INSTITUTIONAL EFFECTIVENESS HANDBOOK

2024 Edition

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INSTITUTIONAL EFFECTIVENESS OVERVIEW

The institutional effectiveness process at Ranger College (RC) is the commitment to conduct a broad-based, comprehensive system of educational and operational planning, research, assessment, review and revision designed to continuously improve the quality of the instruction and services the College provides in accordance with its established mission. This commitment at RC should be ongoing, comprehensive, research-based, and embedded within the culture of the College. The goal of institutional effectiveness is to integrate planning, evaluation, and budgeting processes into a comprehensive program that not only encompasses teaching and learning but also the array of administrative and support services which sustain the core activities of the college. Every academic program, administrative, student, and educational support unit of the College demonstrates planning, evaluation, and the use of results to improve programs and services. The purpose of the Institutional Effectiveness Handbook (IEH) is to understand how the college measures whether it is effectively accomplishing its mission. The IEH also provides the common institutional effectiveness framework for the College.

Institutional Effectiveness is not a place; it is a state of being. It is a process of continuous improvement toward accomplishing the college mission by all college's programs and units. Achieving institutional effectiveness requires synergy of the whole that is greater than any one individual part or even the sum of the parts.

IE encompasses the following:

- In-depth institutional research
- A detailed program review of academic programs
- Strategic planning
- Student learning outcome assessment
- Accreditation
- Assessment of all units/departments

Continuous Improvement

Southern Association of Colleges and Schools Commission on Colleges

To be accredited, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires compliance with Section 7-Institutional Planning and Effectiveness and Section 8-Student which are defined by SACSCOC as follows:

7.1 Institutional Planning (CR): The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

7.2 Quality Enhancement Plan: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

7.3 Administrative Effectiveness: The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

8.1 Student Achievement (CR): The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student achievement.

8.2 Student Outcomes: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

a. Student learning outcomes for each of its educational programs. **(Student outcomes: educational programs)**
b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. **(Student outcomes: general education)**
c. Academic and student support services that support student success. **(Student outcomes: academic and student services)**

Currently, RC is accredited by SACSCOC. Accreditation signifies that the institution:

1) has a mission appropriate to higher education,
2) has resources, programs, and services sufficient to accomplish and sustain that mission, and
3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives (Handbook for Institutions Seeking Reaffirmation, SACS Commission on Colleges, February 2020 edition).

RANGER COLLEGE MISSION, CORE VALUES, VISION STATEMENT, AND STRATEGIC PLAN 2023-2028

Approved by the Administrative Council on May 18, 2023, and by the Board of Regents on May 22, 2023

MISSION

The mission of Ranger College is to transform lives and give students the skills to be a positive influence in their communities.

Mission Scope

Our mission is carried out through a clearly defined set of programs and partnerships:
- 6+6 Pathways to Success
- Continuing education programs
- Customized training
- Developmental courses
- Distance education programs
- Dual credit programs
- Hispanic-Serving Institution (HSI)
- International student program
- Ranger REACH
- Student-Athlete programs
- Texas Guided Pathways
- TRIO Student Support Services (SSS)
- University transfer programs
- Upward Bound
- Workforce education programs

CORE VALUES

- **Integrity**: We commit to remaining fair, honest, ethical, and transparent in all of our dealings. We hold ourselves accountable to the communities we serve, and we diligently strive to ensure that what we say is always fully aligned and coherent with what we do.
- **Excellence**: We strive to deliver programs, teaching, and service that are of the highest quality, and we commit to the continuous pursuit of improvement.
- **Community**: We are committed to the cultivation of positive relationships and valuable common experiences among students, faculty, and staff. We are also committed to the cultivation of constructive partnerships and positive relationships with the communities we serve. We recognize both types of community-building as crucial to the fulfillment of our mission.
- **Unity**: We believe everyone should be respected and are committed to the experience of cooperation and acting with purposeful reflection to uphold our vision and mission.
- **Leadership**: We value the unique strengths of our students, faculty, and staff, and we encourage all members of our community to lead from where they are by seeking opportunities to create positive change.

VISION STATEMENT

Ranger College will be the trusted leader in meeting current and emerging needs for training and education that transforms lives, inspires hope, and builds communities.

UNITY STATEMENT

We stand united as a community committed to excellence, respect, and collaboration. We embrace our differences and recognize that together we are stronger. Through mutual support, understanding, and teamwork, we foster a culture of care where every individual is valued and empowered to achieve their full potential.

STRATEGIC PLAN 2023-2028

Ranger College will create a culture of quality through the three Wildly Important Goals (WIGs)

1. Increase Enrollment

1.1 Strategic Initiative: Implementation of an intrusive advising plan

Success Indicator: Increase from X in Fall 2023 to Y in Fall 2028 (baseline and target numbers will be set after CCSSE/SENSE survey is completed)

1.2 Strategic Initiative: Implementation of an active student recruitment plan

Success Indicator: Increase enrollment of FT students from 733 in Fall 2022 to 900 in Fall 2027

1.3 Strategic Initiative: Increase the number of certificates and degrees awarded

Success Indicator: Increase the number of certificates and degrees (Credit & Non-credit) awarded from 450 in 2023 to 600 by 2028

1.4 Strategic Initiative: Increase the fall-to-fall retention rate of full time students

Success Indicator: Increase the fall-to-fall retention rate of full time students (excluding Vocational Nursing and Cosmetology students) from 30.3% (3-yr avg) by 5% to 35.3% in fall 2024 to fall 2028. Implementing an Early Alert System will be crucial for increasing retention (hopefully using Canvas functionality since Jenzabar won't be available until 2024).

