



**REPORT OF THE ON-SITE FIFTH-YEAR REVIEW COMMITTEE
SUBMITTED AS PART OF A FIFTH-YEAR INTERIM REPORT
New Sites Added Since Last Reaffirmation**

Statement Regarding the Report

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.

Name of the Institution: Ranger College

Date of the Review: October 15-18, 2018

SACSCOC Staff Member: Dr. Michael Hoefler

Chair of the Committee: Dr. Keith A. DeFoor
Associate Vice President for Academic Affairs
Young Harris College
Young Harris, GA

Part I. Overview and Introduction to the Institution

One of the oldest continuously operating public two-year colleges in the state of Texas, Ranger College (RC) opened its doors on the third floor of Ranger High School in 1926 with 30 students enrolled. This makes RC one of the oldest public two-year colleges in continuous operation in the state of Texas. In fact, its history actually predates the legislation authorizing and establishing junior colleges in the state. In August 1925, the Board of Education of the Ranger Public Schools voted to proceed with plans for establishment of a junior college. On September 13, 1926, RC opened with 30 students enrolled. The College operated under supervision of a College Council composed of three members of the Board of Education and nine other Ranger citizens. It was recognized by the State Department of Education on March 23, 1927. Two years later, in 1929, the first State statute authorizing junior colleges was passed by the 41st Legislature.

The College operated under this statute until the passage of the “Validation of Junior College District Acts” by the 45th Legislature in 1937. It then continued to operate as part of the public school system until August 18, 1950, when the State Board of Education voted to separate the Junior College and the public schools. As a result of this action, Ranger Junior College, after 24 years of joint operation with the public school system, became a unit within itself. In this separate unit, Dr. G. C. Boswell became the first official President of the College. RC has operated continuously ever since as an autonomous educational institution overseen by a Board of Regents.

Today, the College’s main location occupies a 50-acre residential campus within the city limits of Ranger, an Eastland County community of approximately 2,500 people, located on Interstate 20 between Fort Worth and Abilene. In 2016, voters in RC’s tax district approved a \$10 million bond that is being used to build new campus facilities and renovate existing ones. After nearly a century of growth and expansion, RC offers three academic transfer degrees (AA, AS, and AAT) and a variety of workforce degrees, workforce certificates, and continuing education opportunities, including nursing, welding, machining, cosmetology, EMT training, and truck driving.

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

Mission Scope: The College implements its mission through a clearly defined set of programs, services, and partnerships that include:

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

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.

Geographic Service Area: In addition to its main campus, RC operates off-campus instructional centers in Brown, Comanche, Erath Counties, as authorized by the State of Texas. In recent years, these have been joined by a rapidly growing Internet presence, with both the AA and AS degrees now being fully attainable through online instruction. The College also offers dual-credit college classes to students at over 40 area high schools.

Of the more than 40 area high schools that are off-campus instructional sites, 21 are new since the last SACSCOC reaffirmation and are the focus of the present SACSCOC committee visit. Table 1 below provides the site, address, initial date of Commission approval, date of implementation, programs offered, current number of students, and instructional delivery methods for each of the 21 new off-campus instructional sites.

