,215,961
2019	\$2,369,193

#### HLC Total Composite Financial Indicator (CFI) Score

Fiscal Year	Total CFI	Status
2015	0.68	In financial panel review zone
2016	1.17	No review
2017	2.29	No review
2018	2.88	No review
2019	2.44	No review

FSCC has 164 full-time positions, including 41 full-time faculty. The institution employs approximately 65 adjunct faculty each semester and 50 student workers. As indicated in Criterion 3.C.1 our faculty to student ratio is 22:1. FSCC follows guidelines outline in Assumed Practice B.2. by the Higher Learning Commission for hiring qualified faculty as demonstrated in Criterion 3.C.2. FSCC encourages and supports effective teaching utilizing instructor evaluation, recognition of outstanding efforts, and ongoing professional development as guaranteed by the [negotiated agreement's](#) allocating up to \$7,500 for professional development. The college increased the total amount allocated for faculty professional development to \$30,000 during the 2018 and 2019 budgeting processes. Faculty also have opportunities to receive funding for professional development

through the FSCC Foundation via the Bernita Hill scholarship and the Carl D. Perkins grant funds.

All staff positions have specific qualifications established including expertise, education, and training required to perform their job duties and responsibilities. Support staff are given opportunities to attend professional development for their area of expertise. The institution provides a tuition scholarship to all employees earning FSCC college credits.

Fort Scott Community College facilities include the main campus located in Fort Scott, KS. Additional locations include:

*Fort Scott, KS locations:*

FSCC - Burke Street Site (Allied Health and Nursing Facility)  
FSCC East - John Deere - Welding

*Paola, KS location:*

FSCC - Miami County Site

*Crawford County locations:*

FSCC, Frontenac Site - Harley Davidson  
FSCC, Pittsburg Site (Cosmetology)  
FSCC, Pittsburg Site - PSU  
Pittsburg Construction Trades Building (CTEC)

As identified during a campus-wide strategic planning meeting in 2016, the team focused on facility infrastructure improvements included a primary focus of “sealing up” our facilities. The issues included multiple roof leaks, windows leaking air and water, and brick exteriors requiring tuck-pointing and sealing. Each year the executive team and the college Board of Trustees review the progress made in [capital improvement projects](#). A plan is developed for the next fiscal year to meet future goals outlined in the institutions [strategic plan \(goal 4\)](#).

The FSCC information technology (IT) department provides services for computer and network support, phone services, cable services, security and enterprise application management, and technical support for faculty and staff. [Technology updates](#) are supported through a student fee of \$10.80 per credit hour and through the general fund budget process. The IT department has a multi-phase technology plan that is continuously being updated. FSCC has sufficient technological infrastructure to support its operations wherever and however programs are delivered.

*5.A.2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.*

Fort Scott Community College ensures proper resource allocation for educational purposes and operate ethically with disbursement of revenue. The FSCC Board of Trustees has [policy ensuring the ethical usage of budget funds](#) are not utilized in a manner that adversely impacts educational purposes. In fiscal year 2018, the college implemented a zero-based budgeting model. Each department determined their budgetary needs for the year, matching those needs to initiatives within the strategic plan. This process ensures the [mission, vision, and values](#) of FSCC are properly aligned with the [strategic priorities](#) when receiving budgetary considerations.



During fiscal year 2020, the zero-based budgeting model led to 35.14% of the \$14 million [operating budget](#) going directly to academic departments, 25.17% for operating campus facilities, 18.84% for student services, 16.22% for auxiliary operations, and 4.63% for technological services to the institution.

*5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.*

The college developed a [strategic plan](#) ensuring alignment with the [mission statement](#). The strategic plan goals are

- Foster relationships with the communities FSCC serves
- Cultivate quality enhancements for education and learning
- Promote student success
- Through fiscal responsibility, ensure reliable and safe facilities and equipment
- Promote employee engagement

The goals set are realistic in light of the college's organization, resources, and opportunities. The strategic plan goals guide the budgeting process to ensure the strategic plan and resources are meeting the mission of the college. Resources and expenditures are closely monitored during the year to ensure funding is utilized to support the goals and initiatives of the strategic plan.

*5.A.4. The institution's staff in all areas are appropriately qualified and trained.*

Prior to posting, a vacant position job description is reviewed and updated, and minimum qualifications and training are determined by the Vice President and/or direct supervisor. A [request to hire form](#) is completed, and the interview committee is selected to begin identifying qualified candidates. Unique questions for each position are developed by the committee to ensure candidates are appropriately qualified and trained. The supervisor and committee members discuss candidates, and reach a consensus to select a qualified candidate for the position.

