2025 Annual Assessment Report

Assessment of Student Learning & Program Improvement

Fort Scott Community College
Office of Assessment and Institutional Effectiveness

Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

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Introduction

"Assessment does not stand outside teaching and learning but stands in dynamic interaction with it." Caroline Gipps, "Beyond Testing: Towards a Theory of Educational Assessment"

Assessment at FSCC involves improving student learning through systematic collection of data and using that data to make informed curricular changes. The main objective of assessment is to improve the overall educational experience based on the evidence resulting from comprehensive data collection.

The 2024-2025 academic year reflects expanded assessment procedures resulting in a robust, sustainable process. Assessment at the college has evolved into a more holistic process, assessing student learning at multiple levels (course, program, general education, co-curricular, and institutional levels), across modalities (face-to-face, online, hybrid), and across locations (main campus, satellite campuses, and concurrent locations). As a result, a more comprehensive assessment process enables faculty to identify areas for improved student learning outcomes through actionable data. The assessment process will continue to evolve, resulting in data-informed instruction and continuous improvement of student learning.

Dr. Larry Guerrero
Vice-President of Academic Affairs
620.223.2700 Ext. 3400
larryg@fortscott.edu

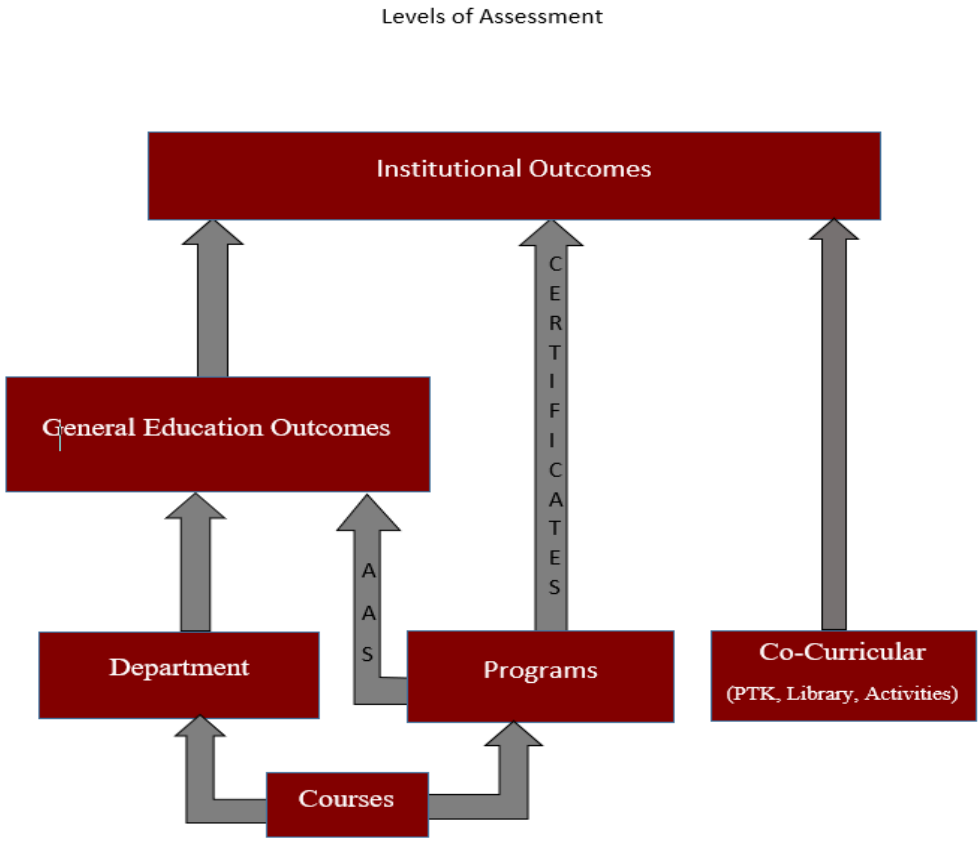
Maria Bahr
Assessment Coordinator
620.223.2700 Ext. 4240
mariab@fortscott.edu

Ben Souza
Institutional Researcher
620.223.2700 Ext. 4090
bens@fortscott.edu

Sara Sutton
Agriculture Instructor, Division Chair
620.223.2700 ext. 3280
saras@fortscott.edu

Susie Arvidson
Director of Library Services
620.223.2700 Ext. 3441
susiea@fortscott.edu

Levels of Assessment



Assessment focuses on evaluation of student learning outcomes at the following levels:

- Institutional (ILO)
- Degree Outcomes
- General Education Learning Outcomes (GELO)
- Program Learning Outcomes (PLOs)
- Course Learning Outcomes (CLOs)
- Co-curricular

General Education Learning Outcomes Report

Through general education curriculum, students gain understanding of concepts and practices that serve as a foundation for continuous learning and achievement of personal goals. The general education curriculum provides students competency in academic skills by integrating a range of courses from multiple disciplines. All associate degrees at FSCC require some general education curriculum; however, general education assessment is integrated into Associate in Science, Associate in Arts, Associate in Applied Science, and Associate in General Studies degrees. FSCC has outlined four general education learning outcomes based on the skills students are expected to demonstrate upon completion of general education curriculum.

General Education Learning Outcomes (GELOs)

1. Mathematical Skills: Students will employ scientific and mathematical principles within the program disciplines.
2. Communication Skills: Students will demonstrate effective communication skills.
3. Technology Skills: Students will demonstrate effective use of technology.

4. Critical Thinking Skills: Students will apply critical thinking skills to evaluate possible resolutions to a given scenario.

General Education Level Outcomes Narrative & Next Steps

The college has collected baseline data for the past 4 years on general education level outcomes using the following to measure student learning: (1) ETS Proficiency Profile Test (Mathematical and Critical Thinking Skills); (2) Capstone Course Project (Communication and Technology Skills), as Charts 1 and 2, and Table 1 indicate.

Benchmarks & Results

Mathematical Skills: Students will employ scientific and mathematical principles within the program disciplines.

Benchmark 1 (Baseline): Students will score within one standard deviation of the national average. (ETS)
Results: FSCC students met the benchmark for mathematical skills: 2021-22, 2022-23, 2023-24, 2024-25 (See Table 1)
Benchmark 2 (Comparative): 70% of the students will score a 3 or 4 on the assignment using a 4-point rubric. (See Chart 3)
Results: Not met- 2023-24, Met- 2024-25

Critical Thinking Skills: Students will apply critical thinking skills to evaluate possible resolutions to a given scenario.

Benchmark 1 (Baseline): Students will score within one standard deviation of the national average. (ETS)
Results: 2021-22: Benchmark not met (107.4), 2022-23: Benchmark met (109.1), 2023-24: Benchmark met (108.25), 2024-25: Benchmark met (116.5). (See Table 1)
Benchmark 2 (Comparative): 70% of the students will score a 3 or 4 on the assignment using a 4-point rubric. (Mapped Coursework) (See Chart 3)
Results: 2023-24- not met (69%), 2024-25- met (88%)

Technology Skills: Students will demonstrate effective use of technology.

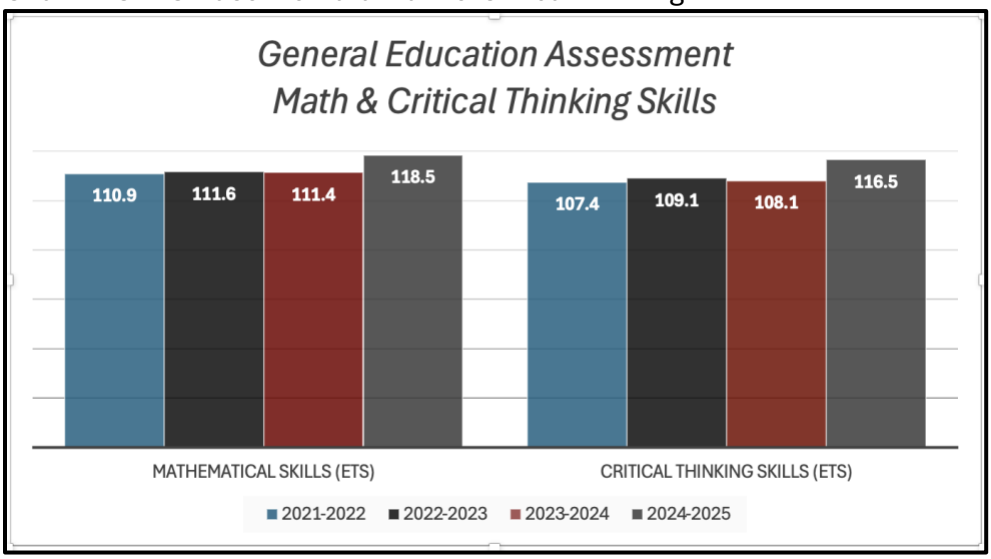
Benchmark 1 (Baseline): 70% of the students will score a 3 or 4 using a 4-point rubric in the capstone course. (See Chart 2)
Results: 2021-22: Benchmark met (94.5%), 2022-23: Benchmark met (81.6%), 2023-24: Benchmark met (94.9%), 2024-25: Benchmark met (92.2%)
Benchmark 2 (Comparative): 70% of the students will score a 3 or 4 on the coursework assessment using a 4-point rubric. (See Chart 3)
Results: 2023-24: Benchmark met (93%), 2024-25: Benchmark met (96%)

Communication Skills: Students will demonstrate effective communication skills.