2. Improve Communication

2.1 Strategic Initiative: Design a Strategic Communications Plan (SCP) to improve communication and broaden engagement

Success Indicator: +20% increase in "Satisfied" and higher score on pre- and post-surveys of stakeholder satisfaction

2.2 Strategic Initiative: Design and deploy tools and processes to ensure effective, inclusive communication with all stakeholders. These will include, but are not limited to, (1) a weekly list of news items sent to all stakeholders as brief bullet points, (2) a new calendar policy with multiple contributors, (3) a periodic Presidential podcast, and (4) regular press releases.

Success Indicator: +20% increase in "Satisfied" and higher score on pre- and post-surveys of stakeholder satisfaction

2.3 Improve use of communication technologies. These will include, but are not limited to (1) the development of a Ranger College app for messaging, calendar, alerts, updates, et cetera, (2) the implementation of a website chatbot, and (3) training courses for faculty and staff in Canvas.

Success Indicator: +20% increase in "Satisfied" and higher score on pre- and post-surveys of stakeholder satisfaction

3. Improve Facilities

3.1 Strategic Initiative: Remodel Fine Arts Building for Ranger Reach Pathways Center

Success Indicator: Remodel the Fine Arts Building for Ranger REACH Pathways Center by December 2025

3.2 Strategic Initiative: Repair Athletics Building / Regents Hall HVAC and Plumbing Systems

Success Indicator: Repairs completed by August 2025

3.3 Strategic Initiative: Build new Ranger Rodeo Grounds

Success Indicator: New Rodeo Grounds completed by December 2024

3.4 Strategic Initiative: Develop and implement an all-campus maintenance and beautification strategy to address current, essential needs

Success Indicator: All-campus maintenance and beautification plan in full implementation by May 2024

3.5 Strategic Initiative: Develop and communicate a comprehensive, transparent, and fiscally achievable all-campus facilities master plan that addresses future facility & beautification needs of Ranger Campus, Erath County Center, and Brown County Center

Success Indicator: Updated, comprehensive campus master plan posted on Ranger College website by December 2024

INTEGRATED PLANNING, EVALUATION, AND BUDGETING MODEL

Institutional effectiveness incorporates all the key elements needed for a comprehensive college-wide planning, evaluation, and budgeting model. At RC, every five years, a new strategic plan is developed based on feedback from the previous five years' analysis of assessment data and keeping with the mission of the College. Annually, budget requests are submitted based on annual feedback of analysis of assessment data. Also annually, assessment plans (strategic, administrative, and student learning), evaluation, and program reviews are completed, analyzed and, where applicable, improvement plans are implemented. This model ensures that planning is comprehensive, transparent, and data-driven leading to a culture of continuous improvement.

The Institutional Effectiveness Process displayed in **Figure 1** describes the uses of strategic planning, assessment, and operational planning as the three essential and interrelated components that form the comprehensive framework for achieving the institution's mission.

Figure 2 dives deeper into the IE process and describes how each piece of assessment, evaluation and program review are tied to budget and strategic planning while all being enveloped by institutional effectiveness and assessment, institutional research, and planning and budgeting.

Figure 1. Ranger College: Institutional Effectiveness Process

Figure 2. Ranger College
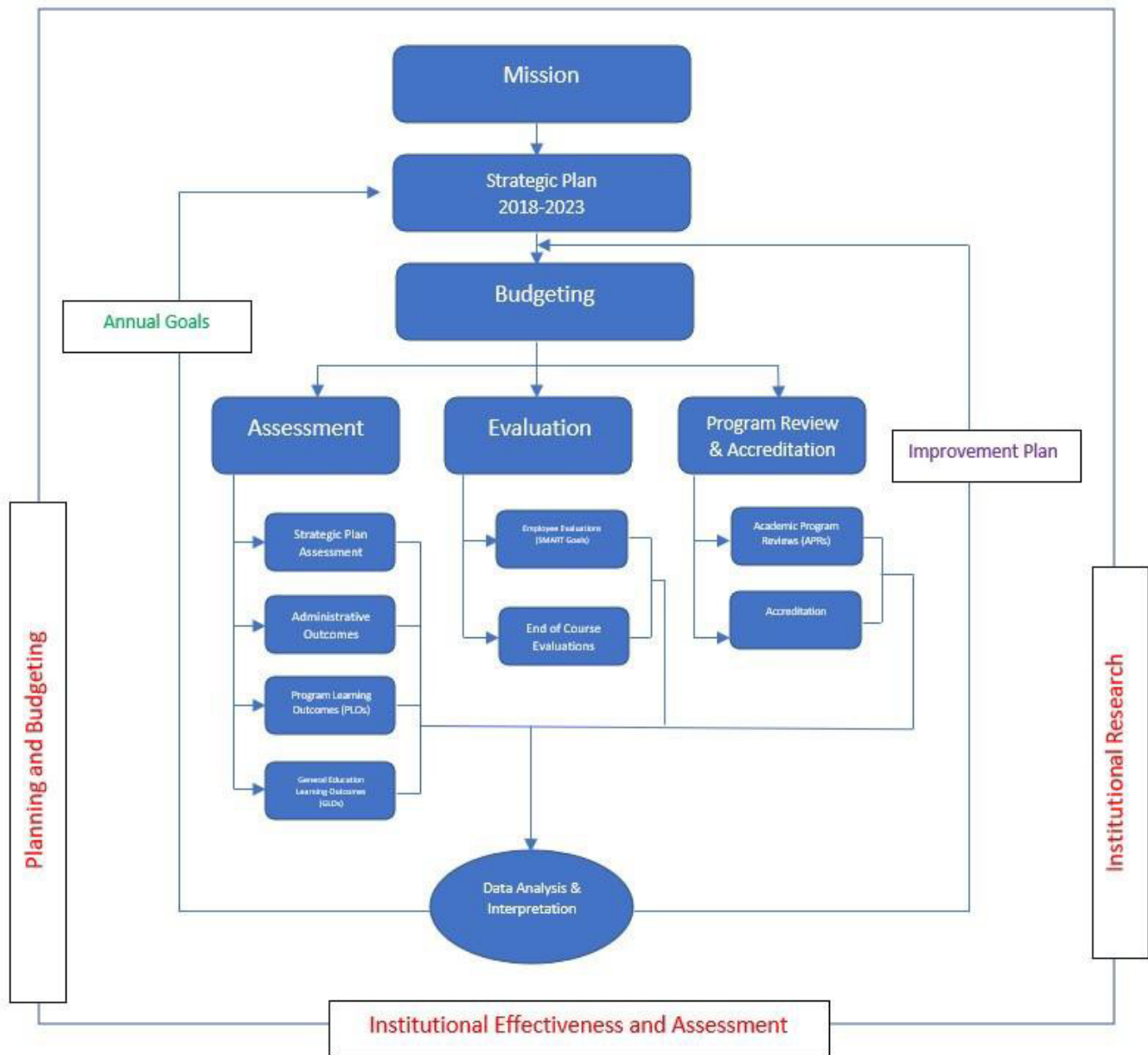
PLANNING AND ASSESSMENT PROCESS AND TIMELINE

