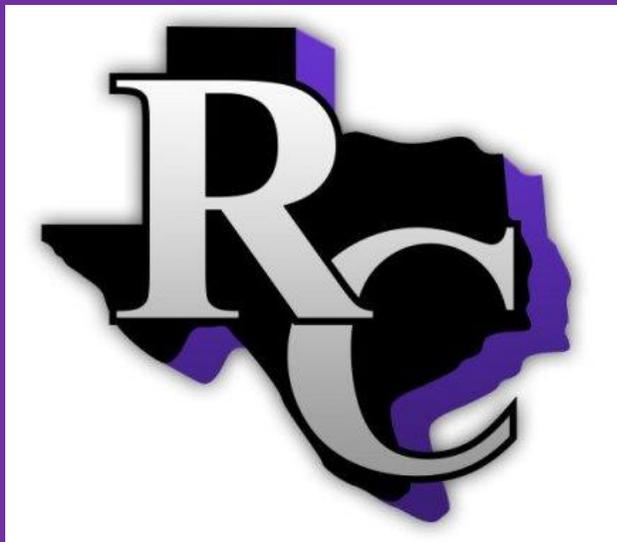


# INSTITUTIONAL EFFECTIVENESS HANDBOOK



2021 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



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 2018-2023

Approved by the Board of Regents on June 25, 2018

## 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

Ranger College carries out its mission through a clearly defined set of programs, services, and community partnerships. These include:

- University transfer programs
- Workforce education programs
- Dual enrollment programs
- Continuing education programs
- Distance education programs
- Customized training
- Developmental courses

## 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.
- **Diversity:** We recognize and value diversity in its many forms as a representation of the richness of human experience. We respect the inherent worth and dignity of every person, and we therefore seek to foster inclusive working and learning environments that promote respect and appreciation for our varied cultures, beliefs, lifestyles, and perspectives.
- **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.
- **Self-fulfillment:** We believe it is important for all members of our community to achieve their maximum personal potential. Within the framework of the five preceding values, we encourage and support our members in pursuing self-fulfillment based on service to others; preparation for future work and study; realization of personal, professional, and educational goals; enjoyment of present challenges and accomplishments; and pursuit of life-long learning.

## 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.

# STRATEGIC PLAN 2018-2023

Ranger College will create a culture of quality through the following:

## 1. FOCUS ON ENROLLMENT GROWTH (baseline AY 2017-2018)

1. Increase enrollment of regular college students by 3 percent per year.
2. Increase enrollment of dual credit students by 3 percent per year.
3. Increase enrollment of online only students by 3 percent per year.
4. Increase enrollment of international students by 2 percent per year.

## 2. FOCUS ON STUDENT SUCCESS

1. Improve the college's retention rate (increase fall-to-fall retention by 4 percent per year from baseline Fall 2017), completion rate (meet or exceed statewide average each year for 3-, 4-, and 6-year graduation rates), attendance rate (reduce absences by 5 percent over three years), and transfer rate (increase by 5 percent per year from baseline 2017).
2. Increase use of instructional best practices to improve student learning outcomes.
3. Implement guided pathways by 2020.
4. Monitor effectiveness of co-requisite developmental education program and make adjustments and improvements as necessary.
5. Review advising and tutoring systems and recommend improvements.
6. Improve customer service across all divisions.
7. Improve licensure pass rates for all relevant programs by meeting or exceeding aggregate statewide rate each year.
8. Lower the FTE faculty/student ratio from 23/1 in 2018 to 22/1 or better by 2021.
9. Align institutional efforts to support 60X30TX goals.

## 3. FOCUS ON HUMAN CAPITAL

1. Develop and deploy an effective onboarding system for new employees.
2. Implement a new employee evaluation process.
3. Increase options and opportunities for professional training and development.
4. Increase morale by developing and implementing new methods of showing employee appreciation.

## 4. IMPROVED INSTITUTIONAL EFFECTIVENESS

1. Redesign the College's institutional effectiveness system and train all employees in its use.
2. Embed SACSCOC, THECB, DOE, and other necessary quality measures throughout the College's operations.

## 5. EFFECTIVE MANAGEMENT OF FACILITIES

1. Meet all specifications of the energy efficiency plan.
2. Evaluate and improve facilities on a systematic basis.

## 6. EXPANDED WORKFORCE PROGRAMS

1. Establish three new workforce programs by 2020.
2. Expand current workforce programs as determined by community needs.

## 7. NEW AND ENHANCED REVENUE STREAMS

1. Increase enrollment of non-scholarship students by 5 percent per year.
2. Increase grant funding by 5 percent by 2021.
3. Establish at least one source of enterprise funding by 2020.

## 8. IMPROVED USE OF TECHNOLOGY

4. Optimize use of the College's learning management system through increased faculty training, streamlined user processes, and revised IT maintenance system.
5. Explore alternative modes of course delivery via technology.

## 9. STRENGTHENED COMMUNITY RELATIONSHIPS

1. Assess community needs and provide appropriate educational opportunities.
2. Deepen relationships with dual credit partners by extending the culture of the College to the high schools.
3. Participate in community outreach activities.
4. Foster and strengthen relationships with community leaders.

## RANGER COLLEGE EQUITY STATEMENT

Ranger College endeavors to close systemic opportunity gaps in higher education by making data-informed decisions to assist student groups that have been historically marginalized. The college strives to remove existing barriers, to promote equal access, and to strive for equity for all.

## 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.

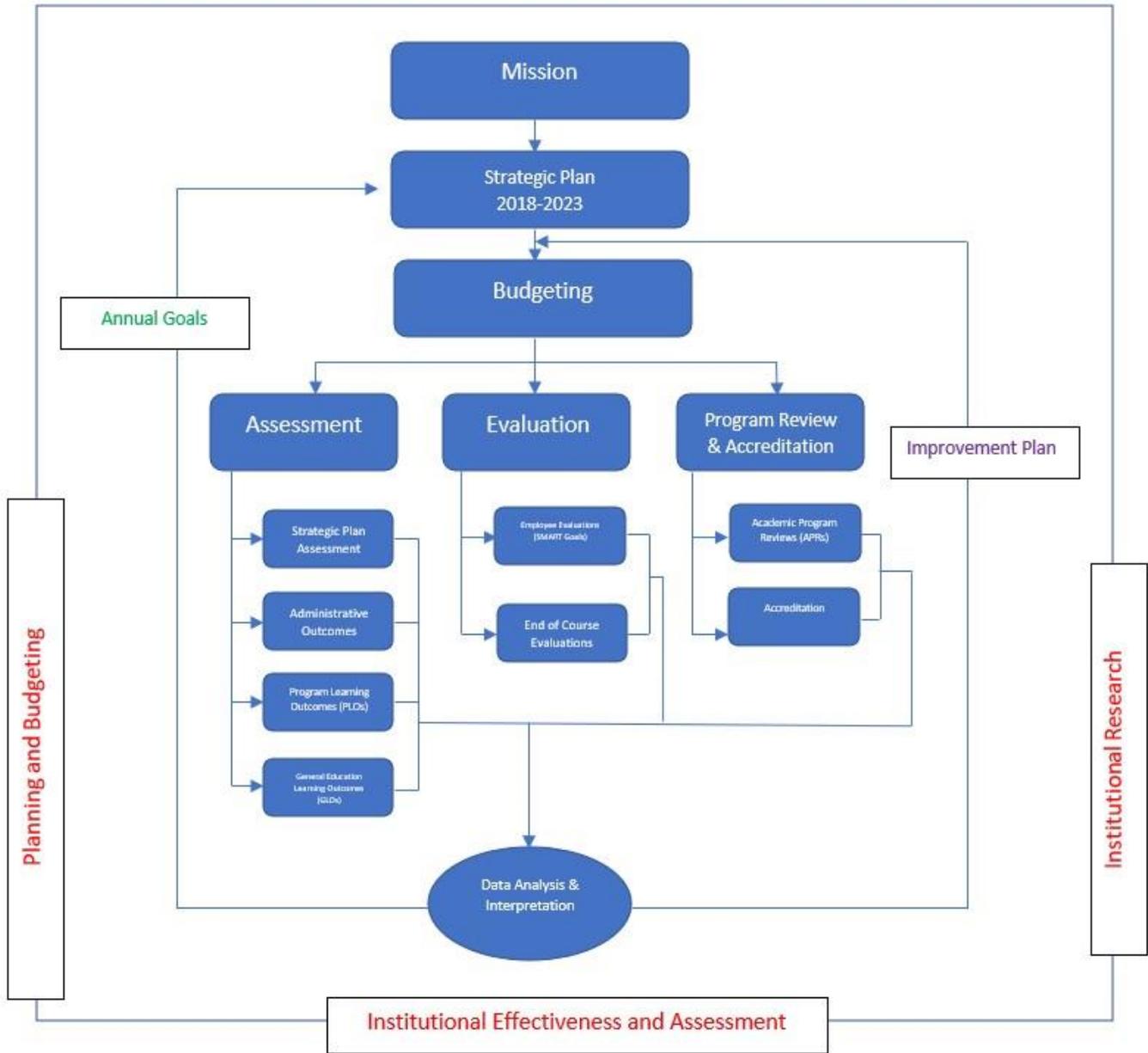
The Institutional Effectiveness Process displayed in **Figure 1** describes the uses of strategic planning, assessment, and operational planning as the three essential and interrelated components that form the comprehensive framework for achieving the institution's mission.

**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 Key Performance Measures

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, key performance measures, 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. The [step-by-step instructions for inputting strategic plan assessments](#) are located in the Appendix section of this handbook.

