

# Table of Contents

## Strategic Plan Assessments 2018-2019

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

- Institution Mission Statement ..... 3
- Institution Vision Statement ..... 3
- 1 Focus on Enrollment Growth ..... 3
  - 1.1 Increase enrollment of regular college students by 3 percent per year. (AY 2017-18 = 1,774) ..... 3
  - 1.2 Increase enrollment of dual credit students by 3 percent per year. (AY 2017-18 = 1,276) ... 4
  - 1.3 Increase enrollment of online only students by 3 percent per year. (AY 20017-18 = 845) . 4
  - 1.4 Increase enrollment of international students by 2 percent per year. (AY 2017-18 = 68) ... 5
- 2 Focus on Student Success ..... 6
  - 2.1 Improve the college’s retention rate (increase fall-to-fall retention by 4% per yr from baseline fall 2017), completion rate (meet or exceed statewide avg each yr for 3-,4-, and 6-yr graduation rates), attendance rate, (reduce absences by 5% over 3 yrs), and transfer rate (increase by 5% per yr from baseline 2017). ..... 6
  - 2.2 Increase use of instructional best practices to improve student learning outcomes. .... 9
  - 2.3 Implement guided pathways by 2020. .... 10
  - 2.4 Monitor effectiveness of co-requisite developmental education program and make adjustments and improvements as necessary. .... 11
  - 2.5 Review advising and tutoring systems and recommend improvements. .... 11
  - 2.6 Improve customer service across all divisions. .... 12
  - 2.7 Improve licensure pass rates for all relevant programs by meeting or exceeding aggregate statewide rates each year. .... 13
  - 2.8 Lower the FTE faculty/student ratio. .... 13
  - 2.9 Align institutional efforts to support 60x30TX goals. .... 14
- 3 Focus on Human Capital ..... 14
  - 3.1 Develop and deploy an effective onboarding system for new employees. .... 14
  - 3.2 Implement a new employee evaluation process. .... 15
  - 3.3 Increase options and opportunities for professional training and development. .... 15

3.4 Increase morale by developing and implementing new methods of showing employee appreciation. ....	15.
4 Improved Institutional Effectiveness .....	16.
4.1 Redesign the College’s institutional effectiveness system and train all employees in its use. ....	16.
4.2 Embed SACSCOC, THECB, DOE, and other necessary quality measures throughout the College’s operations. ....	17.
5 Effective Management of Facilities .....	18.
5.1 Meet all specifications of the energy efficiency plan. ....	18.
5.2 Evaluate and improve facilities on a systematic basis. ....	18.
6 Expanded Workforce Programs .....	19.
6.1 Establish three new workforce programs by 2020. ....	19.
6.2 Expand current workforce programs as determined by community needs. ....	19.
7 New and Enhanced Revenue Streams .....	20.
7.1 Increase enrollment of non-scholarship students by 5% per year. ....	20.
7.2 Increase grant funding by 5% by 2021. ....	20.
7.3 Establish at least one source of enterprise funding by 2020. ....	21.
8 Improved Use of Technology .....	21.
8.1 Optimize use of the College’s learning management system through increased faculty training, streamlined user processes, and revised IT maintenance system. ....	21.
8.2 Explore alternative modes of course delivery via technology. ....	22.
9 Strengthened Community Relationships .....	23.
9.1 Assess community needs and provide appropriate educational opportunities. ....	23.
9.2 Deepen relationships with dual credit partners by extending the culture of the College to the high schools. ....	23.
9.3 Participate in community outreach activities, ....	24.
9.4 Foster and strengthen relationships with community leaders. ....	25.
Project Attachments .....	25.

Completed

9 GOALS 32 OUTCOMES 38 MEASURES 40 TARGETS 40 FINDINGS 11 ATTACHMENTS

## Institution Mission Statement

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

## Institution 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.

1

### Strategic Goal

Focus on Enrollment Growth

Increase enrollment (baseline AY 2017-18) Regular = 1,774 Dual = 1,276 Online = 845 International = 68

1.1

### Strategic Initiative

Increase enrollment of regular college students by 3 percent per year. (AY 2017-18 = 1,774)

1.1.1

### Key Performance Measure

Increase marketing efforts to include website design.

Webpage update

1.1.1.1

### Success Indicator

Web design Partially Met

SUCCESS INDICATOR

Complete overhaul of website will be completed by August 2019

FINDING

Hired a contractor to redesign new website.