An annual planning and assessment calendar ensures the integrated and ongoing relationship between monthly planning, assessment, and budgeting activities. Moreover, it demonstrates the institution's commitment to a cyclical, comprehensive, and integrated institutional effectiveness process.

RC's planning and budgeting process is based on translating the identified strategic plan priorities into financial resources. Departments prepare prioritized funding requests based on the coming year's strategic plan and administrative outcomes, and review of the prior year's outcomes. These budget requests are submitted through the appropriate Vice President to the CFO, who presents these requests to the President for review, discussion, and disposition. This process allows the College to get maximum results from a limited amount of available funds and facilitates coordination and collaboration of new initiatives across organizational lines. The President and CFO work to make informed judgments about the relative merits of new and continuing investments in programs and activities across the campus.

ASSESSMENT

College-Level Assessment

Strategic Initiatives and Success Indicators

The Institutional Effectiveness Committee is charged with promoting the mission of Ranger College as the primary guide in campus planning, decision-making, and resource allocation. The IE Committee advises and supports the President's development and periodic review of the College's institutional strategic plan and strategic initiatives. Committee composition includes a broad range of constituents from the college including vice presidents, dual credit personnel, faculty, and staff.

Assessment of each of the strategic plan goals take place annually with the strategic initiatives, success indicators, findings and analysis being recorded in the college's repository software, Weave. RC assesses the degree to which it meets key performance measures associated with the College's Strategic Plan.

In accordance with the 2023-2028 Strategic Plan Initiatives 1.2, 1.3, and 1.4, the primary emphasis for evaluating **student achievement** is placed on three criteria:

- Increase enrollment from 733 in Fall 2022 to 900 in Fall 2027
- Increase the number of certificates and degrees awarded from 450 in 2023 to 600 by 2028
- Increase the fall-to-fall retention rate of full-time students from 30.3% in fall 2024 to 35.3% in fall 2028 (excluding vocational nursing and cosmetology students)

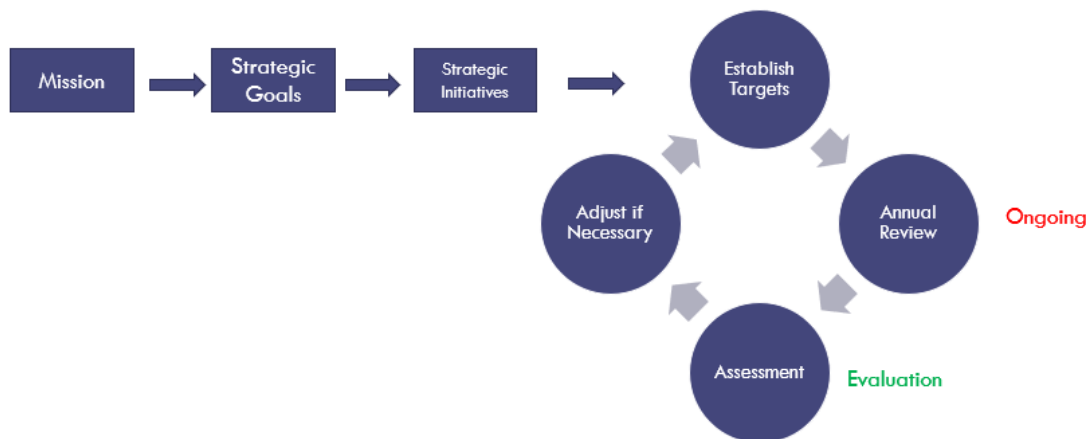In addition, during 2023-2028, the College monitors indicators in the following areas:

- Student Satisfaction based on CCSSE and SENSE results
- Communication among college constituents
- Facilities Management and Improvement

Training

RC offers strategic planning training to all respective employees to ensure new and current employees understand the entire institutional effectiveness cycle and how strategic planning fits into the college's mission. The model of continuous improvement is center stage to the institutional effectiveness cycle and demonstrated with the following graphic:

IT'S THE RIGHT THING TO DO!!!

Continuous Improvement

Mission → Strategic Goals → Strategic Initiatives →

Establish Targets

Annual Review — Ongoing

Assessment — Evaluation

Adjust if Necessary

UNIT LEVEL ASSESSMENT

Units/departments within the College engage in the assessment of operational goals called Administrative Outcomes. Every unit of the College develops Administrative Outcomes that identifies how the unit will support the College's efforts to move the needle on the key performance indicators identified in the strategic plan. Annual planning takes place at the *unit or department* level. Administrative Outcomes are generally (although not always) assigned to individuals at the coordinator level or above and are usually associated with a budget.