In accordance with the 2018-2023 Strategic Plan Objectives 2.1 and 2.7, the primary emphasis for evaluating **student achievement** is placed on four criteria:

- Fall-to-fall retention
- Three-, four-, and six-year graduation rates
- Transfer rates
- Licensure pass rates

In addition, during 2018-2023, the College monitors indicators in the following areas:

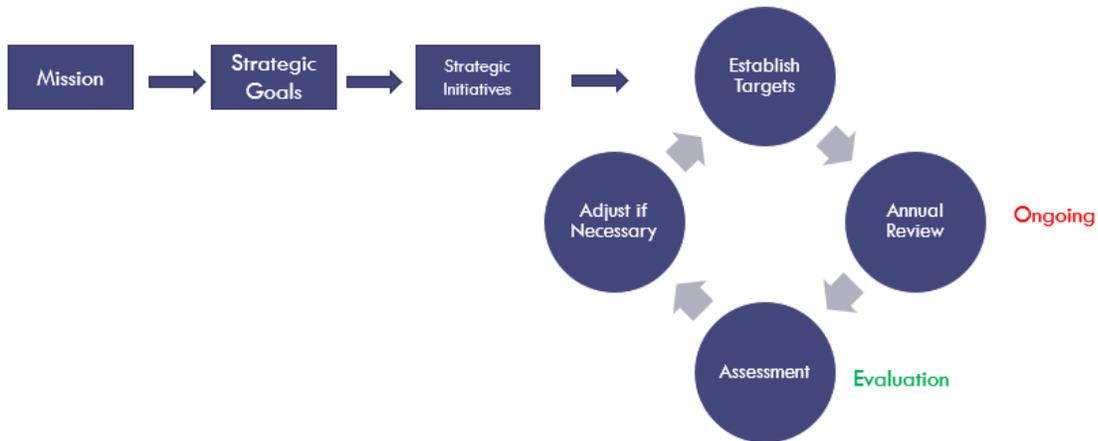
- Enrollment Growth
- Student Success
- Human Capital
- Institutional Effectiveness
- Management of Facilities
- Expended Workforce Programs
- New and Enhanced Revenue Streams
- Improved Use of Technology
- Strengthened Community Relationships

## 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



# 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. The [step-by-step instructions for inputting administrative outcomes assessment plans](#) can be found in the appendix of this handbook.

# 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 program Division Chairs (academic programs) 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. The [step-by-step instructions for inputting PLOs/GLOs](#) can be found in the appendix of this handbook.

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?

### Keep in Mind:

When writing program learning outcomes, describe realistic and achievable outcomes in simple language. Even if a learning outcome that is important seems difficult to measure, try to word the outcome into language that focuses on student behavior. Effectively worded objectives use action verbs that describe definite, observable actions (Remember Bloom's Taxonomy).

Program learning outcomes should be accepted and supported by faculty of the program. Developing appropriate and useful outcomes is an iterative process; it's not unusual to go back a number of times to refine outcomes. In many cases, it is only when trying to develop assessment techniques for program learning outcomes that the need for refining those outcomes becomes apparent.

## 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.

## HINT

It is extremely important that faculty teaching in courses where artifacts are to be retained are informed so they can preserve them.

Remember program learning outcomes do not need to capture everything that the department believes to be important. They identify the broad, big picture concepts students should have learned **throughout the program.**

## 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.

## HINT

Capstone courses provide an ideal opportunity to measure student learning, because this is where students are most likely to exhibit their cumulative understanding and competence in the program. One of the purposes of capstone courses is to provide an opportunity for students to “put it together,” which typically requires student to integrate the knowledge, skills and abilities found in the program’s learning outcomes.

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	<ul style="list-style-type: none"> <li>✓ easy to grade</li> <li>✓ objective</li> </ul>	<ul style="list-style-type: none"> <li>✓ reduces assessment to multiple choice answers</li> </ul>
Licensing Exams	<ul style="list-style-type: none"> <li>✓ easy to score and compare</li> </ul>	<ul style="list-style-type: none"> <li>✓ no authentic testing, may outdate</li> </ul>
Standardized Cognitive Tests	<ul style="list-style-type: none"> <li>✓ comparable between students</li> </ul>	<ul style="list-style-type: none"> <li>✓ heavily dependent to exposure to topics on the test</li> </ul>
Checklists	<ul style="list-style-type: none"> <li>✓ very useful for skills or performances</li> <li>✓ students know exactly what is missing</li> </ul>	<ul style="list-style-type: none"> <li>✓ can minimize large picture and interrelatedness</li> <li>✓ evaluation feedback is basically a yes/no - present/absent - without detail</li> </ul>
Essay	<ul style="list-style-type: none"> <li>✓ displays analytical and synthetic thinking well</li> </ul>	<ul style="list-style-type: none"> <li>✓ time consuming to grade, can be subjective</li> </ul>
Case Study	<ul style="list-style-type: none"> <li>✓ displays analytical and synthetic thinking well</li> <li>✓ connects other knowledge to topic</li> </ul>	<ul style="list-style-type: none"> <li>✓ creating the case is time consuming, dependent on student knowledge from multiple areas</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>✓ displays analytical and synthetic thinking well</li> <li>✓ authentic if real world situations</li> </ul>	<ul style="list-style-type: none"> <li>✓ difficult to grade due to multiple methods and potential multiple solutions</li> </ul>
Oral Speech	<ul style="list-style-type: none"> <li>✓ easily graded with rubric</li> <li>✓ allows other students to see and learn what each student learned</li> <li>✓ connects general education goals with discipline-specific courses</li> </ul>	<ul style="list-style-type: none"> <li>✓ difficult for ESL students</li> <li>✓ stressful for students</li> <li>✓ takes course time</li> <li>✓ must fairly grade course content beyond delivery</li> </ul>
Debate	<ul style="list-style-type: none"> <li>✓ provides immediate feedback to the student</li> <li>✓ reveals thinking and ability to respond based on background knowledge and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>✓ requires good rubric</li> <li>✓ more than one evaluator is helpful</li> <li>✓ difficult for ESL students</li> <li>✓ stressful for students</li> <li>✓ takes course time</li> </ul>
Product Creation & Special Reports	<ul style="list-style-type: none"> <li>✓ students can display skills, knowledge, and abilities in a way that is suited to them</li> </ul>	<ul style="list-style-type: none"> <li>✓ must have clearly defined criteria and evaluative measures</li> <li>✓ "the look" cannot over-ride the content</li> </ul>
Flowchart or Diagram	<ul style="list-style-type: none"> <li>✓ displays original synthetic thinking on the part of the student</li> </ul>	<ul style="list-style-type: none"> <li>✓ more difficult to grade, requiring a checklist or rubric for a variety of</li> </ul>

Assessment Tool	Pros	Cons
	<ul style="list-style-type: none"> <li>✓ perhaps the best way to display overall high level thinking and articulation abilities</li> </ul>	<ul style="list-style-type: none"> <li>✓ different answers difficult for some students to do on the spot</li> </ul>
Portfolios	<ul style="list-style-type: none"> <li>✓ provides the students with a clear record of their work and growth</li> <li>✓ best evidence of growth and change over time</li> <li>✓ students can display skills, knowledge, and abilities in a way that is suited to them</li> </ul>	<ul style="list-style-type: none"> <li>✓ time consuming to grade</li> <li>✓ different content in portfolio makes evaluating difficult and may require training</li> <li>✓ bulky to manage depending on size</li> </ul>
Exit Surveys	<ul style="list-style-type: none"> <li>✓ provides good summative data</li> <li>✓ easy to manage data if Likert-scaled responses are used</li> </ul>	<ul style="list-style-type: none"> <li>✓ Likert scales limit feedback, open-ended responses are bulky to manage,</li> </ul>
Performance	<ul style="list-style-type: none"> <li>✓ provides best display of skills and abilities</li> <li>✓ provides excellent opportunity for peer review</li> <li>✓ students can display skills, knowledge, and abilities in a way that is suited to them</li> </ul>	<ul style="list-style-type: none"> <li>✓ stressful for students</li> <li>✓ may take course time</li> <li>✓ some students may take the evaluation very hard - evaluative statements must be carefully framed</li> </ul>
Capstone project or course	<ul style="list-style-type: none"> <li>✓ best method to measure growth overtime with regards to a course or program - cumulative</li> </ul>	<ul style="list-style-type: none"> <li>✓ focus and breadth of assessment are important</li> <li>✓ understanding all the variables to produce assessment results is also important</li> <li>✓ may result in additional course requirements</li> <li>✓ requires coordination and agreement on standards</li> </ul>
Team Project	<ul style="list-style-type: none"> <li>✓ connects general education goals with discipline-specific courses</li> </ul>	<ul style="list-style-type: none"> <li>✓ must fairly grade individuals as well as team</li> <li>✓ grading is slightly more complicated</li> <li>✓ student interaction may be a challenge</li> </ul>
Reflective self-assessment essay	<ul style="list-style-type: none"> <li>✓ provides invaluable ability to evaluate affective growth in students</li> </ul>	<ul style="list-style-type: none"> <li>✓ must use evidence to support conclusions, not just self-opinionated assessment</li> </ul>
Satisfaction and Perception Surveys	<ul style="list-style-type: none"> <li>✓ provides good indirect data</li> <li>✓ can be compared longitudinally</li> <li>✓ can be used to determine outcomes over a long period of</li> </ul>	<ul style="list-style-type: none"> <li>✓ respondents may be influenced by factors other than those being considered</li> <li>✓ validity and reliability must be closely watched</li> </ul>

(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.

### REMEMBER:

#### **Good news is always worth sharing.**

Sharing encouraging results is one way to begin paving the way for a culture shift toward continuous self-assessment and quality improvement.