Once hired, the new employee completes the onboarding process. The process was revised by the Onboarding Committee beginning in Fall 2018. The committee is comprised of faculty, IT staff, human resources staff, clerical staff, and student services staff. The committee created a [checklist](#) to facilitate new employees acclimation to Fort Scott Community College culture, and provide the tools and resources necessary to succeed at the institution. New employees are assigned a mentor who serves on the Onboarding Committee to assist with their onboarding as outlined in [Goal 5 of the strategic plan](#).

Frequent training is provided to faculty, administrative and support staff to attain additional professional development specific to their role. Examples of professional development enhancing appropriate qualifications and training include:

- The Director of Business Operations, student services, academic affairs, and IT staff attend the annual Jenzabar meeting to receive training on the campus SIS.
- The Vice President of Finance and Operations attends the Kansas Association of Community College Business Officers (KACCBO)
- Financial Aid staff attends NASFAA or the Kansas Association of Student Financial Aid Administrators (KASFAA)
- Coaches attend professional development workshops for best practices related to recruiting

techniques and coaching philosophy.

*5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.*

For fiscal year 2018 the college implemented a [zero-based budgeting model](#). Fort Scott Community College's budget development process follows the strategic plan to ensure student learning remains the core purpose of the institution. Decisions on resource allocation through the budget process are requested and forwarded annually by the directors of departments to the appropriate vice president. The vice president will review, revise, approve, and submit budgetary requests to the business office for inclusion in a draft budget in early April. Once all budgets have been submitted and compiled, the executive team (President, Vice President of Finance and Operations, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Student Affairs/Athletic Director, and the Chief Development Officer) begins to review projected revenue and expenditures, requested budgetary items, and ascertaining input as needed from the department directors during the initial phases of the budgetary process. The Board of Trustees are included in setting priorities and approving suggested tuition and fee rates for the upcoming academic year. In July, the Board of Trustees meets for a budget workshop and to set the public hearing date, as established by Kansas statute, for a published budget. Public commentary is provided to the institution for Board of Trustees consideration between the budget workshop and the public hearing date, where the Board of Trustees typically approves the fiscal year budget.

To ensure fiscal responsibility, expenditures are monitored via a checks and balances process at the institution. The business office prepares [monthly budget reports](#) for each department. The Vice President of Finance and Operations, in conjunction with the Director of Business Operations, reviews each report to monitor activity. In the event of insufficient funds within a budget, the director may complete a form requesting additional funds from the President's [discretionary budget](#).

## Sources

Audited Cash Balances  
Audited Net Position  
Board Policy - Fiscal Management  
Budget Forms  
Budget Resource Alloc  
Capital Improvement Projects  
Discretionary funds report  
FSCC Board Policy Manual  
HLC CFI Ratios - Correct  
Information Technology Projects  
Mission Statement\_Catalog\_18-19  
Mission Vision Values - BOT Packet -Approved 5.18  
Monthly Dept Budget reports  
Negotiated Agreement-faculty dev fund  
Onboarding checklist  
Request to Hire  
Strategic Plan Goal 4  
Strategic Plan Goal 5

Strategic Plan Updated 2020

## 5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

*5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.*

The governing board is knowledgeable about the institution and provides oversight of the college's financial and academic policies and practices to meet its legal and fiduciary duties. The board is the elected representation for the citizens of Bourbon County, Kansas and fulfills the expectations of the state of Kansas in matters related to Fort Scott Community College policies. All meetings of the Board of Trustees are held in accordance with the Kansas Open Meetings Act, allowing all external and internal stakeholders an opportunity to publicly discuss issues and activities relevant to their interests and the interests of the college.

The monthly agenda is available to the public a minimum of three days prior to a Board of Trustees meeting. The [agenda](#) includes minutes from the previous meeting, administrative reports, bills and claims report (all institutional expenditures), personnel action items, purchase proposals, policy revisions, and other materials requested by Board of Trustee members. Typically at each board meeting, a program presentation is made to the Board of Trustees by a representative of the faculty, staff, and/or students. These presentations are designed to inform the board about campus activities, new upgrades or technologies, or any other pertinent information about the institution.

*5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.*

The administration, faculty and staff are engaged in the college's governance. The President shares [weekly updates](#) via email to board members. As mentioned in 5.B.1, the Board of Trustees receives monthly updates from a different sector of the college. Following the Board of Trustees meeting, the President hosts a monthly [conversation](#) meeting to update all employees. This is an open forum for all faculty and staff to ask questions, voice concerns, and participate in discussion with the executive team.