Table 1: New Off-Campus Instructional Sites

Name of Site	Physical Address	Commission Approval	Date Implemented	Programs Offered	Current Number of Students	Instructional Delivery Methods
Bangs High School	305 N. 3rd Street, Bangs, TX 76823	June 23, 2014	2013	<ul style="list-style-type: none"> AA/AS in General Studies 	0	<ul style="list-style-type: none"> N/A (No courses offered Fall 2018)
Blanket High School	901 Avenue H, Blanket, TX 76432	June 23, 2014	2011	<ul style="list-style-type: none"> AA/AS in General Studies Certificate: Welding 	24	<ul style="list-style-type: none"> Online Face-to-Face
Brookesmith High School	13400 FM 586 South, Brookesmith, Texas 76827	June 23, 2014	2011	<ul style="list-style-type: none"> AA/AS in General Studies 	6	<ul style="list-style-type: none"> Online
Brownwood High School	2100 Slayden Street, Brownwood, Texas 76801	June 23, 2014	2011	<ul style="list-style-type: none"> AA/AS in General Studies 	75	<ul style="list-style-type: none"> Online Face-to-Face
Comanche High School	207 W. Duncan Avenue, Comanche, Texas 76442	June 23, 2014	2010	<ul style="list-style-type: none"> AA/AS in General Studies Certificate: Welding 	93	<ul style="list-style-type: none"> Online Face-to-Face ITV
De Leon High School	200 West Manchaca Street, DeLeon, Texas 76444	June 23, 2014	2010	<ul style="list-style-type: none"> AA/AS in General Studies 	29	<ul style="list-style-type: none"> Online ITV
Dublin High School	2233 East State Hwy 6, Dublin, Texas 76446	June 23, 2014	2013	<ul style="list-style-type: none"> AA/AS in General Studies Certificate: Welding 	84	<ul style="list-style-type: none"> Online Face-to-Face
Early High School	115 Sudderth Drive, Early, Texas 76802	June 23, 2014	2008	<ul style="list-style-type: none"> AA/AS in General Studies Certificate: Welding 	72	<ul style="list-style-type: none"> Online Face-to-Face
Eastland High School	900 W. Plummer Street, Eastland, Texas 76448	June 23, 2014	2009	<ul style="list-style-type: none"> AA/AS in General Studies Certificate: Welding 	80	<ul style="list-style-type: none"> Online Face-to-Face
Gorman High School	114 W. Lexington, Gorman, Texas 76454	June 23, 2014	2011	<ul style="list-style-type: none"> AA/AS in General Studies Certificate: Welding 	18	<ul style="list-style-type: none"> Online Face-to-Face ITV
Gustine High School	503 W. Main Street, Gustine, Texas 76455	June 23, 2014	2013	<ul style="list-style-type: none"> AA/AS in General Studies EMT: Basic 	28	<ul style="list-style-type: none"> Online Face-to-Face ITV Hybrid
Huckabay High School	200 County Road 421, Huckabay, Texas 76401	June 23, 2014	2013	<ul style="list-style-type: none"> AA/AS in General Studies 	25	<ul style="list-style-type: none"> ITV

Lingleville High School	21261 North FM 219, Lingleville, Texas 76461	June 23, 2014	2013	<ul style="list-style-type: none"> • AA/AS in General Studies • Certificate: Welding 	25	<ul style="list-style-type: none"> • Online • Face-to-Face • ITV
May High School	3400 County Road 411, May, Texas 76857	June 23, 2014	2010	<ul style="list-style-type: none"> • AA/AS in General Studies 	29	<ul style="list-style-type: none"> • Online • Face-to-Face • ITV
Newcastle High School	505 Washington Ave, Newcastle, Texas 76372	June 23, 2014	2009	<ul style="list-style-type: none"> • AA/AS in General Studies 	22	<ul style="list-style-type: none"> • Online • Face-to-Face
Olney High School	704 West Grove St, Olney, Texas 76374	June 23, 2014	2009	<ul style="list-style-type: none"> • AA/AS in General Studies • Certificate: Welding 	25	<ul style="list-style-type: none"> • Online • Face-to-Face
Ranger High School	1842 Texas Loop 254, Ranger, Texas 76470	June 23, 2014	2009	<ul style="list-style-type: none"> • AA/AS in General Studies • Certificate: Welding 	30	<ul style="list-style-type: none"> • Online • Face-to-Face • ITV
Rising Star High School	905 N. Main, Rising Star, Texas 76471	June 23, 2014	2011	<ul style="list-style-type: none"> • AA/AS in General Studies • Certificate: Welding 	16	<ul style="list-style-type: none"> • Online • Face-to-Face
Sidney High School	4100 Hwy 1689, Sidney, Texas 76474	June 23, 2014	2013	<ul style="list-style-type: none"> • AA/AS in General Studies • Certificate: Welding 	34	<ul style="list-style-type: none"> • Online • Face-to-Face • ITV
Stephenville High School	2650 W. Overhill Dr., Stephenville, Texas 76401	June 23, 2014	2010	<ul style="list-style-type: none"> • AA/AS in General Studies • Certificate: Welding 	176	<ul style="list-style-type: none"> • Online • Face-to-Face • Hybrid
Zephyr High School	11625 County Road 281, Zephyr, Texas 76890	June 23, 2014	2013	<ul style="list-style-type: none"> • AA/AS in General Studies • Certificate: Welding 	34	<ul style="list-style-type: none"> • Online • Face-to-Face

Through the materials provided by Ranger College, the On-Site Review Committee was informed regarding the institution as a whole and the 21 new off-campus instructional sites. In addition, the On-Site Review Committee visited ten of the 21 new off-campus instructional sites as presented in Table 2 below.