ANALYSIS

The Request Info emails increased as a result and enrollment of regular students went to 1,710 which is a 3.6% decline. This could possibly be because of the failed bond election in Brownwood and Stephenville and the community response was not positive.

1.1.2

**Key Performance Measure**

Coordinate across all offices to ensure leads are entered into system.  
Salesforce

1.1.2.1

**Success Indicator**

Salesforce **Partially Met**

SUCCESS INDICATOR Start using Salesforce in fall 2018 to gather data about prospects and make follow-up phone calls.

FINDING Leads were assigned in Salesforce. When Rose Horst left ownership of Salesforce was transferred to Nonna.

ANALYSIS The Request Info emails increased as a result and enrollment of regular students went to 1,710 which is a 3.6% decline . This could possibly be because of the failed bond election in Brownwood and Stephenville and the community response was not positive.

1.2

**Strategic Initiative**

Increase enrollment of dual credit students by 3 percent per year. (AY 2017-18 = 1,276)

1.2.1

**Key Performance Measure**

Increase activities and visibility at partner high schools.

1.2.1.1

**Success Indicator**

Increase MOUs **Met**

SUCCESS INDICATOR Increase the number of MOUs with dual credit high schools by 16 during AY 2018-19 (based on HERC report)

FINDING 16 new DC high schools were added. Dual credit enrollment went to 1,399 students which is a 9.6% increase

ANALYSIS Increased enrollment in dual credit was huge this year. The increase in number of DC partnerships was a key factor. Also helping was the Director of DC started visiting local high schools and formed relationships.

1.3

**Strategic Initiative**

Increase enrollment of online only students by 3 percent per year. (AY 20017-18 = 845)

**1.3.1 Key Performance Measure**

Create marketing materials that aim efforts directly to potential students who would benefit from online classes.

Marketing of online classes

**1.3.1.1 Success Indicator**

Increase online offerings **Partially Met**

SUCCESS INDICATOR Increase the number of online courses offered by 10% by August 2019.

FINDING Online students went to 878, which is a 3.9% increase. Increased the number of online courses offered from 715 to 765 by August 2019 which is a 7% increase.

ANALYSIS Although there was a 3.9% increase in the number of students, we did not meet our KPM of increasing the number of courses by 10% as we only increased by 7%. The reasons may have been unbeknownst to us until afterwards. Many students did not want to attend the centers in Brownwood and Stephenville after the bond election so they chose to take online classes instead.

**1.4 Strategic Initiative**

Increase enrollment of international students by 2 percent per year. (AY 2017-18 = 68)

**1.4.1 Key Performance Measure**

Budget for recruiter to recruit internationally.

Recruit internationally

**1.4.1.1 Success Indicator**

Hire new recruiter **Partially Met**

SUCCESS INDICATOR Hire a recruiter to recruit overseas by Aug 2019 and recruit 5 new international students.

FINDING Hired a new recruiter on Aug 14, 2018 to recruit overseas Went from 68 to 65 international students during AY 2018-19

ANALYSIS Although we hired a recruiter, we actually went down by 3 international students. The recruiter was not able to recruit overseas during this academic year.

## 1.4.2 Key Performance Measure

Increase service options by gaining federal authorization to educate international students at satellite centers.

Federal certification

### 1.4.2.1 Success Indicator

SEVIS approval **Met**

SUCCESS INDICATOR Get SEVIS certification approval by Aug 2019

FINDING In March 2019, we gain approval for the Stephenville campus to be certified by SEVIS to have international students.

ANALYSIS Although we gained SEVIS approval, it was past the midway point of the academic year. Hopefully next year we will see an improvement.

## 2 Strategic Goal

Focus on Student Success

### 2.1 Strategic Initiative

Improve the college's retention rate (increase fall-to-fall retention by 4% per yr from baseline fall 2017), completion rate (meet or exceed statewide avg each yr for 3-,4-, and 6-yr graduation rates), attendance rate, (reduce absences by 5% over 3 yrs), and transfer rate (increase by 5% per yr from baseline 2017).