Benchmark 1 (Baseline): 70% of the students will score a 3 or 4 on the capstone assignment using a 4-point rubric (See Chart 2)
Results: Benchmark met 2021-22, Benchmark not met 2022-23, Benchmark not met 2023-24, Benchmark met 2024-25.
Benchmark 2 (Comparative): 70% of the students will score a 3 or 4 on the coursework assessment using a 4-point rubric. (See Chart 3)
Results: Benchmark met 2023-24, Benchmark met 2024-25

What is the college doing with the data?

Chart 1: GELO Baseline Data Math & Critical Thinking



Math and Critical Thinking Skills assessed through ETS Proficiency Profile Test

Chart 1 and Table 1 results from ETS Proficiency Profile Test indicate FSCC students met benchmark 1 for Mathematical Skills and Critical Thinking Skills for the past 4 academic years, except for Critical Thinking in AY2021-2022; however, the college recognized the need for more comprehensive assessment of student learning, identifying the areas needing improvement. For AY2023-24, the assessment coordinator mapped the relevant course learning outcomes for math and critical thinking to the corresponding general education learning outcomes. The resulting comparative data reports provide a more holistic view of GELOs since coursework data includes multiple assessment points across student learning experiences to inform curricular and instructional changes for improved student performance.

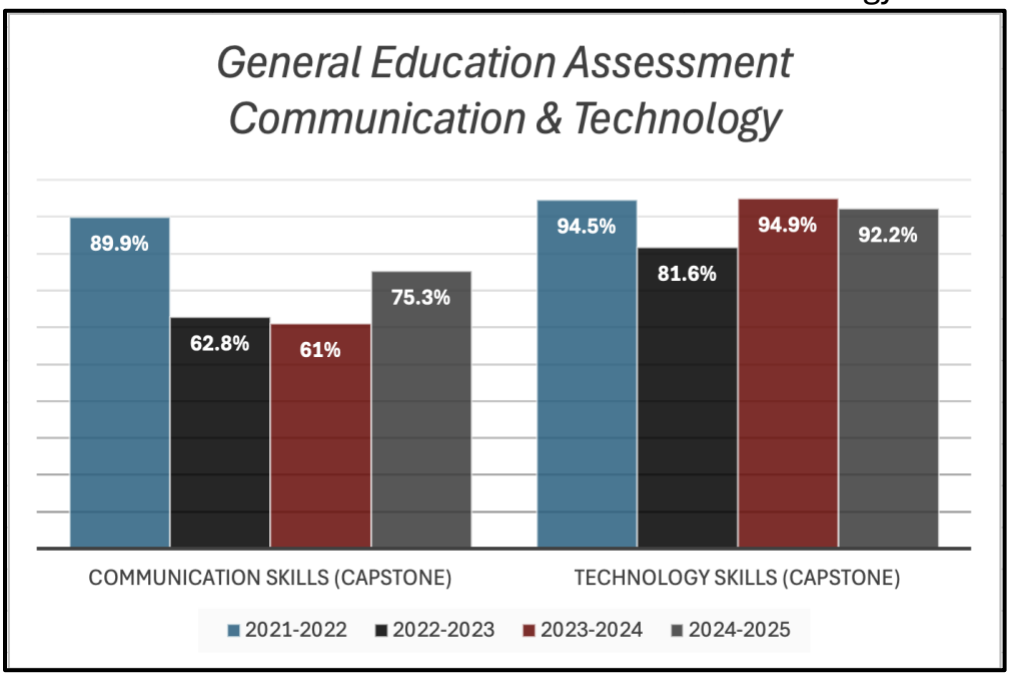
Table 1: GELO Baseline Data for Math & Critical Thinking Skills

ETS Proficiency Profile Report for GELO Baseline Data Fall 2021-Spring 2025

Skill	FSCC Fall 21 (*n* =22)	Standard Deviation (F21)	FSCC Spring 22 (n=116)	Standard Deviation (S22)	FSCC Overall AY21/22 Mean (*n* =138)	National Mean 2016-2021 (75 institutions)
Critical Thinking	107.55	5.46	107.36	5.12	107.4	109.6
Math	111.59	5.94	110.76	4.61	110.9	111.7
Skill	**FSCC Fall 22 (*n* =29)**	**Standard Deviation (F22)**	**FSCC Spring 23 (n=120)**	**Standard Deviation (S23)**	**FSCC Overall AY22/23 Mean (*n* =149)**	**National Mean 2016-2022 (69 institutions)**
Critical Thinking	110.48	5.39	108.8	5.33	109.1	109.6
Math	112.48	5.22	111.44	4.61	111.6	111.6
Skill	**FSCC Fall 23 (*n* =27)**	**Standard Deviation (F23)**	**FSCC Spring 24 (n=99)**	**Standard Deviation (S24)**	**FSCC Overall AY23/24 Mean (*n* =126)**	**National Mean 2019- 2024 (34 institutions)**
Critical Thinking	108.59	6.54	107.92	4.91	108.1	109.1
Math	111.59	4.13	111.34	5.55	111.4	111
Skill	**FSCC Fall 24 (*n* =41)**	**Standard Deviation (F24)**	**FSCC Spring 25 (n=120)**	**Standard Deviation (S25)**	**FSCC Overall AY24/25 Mean (*n* =161)**	**National Mean 2020-2025 (47 institutions)**
Critical Thinking	114.5	5.79	117.21	6.62	116.5	108.9
Math	117.5	5.63	118.9	6.74	118.5	110.9

Table 1: Student performance, standard deviation, and mean scores.

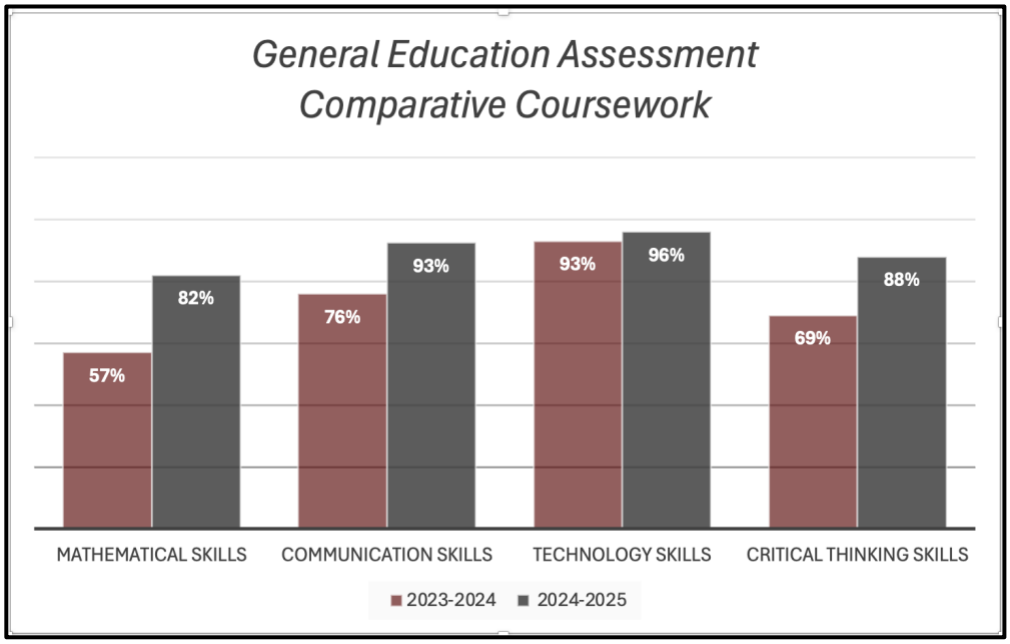
Chart 2: GELO Baseline Data Communication & Technology



Communication and Technology Skills assessed through capstone course

Chart 3 shows the benchmark for comparative Mathematical and Critical Thinking Skills was not met for 2023-24; however, these results do not reflect our entire student population. The assessment data collected for the 2024-25 academic year does reflect student learning across all modalities and locations. With this additional data, faculty had access to more complete assessment results to use for program improvement. FSCC will continue current instructional strategies and continue to monitor student performance, as well as discontinue the ETS Proficiency Profile test and use comparative coursework data to assess mathematical skills general education level outcome.