## **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
- Commencement Committee
- Curriculum Committee
- Distance Learning Committee
- Facilities, Maintenance, and Grounds Committee
- Institutional Effectiveness Committee
- Intercollegiate Athletics Oversight Committee
- Learning Resources Committee

- Pathways Committee
- Policies and Procedures Committee
- Professional Development Committee
- Quality Enhancement Plan Committee
- Recruitment Steering Committee
- Safety & Security Committee
- Technology Committee
- Tuition and Fees Committee

[The Institutional Effectiveness Committee responsibilities and members](#) can be found in the Appendix.

# APPENDIX

## MASTER CALENDAR

### January

#### *Assessment*

- APR-PCs lead self-studies
- Admin Outcomes-All departments work on administrative outcomes
- PLO/GLO-DCs/PCs input fall semester findings in Weave
- Strategic Initiatives-All responsible parties work on KPMs

#### *Compliance*

- Jan. 31: Hazelwood Exemption Report (Financial Aid)
- HB 2504 Compliance Report due to state legislators (VPI)
- THECB Financial and Investment Data Collection Reporting (CFO)
- THECB Report of Fundable Operating Expenses (CFO)

### February

#### *Planning*

- Approval of draft annual calendar by administrative council

#### *Assessment*

- APR-PCs lead self-studies
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs

#### *Compliance*

- Experimental Pell Grant budget estimates (Financial Aid)
- IPEDS: Financial Aid (varies from Feb. to Apr.)
- MSRB Continuing Disclosure Report (CFO)
- Local Government Debt Reporting (CFO)

#### *Surveys*

- CCSSE Survey: Even years (IE and Accreditation)

#### *Other*

- Board of Regents self-evaluation

### March

#### *Planning*

- Quarterly Budget Report to the Administrative Council

#### *Assessment*

- APR-PCs submit self-studies to Review Teams - Due March 31
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs
- Department heads use previous and current IE cycle findings to substantiate budget requests.

### *Compliance*

- March 1: Texas Education Opportunity Grant (Financial Aid)
- March 31: Perkins Qtr 2 Expenditure Report (WF & CFO)
- March 29: Perkins Biannual Report (Workforce and CE)
- March 31: Loan Disclosure (Financial Aid)

### *Other*

- School calendar to Board of Regents
- President's annual evaluation by Board of Regents
- Tuition Rates to Board of Regents

## **April**

### *Assessment*

- APR-Review Teams write external reports on programs under review
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs

### *Compliance*

- April 1: Financial Aid Budget Report for THECB
- April 15: Financial Aid Database Report: Cycle 1
- HERC Report (Instruction)
- IPEDS: HR, IR, Library, CFO

### *Surveys*

- Course/Instructor Evaluations for Spring semester (IE)

### *Other*

- April 1: Employee evaluations - Deadline for summative evaluations for 9-month employees (Supervisors)
- April 30: College Catalog updates due

## **May**

### *Budget*

- May 31: Departmental budgets distributed and due (CFO)

### *Assessment*

- APR-Review Team reports are submitted to VP of IE and Accreditation Due May 31
- PLO/GLO-DCs/PCs input spring semester findings in Weave
- Tutoring Report (Counseling)
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs

### *Compliance*

- May 31: Net Price Calculator (Financial Aid)
- May 31: Hazelwood Exemption Report (Financial Aid)
- THECB Accountability Report (IR)
  - Retention data
  - Persistence data
  - Completion data
  - Transfer data

- Enrollment data
- Contact hour data
- TSI success data
- Certificate and licensure pass rate data
- Post-graduation success data
- Expenditures per FTE student data

#### *Surveys*

- Course/Instructor Evaluations for Spring semester (IE)

#### *Other*

- May 1: Employee Evaluations - Deadline for summative evaluations for 12-month employees (Supervisors)
- Employee Evaluations: Deadline for contract recommendations: Prior to May Board of Regents meeting (Supervisors)

## **June**

#### *Planning*

- Quarterly Budget Report to the Administrative Council

#### *Budget*

- Preliminary institutional budget brought to Administrative Council for review (CFO)

#### *Assessment*

- APR-VP of IE and Accreditation to submit Review Team reports to VPI, Division Chairs, and Program Coordinators - Due date: June 30
- PLO/GLO-DCs/PCs review their Divisional Mission Statements and collaborate with their faculty to establish new IE Objectives, Measures, and Targets.
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs

#### *Compliance*

- June 30: Perkins Qtr 3 Expenditure Report (Workforce & CFO)

#### *Other*

- Faculty Handbook updates to Board of Regents
- Investment Policy to Board of Regents

## **July**

#### *Budget*

- Complete budgeting
- LBB Legislative Appropriations Request: Even years

#### *Assessment*

- APR-VPI presents reports to Curriculum Committee and Administrative Council.
- PLO/GLO-DCs/PCs review their Divisional Mission Statements and collaborate with their faculty to establish new IE Objectives, Measures, and Targets.
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs

#### *Compliance*

- July 1: PELL balancing and closeout (Financial Aid)

- July 1: Direct loan balancing and closeout (Financial Aid)
- Licensure Report due to state (VPI)
- July 15: SACSCOC Financial Profile & Indicators due

*Other*

- Student Handbook updates to Board of Regents

## **August**

*Budget*

- Budget for upcoming year presented to Administrative Council (CFO)

*Assessment*

- APR-Curriculum Committee establishes Review Committees for new AY program reviews.  
Due Aug 31
- PLO/GLO-DCs/PCs finalize all PLOs. Input findings, analysis, action plan and improvement plan into Weave.  
Due Aug 31
- Admin Outcomes-All department heads finalize Admin Outcomes for the year. Input findings, analysis, and improvement plan (if required) into Weave  
Due Aug 31
- Strategic Plan-Responsible parties finalize Strategic Plan for the year. Input findings & analysis into Weave  
Due Aug 31

*Compliance*

- Aug. 19: Financial Aid Database Report: Cycle 2
- Perkins Report (Workforce)
  - Student Services
  - Student Services
  - Marketing/Recruiting
  - Counseling
- Perkins Qtr 4 Expenditure Report (WF & CFO)

*Other*

- Annual Budget to Board of Regents
- Annual Property Tax Rate to Board of Regents

## **September**

*Planning*

- Quarterly Budget Report to the Administrative Council

*Assessment*

- IE Annual Report-VP of IE and Accreditation produces annual Ranger College IE Report and presents to the President and the Administrative Council  
Due Sept 30
- APR-PCs of assigned programs for this year lead self-studies
- Admin Outcomes-All department heads input Outcome, Measure & Target for upcoming year  
Due Sept 30
- PLO/GLO-DCs/PCs input new IE year's Assessment Site, Measures, and Targets into Weave.  
Due Sept 30
- Strategic Plan-Responsible parties input new KPM & Success Indicators in Weave for upcoming year  
Due Sept 30

### *Compliance*

- Sept. 15: TxSSC Safety and Security Audit due to JCAR (Student Services)
- Sept. 30: Hazelwood Exemption Report (Financial Aid)
- Sept. 30: Perkins Qtr 4 Expenditure Report (WF and CFO)
- Sept. 30: Perkins Final Report (Workforce)
- Sept. 30: Perkins Property Inventory & Disposition Report (WF + Division Chairs)
- Nursing Shortage Reduction Program Annual Expenditure Report (CFO)
- CB116 Graduation follow-up (not sure of due date - sometime in Fall) (VPI)

### *Surveys*

- SENSE Survey: Odd years (Accreditation and IE)

## **October**

### *Assessment*

- APR-PCs lead self-studies
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs

### *Compliance*

- Oct. 1: FISAP (Financial Aid)
- Clery Act (Student Services)
- Equity in Athletics Disclosure Act (CFO)

## **November**

### *Assessment*

- APR-PCs lead self-studies
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs

### *Compliance*

- Nov. 15: Financial Aid Database Report: Cycle 3
- SSS Annual Performance Report - Deadline ranges from November to March
- Upward Bound Annual Performance Report - Deadline ranges from November to March
- LBB Administrative Accountability Report (CFO)
- THECB State Funded Campus Based Programs Report (CFO)
- SACSCOC Enrollment, Headcount and Graduation Rates Annual Profile Due

## **December**

### *Planning*

- Quarterly Budget Report to the Administrative Council

### *Budget*

- Financial Audit submission

### *Assessment*

- APR-PCs lead self-studies
- Admin Outcomes-All departments work on administrative outcomes
- Strategic Initiatives-All responsible parties work on KPMs.
- Tutoring Report (Counseling)

*Compliance*

- Dec. 31: Perkins Qtr 1 Expenditure Report (WF & CFO)
- THECB Integrated Fiscal Reporting System (CFO)
- Beadel Foundation Grant Report (CFO)

