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May 22, 2024

Dr. C. Kegler
President
Fort Scott Community College
2108 S. Horton
Fort Scott, KS 66701

Dear President Kegler:

Attached is a copy of the Multi-location Visit Report completed following the Higher Learning Commission (HLC) visit to Fort Scott Community College (the institution). As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-location Visit or the attached report, please contact accreditation@hlcommission.org.

Sincerely,
Higher Learning Commission

cc: Sonia Gugnani, Accreditation Liaison Officer
Anthea Sweeney, HLC Staff Liaison

Multi-location Visit Peer Review Report

Institution: Fort Scott Community College

Additional Locations Visited:

Location Name	Location Address (<i>street, city, state and ZIP code</i>)	Date Reviewed
Harley Davidson Motorcycle Technician Center	274 N. Industrial Drive, Frontenac, KS 66763	18 April 2024
Southeastern Technical Academy for Rural Students (STARS)	1701 Laurel Street, Pleasanton, KS 66075	17 April 2024

Peer Reviewer

Name: James B. Martin

Institution: U.S. Command and General Staff College

Title: Dean Emeritus

Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report as a PDF file at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

Fort Scott Community College has multiple locations in addition to its main campus in Fort Scott, Kansas. The off-campus locations were established to provide opportunities to students in those areas. Each location offers a variety of courses and programs based on the demand and need. These range from General Education to Career and Technical Education courses. All faculty teaching the same courses utilize master syllabi for that course and teach the same outcomes. Specific programs may only be available at a specific location due to equipment and need. These sites fall under the purview of the VPAA, but I was informed during my visit that a new VP position was being created to oversee the workforce development and technical training aspects. I met the individual identified for the new position and she is actively engaged with the sites.

Fort Scott Community College has seven off-campus locations, but I visited only two. One of these sites, STARS, has only been operating for two years but it is showing remarkable growth and community interest. This location only serves dual-credit high school students, mainly in trades training, and it was designed to serve a rural community with very few local resources for students. It began as a project to serve the three high schools in the county area and has since grown to serve five high schools in its second year. Other high schools have approached FSCC about being added to the program, including some from across the state line in Missouri, and the institution anticipates serving seven schools in its third year. This is a perfect example of community engagement that has been so discussed in the past year. Students are receiving technical training in heavy equipment operation, welding, construction trades, and HVAC maintenance that leads to certification and, in some cases, their apprenticeship documentation. The practical application of their classes is used to perform community service projects in their local communities, such as leveling space in Pleasanton for a parking lot a high school and building a gravel path from the parking lot to the football stadium. Students get practical application of their trades training, and the community receives a benefit. The percentage of placement of students from this program into jobs right out of high school is significant and it appears to be a real success story for the students who are not interested in college as their future path. Of the initial seven students who completed the HVAC certificate four have jobs after graduation, two others are interviewing, and one has decided to go on to college. Of the eight to complete the Heavy Equipment Operator certificate six have jobs after graduation and two have decided to go on to college. Of the 11 students to complete the Welding certificate three have jobs after graduation, five are still interviewing for positions, two are going on to college, and one has moved out of state. Finally, in the Construction Trades program, all four students who have completed the certificate have been hired after graduation in jobs within their field. This should be a model for small rural counties which need programs for their students and have needs in the community for people with these skills. I commend FSCC for this program.

The second location was a Harley Davidson certified technician's training course where students can earn an associate degree in applied science and a Harley Davidson-recognized certificate which enables them to work in any Harley Davidson dealership in the U.S. or start their own business, if that is what they desire. Students here were all adults, ranging from their early 20's to a gentleman who was retired and wanted to learn how to work on his own motorcycle. Classes here are very small, with an enrollment in this certificate program at only 6 this semester. It is a two-year program in residence which has led directly to employment for 100% of its graduates who wish employment. Harley Davidson supports the location with equipment in the form of nearly 80 motorcycles, so that the site has the newest motorcycles that Harley Davidson is producing. I've never seen that many Harleys in one place in my life.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

Annually, programs submit the institutional budget document including equipment, supplies, staffing requests to their supervisors. The Executive team collectively reviews the budgeting document which includes monetary requests and data supporting those requests from different departments. The requests must be tied to the College's strategic plan to move forward. The Executive team reviews the needs of the programs and allocate funding based on those items. The final budget for each program is approved by the Board of Trustees.