Annual planning is the process of identifying outcomes/goals, tying the goals to the strategic plan initiatives, identifying measures or instruments used to determine achievement, targets to achieve, findings, analysis of the results, and where appropriate, documentation of improvement plans based on the assessment results. The annual planning process assures that units are engaging in continuous and systematic assessment and improvement processes.

The adoption of operationally focused goals is supported and informed by institutional data and surveys, which serves as a resource for better understanding departmental effectiveness, challenges, support improvements needed, etc., and for establishing applicable baselines and targets. This process is strategically integrated to annual budget planning requiring unit managers to establish new or carry over prior year goals for the subsequent fiscal year and aligning budget requests to those goals accordingly.

Assessment of Administrative Outcomes take place annually with the outcomes, supported initiatives, measures, targets, findings, analysis, and improvement plans (when applicable) being recorded in the college's repository software, Weave.

LEARNING OUTCOMES ASSESSMENT

Guiding Principles for Student Learning Outcomes Assessment

One way Ranger College encourages student success is by assessing student learning outcomes at the program level. Assessing program learning outcomes (PLOs) provides evidence that students are acquiring the knowledge, skills, and competencies RC expects of them as they move through the courses in their programs. Assessment encourages faculty, staff and students to continuously and systematically ask questions, leading to new learning opportunities and informed decisions that affect student learning.

All educational programs at RC engage in planning and assessment to improve teaching and learning. Educational programs identify program learning outcomes (PLOs), assess the extent to which those outcomes are achieved, and seek improvements based on analysis of the results. The process is led by the Division Deans or Program Coordinators (workforce programs) with input and collaboration from faculty to set expected learning outcomes and measures, to assess results, and to develop plans for use of these results to improve curriculum and enhance student learning. This process occurs on different cycles depending on the program to allow for variances in curriculum sequencing within award levels.

RC has defined the PLO assessment cycle as beginning on September 1st and ending August 31st. Workforce programs are on an annual cycle whereas academic programs are on a two-year cycle. Within this two-year cycle, an assessment schedule drives when each course is assessed.

For the College's academic transfer degrees, general educational outcomes (GLOs) are also assessed. These outcomes are consistent with the Texas Core Curriculum for undergraduate education that has been established by the Texas Higher Education Coordinating Board (THECB). GLOs are also assessed on a two-year cycle using an assessment schedule to determine when assessments are completed.

Assessment of PLOs and GLOs take place with the learning outcomes, assessment site, measures, targets, findings, analysis, action plan, and improvements achieved being recorded in the college's repository software, Weave.

This section of the handbook provides an overview of RC's PLO and GLO assessment process. It is not intended to be prescriptive; rather it was prepared for all members of the college community as an introduction to some of the more established assessment practices.

What is assessment of student learning?

Assessment is a vehicle for educational improvement. It should enact a vision of the kinds of learning most valued for students and strive to help them achieve. This educational value should not only drive what is chosen to assess but how it is done. If focus is solely on accreditation purposes, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what is really cared about. It is not an evaluation of faculty. Useful information is gained when assessment occurs. Assessment shows what is being done well and what needs to be fixed.

Why assess?

Faculty assess all the time in their classes and programs. In fact, faculty are constantly considering what worked well and what didn't and are using those observations to make change. Formal assessment makes those informal activities more systematic and better understood by students. There are three main reasons to assess:

1. *To Demonstrate:*
   Assessment is used to demonstrate what is being accomplished for students, employees, and the community.
2. *To Inform:*
   To promote good work through evidence.
3. *To Improve:*
   Assessment is used to improve operations.

Mission/Purpose Statements: A successful assessment plan begins with understanding and articulating what an instructional program is trying to accomplish. Most importantly, the mission/purpose statement lays the foundation for the assessment plan and sets the criteria for which it is tested. Each instructional program defines and creates their mission/purpose statement. A mission/purpose statement is a broad statement of what the program is, what it does, and for whom it does. It is the initial point of reference for any program.

Developing a Program Learning Outcome Assessment Plan

Developing an effective assessment plan begins with clearly defining what you are trying to accomplish. A clear statement of program learning outcome serves as the foundation for the entire assessment plan.

STEP 1: IDENTIFYING PROGRAM LEARNING OUTCOMES

Program learning outcomes *describe learning outcomes and concepts*— what students should learn. Developing agreed upon program learning outcomes is not always a quick and easy task. Educational programs vary in the extent to which the faculty share a common disciplinary framework. When faculty have various perspectives, identifying agreed upon outcomes may be more difficult than in programs where there is a unified approach to the discipline. Before writing or revising program outcomes, it is useful to have open discussions with program faculty on at least one or more of the following topics or similar topics:

- Describe the ideal student in the program at various phases in the program. What does this student care about and what is this student able to do? List and briefly describe the program experiences that contribute most to the development of the ideal student. Be concrete and focus on those strengths, skills, and values that are the result of the program.
- List the achievements implicitly expected of students enrolled in the program.
- Collect and review instructional materials that are important for program outcomes.
- Take a look at:
    - Syllabi and course outlines
    - Course assignments and tests
    - Textbooks (especially the tables of contents, introductions, and summaries)
    - Documents that describe the programs
    - Brochures and catalog descriptions
    - Accreditation reports
    - Curriculum committee reports
    - Mission statements

It is generally a good idea to identify between **three and five outcomes** for an award. Stackable awards (Cert I, II, and AAS) can utilize the same PLOs but each **award** must contain at least one PLO. These outcomes can be general as well as discipline-specific to the department or program itself.