Chart 3: GELO- % Students Meeting Benchmark



Comparative course embedded data.

To assess Communication and Technology Skills, students completed a Capstone project by writing a documented five-page paper on their career choice including a minimum of 3-5 sources in either an APA or MLA format. The project also included a budget requiring students to use technology skills requiring the use of Excel and Microsoft Word. Baseline assessment results are reflected in Chart 2.

For all academic years Technology Skills were assessed, students achieved and surpassed benchmark 1 of 70% students scoring a 3 or 4 using a 4-point rubric on the Capstone project.

For Communication Skills results show students met benchmark 1 during AY2021-22 and AY2024-25, but not during AY2022-23 or AY2023-24.
Discussion:
2021-22: The first year, the student assessment was done by adjunct faculty teaching the capstone course. The assessment committee created a rubric that adjunct faculty used to assess the capstone project. The assessment committee reviewed the results and discussed providing adjunct faculty more training; however, the committee decided that English and communication faculty will independently assess the Communication GELO with a sample of career projects to establish interrater reliability in fall 2022 and spring 2023.

2022-23: Interrater reliability was established by English and communication faculty independently assessing a sample (20%) of projects from the capstone course. The faculty discussed the results, noting acceptable interrater reliability among graders. In most cases, faculty rated student performance within 1 point of each other.

2023-24: The faculty noted that 69.4% of the fall cohort assessed scored a 3 or a 4 on a 4-point rubric scale, coming within .6% of achieving the benchmark. However, the spring cohort student outcomes were disappointing with only 52.5% scoring a 3 or a 4. To motivate students and create a more meaningful project, English and communication faculty revised the directions and requirements, making the interview mandatory with more specific guidelines with the intent to engage the students more and help them make career network connections. Students were also required to write a reflection on their interview, citing the interview. In addition, students were required to cite the budget and research different locales for costs, citing sources. These changes were also implemented to discourage unauthorized use of AI tools.

2024-2025: The spring 2025 capstone project assignment was updated to discourage AI use and increase student engagement to demonstrate career relevance; the assessment results show 68.4% of students scored a 3 or a 4 on a 4-point rubric on the capstone assessment. Overall, for the AY2024-25, results show 75.3% of the cohort met or exceeded the benchmark.
While some students benefited from the redesigned assignment to improve engagement, student performance for the spring 2025 cohort trended downward as compared to the fall 2024 cohort. Despite efforts to increase student engagement with the assignment and mitigate unauthorized AI use, some students violated these guidelines. Additionally, a number of students did not include a budget or used incomplete and/or incorrect documentation.

After reviewing the results for the academic years 2021-22, 2022-23, 2023-24, and 2024-25, the assessment committee discussed the lack of motivation and engagement with the Capstone course project. The intent of the Capstone course is to provide a culminating assessment of communication and technology skills; however, the students often do not see the relevance in the assignment, which is reflected in their performance. Therefore, the assessment committee analyzed AY2023-24 and AY2024-25 Communication Skills and Technology Skills reports collected from comparative coursework data. The collected assessment data was mapped to relevant course learning outcomes and to respective general education learning outcomes for the report. Results show student performance for both Communication Skills and Technology Skills surpassed benchmark 2 during AY2023-24 and AY2024-25. Using course work data provides multiple assessment points instead of one single high-stakes assessment in a capstone course. Beyond that, the capstone course created an unnecessary barrier to graduation for some students. Even if they had successfully completed their general education courses, if they did not pass the capstone course, they could not graduate. If they transferred to another institution without successfully completing it, they could not find an equivalent course at the new institution, permanently lowering their GPA. The assessment committee recommends removing the capstone requirement for graduation to better align with student learning needs and continue utilizing relevant coursework data for general learning outcomes assessments.

Having different assessments measures does help validate student learning experiences across multiple courses and provides insights into student learning challenges and informs instructional strategies and student achievement at multiple levels.

Chart 4: GELO- Number of Students Meeting Benchmark- AY2023-2024

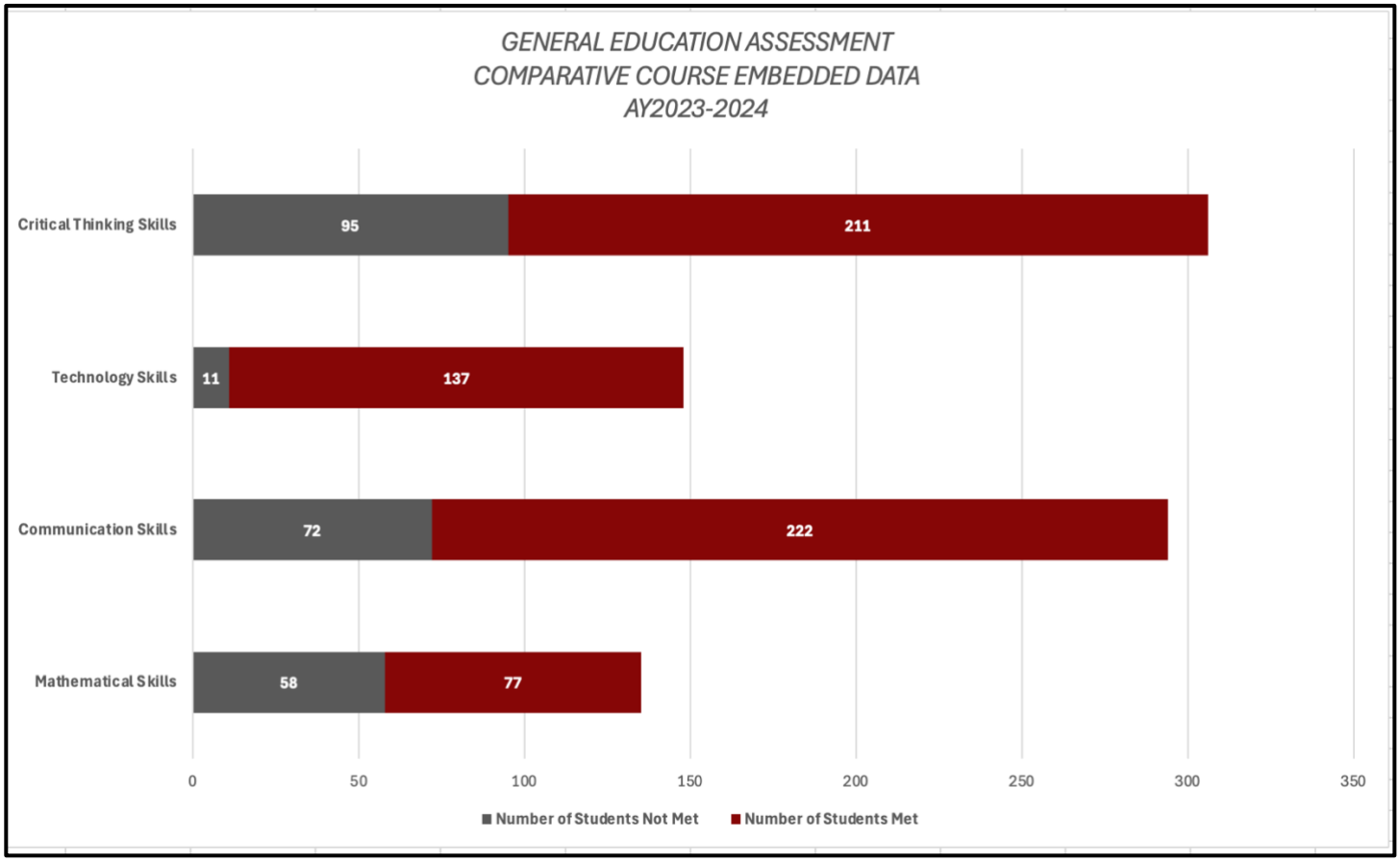
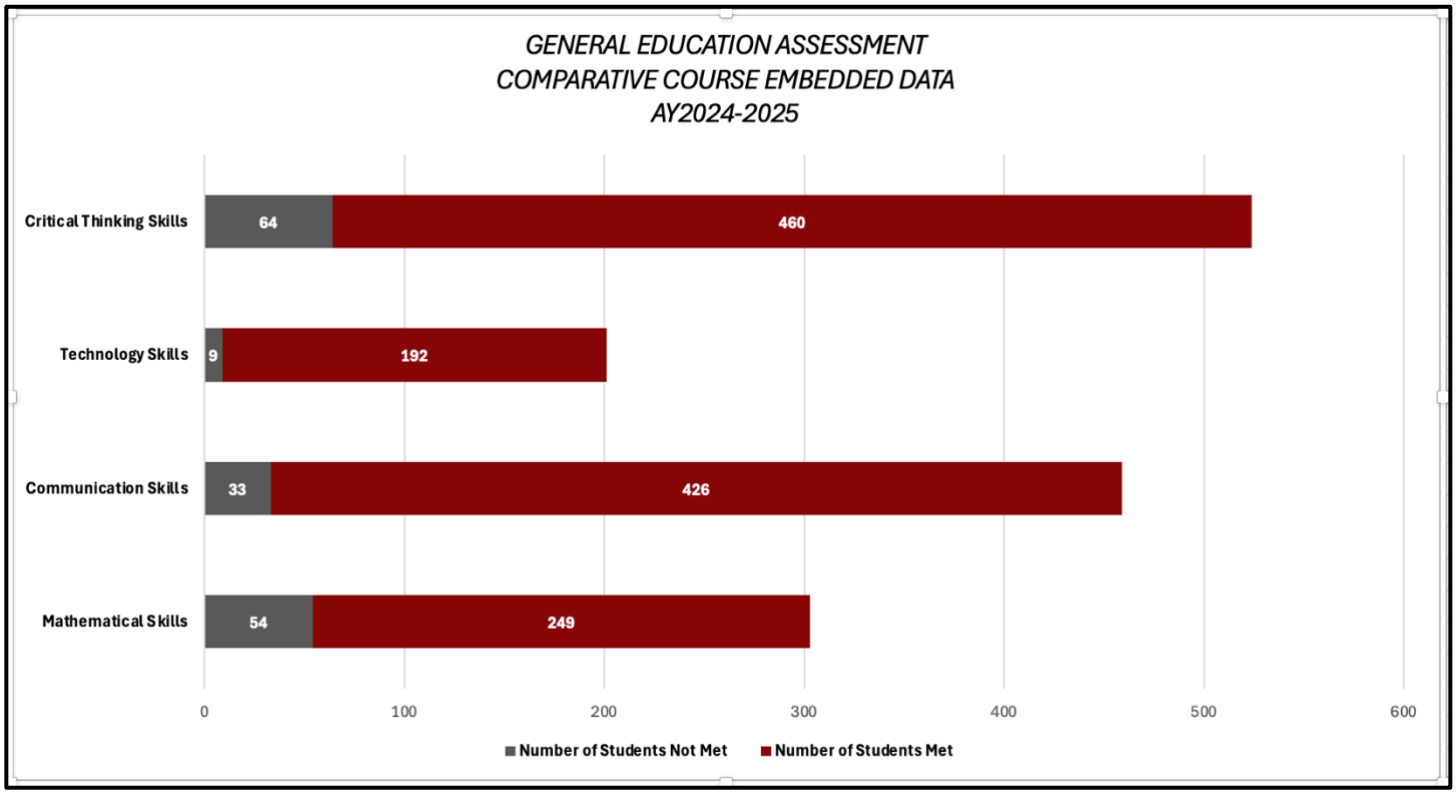