Fort Scott Community College has qualified instructors who ensure that students are learning the outcomes of the programs. They provide in class instruction with hands on training at both Harley Davidson and STARS program. The instructors continue to work with Business and Industries to analyze the skills required for the profession and ensure that the curriculum reflects those competencies. STARS has a lot of community support, and they are working on a strategy to give back to the community by securing some projects, as all students in that program are required to perform community service. Community partners are interested in financing projects in which students use classroom skills to build a project. Subject to funding, some of the anticipated projects on which the STARS students will work include:

- Remodeling a classroom
- Building a house
- Students in the Heavy Equipment program will be creating trails for cross county in Linn County
- Students in the welding program are planning to build dog kennels for the city of Pleasanton next year and Mound City the year after.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

To ensure that the facilities at each location meet the needs of students and the curriculum, the Director of Maintenance visits the locations periodically and meets with the Directors for off-site locations. Sites are inspected and reviewed during visits to ensure they are meeting student needs. The classrooms and buildings are Americans with Disabilities Act (ADA) compliant. The contact information for the ADA coordinator is included on the syllabus which is distributed to students on the first day of courses. Student needs are of the utmost importance to the institution, faculty and staff at different locations ensure that they meet those needs. Each program undergoes a program review process on a cyclical basis where they review program data including enrollment, equipment, instructors, textbooks, etc... to ensure facilities align with program needs and support the learning environment.

Both STARS and the Harley Davidson locations have Advisory Boards that meet at least two times each academic year to help drive the decision-making process. This allows for very specific industry input on both curriculum items and facility recommendations for these programs. Concerns and recommendations can be brought to the Vice President of Academic Affairs for further investigation and prioritization. The Vice President of Academic Affairs or a designee evaluates the faculty annually to ensure the curriculum is delivered at those location with same rigor and quality.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

Directors are responsible for overseeing the day-to-day instruction for courses at their locations. The Instruction Office maintains the effectiveness of instructions for all its programs by ensuring the adoption of master syllabi, class meeting minutes, credentials of faculty, and the content of those courses. All the instructors follow the master syllabus and teach the outcomes outlined in the syllabus for the course irrespective of the location. The institution has created a new position of Vice President of Career and Technical Education & Workforce Development that will be responsible for overseeing the functions of all CTE programs including Harley Davidson and STARS locations starting July 1st.

These two sites are small and have dedicated faculty who teach in a standardized program. Students in the trades training and Harley Davidson programs follow a set curriculum which flows over a two-year period. Program and graduation requirements are built into the flow of the curriculum and provide all necessary instruction in the two-year period of the specific program. Harley Davidson students do have a choice of achieving the associates degree or just the certification, but all classes needed are still within the two year window. These particular sites are very practically oriented, and the faculty have the necessary degrees along with many years of experience in their specific fields.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

Fort Scott Community College follows its published hiring policy for instructors at both sites. The institution has an onboarding policy that requires all new hires to go through the onboarding process during their first week of employment. New hires are assigned a mentor to help them become acquainted with the processes, operations, technology, and resources available. In-service is held on the main campus at the beginning of the fall and spring semesters. All campuses are closed on the first day of in-service to allow all full-time employees to attend and learn about policy and procedure updates. During in-service, breakout sessions are held to provide instruction in certain areas. All adjuncts attend a separate in-service where they are provided all the resources. Furthermore, all employees are given access to the employee portal, which contains additional resources.

The Harley Davison location has the Dean of Crawford County campus resident and a part time assistant. The Dean of Crawford County has a master's degree and helps with recruiting and advising students. The site employs two full time Harley Davidson instructors, who are licensed Harley Davidson Technicians. One of the instructors also possess the credentials for Emergency Medical Technician (EMT) and teaches the EMT course. STARS has a part-time Director who was the creator of this specific site. He manages the daily operations of the location and is a great advocate and recruiter for the programs. He provides strong connective tissue to the community and drives much of the engagement with the school districts. The location has an Administrative Assistant, three full-time instructors and three adjunct instructors. The instructors are very well qualified as all of them possess a combination of credentials and more than five years of experience in their fields. The student to teacher ratio for each of the courses at both locations is less than 20:1. For EMT courses, the student teacher ratio is 6:1 and for CNA course the ratio is 10:1. If the number of students exceed this standard in the Allied Health courses, assistance is provided to the instructor in the form of a lab helper and clinical instructors.

