



Response Report to the Fifth-Year Substantive Change Committee

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Section 6: Faculty

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

COMMITTEE NARRATIVE:

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 the RC Dual Credit Welding Liaison. Interviews with the Dual Credit Welding Liaison, Executive VP of Workforce and Economic Development, Director of Human Resources, and 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.

INSTITUTIONAL RESPONSE:

At its meeting on January 28, 2019, the Ranger College Board of Regents voted to adopt [DBA\(Local\)](#), a new policy laying out the College's faculty credential guidelines. The policy specifies principles and procedures for justifying and documenting faculty qualifications to teach assigned courses. It will be published on the College's website as part of its online Policy Handbook maintained by the Texas Association of Schoolboards (TASB).

Furthermore, subsequent to the visit by the On-Site Review Committee, two new pieces of documentation were developed and adopted to provide additional verification and substantiation of credentials and qualifications for workforce faculty. The first, specific to the College's welding program, is a [Dual Credit Welding Instructor Skills Evaluation Form](#) that concretizes the factors evaluated by the Dual Credit Welding Liaison in conducting the skills evaluation of potential dual credit welding faculty. The second is a [Statement of Qualifications](#)

[Form](#) for all workforce faculty that provides formal documentation of any credentials/qualifications other than and/or in addition to academic ones. The Statement of Qualifications Form is specifically referenced in policy DBA(Local). All welding faculty members named in Appendix C of the report by the On-Site Review Committee were asked by the College to complete these forms. Additionally, the Dual Credit Welding Liaison completed a Skills Evaluation Form for each of these individuals. The results are linked in the attached [faculty roster](#).

Additionally, in light of the fact that each of the instructors in question is employed at one of the College's dual credit partner high schools as an agriculture education instructor, it should be noted that in Texas, public and private school teachers are required by the Texas Education Agency to teach to the relevant Texas Essential Knowledge and Skills (TEKS) for their assigned courses. The TEKS provide a detailed statement of course-level outcomes established by the State Board of Education. This serves as added reinforcement for the claim that the instructors who are the subject of the present narrative response are indeed qualified to teach welding classes for RC, since they are verified by their respective school districts as being qualified to teach the requisite TEKS in their Welding I, Welding II, and Agricultural Mechanics and Metal Technologies classes. To underscore what this means, the correspondence between the course-level outcomes of the welding-related TEKS and Ranger College's Program Learning Outcomes (PLOs) for its Level I Welding Certificate, which is the welding program the College offers at its dual credit partner schools, is detailed on an attached [table](#). For the sake of context and convenience, the same document also lists the complete, detailed TEKS for Welding I, Welding II, and Agricultural Mechanics and Metal Technologies, with highlights added to call out the pertinent sections and portions.

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)

COMMITTEE NARRATIVE:

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 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 yielded results yet, 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.

INSTITUTIONAL RESPONSE:

In order to respond to the On-Site Review Committee's finding, the College's VP of Accreditation and IE, who oversees assessment activities, worked with the Academic Division Chairs to get a head start on producing data under the newly implemented system for assessing student learning outcomes. As a rule, assessment of student artifacts collected through this system will be conducted by faculty teams each May. However, in February 2019 the four Academic Division Chairs, working under the facilitating guidance of the VP of Accreditation and IE, brought together faculty teams in targeted subject areas of the College's AA/AS in general studies program to assess student artifacts generated by assessment instruments deployed in Fall 2018. The VP and Division Chairs then recorded the resulting assessment data in Weave, the College's assessment and accreditation management software. The VP also used the data in an Excel sheet specifically designed for tracking learning outcome assessment results across the spectrum of the College's course section parameters, including face-to-face vs. online delivery, regular college class vs. dual credit class, and so on. The resulting [Weave PLO Assessment Report](#) and [Cross-Sectional PLO Assessment Report](#) demonstrate that the new assessment system is indeed working as intended to produce actionable results that can and will be used for continuous program improvement.

Significantly, this initial "run" of the new system also uncovered important information related not only to the achievement of program learning outcomes but to the use of the new assessment system itself. For instance, it identified the need for more centralized coordination of the science division's assessment activities for the purpose of producing valid data (something noted and described in the science division section of the attached Weave report). It also brought to light the need for greater centralized coordination from the Office of Accreditation and Institutional Effectiveness, which oversees assessment activities, to ensure that assessment efforts encompass sufficient numbers of the college's dual credit, ITV, and

online course sections to produce useful comparisons between these and its face-to-face and regular college course sections.

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)

COMMITTEE NARRATIVE:

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 of Business Services/CFO, Interim Vice President of 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.

INSTITUTIONAL RESPONSE:

Following the visit by the On-Site Committee on October 15-18, 2018, three key representatives from the College—the Director of Dual Credit Enrollment Programs, the Dual Credit Welding Liaison, and the VP of Accreditation and Institutional Effectiveness—met with the Principal, the Welding Instructor, and the Maintenance and Transportation Director at Gorman High School on November 12. The College's representatives shared and discussed the findings of the On-Site Committee and collaborated with the Gorman High School representatives to identify areas of needed improvement in the school's welding lab.

On January 8, 2019, the three College representatives returned to Gorman High School for an inspection. They observed that the following improvements have been implemented:

- Improvements to lighting:
 - Two new 5000-lumen LED ceiling lights have been installed. The school's Maintenance and Transportation Director indicates that the school is preparing to install four more.
 - Other ceiling lighting has been cleaned and some bulbs had been replaced.
- Creation of welding stations:
 - Four stationary welding stations have been created.
 - The school district is currently pricing portable welding screens for near-term purchase.
- Maintenance and cleaning:
 - Lighting: See above
 - The lab has been thoroughly cleaned and cleared out, including the removal of a large load of scrap metal.
 - A new locker/cabinet for storing all lab cleaning products has been built.
- Equipment upgrades:
 - The school has replaced the welding lab's former grinder (Delta) with a newer and better model (Dewalt).

[Photographs](#) of the improved lab are attached. Additionally, planned maintenance projects for the summer and fall of 2019 include the running of a new gas line to a non-functioning stationary space heater in the welding lab and the application of a fresh coat of paint to the lab building's exterior and interior, including the welding classroom.