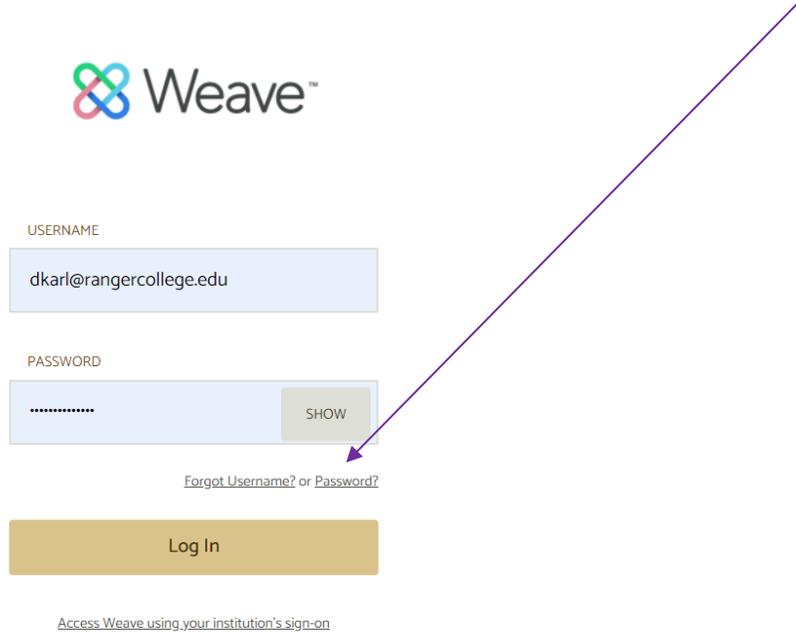
*Surveys*

- Course/Instructor Evaluations for Fall semester

# STEP-BY-STEP INSTRUCTIONS FOR UPDATES TO THE STRATEGIC PLAN

Login to Weave Education at: <https://app.weaveeducation.com/login/>

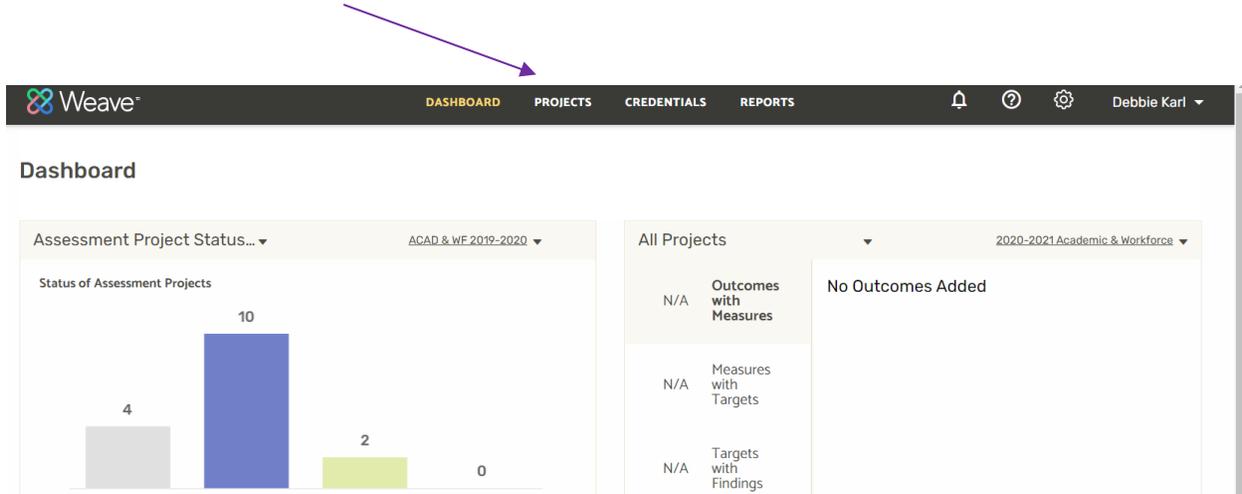
Username should be your email address. If you forgot your password, click here to reset



The image shows the Weave login interface. At the top is the Weave logo. Below it are two input fields: 'USERNAME' containing 'dkarl@rangercollege.edu' and 'PASSWORD' containing masked characters. To the right of the password field is a 'SHOW' button. Below the password field is a link that says 'Forgot Username? or Password?'. A purple arrow points from the text above to this link. At the bottom of the form is a 'Log In' button. Below the button is a link that says 'Access Weave using your institution's sign-on'.

This is the first screen you will see called the Dashboard.

From here click on PROJECTS



The image shows the Weave Dashboard interface. At the top is a navigation bar with the Weave logo and menu items: DASHBOARD, PROJECTS, CREDENTIALS, and REPORTS. There are also notification, help, and settings icons, and the user name 'Debbie Karl'. Below the navigation bar is the 'Dashboard' section. On the left is a 'Status of Assessment Projects' bar chart with four bars of heights 4, 10, 2, and 0. On the right is an 'All Projects' section with a table showing 'No Outcomes Added' for 'Outcomes with Measures', 'Measures with Targets', and 'Targets with Findings'.

Category	Count
Category 1	4
Category 2	10
Category 3	2
Category 4	0

Category	Count
Outcomes with Measures	N/A
Measures with Targets	N/A
Targets with Findings	N/A

If you have multiple projects, you can filter by typing in “strategic plan” in the Filter Projects box.

Click on the strategic plan for the **correct year** you are working on

The screenshot shows the Weave dashboard with the 'PROJECTS' tab selected. A search box contains 'strategic plan'. Below the search box are filter buttons: 'Show Only', 'Assigned to you', 'Assessment', 'Accreditation', 'Program Review', and 'Strategic Planning'. A table lists three strategic plans:

Title	Year	Type
RC Strategic Plan 2018-2023	SP: 2018-2019	Strategic Planning
RC Strategic Plan 2018-2023	SP: 2019-2020	Strategic Planning
RC Strategic Plan 2018-2023	SP: 2020-2021	Strategic Planning

At the bottom, it says 'Rows per page 10'.

The strategic plan project opens.

Close the Team and Outline View boxes so you will have more screen space by clicking on the close arrows.

The screenshot shows the project details page for 'RC Strategic Plan 2018-2023' with 'SP: 2018-2019' selected. The status is 'In Progress'. On the left, there is a 'Team (26)' sidebar with 'Add Team Member' and 'EDIT ACCESS (26)' options. On the right, there is an 'Outline View' sidebar with a list of items:

- Strategic Goal
- Strategic Initiative
- Key Performance Measure

Below the sidebar, the main content area shows a list of items: 'Institution Mission Statement', 'Institution Vision Statement', and '1 Strategic Goal Focus on Enrollment Growth'.

Verify you are in the correct year

Projects / Strategic Planning / RC Strategic Plan 2018-2023 / SP: 2018-2019

## RC Strategic Plan 2018-2023 SP: 2018-2019

STATUS

In Progress

Institution Mission Statement	▼	IK
Institution Vision Statement	▼	
Strategic Goal	+	
1 Strategic Goal Focus on Enrollment Growth	^	⋮
DESCRIPTION		
Increase enrollment (baseline AY 2017-18)		
Strategic Initiative	+	
1.1 Strategic Initiative Increase enrollment of regular college students by 3 percent per year.	▼	⋮
1.2 Strategic Initiative Increase enrollment of dual credit students by 3 percent per year.	▼	⋮

Scroll to find the appropriate Strategic Goal and click on the Open Arrow (if necessary)

Scroll to see the Strategic Initiatives. Open each one by clicking on the Open Arrow button.

At the BEGINNING of the year (in August/September) input a new Key Performance Measure (KPM) by clicking on the plus sign (+)

1.1 Strategic Initiative Increase enrollment of regular college students by 3 percent per year.

DESCRIPTION

Enter text

Supported Initiatives (3) +

Action Plan +

Key Performance Measure +

Type in your KPM in BOTH text boxes.

Input a new Success Indicator by clicking the + on the far right for Success Indicator.

Enter a brief Description and your SUCCESS INDICATOR.

At the END of the year, input the FINDING and ANALYSIS..

The screenshot shows a web interface for a Key Performance Measure (KPM). At the top, it displays "1.1.1 Key Performance Measure" followed by the description "Modify job description of Director of Recruitment & Retention to focus solely on recruitment." Below this is a "DESCRIPTION" field with the placeholder text "Enter text". Underneath is a section for "Success Indicator (1)" with a "+" button on the right. A purple arrow points to this "+" button. Below the "Success Indicator" section, there are four fields: "1.1.1.1 DESCRIPTION" with the text "Job Description" (a purple arrow points to this text), "SUCCESS INDICATOR" with the text "How do you know you will have met your KPM? Ex: New job description will be updated in HR database and posted on website by Dec 2018" (a purple arrow points to this text), "FINDING" with the text "Ex: New Director was hired in Jan 2018. Regular college student enrollment increased from X in Fall 2017 to Y in Fall 2019 representing a Z% increase." (a purple arrow points to this text), and "ANALYSIS" with the text "Ex: New director seems to be making a difference in enrollment. This KPM can be retired for next year." (a purple arrow points to this text). On the right side of the "FINDING" field, there is a "STATUS" dropdown menu with a yellow border and the text "Met" (a purple arrow points to this dropdown menu).

Close that KPM by clicking on the Close Arrow button and move to the next KPM (if more)

Weave automatically saves everything you type, so there is no save button

(Do not worry about **Supported** Initiatives. This is simply where I assign who is responsible for each Strategic Initiative and add the goal and SI itself for reporting purposes.)

# STEP-BY-STEP INSTRUCTIONS FOR UPDATES TO ADMINISTRATIVE OUTCOMES

Login to Weave Education at: <https://app.weaveeducation.com/login/>

Username should be your email address. If you forgot your password, click here to reset



USERNAME

PASSWORD

[Forgot Username? or Password?](#)

[Access Weave using your institution's sign-on](#)

This is the first screen you will see called the Dashboard.

From here click on PROJECTS

The screenshot shows the Weave dashboard with a navigation bar at the top containing "DASHBOARD", "PROJECTS", "CREDENTIALS", and "REPORTS". The main content area is titled "Dashboard" and features two panels. The left panel, "Assessment Project Status...", displays a bar chart for "ACAD & WF 2019-2020" with four bars representing counts of 4, 10, 2, and 0. The right panel, "All Projects", shows a table for "2020-2021 Academic & Workforce" with three rows: "Outcomes with Measures", "Measures with Targets", and "Targets with Findings", all with "N/A" in the first column and "No Outcomes Added" in the second column.