Table 2: New Off-Campus Instructional Sites visited by the On-Site Review Committee

New Off-Campus Instructional Sites visited by the On-Site Review Committee
Stephenville High School
Lingleville High School
Gorman High School
Eastland High School
DeLeon High School
May High School
Dublin High School
Brownwood High School
Comanche High School
Zephyr High School

At the new off-campus instructional sites, the On-Site Review Committee toured the facilities and interviewed administrators, faculty, students, librarians, and support staff.

Part II. Assessment of Compliance

Section 1: The Principle of Integrity

1. **The institution operates with integrity in all matters.**
(Integrity) [CR]

Through the review of all evidence and all persons interviewed, the On-Site Review Committee found the institution to be operating with integrity in all matters.

Section 5: Administration and Organization

4. The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.
(Qualified administrative/academic officers)

The institution's administrative and academic officers are qualified members who have the education and experience to lead the institution. Resumes for administrative and academic officers indicate that all have appropriate graduate degrees. In accordance with Board Policy, the institution conducts annual evaluations to assess the performance of all employees. The institution has implemented a new process for evaluation that will focus on the setting of professional SMART goals. These goals are aligned with the institution's strategic plan as well as to specific division and departmental objectives.

Section 6: Faculty

2. For each of its educational programs, the institution
 - a. justifies and documents the qualifications of its faculty members.
(Faculty qualifications)

The Committee's review of Ranger College's faculty credential submission confirms that all AA/AS faculty members reviewed meet the minimum requirements outlined in the Ranger College qualification procedures as stated in the compliance narrative; those internal expectations are in line with the SACSCOC Guidelines as published in April of 2018. However, the roster does not provide adequate information necessary to make a determination on the workforce courses taught in Welding. Work experience is not indicated for most of the Welding course instructors, and they are instead qualified based on a skills evaluation by RC Dual Credit Welding Liaison. Interviews with the Dual Credit Welding Liaison, Executive VP of Workforce and Economic Development, the Director of Human Resources, and the Interim VP of Instruction confirmed that

there is no written documentation of the skills evaluation procedure or outcome. As indicated on the attached roster (Appendix C), a more complete description and documentation of that evaluation would be necessary to make a determination along with documentation of specific competencies being verified through work experience. When credentialing is based on other qualifications, it would be helpful and informative to link specific course outcomes to the provided qualifications. A written policy/procedure detailing faculty credential expectations would clarify the roster documentation and remedy the information gaps.

Recommendation 1: The On-Site Review Committee recommends that the institution demonstrate that, for each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

- c. assigns appropriate responsibility for program coordination.
(Program coordination)

The Committee's review of Ranger College's organizational chart, Faculty Handbook, and explanation of responsibilities confirms that the College assigns appropriate responsibility for all program coordination for both of the academic degrees and also the three workforce certificates offered to dual credit students. The Curriculum Committee involvement ensures the efficacy of program offerings while maintaining faculty control over curriculum. The delineation of duties at each level is clearly described, and the roles provide comprehensive coverage of program needs.

Section 8: Student Achievement

- 2. 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)

The On-Site Review Committee reviewed the Academic Assessment Reports (2015-2017) and other documentation provided by the institution. The Academic Assessment Reports (2015-2017) demonstrated that some (Humanities, Science, and Social Sciences), but not all, of the educational programs had identified learning outcomes and had assessed these outcomes, such as the Associate of Science degree programs and certificate programs. These assessment reports also showed that less than half of the identified learning outcomes were assessed. The institution presented limited evidence that the assessment results were used in seeking improvements in academic programs. In addition, the institution did not provide any disaggregated data for its dual enrollment sites.

The institution provided a description of its past and current processes and procedures for assessing student learning outcomes. The institution acknowledged that the institution had been out of compliance in this area following the last decennial reaffirmation review. In 2018, the institution established a new system for assessing student learning outcomes. Furthermore, an Institutional Effectiveness Committee has been created to oversee assessment to foster a culture of continuous improvement. Because the newly implemented assessment model has not yet yielded results, the institution has not yet created action plans to seek improvement based on analysis of results under this new model.