Retention Rate-increase fall-to-fall retention by 4% per year from baseline Fall 2017 Fall 2017 38.4% Fall 2018 38.4% Fall 2019 36.9% Fall 2020 Completion Rate-meet or exceed statewide average each year for 3-, 4-, and 6-year graduation rates Per THECB Almanac 2017 Almanac for State: 3-yr 18.6% 4-yr 23.7% 6-yr 32.2% 2017 Almanac for RC: 3-yr 20.5% 4-yr 25.9% 6-yr 33.8% 2018 Almanac for State: 3-yr 21.3% 4-yr 26.9% 6-yr 33.7% 2018 Almanac for RC: 3-yr 27.9% 4-yr 25.1% 6-yr 31.9% Attendance Rate-reduce absences by 5% over three years Data no longer available Transfer Rate-increase by 5% per year from baseline 2017 2017 Almanac=24.3% 2018 Almanac=25.7% 2019 Almanac=26.6% 2020 Almanac=32.3%

#### 2.1.1 Key Performance Measure

Increase retention through initiatives aimed at student success.

The key element to this initiative is increasing options for tutoring and better advising through the implementation of Pathways. Ranger College's goal is that all students will be equipped for success in their classes and in planning for their ultimate degree. For tutoring, the goal is that in both digital and face-to-face modalities more of Ranger College students will have

access to tutoring as well as easier access to textbooks and interactive courseware. For advising the goal is for students to effectively and efficiently get through an appropriate curriculum, gaining the knowledge that will be suit their needs, and getting a degree with minimal wasted credit hours.

### 2.1.1.1 **Success Indicator**

Affects-students **Partially Met**

SUCCESS  
INDICATOR

Widely used tutoring services in which student regularly participate in outside-of-the-class aids and assistance.

FINDING

Tutoring Labs-No Data but has been staffed by faculty in it's various incarnations. See tutoring staffing schedule. Brainfuse: Student Usage Data (Sampling of same month for 3yrs forward) In March 2019: 40 Hrs total were logged in Brainfuse

ANALYSIS

Tutoring has consistently been used by grant funded Student Support Services for many years. However the nature of the grant limits populations that can be served. Location is also a limiting factor, as it is only implemented on the main campus, as per the grant stipulations.

There have been several efforts to create more widely available tutoring for all populations on other campuses. During the 2017-2018 school year, the Vice President of Instruction led an effort to build tutoring services called the RAD Lab (See RAD Schedule F18). This was implemented for the three main campuses at Ranger, Brown, and Erath. Turnover in the VPI office the following year led to inconsistencies in follow-through and support for the RAD lab.

A more consistently used tutoring service in use is a digital service called Brainfuse, which students access through Blackboard. This is beneficial because all students regardless of their status as on-campus, dual credit, or remote have access to this assistance.

### 2.1.1.2 **Success Indicator**

In the same period of 2018-2019, more effort has been put into better advising and more streamlined advising procedures. **Partially Met**

SUCCESS  
INDICATOR

Time to degree and easy transition to 4 year institution.

FINDING 1. Tracking Transfer Rates is Problematic although we do have data from THECB almanac. 2. Ranger is ranked as #3 among the state's community colleges in average time required for a student to earn an associate's degree.

ANALYSIS This indicator is tied to Ranger College's participation in Academic Pathways. Part of this initiative is helping students enter a degree path as early as high school, and then encouraging them to stay on that academic path that will help them transition to a four-year institution. This allows students and advisors to map a plan toward graduation that is easy to follow and encourages re-enrollment for students from year to year. This system has been being built since Spring 2018, but turnover in administration slowed the adoption process till Fall 2019. Ranger's work in the area of Pathways and efficient advising is among the most successful in the state. According to the Texas Higher Education Almanac, the Texas Higher Education Coordinating Board ranks Ranger as #3 among the state's community colleges in average time required for a student to earn an associate's degree.

See: <https://reportcenter.highered.texas.gov/agency-publication/almanac/2020-texas-public-higher-education-almanac/>

Also tracking transfer rates is limited by our current institutional software as well as turnover in people assigned with advising, retention, student services. However steps to implement Pathways and broader state effort known as Fields of Study have lead to a growing number of transfer partnership with 4-year institutions.

**2.1.1.3 Success Indicator**  
Changes in our retention numbers to reflect Ranger College's goals for this initiative.

Not Met

SUCCESS INDICATOR Rise in Spring to Fall retention number during the indicated time period.

FINDING Retention Spring to Fall: Fall 2017 38.4% Fall 2018 38.4% Fall 2019 36.9%

ANALYSIS Two recurring points of discussion on these numbers involve realistic strategies and turnover.

A re-evaluation of a 4% increase Spring to Fall every year needs to be revisited by the responsible committee.

Turnover in Vice Presidents of Instruction over the same period has made the



implementation and evaluation of strategies involved with retention inconsistent. Turnover in student services and other offices related to student success has also been a factor as responsibilities for tracking and managing this initiative have been lost.