Category	Count
Category 1	4
Category 2	10
Category 3	2
Category 4	0

Category	Count
Outcomes with Measures	N/A
Measures with Targets	N/A
Targets with Findings	N/A

If you have multiple projects, filter them by typing-in "adm outcomes" in the Filter Projects box.

Click on the Adm Outcome Project for the **correct year** you are working on.

The screenshot shows the Weave interface with the 'Projects' section active. A search filter 'adm outcomes' is applied. The 'Show Only' dropdown is set to 'Assigned to you'. The table below lists several projects, all of type 'Assessment'.

Title	Year	Type
<a href="#">Adm Outcomes: Student Support Services Units (8.2.c)</a>	Adm Outcomes: 2021-2022	Assessment
<a href="#">Adm Outcomes: Adm Support Services (7.3)</a>	Adm Outcomes: 2021-2022	Assessment
<a href="#">Adm Outcomes: Adm Support Services (7.3)</a>	Adm Outcomes: 2020-2021	Assessment
<a href="#">Adm Outcomes: Adm Support Services (7.3)</a>	Adm Outcomes: 2019-2020	Assessment
<a href="#">Adm Outcomes: Academic Units (8.2.c)</a>	Adm Outcomes: 2021-2022	Assessment
<a href="#">Adm Outcomes: Academic Units (8.2.c)</a>	Adm Outcomes: 2020-2021	Assessment
<a href="#">Adm Outcomes: Academic Units (8.2.c)</a>	Adm Outcomes: 2019-2020	Assessment
<a href="#">Adm Outcomes: Student Support Services Units (8.2.c)</a>	Adm Outcomes: 2020-2021	Assessment
<a href="#">Adm Outcomes: Student Support Services Units (8.2.c)</a>	Adm Outcomes: 2019-2020	Assessment

## Find your Unit/Dept

Click on the Collapse All button to just display unit names. Find your unit and click on the down arrow at far right.

The screenshot shows the details for the project 'Adm Outcomes: Student Support Services Units (8.2.c)'. The 'YEAR' dropdown is set to '2019-2020' and the 'STATUS' is 'Not Started'. A list of units/departments is displayed, each with a collapse/expand icon (+/-) and a menu icon (⋮).

Unit/Dept	+	⋮
1 Unit/Dept ADA Services	▼	⋮
2 Unit/Dept Admissions/Registrar	▼	⋮
3 Unit/Dept Advising	▼	⋮
4 Unit/Dept Counseling	▼	⋮
5 Unit/Dept Financial Aid	▼	⋮
6 Unit/Dept Food Services	▼	⋮

Add/modify the UNIT PURPOSE and/or UNIT LEADER, if necessary.

3 Unit/Dept Advising

DESCRIPTION

PURPOSE: To provide a systematic and effective program of academic advising to Ranger College students.

UNIT LEADER: Stephanie [Worrels](#)

## Adding an Outcome

The first time you open the project, you will have to add your outcomes/goals.

Click the + (plus sign) to add an outcome and click on Program Level.

3 Unit/Dept Advising

DESCRIPTION

PURPOSE: To provide a systematic and effective program of academic advising to Ranger College students.

UNIT LEADER: Stephanie Worrels

Outcomes

+

Program Level

4 Unit/Dept Counseling

Type-in an abbreviated version of your outcome, then type-in the actual outcome in the DESCRIPTION textbox.

The outcome(s) should be something that your department will accomplish in the reporting year and can be measured. They can be the same as a goal on your budget request spreadsheet or even a strategic initiative from the strategic plan. You can have more than one outcome, but you must have at least **one** in each reporting period.

Outcomes

3.1 Outcome Increase College Student Inventory (CSI) completion rates.

DESCRIPTION

Increase the number of first semester students that are completing the College Student Inventory (CSI) prior to registration.

Supported Initiatives (0)

## Add Supported Initiatives

Click the + (plus sign) to add a Supported Initiative

DESCRIPTION

Increase the number of first semester students that are completing the College Student Inventory (CSI) prior to registration.

Supported Initiatives (0)

+

Click the drop-down arrow in the Select Supported Initiatives box and choose “Strategic Initiatives”  
Click the drop-down arrow in the blank box and choose “Ranger College Strategic Plan 2018-2023”

Supported Initiatives (0)

Add Supported Initiatives to Outcome 3.1

SELECT SUPPORTED INITIATIVES

Strategic Initiatives

Ranger College Strategic Plan 2018-2023

#	DESCRIPTION
1	Focus on Enrollment Growth
1.1	1.1 Increase enrollment of regular college students by 3 percent per year.
1.2	1.2 Increase enrollment of dual credit students by 3 percent per year.
1.3	1.3 Increase enrollment of online only students by 3 percent per year.
1.4	1.4 Increase enrollment of international students by 2 percent per year.
2	Focus on Student Success
2.1	2.1 Improve the college's retention rate (increase fall-to-fall retention by 4 percent per year from baseline Fall 2017), completion rate (meet or exceed statewide average each year for 3-, 4-, and 6-

Scroll through the Strategic Initiatives in the Strategic Plan to find one that correlates with your department’s outcome. (There are multiple pages to scroll through) You can also type a key word in the search dialog box to see if anything matches. Click the yellow box to select that initiative and click the Close button. You can repeat with other keywords and select multiple Strategic Initiatives if they match your outcome.

Supported Initiatives (0)

Add Supported Initiatives to Outcome 3.1

SELECT SUPPORTED INITIATIVES

Strategic Initiatives

advising

Ranger College Strategic Plan 2018-2023

#	DESCRIPTION
<input checked="" type="checkbox"/>	2.5 Review advising and tutoring systems and recommend improvements.

1

Close

## Action Plan (skip this section)

Supported Initiatives (0)
Action Plan

## Adding a Measure

Click on the + (plus sign) to add a Measure.

The measure is “how” you will determine if you met your outcome/goal. What are you going to use to “measure” success? This could be survey results, a report, periodic observation (that is documented), documented attendance at a training event, report-out to your department (documented in minutes), number of applications received, etc.

Type-in the **type of instrument** you will use to measure success (brief description).

Then type a **description of the instrument** showing why it is a good measure of success for this particular outcome.

Measures	+
3.1.1 Measure CSI dashboard	^ ⋮
DESCRIPTION	
Advisement center will monitor the CSI completion dashboard weekly to determine total number of completers. The final count will be determined on the census date.	

## Adding a Target

Click the + (plus sign) to add a Target.

In the DESCRIPTION box, describe your target audience. (IE: first semester students, all students, dual credit students, all employees, department employees, community members, yourself, etc.)

In the TARGET box, type-in a measurement of success. This MUST contain numeric values that you can measure.

You should document where you are starting (baseline) and where you want to end. Be as detailed as possible with the timeline.

Targets (1)	+
3.1.1.1	^ ⋮
DESCRIPTION	STATUS
First semester students	Nothing Entered
TARGET	
Increase the number of students completing the College Student Inventory (CSI) prior to registration from 250 (Fall 2019 baseline) to 300 by census day in Fall 2020.	

## Adding a Finding & Analysis

AFTER the timeline set in the target has passed, record the results in the FINDING textbox.

Then, analyze your results and think about why you did or did not meet your goal. Were there extenuating circumstances? Are you going to try again? Record your thoughts in the ANALYSIS textbox.

FINDING
As of census day, Fall 2020, the number of first semester students completing the CSI was 289 so we did not meet our goal but felt a 15.6% increase was movement in the right direction.
ANALYSIS
Although we did not meet the goal of 300 students, we were very close. The college as a whole was down in enrollment due to Covid-19 so we will shoot for 300 again in Fall 2021.

## Change Status

Change the Status for the Target to “Not Met, Partially Met, Met or Exceeded”, whichever is applicable.

Targets (1)	+
3.1.1.1	^ ⋮
DESCRIPTION	STATUS
First semester students	Not Met
TARGET	

## Add Project Attachments

Add supporting documents to the Project Attachments section at the bottom of the screen.

Include meeting minutes, survey results, screen shots, participation certificates, etc. that document your findings. Do not include any blank forms.

**Convert all files to .pdf before uploading.**

Name your files with your Unit number and name at the beginning of the filename.

(IE: **Unit 3 Advising CSI Dashboard screenshot.pdf**)

Do not use hyphens (-), underscores (\_), ampersands (&), commas (,), or apostrophes (') in your filenames as they won't zip correctly.

## Adding Improvements Achieved

This section is for Student Support Services Units (8.2.c) and Academic Units (8.2.c) only. Adm Support Services (7.3) do not have to make a plan for improvement.

After analyzing your results, discuss with any relevant department members about ways to improve. Document the decisions you make in the Improvements Section.

Skip the IMPROVEMENT TYPE drop down list.

Type-in any **plans** for improvements in the IMPROVEMENT(S) ACHIEVED textbox.

IMPROVEMENT TYPE

None Set

IMPROVEMENT(S) ACHIEVED

In Fall 2021, we plan to try again to achieve the goal of 300 students by census date.