Recommendation 2: The On-Site Review Committee recommends that the institution demonstrate that it 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 area of student learning outcomes for each of its educational programs.

Section 11: Library and Learning/Information Resources

1. **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**
(Library and learning/information resources) [CR]

Dual enrolled students at Ranger College have access to a broad range of library and learning/information resources and services that are available to students enrolled on the main campus. In addition, each high school has its own library that houses library collections.

Through a review of materials, on-site tours of facilities, and interviews with the Ranger College Director of Library and Learning Resources and administrators, faculty, and students at off-campus instructional sites regarding the Ranger College Golemon Library, the On-Site Review Committee found that the institution provides adequate and appropriate library and learning/information resources, services, and support for its mission and for the new off-campus instructional sites.

Section 12: Academic and Student Support Services

1. **The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.**
(Student support services) [CR]

The College provides support programs, services, and activities for its population of approximately 2500 students, which follow the mission of the College “to transform lives and give students the skills to be a positive influence in their communities.” The institution provided a profile of their student population detailing the distribution of the

students across the various instructional locations. Information regarding services and access is available on the College's website and in the Catalog & Student Handbook. All new student applications are processed on the Main Campus. Additional services can be accessed through the College's student portal (Campus Connect), the website, and in-person on the Main Campus or any of the off-site locations. Textbooks for students are provided through a rental agreement and dual enrollment textbooks and materials are provided by the local school districts. Recently, the College purchased "Brainfuse" to support a 24-hour a day tutorial support system. Counseling services, Disability services, and Financial Aid services are available to all students. TRIO programs for both high school and college students promote student learning and enhance student development. Academic Development Labs and Testing Centers are available for all students. Clubs organizations and recreational activities are primarily available for regular students, but PTK is an organization that is available for Dual Enrollment students and a number of students have joined this organization. The institution uses multiple evaluation tools to gauge student satisfaction with the services offered. It is evident that not only have they surveyed their students, but they have taken corrective action to address areas of concern as indicated by these instruments. Thus, creating a culture of continuous improvement.

Section 13: Financial and Physical Resources

7. The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.
(Physical resources)

The institution provided the On-Site Review Committee with documentation describing physical facilities and resources in place to accommodate its enrollment of approximately 2,500 students. The Committee had the opportunity to review those documents and conduct interviews with the Vice President for Business Services/CFO, Interim Vice President for Instruction, Director of Dual Credit Enrollment Programs, Vice President of Student Services, and administrators, faculty, and students at off-campus instructional sites. Additionally, the Committee had the opportunity to visit ten of the new off-campus instructional sites.

On the visits to the new off-campus instructional sites, the Committee found nine of the off-campus instructional sites to have adequate physical facilities and resources for the programs offered. However, the Committee found that the welding facilities and resources at Gorman High School were not adequate to support the educational program. Therefore, the institution should consider either providing adequate physical facilities and resources or closing the program.

Recommendation 3: The On-Site Review Committee recommends that the institution demonstrate that it ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

APPENDIX A

Roster of the On-Site Fifth Year Review Committee

Dr. Keith A. DeFoor – CHAIR
Associate Vice President for Academic Affairs
Young Harris College
Young Harris, Georgia

Ms. Barbara Ann Clanton
Vice President of Operations (Interim)
Bishop State Community College
Mobile, Alabama

Mr. David A. Kuipers
Vice President Academic Affairs
South Georgia Technical College
Americus, Georgia

Dr. Lei Wang
Associate Vice President for Institutional Effectiveness
Tallahassee Community College
Tallahassee, Florida

APPENDIX B

List of Recommendations Cited in the Report of the On-Site Fifth-Year Review Committee

Standard 6.2.a (Faculty qualifications), Recommendation 1

The On-Site Review Committee recommends that the institution demonstrate that, for each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

Standard 8.2.a (Student outcomes: educational programs), Recommendation 2

The On-Site Review Committee recommends that the institution demonstrate that it 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 area of student learning outcomes for each of its educational programs.

Standard 13.7 (Physical resources), Recommendation 3

The On-Site Review Committee recommends that the institution demonstrate that it ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.