## 2.2 Strategic Initiative

Increase use of instructional best practices to improve student learning outcomes. Find and implement ways in which to improve content delivery from instructors as well as improve student retention of important information from that delivered content. All class formats will be addressed: Face-to-face, online, ITV, and hybrid.

### 2.2.1 Key Performance Measure

Hold professional development sessions for instructional staff to focus on best practices.

In order to reach instructors of all campuses and modalities, sessions need to be offered at multiple locations, and through multiple modalities.

#### 2.2.1.1 Success Indicator

Implementing and expanding sessions offered to Instructors **Met**

SUCCESS  
INDICATOR

Broader participation workshops directly related to instructional practices.

FINDING

Face-to-face sessions happen on all campuses Opportunities for adjuncts are present but limited to 1 once a semester FTF meetings Institutional Emphasis for TCCTA Conference attendance

ANALYSIS

Ranger college is actively looking for and implementing ways to increase and improve opportunities and options for professional development. This academic year saw the full implementation of Zoom for instruction but which will secondarily increase options for trainings as well as accessibility for those limited by distance.

### 2.2.2 Key Performance Measure

Clearly define instructional expectations

Present Instructional staff with clear guidelines related to fulfilling their primary roles.

#### 2.2.2.1 Success Indicator

Implement clear faculty Handbook. **Met**

SUCCESS INDICATOR	Draft, and complete a board approved Faculty Handbook.
FINDING	Spring 2019 New Handbook was approved and put into effect.
ANALYSIS	This has been crucial in guiding actions and plans for matters related to evaluation, course loads, and schedules. This document creates a very useful baseline of expectations.

### 2.2.3 Key Performance Measure

Implement evaluation system of SMART Goals in which instructors and their supervisors collaboratively set goals tied to the Strategic Plan.

SMART goals are designed to allow instructors to evaluate themselves and look for ways in which to improve in the carrying out of their duties.

#### 2.2.3.1 Success Indicator

Full Implimentation Met

SUCCESS INDICATOR	By end of this academic year, full-time instructors will have all set-goals, worked with their supervisors in the setting and evaluation of these goals and begun the "closing the loop" element of building next years goals off current work.
FINDING	This was fully implemented by the close of AY 2018-2019
ANALYSIS	This is has been a beneficial addition to collaborative work in supporting better practices. Self-reflected guide by and discussed with supervisors has been a building activity. It has begun conversation regarding matters related to better attendance, better engagement, and student success on passing rates but also regarding Institutional Effectiveness.  This system is also useful as it "marries" together different institutional elements of evaluation and Strategic Planning by the simple practice of connecting SMART Goal to specific elements of RC's broader Strategic Planning.

### 2.3 Strategic Initiative

Implement guided pathways by 2020.

#### 2.3.1 Key Performance Measure

Develop Field of Study

### 2.3.1.1 Success Indicator

Partially Met

SUCCESS INDICATOR	Fields of Study (FOS) will be created and posted into Campus Connect
FINDING	Two fields of study were created in this time period: English and History
ANALYSIS	More training is needed to fully implement. More FOS will be created in the upcoming year

## 2.4 Strategic Initiative

Monitor effectiveness of co-requisite developmental education program and make adjustments and improvements as necessary.

Percentage of Remedial Students Who Met a TSI Obligation for cohort yr 2014 per LBB 2018

Performance Measures in: Math 49.4% Reading 65.7% Writing 62.9% Baseline Data: Math 37% Reading 63.8% Writing 60.4%

### 2.4.1 Key Performance Measure

Increase the percentage of students who meet TSI obligation each year

#### 2.4.1.1 Success Indicator

Met

SUCCESS INDICATOR	More students will be college ready
FINDING	Percentage of students who satisfied TSI obligation within 2 years went from 37% to 49.4% for math 63.8 % to 65.7% for reading 60.4% to 62.9% in writing
ANALYSIS	Gains were made in all 3 subject areas of the TSI so the co-requisite model seems to be working

## 2.5 Strategic Initiative

Review advising and tutoring systems and recommend improvements.