STEP 2: WRITING LEARNING OUTCOMES

Write learning outcomes as specific student performance and behaviors that demonstrate student learning and skill development of the outcome. Before drafting outcomes, it is helpful to consider the following three questions:

1. For each of the stated program outcomes, what are the specific student behaviors, skills, or abilities that would prove this outcome is being achieved?
2. Ideally and briefly, what would a skeptic need (evidence, behavior, etc.), in order to see that students are achieving the major outcomes set out for them?
3. From past experience, what evidence shows when students have met these outcomes – how do you know when they're "getting" it?

STEP 3: DESIGNING THE ASSESSMENT PLAN

For those programs that are **offered on multiple campuses**, it *is imperative that ALL of the faculty* are on the *same page* with the entire assessment cycle.

Schedule a meeting where faculty have input into the decisions being made. This should be a *collaborative activity* and not one-sided.

The faculty must agree on the same:

- PLO
- Assessment site (course in which formal assessment occurs)
- Measure (artifact used to collect data)
- Target

Target:

Determine standards/expectations – a benchmark of desired outcomes for each of the criteria. By setting expected results for the percentage of students meeting or exceeding performance criteria before data collection begins, the program can gauge its effectiveness in helping students meet the learning outcomes.

Examples –

- 95% of students will follow safety procedures (from a procedures class)
- 90% of students use proper conventions in their writing (from a writing rubric)
- 90% of students will communicate effectively non-verbally (from an oral communications rubric)
- 95% of students will grasp a concept through spoken or written means (from a critical thinking rubric)

Compare the actual performance to the benchmark/expectation – findings will show faculty where students are performing well and falling short. From this, implications for changes will be determined by sharing results and consulting with faculty.

Curriculum Mapping:

Curriculum mapping is a method that aligns instruction with desired goals and program outcomes. It can also be used to explore what is taught and to what level. Identify if the educational goal is (any one of the listed potential definitions):

I -Introduced

- Student is first exposed to concept/idea at the college level and is requested to apply concept in limited scope.
- Limited expectation of student's ability to apply concept based on the amount of information that have been exposed to.
- Theory only discussed

R-Reinforced

- Students apply concept in varying/multiple situations of greater complexity than when initially introduced.
- Students perform skill in more complex situations
- Theory and application are included.

M – Mastered

- Student are expected to understand the concept prior to taking the course and utilizes the concept in conjunction with other concepts/ideas to solve problems.
- Students perform skill in the most complex situations within the discipline.

A – Formal Assessment

- Course where evidence will be collected and evaluated.

The above definitions are guidelines only, therefore, the terms might mean something a bit different for each program. The reason for identifying the level of application of the goal is to assist the program later when evaluating whether the goal was met. If the material is only being introduced the level of performance at that time is less than in classes when the material is emphasized or reinforced.

Example Curriculum Map:

Curriculum Map Template: Early Childhood Education

Early Childhood Education

COURSES	PROGRAM LEARNING OUTCOMES				
	PLO 1 (H & S)	PLO 2 (Dev)	PLO 3 (Curr)	PLO 4 (Div)	PLO 5 (Motor)
TECA 1303				I,D,M,A	
TECA 1311		I,D,M,A	I,D,M		
TECA 1318	I,D,M,A				I,D,M,A
CDEC 1313		I	I,D,M,A	I,D	
CDEC 1318					
CDEC 1321	I,D,M	I,D			I,D
CDEC 1335		I,D			I,D
CDEC 1356		I,D	I,D,M		
CDEC 1358			I,D		
CDEC 1359		I,D		I,D	I,D

STEP 4: SELECTING ASSESSMENT ARTIFACTS (Measures)

Each program should select and/or develop assessment artifacts (called Measures in Weave) that will provide useful and relevant information for the purposes that faculty in the program have identified. Rubrics are a great way to evaluate artifacts as they provide a true gauge of performance on a particular skillset, allow the student to know what is expected, and give the student feedback on their performance.

Choose assessment methods that allow you to assess the strengths and weaknesses of the program and the PLO you are assessing. Effective methods of assessment provide both positive and negative feedback. Finding out what is working well is only one goal of program assessment.

Remember:

- Comprehensive does not mean assessing everything
- Choosing assessable indicators of effectiveness is key
- Complex methods are not necessarily the best choice

Choosing the Right Assessment Tools (Measure)

Assessment Tool	Pros	Cons
Multiple Choice Exam	✓ easy to grade ✓ objective	✓ reduces assessment to multiple choice answers
Licensing Exams	✓ easy to score and compare	✓ no authentic testing, may outdate
Standardized Cognitive Tests	✓ comparable between students	✓ heavily dependent to exposure to topics on the test
Checklists	✓ very useful for skills or performances ✓ students know exactly what is missing	✓ can minimize large picture and interrelatedness ✓ evaluation feedback is basically a yes/no - present/absent - without detail
Essay	✓ displays analytical and synthetic thinking well	✓ time consuming to grade, can be subjective
Case Study	✓ displays analytical and synthetic thinking well connects other knowledge to topic	✓ creating the case is time consuming, dependent on student knowledge from multiple areas
Problem Solving	✓ displays analytical and synthetic thinking well authentic if real world situations	✓ difficult to grade due to multiple methods and potential multiple solutions
Oral Speech	✓ easily graded with rubric allows other students to see and learn what each student learned ✓ connects general education goals with discipline-specific courses	✓ difficult for ESL students stressful for students takes course time ✓ must fairly grade course content beyond delivery
Debate	✓ provides immediate feedback to the student ✓ reveals thinking and ability to respond based on background knowledge and critical thinking	✓ requires good rubric more than one evaluator is helpful difficult for ESL students stressful for students takes course time
Product Creation & Special Reports	✓ students can display skills. knowledge, and abilities in a way that is suited to them	✓ must have clearly defined criteria and evaluative measures "the look" cannot over-ride the content
Flowchart or Diagram	✓ displays original synthetic thinking on the part of the student	✓ more difficult to grade, requiring a checklist or rubric for a variety of