Full-time faculty are evaluated by Vice President of Academic Affairs every semester using faculty evaluation form for the first two years, once a year during the third and fourth year of their employment and then once in three years afterwards. Adjunct faculty are evaluated every year. Faculty complete a self-evaluation form in addition to being evaluated by the students using a student evaluation form.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

When a student applies to Fort Scott Community College, they are given access to the student portal, Gizmo, which has various resources available to them. Students are also issued an FSCC email account. Students receive weekly emails to their FSCC account including important announcements, activities for the week, and services available to the students. Support staff at the off-campus location help students with advising and enrolling in classes. In addition, the off-campus locations have the option of hosting an “enrollment day”. Full time advisors, the institution’s cashier, and financial aid personnel from the main FSCC campus attend to assist students with completing their forms and requirements for successful enrollment. The institutional advisors and financial aid staff are available via phone to answer any questions.

The library on main campus can also be accessed by off-campus locations. Students who are needing library services can access them online from the institutional website under the Academic tab and then Library tab. Services that are available include an online book catalog hosted by Pittsburg State University Library Consortium, Flipster Magazine access, paper writing guidance, online reference books and other online resources. The Director of Library Services can be accessed by email or phone during regular FSCC hours for assistance.

The Student Success Center on main campus can be accessed by off-campus locations. Many of the services provided, such as tutoring, can be accessed through a different form of communication, such as Zoom, if needed. Students at off-campus locations can reach out to the main campus Student Success Center directly or can reach out to a staff member at their off-campus location for assistance. All the services the Student Success Center provides can be found on the institutional website under the Academics tab and then Student Success Center tab.

Students have access to their student portal where they can register for classes, make changes to their class schedule, view and pay their bills, review transcripts and check their grades. The degree audit on the portal also allows students to see what classes they need to take in the future to meet the requirements for their specific program.

All information regarding admissions, scholarships, programs, financial aid is available on the FSCC website at www.fortscott.edu. Staff responsible for those areas are available Monday to Friday in person on the main campus, via phone or Zoom to answer any questions. Support staff at the off-campus location helps students with advising and enrolling in classes.

Directors and faculty at the off-site locations assist students with job placement services by taking them to career fairs and connecting them with business and industry personnel. STARS organizes a career day where they invite local businesses to view their programs and interact with students. These businesses are looking for potential employees and the STARS program has had success connecting students to industry contacts for job placement. Placement percentages are high, as noted earlier in this report. The Harley Davidson program has a built-in industry partner allowing students to make connections very early in their coursework. Harley has 100% placement rate for the cohort graduating in May.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

Assessment at FSCC begins at the course level. Identification of measurable goals/benchmarks, objectives/outcomes and competencies that can be measured using multiple direct and indirect forms of assessment including, but not limited to, tests, quizzes, hands on activities, and skill-based assessment are established for each course. These goals and student learning outcomes are listed on the syllabus and reinforced throughout the course. The outcomes are then aligned with program/department, general education, and institutional outcomes. Faculty engage in formative and summative assessment of student learning outcomes at the course level, collecting data each semester. Every semester faculty meet in person or via Zoom (with offsite faculty) with their department chair to discuss results for course and program level outcomes per the EAC Visual Data analytics program. Faculty make course modifications based off trend data on reported outcomes.

The assessment committee has worked in conjunction with faculty to develop a multi-year, comprehensive assessment plan. The Vice-President of Academic Affairs (VPAA), Assessment Committee Chair (Director of Library Services), Assessment Coordinator, and other FSCC Assessment Committee members have worked with faculty (from main campus and other locations) to develop measurable program learning outcomes (PLOs). The Vice President of Academic Affairs met with faculty from Harley and STARS to develop a program level assessment plan that includes aligning course outcomes to the PLOs, creating rubrics, and systematically collecting data in Blackboard. The alignment process assures that data collected from course level outcomes is included in the program level assessments for accurate reporting and analysis.

Faculty teaching the same courses use the same rubrics to assess students regardless of location. Faculty members teaching the same courses at different locations exchange evaluation results and findings via Zoom and develop best practices. Furthermore, the VPAA and Director of Library Services created Blackboard organizational assessment sites for each department, where faculty house their course and program outcomes, curriculum mapping (alignments), assessment reports and action plans based on course and program level data. To facilitate using the outcomes reports for program improvement, the Assessment Committee created mid-cycle reporting templates and end of cycle reporting templates, where faculty listed their PLO targeted for improvement, along with the tools they used to assess student learning and resulting narratives with action plans. In addition, an assessment calendar was created to guide faculty, Division Chairs, and Associate Deans with a timeline listing monthly assessment tasks to be completed. The committee also created an End of the Year Assessment Checklist to aid faculty in completing assessment tasks. Guidelines for creating assessment rubrics addressing course outcomes were also included. These resources (assessment calendar, reporting templates, end of the year checklist, and assessment rubric instructions) were all added in a "Resources"

link in the institutional assessment sites, where faculty could easily find help with the assessment process. Workshops are hosted during in-service to help with assessment practices.