# GENERAL EDUCATION PLO ASSESSMENT SCHEDULE

Fall 2021 to Spring 2023

For the Associate of Arts and Associate of Science

1. **Communication:** Develop ideas and express them clearly and persuasively. (Humanities)
2. **Mathematics:** Demonstrate quantitative literacy, describe key mathematical concepts, and solve problems through the application of quantitative tools. (Mathematics)
3. **Life and Physical Sciences:** Demonstrate an understanding of the process of scientific thought, its limitations, and the application of scientific reasoning. (Science)
4. **Language, Philosophy, and Culture:** Describe the ways in which ideas, beliefs, and other aspects of culture express and affect the human experience. (Humanities)
5. **Creative Arts:** Interpret and analyze creative artifacts and works of the human imagination. (Humanities)
6. **American History and Government:** Demonstrate an understanding of the important forces in United States history and the important structures, systems, and institutions in United States and Texas government that have shaped our world. (Social and Behavioral Sciences)
7. **Social and Behavioral Sciences:** Apply the body of knowledge and methods of inquiry associated with the social sciences to explain and evaluate human behavior and institutions. (Social and Behavioral Sciences)

ORGANIZED BY PLO	
PLO	Division and Semester
1. Communication	Humanities - Fall 2021
2. Mathematics	Mathematics - Spring 2023
3. Life and Physical Sciences	Science - Fall 2021
4. Language, Philosophy, and Culture	Humanities - Spring 2022
5. Creative Arts	Humanities - Spring 2023
6. American History and Government	Social/Behavioral Sciences - Fall 2021
7. Social and Behavioral Sciences	Social/Behavioral Sciences - Spring 2022

<b>ORGANIZED BY SEMESTER</b>	
<b>PLO</b>	<b>Divisions and PLOs</b>
Fall 2021	<ul style="list-style-type: none"> <li>• Science - PLO 3: Life and Physical Sciences</li> <li>• Humanities - PLO 1: Communication</li> <li>• Social/Behavioral Sciences - PLO 6: American History and Government</li> </ul>
Spring 2022	<ul style="list-style-type: none"> <li>• Humanities - PLO 4: Language, Philosophy, and Culture</li> <li>• Social/Behavioral Sciences - PLO 7: Social and Behavioral Sciences</li> </ul>
Fall 2022	<b>NONE</b>
Spring 2023	<ul style="list-style-type: none"> <li>• Mathematics - PLO 2: Mathematics</li> <li>• Humanities - PLO 5: Creative Arts</li> </ul>

<b>ORGANIZED BY DIVISION</b>	
<b>Division</b>	<b>Semesters and PLOs</b>
Humanities	<ul style="list-style-type: none"> <li>• Fall 2021 - PLO 1: Communication</li> <li>• Spring 2022 - PLO 4: Language, Philosophy, and Culture</li> <li>• Spring 2023 - PLO 5: Creative Arts</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Spring 2023 - PLO 2: Mathematics</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Fall 2021 - PLO 3: Life and Physical Sciences</li> </ul>
Social/Behavioral Sciences	<ul style="list-style-type: none"> <li>• Fall 2021 - PLO 6: American History and Government</li> <li>• Spring 2022 - PLO 7: Social and Behavioral Sciences</li> </ul>

For the Associate of Arts in Teaching  
(Division of Social and Behavioral Sciences)

1. **Law and Ethics in American Education:** Demonstrate awareness of basic legal requirements in American education and knowledge of ethical practices used in the classroom.
2. **Pedagogy:** Analyze a variety of issues that influence learning.
3. **Diversity and Education:** Describe the effects of diversity with respect to learning and assessment.
4. **Communication and Collaboration:** Demonstrate effective communication skills through collaborative work with peers and school officials.
5. **Critical Thinking for Educational Concerns:** Apply critical thinking skills to solve problems regarding basic educational concerns.

<b>ORGANIZED BY PLO</b>	
PLO	Division and Semester
1. Law and Ethics in American Education	Spring 2022
2. Pedagogy	Spring 2022
3. Diversity in Education	Spring 2022
4. Communication and Collaboration	Spring 2023
5. Critical Thinking for Educational Concerns	Spring 2023

# GENERAL EDUCATION GLO ASSESSMENT SCHEDULE

**Fall 2021 to Spring 2023**

**GLO 1-Critical Thinking:** Communications, Mathematics, Life and Physical Sciences, Language, Philosophy & Culture, Creative Arts, American History, Government/Political Science, Social and Behavioral Science, Component Area

**GLO 2-Communication Skills:** Communications, Mathematics, Life and Physical Sciences, Language, Philosophy & Culture, Creative Arts, American History, Government/Political Science, Social and Behavioral Science, Component Area

**GLO 3-Empirical and Quantitative Skills:** Mathematics, Life and Physical Sciences, Social and Behavioral Science

**GLO 4-Teamwork:** Communications, Life and Physical Sciences, Creative Arts

**GLO 5-Social Responsibility:** Language, Philosophy & Culture, Creative Arts, American History, Government/Political Science, Social and Behavioral Science

**GLO 6-Personal Responsibility:** Communications, Language, Philosophy & Culture, American History, Government/Political Science

ORGANIZED BY GLO	
GLO	Division and Semesters
1. Critical Thinking	<ul style="list-style-type: none"><li>• Communications – FA21, FA22</li><li>• Mathematics – FA21, SP22, SP23</li><li>• Life and Physical Sciences – FA21, FA22</li><li>• Language, Philosophy &amp; Culture – FA21, SP22, SP23</li><li>• Creative Arts – SP22, SP23</li><li>• American History – FA21, FA22</li><li>• Government/Political Science – FA21, FA22</li><li>• Social and Behavioral Science – FA21, SP22, SP23</li><li>• Component Area – SP22, SP23</li></ul>

2. Communication Skills	<ul style="list-style-type: none"> <li>• Communications – FA21, FA22</li> <li>• Mathematics – FA21, SP22, SP23</li> <li>• Life and Physical Sciences – FA21, FA22</li> <li>• Language, Philosophy &amp; Culture – FA21, SP22, SP23</li> <li>• Creative Arts – SP22, SP23</li> <li>• American History – FA21, FA22</li> <li>• Government/Political Science – FA21, FA22</li> <li>• Social and Behavioral Science – FA21, SP22, SP23</li> <li>• Component Area – SP22, SP23</li> </ul>
3. Empirical and Quantitative Skills	<ul style="list-style-type: none"> <li>• Mathematics – FA21, SP22, SP23</li> <li>• Life and Physical Sciences – FA21, FA22</li> <li>• Social and Behavioral Science – FA21, SP22, SP23</li> </ul>
4. Teamwork	<ul style="list-style-type: none"> <li>• Communications – FA21, FA22</li> <li>• Life and Physical Sciences – FA21, FA22</li> <li>• Creative Arts – SP22, SP23</li> </ul>
5. Social Responsibility	<ul style="list-style-type: none"> <li>• Language, Philosophy &amp; Culture – FA21, SP22, SP23</li> <li>• Creative Arts – SP22, SP23</li> <li>• American History – FA21, FA22</li> <li>• Government/Political Science – FA21, FA22</li> <li>• Social and Behavioral Science – FA21, SP22, SP23</li> </ul>
6. Personal Responsibility	<ul style="list-style-type: none"> <li>• Communications – FA21, FA22</li> <li>• Language, Philosophy &amp; Culture – FA21, SP22, SP23</li> <li>• American History – FA21, FA22</li> <li>• Government/Political Science – FA21, FA22</li> </ul>

<b>ORGANIZED BY SEMESTER</b>	
Semester	Divisions and GLOs
Fall 2021	<ul style="list-style-type: none"> <li>• Communications – GLO 1, GLO 2, GLO 4, GLO 6</li> <li>• Mathematics – GLO 1, GLO 2, GLO 3</li> <li>• Life and Physical Sciences – GLO 1, GLO 2, GLO 3, GLO 4</li> <li>• Language, Philosophy &amp; Culture – GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Creative Arts – N/A</li> </ul>

	<ul style="list-style-type: none"> <li>• American History – GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Government/Political Science – GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Social and Behavioral Science – GLO 1, GLO 2, GLO 3, GLO 5</li> <li>• Component Area – N/A</li> </ul>
Spring 2022	<ul style="list-style-type: none"> <li>• Communications – N/A</li> <li>• Mathematics – GLO 1, GLO 2, GLO 3</li> <li>• Life and Physical Sciences – N/A</li> <li>• Language, Philosophy &amp; Culture – GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Creative Arts – GLO 1, GLO 2, GLO 4, GLO 5</li> <li>• American History – N/A</li> <li>• Government/Political Science – N/A</li> <li>• Social and Behavioral Science – GLO 1, GLO 2, GLO 3, GLO 5</li> <li>• Component Area – GLO 1, GLO 2</li> </ul>
Fall 2022	<ul style="list-style-type: none"> <li>• Communications – GLO 1, GLO 2, GLO 4, GLO 6</li> <li>• Mathematics – N/A</li> <li>• Life and Physical Sciences – GLO 1, GLO 2, GLO 3, GLO 4</li> <li>• Language, Philosophy &amp; Culture – N/A</li> <li>• Creative Arts – N/A</li> <li>• American History – GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Government/Political Science – GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Social and Behavioral Science – N/A</li> <li>• Component Area – N/A</li> </ul>
Spring 2023	<ul style="list-style-type: none"> <li>• Communications – N/A</li> <li>• Mathematics – GLO 1, GLO 2, GLO 3</li> <li>• Life and Physical Sciences – N/A</li> <li>• Language, Philosophy &amp; Culture – GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Creative Arts – GLO 1, GLO 2, GLO 4, GLO 5</li> <li>• American History – N/A</li> <li>• Government/Political Science – N/A</li> <li>• Social and Behavioral Science – GLO 1, GLO 2, GLO 3, GLO 5</li> <li>• Component Area – GLO 1, GLO 2</li> </ul>

<b>ORGANIZED BY DIVISION</b>	
<b>Division</b>	<b>Semesters and GLOs</b>
Communications	<ul style="list-style-type: none"> <li>• Fall 2021 - GLO 1, GLO 2, GLO 4, GLO 6</li> <li>• Spring 2022 - N/A</li> <li>• Fall 2022 - GLO 1, GLO 2, GLO 4, GLO 6</li> <li>• Spring 2023 - N/A</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Fall 2021 - GLO 1, GLO 2, GLO 3</li> </ul>