Chart 5: GELO- Number of Students Meeting Benchmark- AY2024-2025



Institutional Learning Outcomes Report

Institutional Learning Outcomes: Institutional outcomes include the knowledge, skills, and aptitudes students acquire as a result of their experience at FSCC. Institutional outcomes represent a broad range of competence which applies to students in every program. This includes certificate, transfer, or degree programs, and reflect FSCC's mission and core values. These outcomes extend to co-curricular and non-curricular experiences as well. FSCC has identified two Institutional outcomes:

Academic Success: Be in good standing by meeting institutional expectations and making academic progress towards earning their credentials.

Social Responsibility: Prepare students for civic and community engagement, including social and cultural awareness, inclusion, and citizenship for the betterment of the community.

Table 2: AY2023-2024 Academic Success & Social Responsibility ILO Report

Institutional		**AY 2023-24**	**Submitted By: Sonia Gugnani**	
Institutional Learning Outcomes	**ILOs**	**Means of Assessment and Benchmark**	**Summary of Data Collected and Findings**	**Rationale**
1.Academic Success	Students will be in good standing by meeting institutional expectations and making academic progress towards earning their credentials.	1. Completion/retention rates. Benchmark: 50% of the full-time, first-time students will either complete or be retained from Fall to Fall. 2. Undergrad hours Benchmark: 75% of the courses attempted will be successfully completed with a grade of C or higher. 3. Financial aid probation status More than 65% of the students will meet the FSCC's SAP policy requirement. 4. Institutional GPA 70% of the students will have a cumulative GPA of higher than 2.5.	1. Retention rate (includes completion rates) for Fall 2022 to Fall 2023 was 59.39%. *Benchmark met.* 2. 92.87% of the courses were successfully completed with a C or better. *Benchmark met.* 3. 74.20% students met the SAP policy for 2023-24. *Benchmark met.* 4. 81.65% of the students had a cumulative GPA of higher than 2.5 *Benchmark met.*	1. **See Rationale 1.1** 2. **See Rationale 1.2** 3. The number of students meeting the SAP Policy requirements is consistent with overall enrollment. 4. Students are consistently maintaining a cumulative GPA at a level that meets the benchmark.
2.Social Responsibility	Prepare students for civic and community engagement, including social and cultural awareness, inclusion, and citizenship for the betterment of the community	1. Community service Benchmark: Students will complete 1000 hours of community service in an academic year. 2. Cultural Awareness Benchmark: 25 events or pedagogical activities fostering cultural awareness will be offered during an academic year. 3. Social responsibility survey Benchmark: 70% of the students will indicate that their understanding of social responsibility has improved.	1. Total community service hours: 1517 *Benchmark met.* 2. Cultural Awareness events: 30 pedagogical activities fostering cultural awareness were offered in 19 different courses in addition to 48 events sponsored by Gordon Parks Museum. *Benchmark met.* 3. Social Responsibility Survey: 72.78% (123/169) students indicated that their understanding of social responsibility has improved. *Benchmark met.*	Ten capstone courses were identified to administer the social responsibility survey. One additional class will be added in the 24-25 AY.

Table 2: AY2023-2024 Academic Success & Social Responsibility ILO Report, cont.

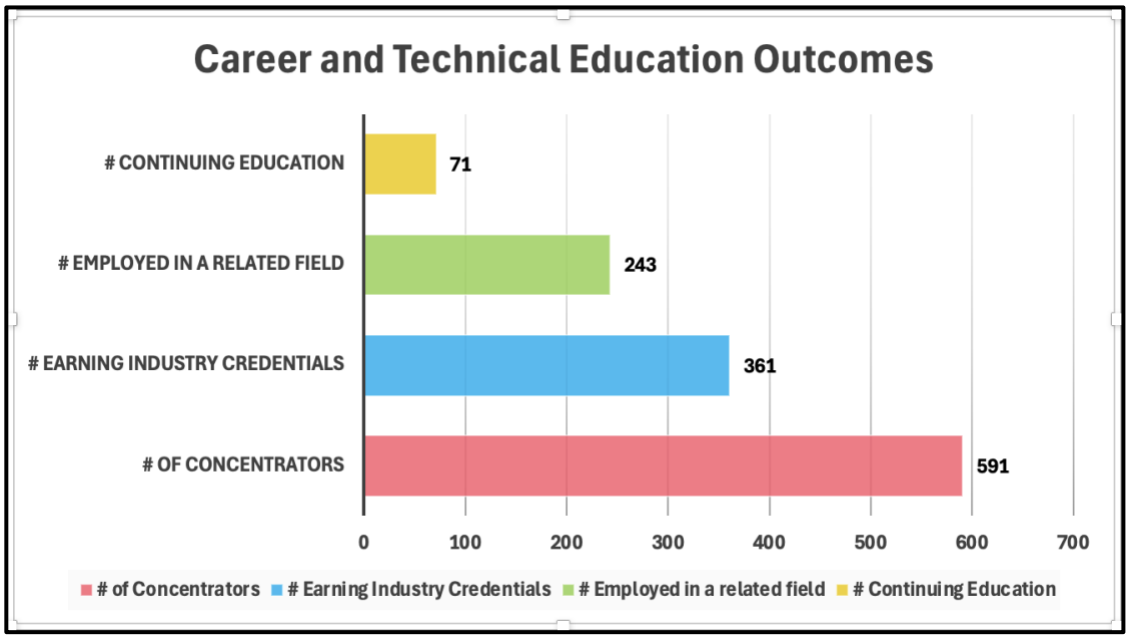
Rationale #	Observation	Reasoning
1.1	Fall to Fall retention rates of full-time, first-time students has significantly improved from prior year.	After a detailed review, FSCC identified a more consistent method of pulling Completion/Retention rates for ILO. The previous method was influenced by students' declared majors or areas of focus, while the new method is more inclusive as it computes the Completion/Retention rates strictly on the cohort definition of 'Full-time, First-time' beginning in the starting term (Fall 2022 for this cohort).
2.2	Percentage of courses attempted with a C grade or higher has markedly improved.	Undergrad ABC rates have improved due to more accountability within Athletic Programs. The GPA requirements have increased for athletes at the NJCAA and KJCCC conferences, including scholarships within those conferences. Additionally, FSCC has introduced stricter academic and scholarship policies for athletes. FSCC has also introduced workshops and development opportunities for athletic programs. In 2021, the FSCC Football program was cancelled. This athletic program contained a demographic of students that struggled academically at the college. We anticipated an increase in academic success rates following this change. FSCC implemented a Non-pay Drop Policy, which requires students to either pay in full or set up a payment plan prior to the certification date of their attempted courses. Failure to comply with this policy will result in full droppage from FSCC courses. This policy has especially revealed dedicated students in our data as they are anticipated to hold more buy-in at the college following the certification date. FSCC compared the Success Rates with other Peer Institutions using the NCBPP Benchmark tool. Other institutions included Cowley County Community College (KS), Highland Community College (KS), Hutchinson Community College (KS), Johnson County Community College (KS), Pratt Community College (KS), and Seward County Community College (KS). FSCC's score in this Benchmark was 93.24%, comparable to the 92.87% in this report with a slight margin for backdate audits. In the Benchmark, FSCC ranked 5th out of the group of 8 Peer Institutions. All institutions in the Benchmark scored over 91%.