Assessment Tool	Pros	Cons
	✓ perhaps the best way to display overall high level thinking and articulation abilities	✓ different answers difficult for some students to do on the spot
Portfolios	✓ provides the students with a clear record of their work and growth ✓ best evidence of growth and change over time ✓ students can display skills. knowledge, and abilities in a way that is suited to them	✓ time consuming to grade different content in portfolio makes evaluating difficult and may require training bulky to manage depending on size
Exit Surveys	✓ provides good summative data easy to manage data if Likert-scaled responses are used	✓ Likert scales limit feedback, open-ended responses are bulky to manage,
Performance	✓ provides best display of skills and abilities ✓ provides excellent opportunity for peer review ✓ students can display skills. knowledge, and abilities in a way that is suited to them	✓ stressful for students may take course time some students may take the evaluation very hard - evaluative statements must be carefully framed
Capstone project or course	✓ best method to measure growth overtime with regards to a course or program - cumulative	✓ focus and breadth of assessment are important ✓ understanding all the variables to produce assessment results is also important ✓ may result in additional course requirements ✓ requires coordination and agreement on standards
Team Project	✓ connects general education goals with discipline-specific courses	✓ must fairly grade individuals as well as team ✓ grading is slightly more complicated ✓ student interaction may be a challenge
Reflective self-assessment essay	✓ provides invaluable ability to evaluate affective growth in students	✓ must use evidence to support conclusions, not just self-opinionated assessment
Satisfaction and Perception Surveys	✓ provides good indirect data can be compared longitudinally ✓ can be used to determine outcomes over a long period of	✓ respondents may be influenced by factors other than those being considered ✓ validity and reliability most be closely watched

(Craftonhills.edu, 2017)

There isn't one right way to measure and track outcomes, and ultimately you will have to find something that works for you.

STEP 5: ANALYZING AND REPORTING RESULTS

It is important to make the most out of the information you collect through appropriate analysis and interpretation. Assessment points out the strengths and weaknesses of a program and provides evidence for change.

Findings:

Tabulate the results and disaggregate by teaching methodology (online vs F2F), location (Early, Erath or Ranger) and, if applicable, by dual credit. It is important to determine if one methodology, location, faculty member or traditional vs dual credit has vast differences from the other. This will allow the program to delve deeper into the reason why and take corrective actions.

Analyze the Results:

After completing the assessment and tabulating the results, it is important to ask a number of questions including:

- What does the data say about the students' mastery of the subject matter? What does the data say about the students' preparation for taking the next step in their degree?
- Are there areas where the students are outstanding? Are they consistently weak in some respects?
- Are graduates of the program getting good jobs?
- Are there indications in student performance that point to weaknesses in any particular skills, such as writing, or critical thinking?
- Are there areas where performance is okay, but not outstanding, and where a higher level of performance is desired?
- What was the most valuable thing the faculty member learned?
- What are the three most important things that could be shares with others about the results?

The answers to these questions will help the program decide what steps to take next. How will the program incorporate the results of the assessment cycle into curriculum or pedagogical changes, program requirements, faculty development or additional resources?

Action Plan:

Create a "plan" for improvement the next time the course is taught. What can be done differently next time that would improve the assessment results? Document this plan in the "Action Plan" section of Weave. If the plan involves purchasing items, place this information in the "Budget" section. Otherwise, leave it blank.

Improvements Achieved:

Once the course is taught again and the "Action Plan" was implemented, document the results in

the "Improvements Achieved" section. Be sure to note which semester these improvements were implemented since it will be different from the first time the course was taught. This is sometimes referred to as the "second collection of data" since it comes after the designated course is taught a second time. The Action Plan and Improvements Achieved sections together are referred to as closing-the-loop.

The goal is to have two points of data so you can compare results. You do NOT have to retain all artifacts from all students represented. Collect a representative sample of completed/graded artifacts (redact student names) and upload to Weave.

General Education Learning Outcomes (SACSCOC Standard 8.2.b)

For the College's academic transfer degrees, faculty identify general educational outcomes (GLOs) that are consistent with the Texas Core Curriculum for undergraduate education that has been established by the Texas Higher Education Coordinating Board (THECB). GLOs are assessed at the end of an academic semester by specific courses that focus on that particular GLO. Which course(s) emphasize which GLOs is/are largely determined by the table of Foundational Components but are also mapped in RC's curriculum map. GLOs are standardized to match objectives published by the Higher Education Coordinating Board. Elements within those objectives are built into broad rubrics for the creation of assessments that apply to those skills, regardless of the program. For example, GLO 6: Personal Responsibility uses a rubric that can be applied to both English and Government classes. Each GLO has its own custom-designed, cross-curricular rubric.

With the assistance of these rubrics, assessments generate questions that are useful to broader GLO needs, but also to content-specific matters. Most GLO assessments are objective assessments embedded into the course curriculum and deployed at the end of a semester. The assessment is graded and recorded by the instructor, and data is passed along to either a program director or Division Chair for review. ·

Once assessments are scored and compared to targets, departmental/division meetings are held to discuss the results, find areas for improvement, and analyze the findings. This is the point in the process where meetings are held about instructional changes, curriculum reviews, or assessment revisions. Assessment procedures are actively applied to off-campus locations, dual credit sections, and remote/online modes. In the aftermath of assessing and reporting GLO results, the analysis and action plan data from all modes and campuses is disaggregated and evaluated, and then the entire "bigger picture" of the assessment is considered. Distance-learning and dual-credit sections often score differently than traditional modes on campus. This can prompt conversations about uniformity in

curriculum and textbook usage, along with standardizing how assessments are implemented and emphasized. Actions plans are developed and entered into Weave to serve as corrections and improvements for the following assessment cycle. Improvements achieved are entered into Weave after the following assessment cycle and note any changes from the improvements implemented which completely closes the loop on this assessment period.