	<ul style="list-style-type: none"> <li>• Spring 2022 - GLO 1, GLO 2, GLO 3</li> <li>• Fall 2022 – N/A</li> <li>• Spring 2023 - GLO 1, GLO 2, GLO 3</li> </ul>
Life and Physical Sciences	<ul style="list-style-type: none"> <li>• Fall 2021 - GLO 1, GLO 2, GLO 3, GLO 4</li> <li>• Spring 2022 – N/A</li> <li>• Fall 2022 - GLO 1, GLO 2, GLO 3, GLO 4</li> <li>• Spring 2023 – N/A</li> </ul>
Language, Philosophy & Culture	<ul style="list-style-type: none"> <li>• Fall 2021 - GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Spring 2022 - GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Fall 2022 – N/A</li> <li>• Spring 2023 - GLO 1, GLO 2, GLO 5, GLO 6</li> </ul>
Creative Arts	<ul style="list-style-type: none"> <li>• Fall 2021 – N/A</li> <li>• Spring 2022 - GLO 1, GLO 2, GLO 4, GLO 5</li> <li>• Fall 2022 – N/A</li> <li>• Spring 2023 - GLO 1, GLO 2, GLO 4, GLO 5</li> </ul>
American History	<ul style="list-style-type: none"> <li>• Fall 2021 - GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Spring 2022 – N/A</li> <li>• Fall 2022 - GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Spring 2023 – N/A</li> </ul>
Government/Political Science	<ul style="list-style-type: none"> <li>• Fall 2021 - GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Spring 2022 – N/A</li> <li>• Fall 2022 - GLO 1, GLO 2, GLO 5, GLO 6</li> <li>• Spring 2023 – N/A</li> </ul>
Social and Behavioral Science	<ul style="list-style-type: none"> <li>• Fall 2021 - GLO 1, GLO 2, GLO 3, GLO 5</li> <li>• Spring 2022 - GLO 1, GLO 2, GLO 3, GLO 5</li> <li>• Fall 2022 – N/A</li> <li>• Spring 2023 - GLO 1, GLO 2, GLO 3, GLO 5</li> </ul>
Component Area	<ul style="list-style-type: none"> <li>• Fall 2021 - N/A</li> <li>• Spring 2022 – GLO 1, GLO 2</li> <li>• Fall 2022 - N/A</li> <li>• Spring 2023 – GLO 1, GLO 2</li> </ul>

# STEP-BY-STEP INSTRUCTIONS FOR UPDATES TO PROGRAM LEARNING OUTCOMES (PLO/GLO) (2021-2023)

Login to Weave Education at: <https://app.weaveeducation.com/login/>

Username should be your email address. If you forgot your password, click here to reset



USERNAME

PASSWORD

[Forgot Username? or Password?](#)

[Access Weave using your institution's sign-on](#)

This is the first screen you will see called the Dashboard.

From here click on PROJECTS

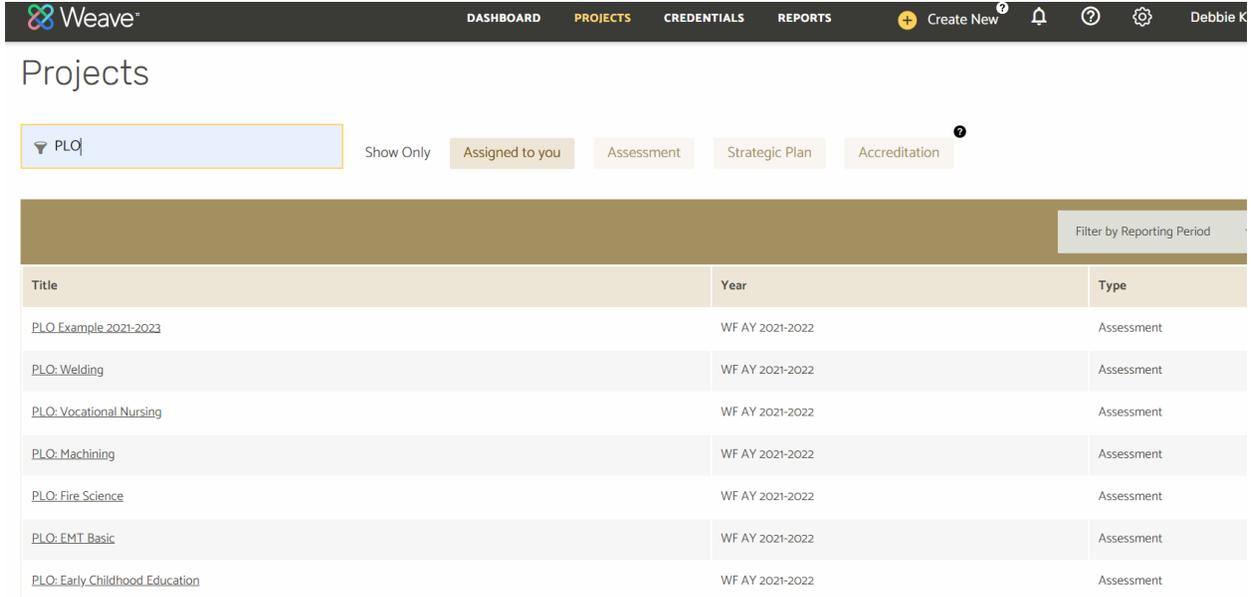
The screenshot shows the Weave dashboard with a navigation bar at the top containing 'DASHBOARD', 'PROJECTS', 'CREDENTIALS', and 'REPORTS'. The user 'Debbie Karl' is logged in. The main content area is titled 'Dashboard' and features two panels. The left panel, 'Assessment Project Status...', shows a bar chart for 'ACAD & WF 2019-2020' with four bars representing counts of 4, 10, 2, and 0. The right panel, 'All Projects', shows a table for '2020-2021 Academic & Workforce' with three rows: 'Outcomes with Measures', 'Measures with Targets', and 'Targets with Findings', all with 'N/A' in the first column and 'No Outcomes Added' in the second column.

Category	Count
Outcomes with Measures	4
Measures with Targets	10
Targets with Findings	2
Other	0

Category	Value
Outcomes with Measures	N/A
Measures with Targets	N/A
Targets with Findings	N/A

If you have multiple projects, filter them by typing in “PLO” or the name of your program in the Filter Projects box.

Click on the PLO Project for the **correct year**. Academic Programs are on a 2-yr cycle (ACAD AY 2021-2023) and Workforce Programs are on a 1-yr cycle (WF AY 2021-2022, WF AY 2022-2023).



The screenshot shows the Weave interface with a navigation bar at the top containing 'DASHBOARD', 'PROJECTS', 'CREDENTIALS', and 'REPORTS'. A search bar on the left contains 'PLO'. Below the search bar are filter buttons: 'Assigned to you', 'Assessment', 'Strategic Plan', and 'Accreditation'. The main content area displays a table of projects with the following data:

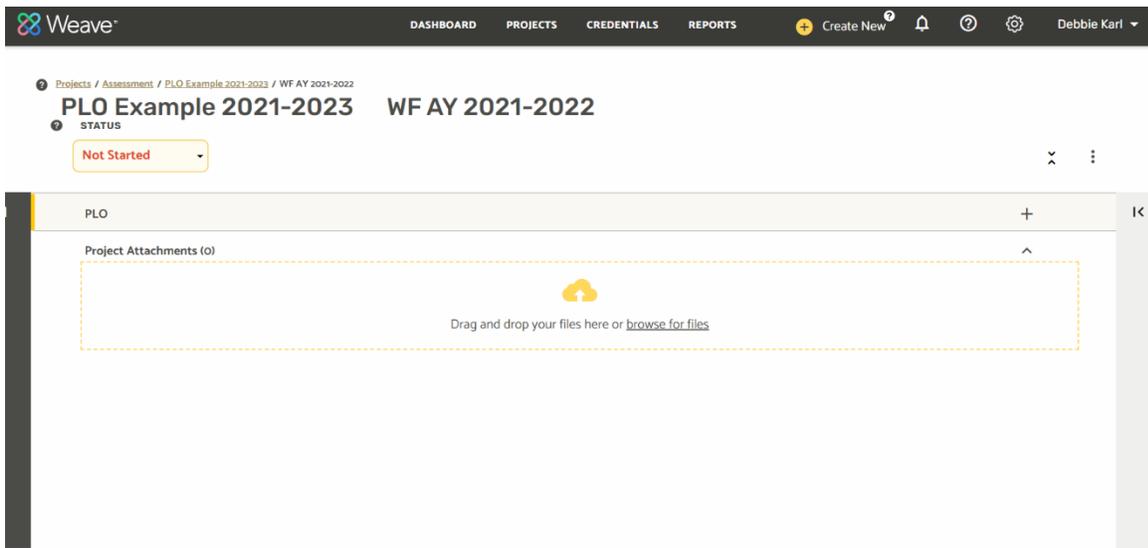
Title	Year	Type
PLO Example 2021-2023	WF AY 2021-2022	Assessment
PLO: Welding	WF AY 2021-2022	Assessment
PLO: Vocational Nursing	WF AY 2021-2022	Assessment
PLO: Machining	WF AY 2021-2022	Assessment
PLO: Fire Science	WF AY 2021-2022	Assessment
PLO: EMT Basic	WF AY 2021-2022	Assessment
PLO: Early Childhood Education	WF AY 2021-2022	Assessment

## Adding a PLO

The first time you open the project, you will have to add your PLOs.