Table 3: AY2024-2025 Academic Success & Social Responsibility ILO Report

Institutional		**AY 2024-25**	**Submitted By: Susie Arvidson & Kevin Thomure**	
Institutional Learning Outcomes	**ILOs**	**Means of Assessment and Benchmark**	**Summary of Data Collected and Findings**	**Rationale**
1. Academic Success	Students will be in good standing by meeting institutional expectations and making academic progress towards earning their credentials.	1. Completion/retention rates. Benchmark: 50% of the full-time, first-time students will either complete or be retained from Fall to Fall. 2. Undergrad hours. Benchmark: 75% of the courses attempted will be successfully completed with a grade of C or higher. 3. Financial aid probation status: More than 65% of the students will meet the FSCC's SAP policy requirement. 4. Institutional GPA: 70% of the students will have a cumulative GPA of higher than 2.5.	Incomplete-See note in Rationale column.	The VPAA, IR Director, and Assessment Committee decided to utilize new ILO source data as of September 6th, 2024. Historically, ILO data was pulled before submitting IPEDS and KBOR's Annual Year Report for the same data points and comparisons. This resulted in the internal Assessment Data not being as reliable as fully certified data from IPEDS and KHEStats following the certified submissions. In October 2025, IR will compile a new ILO report for review by the Assessment Committee, making exclusive use of certified IPEDS and KHEStats data to drive

				informed decisions within the committee.
2. Social Responsibility	Prepare students for civic and community engagement, including social and cultural awareness, inclusion, and citizenship for the betterment of the community.	1. Community service Benchmark: Students will complete 1000 hours of community service in an academic year. 2. Cultural Awareness Benchmark: 25 events or pedagogical activities fostering cultural awareness will be offered during an academic year. 3. Social responsibility survey Benchmark: 70% of the students will indicate that their understanding of social responsibility has improved.	1. Total community service hours: 1024.5 *Benchmark met.* 2. Cultural Awareness events: 30 pedagogical activities fostering cultural awareness were offered in 19 different courses in addition to 102 events sponsored by Gordon Parks Museum. *Benchmark met.* 3. Social Responsibility Survey: 91% (210/231) students indicated that their understanding of social responsibility has improved. *Benchmark met.*	Eleven capstone courses were identified to administer the social responsibility survey.

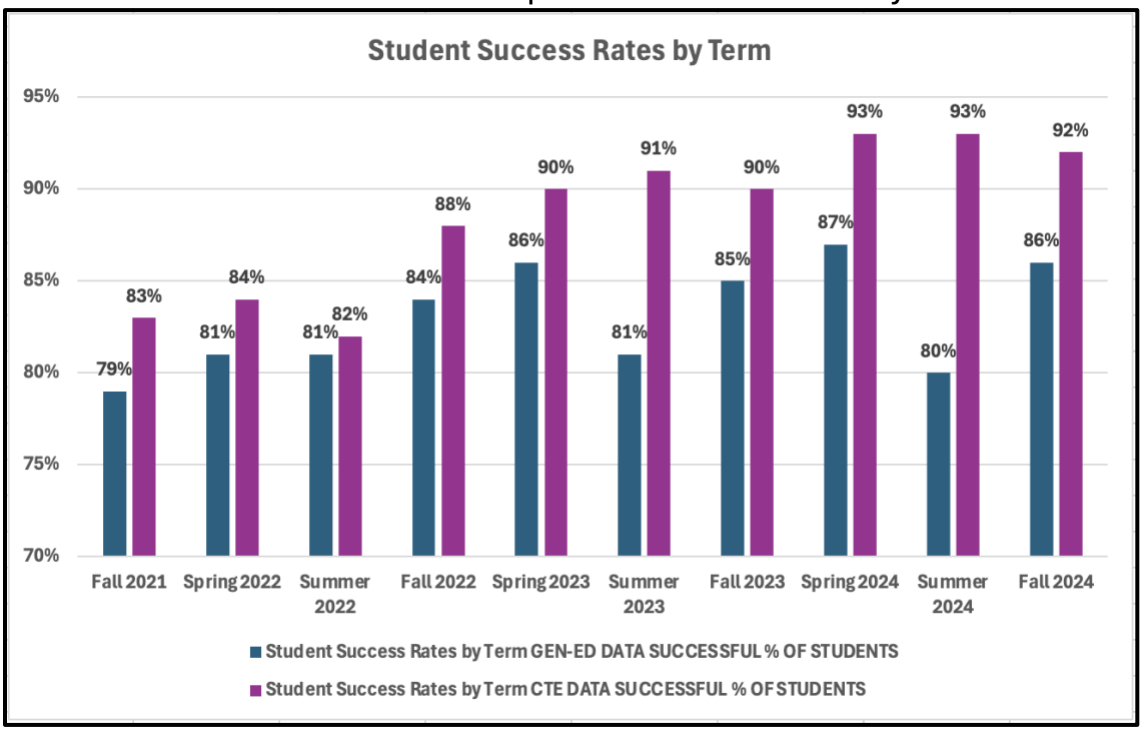
Chart 6: Career and Technical Education Outcomes



Note: A concentrator is a student earning 12 or more credit hours in a CTE program in an Academic Year. This graph reflects Academic Year 2024.

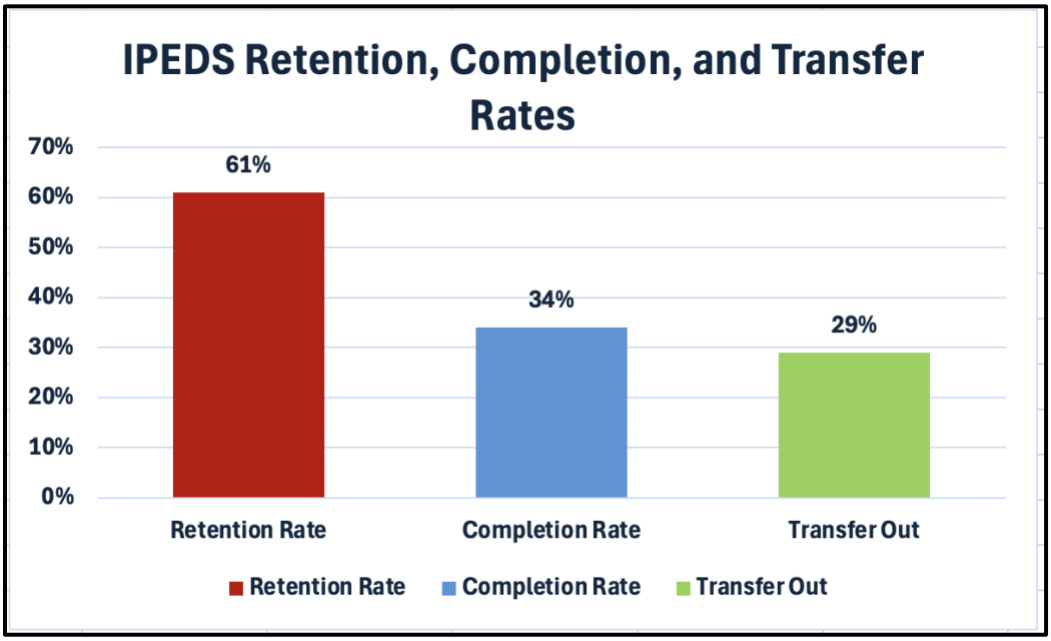
Chart 6 reflects FSCC's CTE programs that support the College's mission of providing affordable academic, technical, and occupational programs to meet the needs of students and the regional workforce.