These particular sites rely heavily on practical application of their learning outcomes. For example, the Heavy Equipment Operator program utilizes simulators to train students in a safe environment and they then transition to the actual equipment to perform tasks on the large footprint of the STARS facility. Later projects in the community are used to assess students' performance on the equipment in a field environment.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

The institution has many different opportunities for continuous improvement, growth and development. Some of these opportunities are institution wide while others are program specific. At the beginning of each semester, in-service education is provided to all employees.

All full-time faculty have the option of applying for the Faculty Development Incentive Program. This program allows full-time faculty to continue their education while receiving financial assistance if they qualify for the program.

Eligible programs, such as STARS and Harley Davidson, receive extra funding through the Carl D. Perkins Grant for equipment, resources and professional development. Each spring, faculty in these programs can fill out Carl Perkins Requests – Professional Development, to request eligible professional development. The forms are collected by the institution's Perkins Coordinator and evaluated with all other Perkins requests. After evaluation, faculty are notified of approved professional development.

Employees working in career technical education programs also can attend the National Association for Career & Technical Education Information (NACTEi) conference annually. This conference provides professional development and training for Carl D. Perkins programs.

If an employee would like other opportunities that fall outside of one of the above, requests to the supervisor can be made for continuing education and professional development. Each department has a set budget for items such as this. Supervisors communicate this opportunity to their respected employees throughout the year.

Beyond opportunities for staff and faculty to continuously develop, the institution utilizes its assessment and evaluation programs to continuously identify steps that can be taken to improve the product they provide to students, whether that is instructional improvement or facilities. The STARS site seems to pay

particular attention to this, as it has only been in operation for two years and the director is continuously looking to improve the offerings and widen the reach of the location.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box:

☒ Adequate

☐ Attention Needed

Comments:

The institution has policies in place to ensure the accuracy of information that is distributed through all types of media. The expectations expressed in the policies allow the institution to be represented in an accurate manner. The Public Relations department is heavily involved with these policies.

The Board of Trustees/Administrative Policies Manual addresses all policies pertaining to Public Relations such as news releases, sports and special events, photography, advertising, external information and the FSCC logo. These policies address the procedures employees need to follow to communicate any information about the institution. The Public Relations department is responsible for checking the accuracy of all types of media communication. Information will only be provided to the public through the Public Relations Department per this policy.

The Social Media Policy was designed to help employees navigate the ambiguity and responsibilities when using social media to represent the College. The policy covers laws, regulations and policies that govern what can be posted online as well as guidelines for institutionally sponsored and monitored social media sites.

All employees have access to the Board of Trustees/Administrative Policies Manual through FSCC's Learning Management System, Blackboard. All new employees receive Onboarding training that educates how to access these institutional documents.

Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

- ☒ Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- ☐ Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive evaluation can serve to document that the matters identified have been addressed.

Note: In the Summary of Findings below, identify the specific areas needing institutional attention.

- ☐ The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission.

Note: In the Summary of Findings below, identify the specific concerns and provide a recommendation for HLC monitoring.

Summary of Findings:

From my experience in visiting the two identified locations, my review of the College's policies and Institutional Report, and my conversations with the VPAA and President, I am convinced that FSCC has a pattern of operations at additional locations that is more than adequate. The two locations I visited were rather unique and were exceptionally well focused on specific missions that benefited the students and the communities in which they are located. This was a pleasurable visit filled with satisfied students and meaningful educational opportunities.

Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Notification Program under the Additional Location Stipulation.

The institution has at least three active additional locations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
During the previous three years, the institution has not been subject to HLC monitoring for issues related to the quality of instruction at its additional locations and campuses, or to the oversight of its additional locations and campuses.	<input type="checkbox"/> Yes <input type="checkbox"/> No
During the previous three years, the institution has not been placed on Notice or Probation or issued a Show-Cause Order by HLC.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.	<input type="checkbox"/> Yes <input type="checkbox"/> No