Committees engaged in governance across the institution include:

- Academic Affairs
- Faculty Collective Bargaining Unit (FSCAPE)
- Curriculum
- Open Pathways Taskforce
- Retention, Persistence, and Completion
- Assessment

The Executive Team consists of the President, Vice President of Finance and Operations, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Student Affairs/Athletic Director, Chief Development Officer, and the Director of Human Resources. The Executive Team meets bi-weekly to discuss institutional needs, budgets, personnel, and strategic planning. The President's Cabinet meets on a monthly basis and consists of the Executive Team, with the addition of deans, selected directors, and a faculty representative.

*5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.*

Fort Scott Community College has a structure of committees, work groups, and taskforces that are comprised of administration, faculty and staff members. This structure provides opportunities for all stakeholders to contribute and collaborate in setting policies, processes, and procedures of the institution.

The Academic Affairs Committee and Curriculum Committee provides the opportunity for shared governance in order to review and recommend changes, additions, and deletions in academic policies, procedures, and programs. [Curriculum Committee bylaws](#) outline the process for academic program changes. Policy changes are approved through a majority vote process through the Academic Affairs Committee, prioritizing students learning and the [mission](#) of the institution.

The [negotiated agreement](#) is a collaborative effort between the Board of Trustees, the faculty governing body of FSCAPE and the administration. The negotiation team is comprised of the President, Vice President of Finance and Operations, a Board of Trustees representative, and a minimum of three representatives from the faculty. It was agreed in 2016 by the faculty and administration to utilize interest based bargaining (IBB) negotiations. Negotiation sessions have resulted in cost savings in health insurance for all employees, as well as a multi-year agreement.

[Inservice](#) is held at the beginning of each semester for all FSCC employees. The inservice includes administrative updates, training information (e.g. VAWA, Title IX, ALICE), multiple breakout sessions for professional development (e.g. SIS, FERPA, Microsoft Office Suite), and committee meetings.

Student surveys and evaluations are utilized to ascertain feedback for consideration in setting academic requirements, policies, and processes. In May 2019 the [Noel-Levitz Student Satisfaction Inventory](#) was administered and the feedback reviewed by the Retention Committee. The data indicated dissatisfaction with food service, WiFi capabilities, and student housing and presented an opportunity for the Retention Committee to recommend improvements based on student feedback. Laundry facilities and WiFi access points have since been upgraded, and a new Director of Food Services has been hired.

## Sources

Agenda for Fall 19 Inservice  
Board Agendas  
Board of Trustees update  
Conversation Meeting  
Curriculum Committee Procedures and Guidelines  
Inservice email  
Mission Statement\_Catalog\_18-19  
Negotiated Agreement 2018-2020  
Noel Levitz - Student Satisfaction Survey

## 5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

*5.C.1. The institution allocates its resources in alignment with its mission and priorities.*

Fort Scott Community College employs a strategic planning and budgeting process that aligns with the mission and is inclusive of all stakeholders. The strategic plan is used to guide resource allocation, assessment of student learning, and evaluation of operational effectiveness. The strategic initiatives identified in the [FSCC Strategic Plan](#) are as follows:

Foster relationships with the communities FSCC serves  
Cultivate quality enhancements for education and learning  
Promote student success  
Through fiscal responsibility, ensure reliable and safe facilities and equipment  
Promote employee engagement

As discussed in Core Component 5.A., of the \$14 million operating budget for FSCC, [53.98% goes directly to academics and students services](#). FSCC has sufficient resources and allocates those resources in alignment with the mission of providing affordable academic, technical and occupational programs to meet student needs while fostering a mutually supportive relationship between the college and its communities.

[Strategic Plan Goal 1](#) states FSCC will strive to foster mutually supportive relationships with its communities. Fort Scott and Bourbon County have a focus on agriculture and manufacturing. FSCC hosts [Manufacturing Day](#) showcasing career and technical education programs and local manufacturing industries. FSCC partnered with the Chamber of Commerce, Niece Products, and the Timken Foundation for a grant to fund transportation, marketing, and safety glasses for participants in Manufacturing Day.