Chart 7: Academic Success ILO Report- Student Success by Term



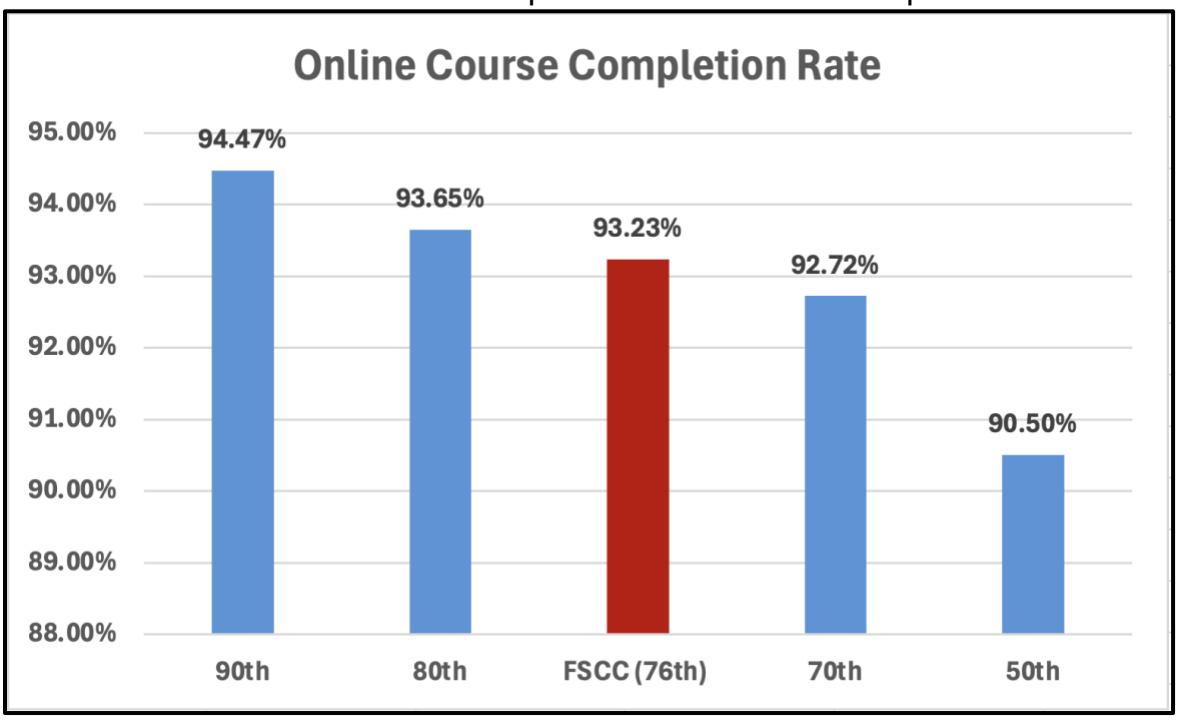
Internal Report. Percent of student registrations earning a passing grade in credit-earning courses.

Chart 8: Academic Success ILO Report- IPEDS Report



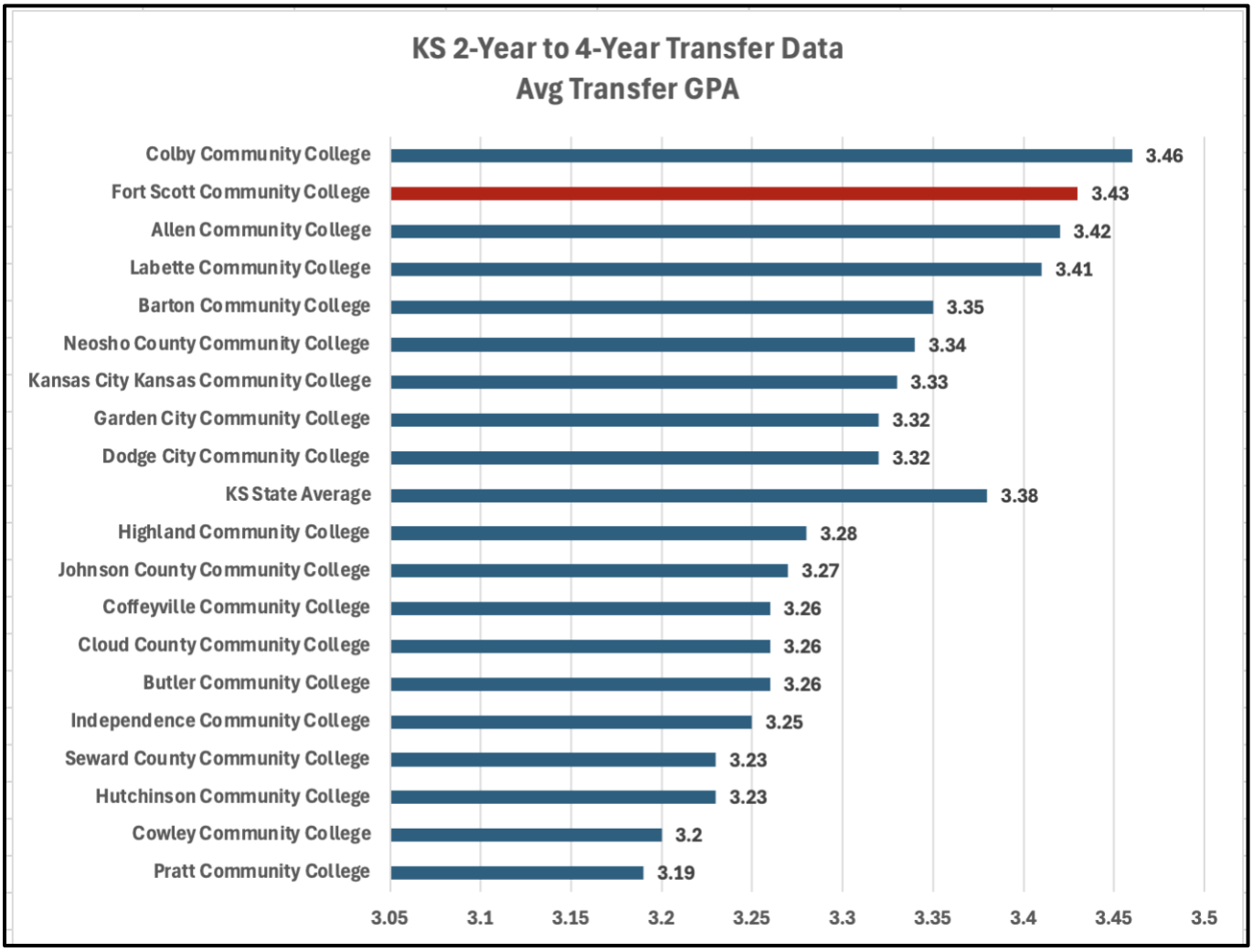
Percentage of students who began their studies in Fall 2022 and returned in Fall 2023.
Percentage of full-time, first-time students who graduated or transferred out within 150% of "normal time" to completion for their program.