ACADEMIC PROGRAM REVIEW (APR)

Introduction

Academic Program Review (APR) at Ranger College is a system of evaluation and accountability for ensuring that all credit-bearing degree and certificate programs are continuously improving and meeting the needs of students and the surrounding community. It gives each program the opportunity to holistically review all aspects of its operations and identify areas for improvement. These reviews are a core component of the College's institutional effectiveness process.

Educational Programs are reviewed both internally and externally, the former through a **self-study** led by each degree or certificate's designated program coordinator and the latter through a **Review Team report** written by members of the College's Curriculum Committee and/or Institutional Effectiveness Committee. Each program review is initiated and coordinated by the Curriculum Committee and overseen by the Vice President of Accreditation and Institutional Effectiveness. The self-study is submitted to the Review Team. The report of the Review Team is then submitted with the self-study to the program's Division Chair, the Vice President of Accreditation and IE, and the Vice President of Instruction. The VPI then submits the Review Team's Report to the Curriculum Committee for their approval and then to the Administrative Council for their review.

To ensure that all self-studies are comparable to each other, a standardized template is employed.

To ensure that all Review Team reports employ a consistent approach, a standardized set of questions and guidelines is used.

Responsible Parties

APR is a collaborative process. For the internal review, while each program coordinator is responsible for leading the self-study in his or her respective area, this should not be done single-handedly or in isolation. The self-study is an opportunity for program faculty, led by the coordinator, to reflect critically on their operations, evaluate the program, and identify areas for improvement. For the external review, the Curriculum Committee designates a subcommittee to serve as a Review Team for each review.

Responsible parties for each APR include:

- **Curriculum Committee:** Coordinates the APR process in collaboration with the VPI and VP of IE and Accreditation. Establishes the Review Team.
- **Review Team** (a subcommittee of the Curriculum and IE Committees): Oversees the work of the Program Coordinator. Receives the program self-study and verifies its sufficiency. Writes the external report and submits this along with the self-study to the VP of IE and Accreditation.
- **Vice President of IE and Accreditation:** Facilitates the entire APR process, working in collaboration with the VPI, and Curriculum Committee. Receives the program self-study and

Review Team report and reviews their sufficiency. Forwards these to the VPI, the Program Coordinator, and the program Division Chair. Assists VPI in meeting with Division Chair and Program Coordinator to discuss results and their implications for needed program improvements, if necessary.

- **Vice President of Instruction:** Receives program self-studies from the VP of IE and Accreditation and distributes copies to the relevant Review Teams. Presents the completed APR to the Curriculum Committee for approval and then the Administrative Council for review. Meets with Division Chairs and Program Coordinators to discuss report results and plot program improvements.
- **Program Division Chair:** Receives completed report and meets with VPI and Program Coordinator to discuss program improvements and action plan.
- **Program Coordinator:** Leads the creation of the self-study. Submits it to the Review Team. Works with Division Chair to plot improvements and create an action plan based on report results.
- **Program faculty:** Work with the Program Coordinator to create the self-study.

Procedure and Schedule

The APR process operate on a three-year cycle. Each year's activities and deadlines are as follows:

- **August:** The Curriculum Committee takes inventory of which programs are due for review during the current academic year. For each program, they establish a Review Team consisting of at least two members, with the VP of IE and Accreditation serving as an additional (ex officio) member of each team. (**Note:** As deemed necessary on a case-by-case basis, a Review Team may also include one or more members who are not part of the Curriculum Committee but who bring valuable expertise to the review, e.g., industry or subject-matter experts not employed by Ranger College.) No Review Team should include any member who is the Program Coordinator or a faculty member of the program under review. Review Teams make contact in August with the coordinators of their assigned programs to touch base and go over the annual schedule and everyone's responsibilities.
- **September through March:** The coordinator of each program under review leads faculty in conducting the self-study using the APR Self-Study Template
- **March 31:** On or before this date, each Program Coordinator completes the self-study and submits it by email to the VP of IE and Accreditation, who reviews each self-study, requests more information from Program Coordinators as necessary, and then forwards each self-study to the VPI, who distributes them to the relevant Review Teams.
- **April-May:** Each Review Team uses the submitted self-study plus their own independent research to write the external report using the provided APR Review Team Guidelines. If a Review Team discovers any insufficiencies in the self-study, they return it to the Program Coordinator for revision and improvement.
- **May 31:** On or before this date, each Review Team submits its report, along with the self-study, to the VP of IE and Accreditation.
- **June 30:** By this date, the VP of IE and Accreditation evaluates all submitted reports and verifies their acceptability for IE purposes. Reports in need of revision are sent back to the Review Team. Acceptable reports are forwarded on to the VPI, the program's Division Chair, and the Program Coordinator
- **July-August:** The VPI compiles completed APRs and presents them to the Curriculum Committee for approval and the Administrative Council for review. The VPI and VP of Accreditation and IE

meet with Division Chairs and Program Coordinators to discuss the reports and their implications for program changes and improvements.

- **August:** The Curriculum Committee begins the process again.

STANDING COMMITTEES

Shared responsibility and leadership are essential to accomplish the mission and goals of Ranger College. Standing committees develop recommendations and make decisions as necessary to foster a culture of evidence and form a framework for shared governance; strategic planning and execution; assessment and continuous improvement; and compliance with SACSCOC accreditation standards, THECB regulations, and state and federal laws.