Click the + (plus sign) to add a PLO.

Change the PLO Status to “In Progress”



The screenshot shows the Weave interface for a specific PLO project. The breadcrumb trail is 'Projects / Assessment / PLO Example 2021-2023 / WF AY 2021-2022'. The project title is 'PLO Example 2021-2023' with the year 'WF AY 2021-2022'. The status is 'Not Started'. Below the title is a 'Project Attachments (0)' section with a dashed box and a plus sign icon, and the text 'Drag and drop your files here or [browse for files](#)'. The interface includes a sidebar on the left and a top navigation bar with 'DASHBOARD', 'PROJECTS', 'CREDENTIALS', and 'REPORTS'.

Type in “PLO 1: “ and the name of your PLO (or an abbreviated version), then type in a description of the PLO.

Remember, PLOs should be something that your students should be able to “do” by the time they graduate. “The graduate of XYZ program should be able to” is inferred at the beginning of all PLOs.

browse for files'."/>

Projects / Assessment / PLO Example 2021-2023 / WF AY 2021-2022

## PLO Example 2021-2023

WF AY 2021-2022

STATUS

Not Started

PLO +

1 PLO PLO 1: Configure database server ^ ⋮

DESCRIPTION

Configure and administer database servers to support contemporary business environments.

Assessment Sites (Course) +

Project Attachments (0) ^

Drag and drop your files here or [browse for files](#)

For the AA/AS/AAT programs, your PLOs will look more like **1PLO** PLO 3: Life and Physical Sciences

In other words, the PLO number you type may not match up with the autogenerated PLO number in Weave. This is OK and why we are putting the PLO # even though its redundant for some.

## Adding an Assessment Site (Course)

Click on the + (plus sign) to add the course (assessment site) where you will do the formal assessment. This comes from the “A” on your curriculum map. Click on Program Level when it appears.

## PLO Example 2021-2023 WF AY 2021-2022

STATUS

Not Started

PLO	+	IK
1 PLO PLO 1: Configure database server	^	⋮
DESCRIPTION Configure and administer database servers to support contemporary business environments.		
Assessment Sites (Course)	+	
Project Attachments (0)		
 Drag and drop your files here or <a href="#">browse for files</a>		

Type in the course number and name, then in the Description text box type the **description of the course** (optional), the **semester(s)** you are assessing the course, **course/section numbers**, **delivery method**, **student type** and **location**.

Assessment Sites (Course)	+
1.1 Assessment Sites (Course) ITNW 2352: Administering SQL Server	^ ⋮
DESCRIPTION	
Course Description (optional) Also include semester, delivery method, student type and location EX: Fall 2021 ITNW 2352 70211S - F2F, traditional, Brown County ITNW 2352 80211S - F2F, traditional, Erath County ITNW 2352 11211S - Online, traditional ITNW 2352 68211S - Online, dual credit, Stephenville HS  Spring 2022 ITNW 2352 11211S - Online, traditional	

Supported Initiatives (skip this section)

## Adding a Measure (instrument)

Click on the + (plus sign) to add a Measure.

Type in the **type of instrument** you will use to measure the student's success. This could be an assignment, a project, a question or combination of questions on an exam, a clinical evaluation, an in-class observation using a rubric, etc.

Then type a **description of the instrument** showing why it is a good measure of success for this particular outcome.

Action Plan	+
Measure (instrument)	+
1.1.1 Measure (instrument) Unit 3 Project	^ ⋮
DESCRIPTION Unit 3 Project requires students to setup and configure an SQL server for a sample business and perform appropriate administrative tasks.	
Targets (0)	+

## Adding a Target

Click the + (plus sign) to add a Target.

In the Description box, describe how many and what type of students you are assessing. (all, sampling of 20%, traditional, dual credit, etc.)

In the Targets box, type in your unit of measurement (or goal) for meeting this PLO.

Targets (1)	+
1.1.1.1	^ ⋮
DESCRIPTION	STATUS
All students including dual credit	Nothing Entered
TARGETS 80% of students will achieve an overall score of 85 or higher on the Unit 3 Project	

## Adding a Finding & Analysis

AFTER teaching the skillset, record the results in the Finding textbox. If you will be assessing the course in multiple semesters (or multiple courses) in the academic year defined in the project, you can separate your findings by semester.

Analyze your results and think about who did what and how it could be better.

Change the Status for the Target to “Not Met, Partially Met or Met”, whichever is applicable.

Add supporting documents to the Project Attachments section at the bottom of the screen.

ONLY include completed samplings of **graded** assignments, rubrics, test questions, clinical evaluations, etc. (Redact names and other identifying information) Do not include any blank forms. You may also include your Excel spreadsheet of how you came up with your averages in your findings. Please convert all files to .pdf before uploading.

TARGETS

80% of students will achieve an overall score of 85 or higher on the Unit 3 Project

FINDING

Fall 2021

The avg score on the Unit 3 Project was 84.5 so we did meet our target although online students scored lower than the targeted goal.

Spring 2022

The avg score was 79

ANALYSIS

Fall 2021

The average overall score was 84.5 for all students.

Brown County - avg score 83

Erath County - avg score was 90

Online - avg score was 75

Dual credit - avg score was 90

Analysis: Online students are not scoring as high as F2F students.

Spring 2022

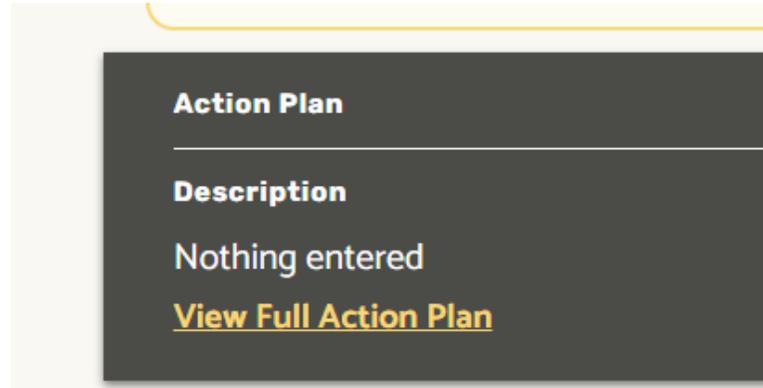
The average score for this online class was 79

IMPROVEMENT TYPE

## Adding an Action Plan

After analyzing your results, discuss with any relevant faculty about ways to improve. Document the decisions you make and plans for changes the next time the course is taught in the Action Plan.

Click “View Action Plan” then “View Full Action Plan” which takes you to the top above your Measures.



IMPROVEMENT TYPE

None Set

IMPROVEMENT(S) ACHIEVED

Enter text

[View Action Plan](#)

Click the + (plus sign) to add an Action Plan

In the Description text box, discuss the plans for making a change. Then, record action steps along with a due date under the Action Items section. Change the status to “Planned”.

If any of your plans involve a budget request, you can add that in the Budget Source section, but this is optional.

Action Plan ^

DESCRIPTION

After Fall 2021 semester, the faculty decided to make improvements to the instructions for the online course directions for the Unit 3 Project. It was decided that the F2F students were willing to ask clarifying questions but online students chose not to and may have been confused about how to set up administrative rights.

BUDGET SOURCE	AMOUNT	DUE DATE	STATUS
Enter text	\$0.00	--/--/----	Planned

+ ADD ACTION ITEM

ACTION ITEMS (1)	CREATED	DUE	STATUS
Add clarifying instructions to Unit 3 Project	3/31/2021	1/10/2022	Planned

## Adding Improvements Achieved

AFTER the class has been taught again with the new changes (implemented the Action Plan), record the results in the Improvement Section. **Even if the class is taught in a different academic year this time, record the improvement results here.**

Choose an appropriate Improvement Type from the drop-down list then type what results were observed after making the changes.

This is called Closing the Loop.

IMPROVEMENT TYPE

Improved assignment instructions to better communicate expectations

IMPROVEMENT(S) ACHIEVED

Spring 2022  
After making a change to the instructions on the Unit 3 Project, the avg score increased to a 79, which is a 3% increase. Faculty will keep the new instructions in the assignment.

Please limit Improvement(s) Achieved to 1000 characters or less.

[View Action Plan](#)

Change the Status in the Action Plan Action Items to “Complete” if applicable.

Change the Status of the PLO to “Complete”. This completes the cycle of assessment for this period.

# INSTITUTIONAL EFFECTIVENESS (IE) COMMITTEE

A subcommittee of the Administrative Council

## **STRATEGIC PLAN ALIGNMENT: 2.6, 2.9, 4.1, 4.2, 9.4**

**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:** VP of Accreditation and Institutional Effectiveness, Vice Presidents, Division Chairs, Director of Institutional Research, Recruiter, Staff

**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 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 Decennial Compliance Certification 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.

#### **2021-2022 Membership**

1. Ms. Debbie Karl, Vice President of Accreditation & Institutional Effectiveness, Chair
2. Mr. Derrick Worrels, Provisional President
3. Ms. Dayna Prochaska, Vice President of Instruction
4. Ms. Gaylyn Mendoza, Vice President for Business Services /Chief Financial Officer
5. Mr. Dixon Bailey, Executive Vice President of Workforce Development
6. Mr. Ahmy Arca, Vice President of Student Services
7. Dr. Matt Underwood, Vice President of Erath & Brown County Centers
8. Vasiliki Martinez, Director of Dual Enrollment
9. Ms. Stephanie Worrels, Associate Vice President of Erath Center
10. Mr. Stan Feaster, Assistant to the President
11. Dr. Sandra Lee, Dean of Nursing
12. Ms. Helen Cozart, Library Assistant
13. Ms. Lindy Matthews, Vice President of Administration