Chart 9: Academic Success ILO Report- Online Course Completion



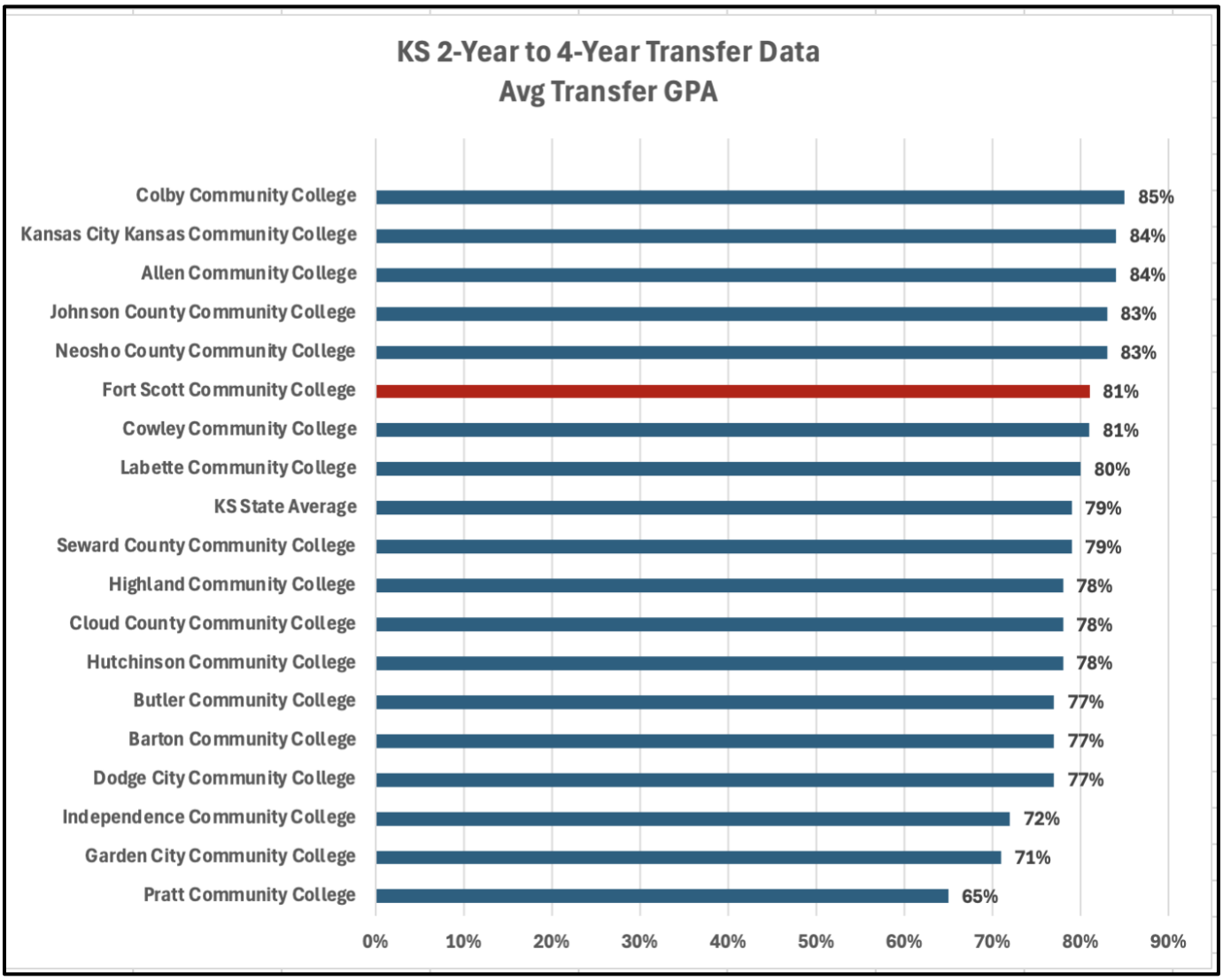
NCCBP Data released in Spring 2024. The percentiles in this graph represent all 2-year colleges in the nation, based on NCCBP data.

Chart 10: Academic Success: ILO Report- Transfer GPA



KHEStats results of students that transferred from a KS 2-Year Institution to a KS 4-Year Institution in Fall 2023.

Chart 11: Academic Success: Transfer Pass Rate



KHEStats results of students that transferred from a KS 2-Year Institution to a KS 4-Year Institution in Fall 2023.

Assessment of Student Learning & Program Highlights

Through the assessment cycle, departmental faculty collect, analyze, and report on assessment data in LMS department organization websites, enabling data-informed curricular changes. Program-level narratives below provide evidence of curricular changes made through data-informed reporting and analysis.

1. Faculty reviewed the AY2024-2025 results and identified opportunities to improve student performance and consistency across the assessed communication outcomes. Planned instructional enhancements include:
   - Incorporating low-stakes oral presentation practice early in the semester to help students build confidence before major projects.
   - Embedding peer review and iterative drafting processes in writing and design assignments to improve clarity, organization, and professional quality.
   - Providing additional structured examples and rubrics for visual and online communication assignments, ensuring students understand expectations for professional-level digital work.

   These strategies are designed to strengthen student learning, maintain performance above the 80% benchmark, and ensure that graduates of the program demonstrate effective communication skills across multiple formats relevant to the industry.

2. Beginning the fall 2024 semester, the Program Learning Outcomes (PLOs) have been updated. Some of the previous PLOs did not adequately address or align well to all courses in the program. As a result, the new outcomes better align to all courses taught within the department providing a more complete assessment of the departmental courses, including a new course. The updated PLOs and alignments/mapping appear to provide more complete assessment reports. We believe the changes made to the program outcome alignments might be better assessing the material taught and mastered by our students. Another faculty member noted that assessing a specific course learning outcome in one course has been problematic since the outcome is more subjective in nature. In the future, faculty will assess this outcome more frequently throughout the semester and have students identify the processes involved in understanding the assumption being made and the weaknesses they can identify in people making that assumption.

3. Faculty noted that an industry-established benchmark was problematic, resulting in declining student performance for that outcome. As a result, faculty contacted industry representatives and discussed the issue of setting realistic industry benchmarks. After this discussion of unattainable benchmarks for students of this skill set, the industry representatives agreed and changed the course benchmark of 90% to 80% for certification. This change will be implemented beginning the fall 2025 semester. For every other CTE school in this industry, the benchmark was 80% with a less comprehensive test. Faculty noted that some current outcomes are too specific, some are too vague, and the assessment tool does not always accurately capture student learning. Faculty will continue addressing gaps in curriculum and addressing realistic benchmarks for the industry.

4. In the spring of 2024, faculty identified a PLO that addressed two separate skills, making accurate assessment of separate skills difficult. As a result, the department revised PLOs to separate and assess each specific skill; the data now more accurately shows how the students are performing in both areas. Although students are passing the state licensure test, this score is the lowest among all PLOs at 77%, so it could be improved. This result could be attributed to the fact that most in this program find a specialty and pursue that, instead of broadening their skill set. Faculty feel that they could improve this by assigning more service projects and discussing more the importance of having a wide variety of proficiencies in the industry.

5. After examination of the data, instructors determined a two-fold problem. First, multiple systems are involved in each outcome, preventing disaggregation to determine where the weakness lies per system. The second piece is that some of the questions have not been modified recently to reflect current curriculum alignment. Moving forward, instructors will modify the assessment tool and will subdivide assessments within each body system.

6. Although scores declined for CLO1, for CLO2 students met the benchmark for both semesters, and for CLOs 3-10 all scores showed improvement. There were dramatic increases in CLO3 and CLO10**.** That said, performance on CLOs 3, 5, 6, and 9 was still subpar. These CLOs are assessed on the final exam, which was the only exam they took paper-pencil in-class (this is a hybrid course). In the future, faculty plan to give one of students' first 4 exams in class, so they have experience taking a paper-pencil exam before they get to the final and/or do more of the assessment using midterm exams. Beyond that, responsible use of AI will be implemented on the main campus for two courses in the program. Faculty plan to teach students how to use generative AI to get another explanation for difficult problems. Additionally, assignments where students get explanations of difficult problems with generative AI and critique the explanations will be incorporated into the courses. Generative AI is now good enough that the answers and explanations are correct the vast majority of the time, but with occasional errors (similar to a peer tutor).

Assessment, Program Review Activities & Highlights

Per the FSCC Program Review website, the program review process reflects the College's ongoing commitment to continuous improvement in student learning. Academic program reviews are completed by each department, after two summative assessment cycles (each summative assessment cycle involves data collected over 4 semesters). Variations can occur if circumstances warrant program review sooner or later per programmatic changes. The purpose of the program review is to assess through self-study the program's relation to the College's mission, core values, and strategic plan. In addition, the program review also evaluates program outcomes, assessment data, course offerings, credit hours taken, discipline demand, student academic achievement, and other important academic areas that enhance the student experience and improve student learning. Programs also complete a SWOT analysis detailing the program's strengths, weaknesses, opportunities, and threats. Finally, programs develop action plans based upon results of the self-study and SWOT analysis. The action plan is implemented and then the results are evaluated in the next cycle of program review. All program review reports are submitted to the Vice President of Academic Affairs and are reviewed by the Academic Affairs Committee to ensure alignment with institutional goals and continuous improvement in student learning experience.