### 2.5.1 Key Performance Measure

Assign advisors and added Google Drive for file sharing

**2.5.1.1 Success Indicator**  
Met

SUCCESS INDICATOR Students will be better advised about courses and completion of degrees and certificates

FINDING More training is needed for academic advisors to know which electives to recommend

ANALYSIS Several courses were being used as "go to" electives and this must change with training

**2.6 Strategic Initiative**  
Improve customer service across all divisions.

**2.6.1 Key Performance Measure**  
Increase ease of access to registrar, bursar, financial aid, etc. by completing a new Welcome Center

**2.6.1.1 Success Indicator**  
Met

SUCCESS INDICATOR Welcome Center will be completed by 2019

FINDING Welcome Center was completed in August 2019

ANALYSIS Student and staff moral was improved by the new facility

**2.6.2 Key Performance Measure**  
Train employees in customer service expectations.

**2.6.2.1 Success Indicator**  
Met

SUCCESS INDICATOR HR will provide customer service training to all front-line employees

FINDING Training was provided on December 16, 2019 by Brad Keller in HR (Professionalism and Ethical Behavior) which included telephone etiquette and operations

ANALYSIS Employees were more friendly and assistive to students and if they didn't have the

answers, they knew who to send the student to see for answers.

## 2.7 Strategic Initiative

Improve licensure pass rates for all relevant programs by meeting or exceeding aggregate statewide rates each year.

Per THECB Accountability Report for Statewide Avgs: 2018=88.16% ADN Rates: 2018=82%

LVN Rates: 2018=89% CSME Rates: 2018=90.6 Aggregate RC Rates: 2018=87%

### 2.7.1 Key Performance Measure

Improve "just in time" reviews to help students pass licensure exams

#### 2.7.1.1 Success Indicator

Not Met

SUCCESS  
INDICATOR

RC aggregate pass rates will be higher than statewide averages

FINDING

ADN = 82% LVN = 89% CSME = 90.6% RC aggregate=87% statewide avg=88.16%

ANALYSIS

Although all rates were considered passing, we are still well below statewide averages. Programs will concentrate on efforts to improve pass rates in the future with more study sessions and one-on-one tutoring.

## 2.8 Strategic Initiative

Lower the FTE faculty/student ratio.

Lower the FTE faculty/student ratio from 23/1 in 2018 to 22/1 or better by 2021. Per THECB

Almanac: 2017 24:1 2018 23:1 2019 22:1 2020 19:1

### 2.8.1 Key Performance Measure

Hire more FT faculty in needed areas

#### 2.8.1.1 Success Indicator

Not Met

SUCCESS  
INDICATOR

Hire an additional FT speech instructor to replace lost faculty

FINDING

Did not replace faculty who left

ANALYSIS

Students were forced to take online speech class and one F2F instructor was

overloaded

## 2.9 Strategic Initiative

Align institutional efforts to support 60x30TX goals.

60x30 Goals: By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree. By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas. By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

### 2.9.1 Key Performance Measure Implement Guided Pathways

#### 2.9.1.1 Success Indicator Met

SUCCESS INDICATOR	Attend Guided Pathways Initiative Conference
FINDING	5 RC employees attended conference in San Antonio
ANALYSIS	Employees learned more about pathways but more training is needed

## 3 Strategic Goal Focus on Human Capital

### 3.1 Strategic Initiative Develop and deploy an effective onboarding system for new employees.

#### 3.1.1 Key Performance Measure Create Faculty Handbook

##### 3.1.1.1 Success Indicator Met

SUCCESS INDICATOR	Faculty handbook will guide new faculty to basic expectations
FINDING	New faculty handbook was approved on January 29, 2019 at BOR meeting

ANALYSIS            The handbook has been very helpful as before this there was nothing in writing for them to refer to

**3.2 Strategic Initiative**  
Implement a new employee evaluation process.

**3.2.1 Key Performance Measure**  
Clearly define the evaluation cycle and train employees.

**3.2.1.1 Success Indicator**  
Partially Met

SUCCESS INDICATOR            Evaluation cycle will be included in the faculty handbook and on webpage

FINDING                              Evaluation cycle is included in faculty handbook but not on webpage

ANALYSIS                            Need to get posted on webpage

**3.3 Strategic Initiative**  
Increase options and opportunities for professional training and development.

**3.3.1 Key Performance Measure**  
Utilize strengths of existing staff to provide professional development.

**3.3.1.1 Success Indicator**  
Met

SUCCESS INDICATOR            At least one PD session will be led by an employee

FINDING                              At PD Day on 8-21-18, employee Dr. Kent presented the new employee evaluation system

ANALYSIS                            SMART goals were now implemented which had not been done in the past

**3.4 Strategic Initiative**  
Increase morale by developing and implementing new methods of showing employee appreciation.