*5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.*

Fort Scott Community College uses data informed decision making to assess student learning (as



evidenced in Criterion 4), evaluate operations, plan for the future, and budget. The strategic planning process is cyclical and involves all stakeholders, while budget managers must identify the [strategic plan](#) goal impacted when requesting funds. The college uses multiple sources for data, including IPEDS benchmarking data, the Community College Data Book, and institutional data to evaluate Key Performance Indicators (KPI). Examples of KPI's include:

- Enrollment reports that can be segmented out by date, department, and location
- [Retention, Persistence, and Completion rates](#)
- [Student Success Index](#)
- [Graduation and transfer rates](#)
- Student course evaluations and satisfaction surveys
- Equity in Athletics
- [Early alerts and attendance systems](#)
- Employee satisfaction surveys

The position of Director of Institutional Effectiveness and Outreach was developed as a recognized need following HLC Peer Review Team feedback from the 2016 site visit. Budget money was dedicated in 2019, and the position was filled to facilitate assessment of student learning and academic program review. This position was created to improve student learning by bridging the gaps needed to link the assessment of student learning, strategic planning, and budgeting.

FSCC received two grants to develop curriculum for integrating [math](#) and [English](#) into career and technical education (CTE) programs. Grant funds were utilized to train FSCC CTE faculty members. The curriculum changes have allowed secondary students to receive high school credit for math and English, ultimately allowing for more flexibility in scheduling. The hands-on application utilized in CTE programs positively impacts many students comprehension of math and English outcomes.

*5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.*

The process of strategic planning for Fort Scott Community College continues to evolve. With new leadership in the Fall of 2015, FSCC began a new strategic planning process. The process involved all college employees, members of the Board of Trustees, and community members to provide input regarding college's goals and direction. The process continued throughout 2016 and culminated with an updated [strategic plan](#) finalized in September 2017. A board retreat occurred during academic year 2018/2019 as part of an annual review to provide additional direction on strategies and tactics related to each goal. The AY 2019/2020 strategic planning update included a cross functional group from administration, faculty, staff, and the Board of Trustees met to update the strategic plan, develop core values, and review the mission and vision of the institution. FSCC continually requests input from internal and external constituents and updates the strategic plan appropriately.

*5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.*

Fort Scott Community College has a sound understanding of its current capacity and plans on the anticipated impacts of fluctuations in the institution's sources of revenue. The Vice President of Finance & Operations prepares revenue estimates for each fiscal year. These revenue projections are based on historical and current enrollment trends, the local economy, and state economic trends. Expense budgets are built on a zero-based budgeting model involving the executive team and

department directors. The executive team projects credit hours generated for the ensuing academic year during the spring semester. FSCC relies on [four main sources of revenue](#): state appropriations, local/county tax allocations, student tuition and fees, and federal Pell grant funds.

FSCC has been successful in obtaining additional grant funding from federal, state and outside organizations to address anticipated fluctuations in revenue. FSCC administers multiple [Department of Education grants](#) (High School Equivalency Program, College Assistance Migrant Program, Migrant Education Program, and TRiO). Revenue generated from grant administration supplements the Fort Scott Community College budget.

*5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.*

Fort Scott Community College has anticipated emerging factors that may affect the college. As identified in 5.A.1., FSCC continues to improve technology on campus, and has long-range plans including [technology](#) and [capital improvements](#).

FSCC has expanded technology programs to meet the changing demographics of the communities it serves (e.g. welding was expanded to the East Campus location in 2017). The program offerings at the Pittsburg Construction Trades location has expanded to increase capacity for more students, as well as incorporating the embedded curriculum for English and math. After consulting with local business and industry leaders in Miami County, additional career and technical education training at the Miami County location was implemented. The college recognized the need to expand online instruction, and allocated funds to upgrade the LMS and integrate new software. CTE advisory boards meet each semester to align student learning outcomes with industry and community needs.

## Sources

Budget Resource Alloc  
Capital Improvement Projects  
Flag Example  
Grant Revenue  
MFG day grant committee doc  
Retention Rates - FSCC vs Average of All Community Colleges 3-2-2020  
Revenue Sources  
SAP and retention  
Satisfaction Survey Challenges  
Strategic Plan Goal 1 - community relationships  
Strategic Plan Goal 5  
Strategic Plan Updated 2020  
Student Right to Know \_ Fort Scott Community College  
Student Success Index - KHEStats  
Tech\_Plan\_2016  
Technical Math Skills Grant  
Technical Writing Skills Grant 2019

## 5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

*5.D.1. The institution develops and documents evidence of performance in its operations.*

Fort Scott Community College has processes in place to measure, analyze, and improve operational performance. FSCC implemented a [strategic plan](#) to ensure documentation of evidence and direction of performance in operations. FSCC tracks operational progress through tactics attached to each strategic goal. Strategic goals are aligned with the strategic plan and are reviewed annually. FSCC utilizes evidence to support the college's operations and documents the performance with internal and external reports listed below:

[Student retention and graduation rates](#)  
[Employee satisfaction surveys](#)  
[Student satisfaction survey](#)  
[Technology upgrades](#)  
[Capital improvement projects](#)  
[Comparative enrollment report](#)  
[Academic program reviews](#)  
[Independent Auditor's Report and Financial Statements](#)  
[KHESats Student Success Index](#)  
[National Community College Benchmark Project](#)  
[HLC Composite Financial Index](#)

*5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.*

Fort Scott Community College utilizes committees, taskforces, and teams to continuously improve processes, capabilities, sustainability, and overall performance. The areas of continuous improvement are evident in the institutions strategic planning process which links directly to the budgeting process. The [FSCC strategic plan](#) is reviewed annually, and [updated every three years](#) by a cross-discipline team consisting of faculty, staff, students, and Board of Trustees members.

Due to the COVID-19 situation, the institution was able to enact procedures established in the [Emergency Action Plan](#). Following the March 11, 2020 release of the specific guidelines in the document, the institution made the decision to shift modality of courses for the remainder of the semester. Staff and faculty were [emailed information](#) related to the situation, and the college developed a [specific website for COVID-19 updates](#) for all stakeholders. This test of capabilities ranged from staff being able to work from home to ensuring the instruction was appropriate and rigorous in the online modality. The situation demonstrated FSCC's commitment to student learning,

and having the appropriate processes in place to respond to unforeseen circumstances. A forum discussion is scheduled for Fall 2020 inservice for all employees to discuss the COVID-19 situation with the Executive Team and Crisis Committee. The feedback ascertained will allow the institution to continue learning from past experiences and also be used for continuous improvement of processes related to emergency situations.

FSCC began utilizing zero-based budgeting in 2018, and this process has been addressed in previous areas of Criterion 5. Following the revision of the strategic plan in 2017, all [budget requests](#) now identify which area of the strategic plan is addressed. The Executive Team reviews the requests during budget meetings in the spring and ensures approved requests are aligned with the strategic plan. This is evidenced in the [budget special request form](#), which specifically addresses long-range planning for [capital projects](#).

An additional component of increasing institutional effectiveness is evidenced by the college academic calendar and schedule. Faculty involvement in setting the academic calendar is outlined in the [negotiated agreement is vital to developing an appropriate academic calendar](#). The process involves faculty and staff/administration developing an academic calendar in conjunction with each other, and then asking for the [Board of Trustees to approve the academic calendar](#). This process has assisted with increasing trust throughout the institution, as evidenced in [employee satisfaction survey results](#).

## Sources

4A1-Academic Program-Revised  
Audit 2019 - final copy  
Budget Forms  
Budget Special Request Form  
Calendar Approval Minutes  
Capital Improvement Projects  
Comparative Enrollment Report  
COVID 19 Emergency Action Plan Updated  
COVID Staff and Faculty Emails  
Employee Satisfaction 2019 2020  
FSCC COVID-19 Update 05.14.2020 Web  
HLC CFI Ratios - Correct  
Information Technology Projects  
NCC Benchmark Report Summary  
Negotiated Agreement Calendar Committee  
Noel Levitz - Student Satisfaction Survey  
Strategic Plan Updated 2020  
Strategic Planning information email Jan 16  
Strategic Planning Meeting Feb 2020 - Powerpoint Agenda  
Student Right to Know \_ Fort Scott Community College  
Student Success Index - KHEStats

## 5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

Fort Scott Community College is preparing for the future through the strategic planning process. The institution has resources, structures, and processes sufficient to fulfill the mission. The institution has established a well-developed strategic budgeting process to project revenue and expenditures, utilizing zero-based budgeting. The college has performed its fiduciary responsibilities, receiving an unqualified opinion on institutional audits for more than ten consecutive years.

The allocation of resources is aligned with the strategic plan, via the strategic budgeting process. Budget justifications are linked to goals within the strategic plan, which are consistent with the mission, vision, and core values of the institution. To fulfill the college mission, FSCC has identified areas of improvement, and developed a deferred maintenance plan, technology plan, capital improvement plan, and continuously updated strategic plan.

Board of Trustees provides governance and effective leadership enabling the institution to fulfill its goals and missions. The board receives training through Kansas Association of Community College Trustees (KACCT) regarding the role and responsibilities of being a board of trustee member. Through collaborative efforts, shared governance is practiced by the governing board, faculty, staff, students, and administration in establishing policies and procedures for the institution.

Fort Scott Community College is committed to meeting the mission of affordable, accessible education while engaging our community partners. As part of continuous improvement, the college strives for a culture of integrity and respect, diversity and inclusion, personal success and growth, and stewardship to meet community and student needs.

### Sources

*There are no sources.*