Program Review Highlights

The following is a program review highlight from AY2024-2025:

1. Program Relation to College Mission, Core Values, and Strategic Plan:
    a. Goal 1 Strategy 2: Strengthen community partnerships. The program strengthens community partnerships through facilitating student internships with community water treatment facilities. The internships create reciprocal benefits for the student interns who gain on-the-job training and for the community who gain from the efforts of newly trained professionals in the field. Every semester the program advisory board meets with the faculty who also work in the industry, community members who work in the industry, KDHE, and FSCC administration to discuss the courses offered, any changes or recommendations from the industry.
    b. Goal 2 Strategy 1: Cultivate quality enhancements for education and learning: Improve Academic Processes. EWT faculty work with the Assessment Coordinator, Institutional Effectiveness Director, and Vice President of Academic Affairs to implement assessment best practices, including developing course and departmental rubrics in Blackboard, as well as aligning tests to with appropriate mapping to both course level and program level outcomes. These processes facilitate data collection and analysis, so that effective action plans can be developed to improve student learning outcomes, as well as assess program improvement.
2. Assessment Process:
    The assessment process begins at the course level, where outcomes are mapped/aligned to program level outcomes in Blackboard. Assessment data is collected using both scaled rubrics (1=Does Not Meet Standards; 2= Needs Improvement; 3=Meets Standards; 4= Exceptional) and test items aligned to course level and program level outcomes. Semester data is collected using these methods. The FSCC Assessment Coordinator then creates assessment reports through EAC Visual Data Analytics program in

Blackboard. These data reports are shared with faculty, who discuss the results and draft assessment narratives for improved student outcomes and program improvement.

3. SWOT Analysis:

A. Strengths: Strengths of the program include a consistent high pass rate. The EWT faculty are all experienced professionals in the field and provide current best practices in instruction for the industry. The faculty have years of experience in the field and actively serve on state boards and organizations for industry. One faculty member is the acting chair for the Northeast Kansas Operator Training Committee for the Kansas American Water Works Association. Another faculty member is a board member of the Kansas Water Environmental Association. Their expertise adds strength and credibility to the program.

B. Weaknesses: A concerning program weakness is lack of a director (full-time or part-time). The lack of a director to coordinate recruitment and other activities may be one of the largest contributing factors to enrollment decline. Without a director, the program lacks staffing to actively recruit more students. In addition, the program does not have adequate PR to increase program presence and enrollment.

C. Opportunities: Opportunities to strengthen the program include hiring a director and increasing recruiting efforts. Recruiting at the high school level is an opportunity for growth. Additionally, increasing public relations about EWT course offerings could increase enrollment and strengthen the program.

D. Threats: KRWA (Kansas Rural Water Association) is a threat in that the FSCC EWT program has lost instructors to the KRWA. Also, KRWA offers their classes for free. Another threat is market saturation since the program and others like it have been in existence for many years.

4. Action Plan

   A. Funding for a part-time or full-time director who can increase recruitment and PR efforts to boost program enrollment.
   B. If grant funding is approved, create future stormwater classes; as result of the Stormwater Workgroup, we are partnering with several other colleges on creating stormwater courses if the grant is approved per EPSCoR Research Infrastructure Improvement Collaboration Program. We applied for the grant through the National Science Foundation, Grant #NSF24-573. More details: The EWT program applied as part of the national grant along with Jason Bogle, University of Oklahoma, for the stormwater microcredential classes. According to the U.S. National Science Foundation, “The Established Program to Stimulate Competitive Research (EPSCoR) is designed to fulfill the mandate of the National Science Foundation (NSF) to promote scientific progress nationwide. Through this program, NSF establishes partnerships with government, higher education, and industry that are designed to affect sustainable improvements in a jurisdiction's research infrastructure, Research and Development (R&D) capacity, and hence, its R&D competitiveness.” If the grant is approved, the funding will enable the program to provide microcredential courses for stormwater training.
   C. Create grouped block courses per semester with mapping to tests and/or rubrics. As students go through the sequence of EWT courses, semester courses have interrelated ideas that are best taught showing those related ideas. Grouping course content in the LMS with appropriate test and/or rubric mapping will facilitate better instruction and student outcomes.

Accreditation Updates

Since FSCC is on the Open Pathway for reaffirmation of accreditation, the Higher Learning Commission requires the institution to choose one area for significant improvement, or the Quality Initiative Project. Per the Higher Learning Commission website, "All institutions on the Open Pathway complete a Quality Initiative on a topic of their choice during Years 5–9 and undergo a comprehensive evaluation in Year 10." As a result, FSCC has designated improving the assessment process as its Quality Initiative for reaffirmation of accreditation.

Beginning in 2016 at a Higher Learning Commission (HLC) Assessment Conference, the FSCC began working to improve its assessment of student learning, which had previously focused on course level assessment. The college expanded assessment to a comprehensive process involving collecting data at the following levels: course, program, general education, institutional, and co-curricular. Beyond that, the college invested in a data analytics program, as well as an assessment coordinator to assist faculty in the assessment process. In addition, the college developed an innovative system for housing assessment data in the LMS for analysis and reporting. As a result of these improved processes, faculty were empowered to use assessment data to inform action plans, including curricular and instructional changes for improved student learning outcomes. To facilitate the initiative, the assessment coordinator assisted faculty in developing curriculum mapping and aligning the following: courses to program outcomes; program outcomes to general education learning outcomes (GELOs); as well as GELOs to institutional learning outcomes (ILOs). These steps require faculty to reflect and evaluate on the tools used for measuring student learning. To ensure consistency, the college expanded assessment institutionally, across instructional modalities (face-to-face, online, hybrid), across locations (main campus, satellite campus) and across faculty (full-time, adjunct, and concurrent).

FSCC's holistic assessment plan utilizes assessment timeline and guidelines, historical data, benchmarks, and best practices for reporting, creating a structured framework to inform improvements in student learning. FSCC's Quality Initiative Proposal (QIP) focuses on assessment of student learning as part of continuous quality improvement. The college submitted its Quality Initiative Report in March 2025, and in April 2025, the college received the following feedback Quality Initiative Report (QIR) Review completed by an HLC peer review panel. Per feedback from HLC review of the Quality Initiative Report:

> *FSCC's Quality Initiative has resulted in measurable improvements in reporting across all programs, with curriculum mapping templates helping faculty align individual courses with program learning objectives. The involvement of full-time, adjunct, and concurrent faculty demonstrates the college's inclusive approach to assessment. Most importantly, the college provides specific examples of how assessment results can guide decisions that enhance teaching and learning outcomes.*
> *This initiative has transformed assessment practices at Fort Scott Community College, creating a sustainable framework that will continue to benefit students, faculty, and the institution.*

The improved assessment process reflects FSCC's ongoing commitment to continuous quality improvement in student learning.

Support Committees

The FSCC Office of Assessment and Office of Institutional Effectiveness have worked with the support of other critical committees in completing the campus-wide assessment process. The following committees have contributed significantly to the process.

Assessment Committee
Susie Arvidson, *Director of Library Services*
Maria Bahr, *Assessment Coordinator, English, Division Chair Fine Arts & Humanities*
Sara Sutton, *Agriculture, Division Chair Agriculture*
Kevin Thomure, *History, Division Chair Business & Behavioral Sciences*
Larry Guerrero, *Vice President of Academic Affairs*
Ashley Page, *Communications*
Dale Griffiths, *John Deere Technology*
Tracy Springer, *Biology, Division Chair Math & Science*
Vickie Laderer, *Director of Nursing, Nursing & Allied Health*
Robert Doyle, *Chemistry*
Ben Souza, *Director of Institutional Research*
Savanna Ashmore, *Math*

Academic Affairs Committee
Susie Arvidson, *Director of Library Services*
Kevin Thomure, *History, Division Chair Business & Behavioral Sciences*
Maria Bahr, *Assessment Coordinator, English, Division Chair Fine Arts & Humanities*
Troy McCloughan, *English*
Doug Hurd, *Business*
Larry Guerrero, *Vice President of Academic Affairs*
Rachel Stauffer, *Biology*
Courtney Metcalf, *Registrar*

Curriculum Committee
Deborah Hyland, *English*
Chris Goddard, *Music*
Dale Griffiths, *John Deere Technology*
Vickie Laderer, *Director of Nursing, Nursing & Allied Health*
Rachel Stauffer, *Biology*
Larry Guerrero, *Vice President of Academic Affairs*
Vanessa Poyner, *Vice President of Student Affairs*
Courtney Metcalf, *Registrar*
Ashley Keylon, *Associate Dean of Advising & Student Success*
Sarah Smith, *Director of Financial Aid*
Rory Chaplain, *Associate Dean of Career & Technical Education & Workforce Development*
Gerald Hart, *Social Science*
Deborah Allen, *Psychology*
Sara Sutton, *Agriculture, Division Chair Agriculture*
Robert Doyle, *Chemistry*
Tori Murphy, *Academic Affairs Support Staff*