**3.4.1 Key Performance Measure**  
Implement door prizes at annual Christmas Party

**3.4.1.1 Success Indicator**  
**Met**

SUCCESS INDICATOR	Employees will be recognized as being valued
FINDING	Gift cards and many door prizes were given to employees at Christmas Party
ANALYSIS	Employee morale improved

**4 Strategic Goal**  
Improved Institutional Effectiveness  
Improve overall IE

**4.1 Strategic Initiative**  
Redesign the College's institutional effectiveness system and train all employees in its use.  
Determine how new IE software (Weave purchased June 5, 2018) fits into the overall IE process for assessment, program reviews, faculty credentials and accreditation. A new IE handbook is also needed to explain the entire IE process at RC.

**4.1.1 Key Performance Measure**  
Learn new software (Weave) and train employees on its use and function  
Started using Weave for PLO's for 5th-Year Interim report

**4.1.1.1 Success Indicator**  
Use Weave for fifth-Year Interim Report **Met**

SUCCESS INDICATOR	Compliance Report successfully sent to SACSCOC based on data/reports from Weave
FINDING	Fifth-Year Interim Report was sent to SACSCOC in September 2018.
ANALYSIS	Software seemed to work well for compliance reporting. Multiple people could be working on same narrative at once. Much better than simply using MS Word for a major compliance report.



**4.1.2 Key Performance Measure**  
Discuss new IE process with administration  
Discussed IE process at 3 Admin Council meetings

**4.1.2.1 Success Indicator**  
Discussed IE process at 3 Admin Council meetings **Met**

SUCCESS INDICATOR Minutes from 10-9-18, 10-23-18 & 2-4-2019 Admin Council Meetings

FINDING Need for new org chart was voiced. Need for budget to be tied to IE process was voiced.

ANALYSIS At the October 9, 2018 Admin Council meeting, Matt emphasized the need, for institutional effectiveness purposes, for the Administrative Council to come up with a clear statement of the College's unit-level organizational structure. Dr. Champion said he will get a group organized to work on this.  
At the October 23, 2018 Admin Council meeting, Matt Cardin described work that he is currently undertaking for institutional effectiveness purposes to establish the College's unit-level structure. He asked for input from the Council on this.  
At the Feb 4, 2019 Admin Council meeting, Jennifer and Matt discussed the budget issue in the context of institutional effectiveness and the unit goals that were established last year by various Council members and others at the college for their current year's budgets. Matt said the new IE system, incorporating Weave to keep track of it, will be launched soon, and this will tie to budgetary issues.

**4.2 Strategic Initiative**  
Embed SACSCOC, THECB, DOE, and other necessary quality measures throughout the College's operations.

**4.2.1 Key Performance Measure**  
Update administration on SACSCOC and substantive change  
At the November 13, 2018 Admin Council meeting, Matt Cardin delivered an update on SACSCOC issues and substantive change issues, including needs assessment. He distributed a newly created submission form and checklist to be used going forward whenever a substantive change is proposed, and he said he is currently developing specific guidelines for needs assessments for workforce programs.

4.2.1.1

**Success Indicator**

Update administration on SACSCOC and substantive change **Met**

SUCCESS INDICATOR

Minutes from 11-13-2018 Admin Council meeting shows discussion of SACSCOC & sub change

FINDING

College administration is more aware of upcoming events and newly created submission form and checklist that must be used for any possible sub change.

ANALYSIS

At the November 13, 2018 Admin Council meeting, Matt Cardin delivered an update on SACSCOC issues and substantive change issues, including needs assessment. He distributed a newly created submission form and checklist to be used going forward whenever a substantive change is proposed, and he said he is currently developing specific guidelines for needs assessments for workforce programs. New form and checklist should keep everything in line and IE on top of all proposed changes and determine which need to be submitted to SACSCOC.

5

**Strategic Goal**

Effective Management of Facilities

5.1

**Strategic Initiative**

Meet all specifications of the energy efficiency plan.

5.1.1

**Key Performance Measure**

Hire company to evaluate our energy plan

5.1.1.1

**Success Indicator**

**Met**

SUCCESS INDICATOR

All lights and HVAC will be analyzed for savings

FINDING

Changed all lights over to LED; HVAC was based on age and changed for newer, efficient units

ANALYSIS

Cost savings to pay for company will be realized with energy savings

5.2

**Strategic Initiative**

Evaluate and improve facilities on a systematic basis.