The Committees interpret SACSCOC criteria, define adequacy of resources as appropriate to the college, identify and address potential compliance and/or documentation issues, and ensure alignment of actions to the College's mission, vision, core values, and strategic plan. Standing Committees may form subcommittees to address highly specialized topics; however, any subcommittees' function is to make recommendations to the primary Committee; subcommittees are not to make decisions independently.

The College maintains the following standing committees:

- Administrative Council
- Advising Committee
- Artificial Intelligence (AI) Committee
- Carl Perkins Grant V Committee
- Commencement Committee
- Curriculum Committee
- Distance Learning Committee
- Facilities, Maintenance, and Grounds Committee
- Institutional Effectiveness (IE) Committee
- Intercollegiate Athletics Oversight Committee
- Learning Resources Committee
- Marketing and Communications Committee
- Pathways Committee
- Policies and Procedures Committee
- Professional Development Committee
- Ranger REACH Cares Committee
- Recruitment Steering Committee
- Safety & Security Committee
- Scholarship Committee
- Technology Committee
- Tuition and Fees Committee

The Institutional Effectiveness Committee responsibilities and members are as follows:

INSTITUTIONAL EFFECTIVENESS (IE) COMMITTEE

A subcommittee of the Administrative Council

STRATEGIC PLAN ALIGNMENT: WIG 1, WIG 2.2

DESCRIPTION: The Institutional Effectiveness Committee provides leadership for the overall direction and support of academic program and administrative unit effectiveness, assessment, and improvement. It oversees assessment and evaluation across campus to ensure integrated, meaningful, and sustained improvement, and supports the College's commitment to establishing outcomes assessment as an ongoing and integral part of its culture and its emphasis on quality programs and services. The Committee will undertake periodic reviews of the College's institutional mission, vision, and values to ensure they are current, accurate, and rightly calibrated. The Committee is charged with promoting the Mission of Ranger College as the primary guide in campus planning, decision-making, and resource allocation and advises and supports the President's development and periodic review of the College's strategic plan and initiatives. The Committee's work supports activities pertaining to SACSCOC standards of institutional effectiveness and does not supplant the work of discipline-specific accreditation or academic audit Committees.

REPORTS/RECOMMENDS TO: Administrative Council

COMPOSITION: Vice President of Institutional Effectiveness & Accreditation (chair), Vice Presidents, Deans, Director of Institutional Research, plus staff and faculty

SCHEDULE: Once per month, or as appropriate

RESPONSIBILITIES:

1. Review the Mission Statement, Vision Statement, and Core Values, and recommend changes.

2. Develop and maintain the College's Institutional Strategic Plan. The Committee will continuously review the Institutional Strategic Plan and conduct a comprehensive revision at least every five years.

3. Evaluate strategic needs and priorities of the College's mission as reflected in proposals that emanate from college governance, major institutional planning areas, and institutional committees.

4. Develop and maintain an IE process and timeline that is aligned with the college mission and strategic plan.

5. Assure the College's effectiveness in supporting academic quality and accomplishment of mission.

6. Plan annually for systematic documentation of institutional planning and assessment efforts.

7. Support ongoing connections between unit planning activities and institutional planning processes.

8. Provide oversight, guidelines, and resources for program-level, division-level, and unit-level implementation of assessment and evaluation activities.

9. Review annual IE plans and assessments and disseminate feedback.

10. Review institutional effectiveness reports of academic programs and non-academic units.

11. Oversee assessment and evaluation across campus to ensure integrated, meaningful, and sustained improvement.

12. Provide recommendations for budgeting and strategic planning based on results of IE process.

13. Communicate the results of institutional effectiveness efforts to appropriate campus and external stakeholders to promote accountability and transparency.

14. Conduct annual reviews of the forms, process, tools, and reporting format for institutional program review.

15. Make specific assignments to staff, faculty, and administration identified as having knowledge of and/or responsibility for institutional policies, procedures, activities, and data pertinent to the SACSCOC Decennial Compliance Reaffirmation and Fifth-Year Interim Report.

16. Serve as a campus-wide resource for information about institutional effectiveness efforts on campus.

17. Operate with the goal of creating a system of excellence that ensures student success, to fulfill the institution's mission: to transform lives and give students the skills to be a positive influence in their communities.

2024-2025 Membership
1. Debbie Karl, Vice President of Institutional Effectiveness & Accreditation, Chair
2. Ahmy Arca, Vice President of Student Services
3. Amy Spindle, Director of Human Resources
4. Dixon Bailey, Executive Vice President of Workforce & Economic Development
5. Dr. Dayna Prochaska, Sr. Vice President of Instruction and Brown County Center
6. Dr. Lance Hawvermale, Dean of Humanities & Fine Arts
7. Dr. Lindy Matthews, Vice President of Institutional Advancement
8. Dr. Sandra Lee, Dean of Allied Health
9. Evelyn Guillen, HSI Project Director
10. Gaylyn Mendoza, Senior Vice President of Financial & Administrative Services/CFO
11. Gretchin Geye, Dean of Natural & Physical Sciences
12. Helen Cozart, Assistant Librarian
13. Jessica Brown, Dean of Mathematics
14. John Slaughter, Director of Institutional Research
15. Jonathan Roach, Dean of Behavioral & Social Sciences
16. Luis Ramirez, Vice President of Dual Credit and Erath County Center
17. Michael Lippert, Machining Program Coordinator & Dean of Workforce Education
18. Patricia Woolam, Purchasing Coordinator
19. Stan Feaster, Assistant to the President
20. Stephanie Williams-Worrels, AVP Advising/Recruiting/Counseling