**5.2.1 Key Performance Measure**  
Evaluate and determine updates for Regents Hall

**5.2.1.1 Success Indicator**  
**Met**

SUCCESS INDICATOR	Students will be more satisfied with living conditions and dorm will be more energy efficient
FINDING	Bathrooms; hallways; corridors; new paint everywhere
ANALYSIS	New energy savings faucets and made the entire dorm a better environment for students and satisfaction rate was increased

**6 Strategic Goal**  
Expanded Workforce Programs

**6.1 Strategic Initiative**  
Establish three new workforce programs by 2020.

**6.1.1 Key Performance Measure**  
Add the EMT & Fire Science Programs; Added Truck Driving

**6.1.1.1 Success Indicator**  
**Met**

SUCCESS INDICATOR	Students will be enrolled in EMT, Fire Science & Truck Driving Programs
FINDING	For 2018-19, EMT had 58 CE students Fire Science had 147 CE students Truck Driving had zero students
ANALYSIS	Fire Science was on the CE side; CDL partnered with several companies with a healthy enrollment

**6.2 Strategic Initiative**  
Expand current workforce programs as determined by community needs.

**6.2.1 Key Performance Measure**  
Add new equipment

### 6.2.1.1 Success Indicator

Met

SUCCESS INDICATOR	More enrollment will be realized in both welding and machining
FINDING	Added the machining trailer and located at the Breckenridge High School Campus Added approximately \$750K in equipment for welding and machining. Welding equipment added to Comanche High School; robotic welders & multi-process at Erath
ANALYSIS	AWS certification in welding is now available for students; more processes in welding can be taught; NIMS certification is available for machining students

## 7 Strategic Goal

New and Enhanced Revenue Streams

### 7.1 Strategic Initiative

Increase enrollment of non-scholarship students by 5% per year.

#### 7.1.1 Key Performance Measure

Increase enrollment at Erath & Brown Co Centers

#### 7.1.1.1 Success Indicator

Partially Met

SUCCESS INDICATOR	Enrollment at two extension centers will increase from Fall 2017 to Fall 2018
FINDING	Enrollment at Erath went from 520 in 2017 to 406 in 2018, which was a decrease Enrollment at Brown Co went from 179 in 2017 to 193 in 2018 which was a slight increase
ANALYSIS	Decreased enrollment in Erath could have been from the failed bond election

### 7.2 Strategic Initiative

Increase grant funding by 5% by 2021.

**7.2.1 Key Performance Measure**  
Write for the Skills Development Fund Schriber Foods & FMC Technologies

**7.2.1.1 Success Indicator**  
**Met**

SUCCESS INDICATOR      New grant money will train new and incumbent employees

FINDING      \$800K was received for Schriber Foods Grant

ANALYSIS      Successfully trained ~700 employees

**7.3 Strategic Initiative**  
Establish at least one source of enterprise funding by 2020.

**7.3.1 Key Performance Measure**  
Breckenridge EDC will match JET Grant Funds

**7.3.1.1 Success Indicator**  
**Met**

SUCCESS INDICATOR      Machining Trailer will be created

FINDING      Breckenridge EDC donated \$20K towards the machining trailer

ANALYSIS      Breck High School dual credits students are able to gain machining dual credit by utilizing the trailer

**8 Strategic Goal**  
Improved Use of Technology  
Improved Use of Technology

**8.1 Strategic Initiative**  
Optimize use of the College's learning management system through increased faculty training, streamlined user processes, and revised IT maintenance system.  
Optimize use of the College's learning management system through increased faculty training, streamlined user processes, and revised IT maintenance system.

### 8.1.1 Key Performance Measure

Extend the functionality of the college's Blackboard LMS to support the Tutoring Dept access across all campuses and modalities

Help Tutoring Department with Blackboard

#### 8.1.1.1 Success Indicator

Support Tutoring Dept to begin using Braisfuse via Blackboard by the end of Fall 2018

Met

SUCCESS INDICATOR	Support Tutoring Dept to begin using Braisfuse via Blackboard by the end of Fall 2018
FINDING	Brainfuse was implemented and as of March 2019, 40 hours were logged by students.
ANALYSIS	The Tutoring Dept and students seem to be happy using Brainfuse via Blackboard as all students have access regardless of their status as on-campus, dual credit, or remote learners.

### 8.2 Strategic Initiative

Explore alternative modes of course delivery via technology.

Explore alternative modes of course delivery via technology.

#### 8.2.1 Key Performance Measure

Support the increase of online course delivery

Support the increase of online course delivery

#### 8.2.1.1 Success Indicator

Support the increase in online delivery so the number of courses offered can increase by 10% Partially Met

SUCCESS INDICATOR	Support the increase in online delivery so the number of courses offered can increase by 10%
FINDING	Online students went to 878, which is a 3.9% increase. The number of online courses offered went from 715 to 765 by August 2019 which is a 7% increase.
ANALYSIS	The IT Department supported the instructional programs so the college could increase their online offerings, but communication to the students wasn't successful enough to meet the goal.

9

**Strategic Goal**

Strengthened Community Relationships

9.1

**Strategic Initiative**

Assess community needs and provide appropriate educational opportunities.

9.1.1

**Key Performance Measure**

Comprehensive Local Needs Assessment

9.1.1.1

**Success Indicator**

Met

SUCCESS  
INDICATOR

Determine relevance of workforce programs

FINDING

All workforce programs are still in high demand and need as identified by local stakeholders

ANALYSIS

We are on the right track and need to invest in expanding current programs to grow enrollment

9.2

**Strategic Initiative**

Deepen relationships with dual credit partners by extending the culture of the College to the high schools.

9.2.1

**Key Performance Measure**

Visit Area ISD’s to increase dual enrollment participation

9.2.1.1

**Success Indicator**

Met

SUCCESS  
INDICATOR

POISE Report identify new dual credit partnerships

FINDING

In the Spring of 2018 Ranger College had 37 active high school partnerships and by the Spring of 2019 Ranger College had 38 active high school partnerships.

ANALYSIS

In reviewing the POSIE report data for the Spring of 2018 and 2019, Ranger College gained one additional high school partnership.

**9.3 Strategic Initiative**  
Participate in community outreach activities,

**9.3.1 Key Performance Measure**  
AVP of Erath and VP of Brownwood will join Chambers and participate in community activities

**9.3.1.1 Success Indicator**  
**Met**

SUCCESS INDICATOR      October 2018 Stephenville Fright Fest was hosted for community at Ranger College Erath Campus

FINDING      ~30 community members attended

ANALYSIS      Community members are more knowledgeable of RC  
Here are the winners from last weekend’s horror festival held at Ranger College Erath County Center. Note that two of the winning films are viewable online, as indicated by the links.

Short film contest:

Spotlight Award: "Buy In", directed by New York-based filmmaker Bri Castellini

Honorable Mention: "There’s Nothing in the Shed," written and directed by South Carolina-based filmmaker and graphic novelist David Axe

People’s Choice Award: "The Doll," by Dallas-area filmmaker Jason Vandygriff

Ruin photography contest:

"Abandoned Places in the Irish Capital of Texas" by Ashley Medeiros

"The Red Door" by Taylor Clayton

We also screened the feature films The Frighteners, Poltergeist (1982), and The Haunting (1963), and held panel discussions on ghosts and paranormal investigation in cinema and real life.

Thank you to all the Ranger College personnel and the Cross Timbers Fine Arts Council personnel and volunteers, and also to Dublin-based filmmaker and video producer Mike Daniels (who served as one of our three judges), for all the work you put in to make this year’s festival happen.



**9.4 Strategic Initiative**  
Foster and strengthen relationships with community leaders.

**9.4.1 Key Performance Measure**  
Democratic Party used the Erath Center for events









**9.4.1.1 Success Indicator**  
**Met**

SUCCESS INDICATOR      More community leaders are aware of RC

FINDING                      ~8 people attended the meeting


ANALYSIS                    Successful use of building for community events

### Project Attachments (11)


Attachments	File Size
 2.1 PASC Opening (1).pdf	1MB
 2.1 RAD schedule F'18.pdf	207KB
 2.6.1 Building Dedication Agenda Aug 20 2019.pdf	89KB
 9.2.1.1 Spring 2018 172s.pdf	111KB
 9.2.1.1 Spring 2019 182s.pdf	111KB
 advisors & tutors.pdf	44KB
 PD Agenda April 12 2019.pdf	132KB
 RC Professional Development Agenda DEC. 2019.pdf	96KB

## Attachments


## File Size

 SP 2018-19 1.1.1 Ranger College Mail - Fwd\_ Freelancer Info.pdf

156KB

 Strategic Plan Goal 1 enrollment 051221.pdf

64KB

 Week 1 Tutorial requirements.pdf

73KB