

Strategic Plan

2021 Mid Plan Review

Unit Action Plans 2017-2021



**Southwest Texas Junior College
2017-2021 Unit Action Plans**

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Administrative Information Technology	2018	1	Student will demonstrate an ability to create and manage documents; format text, paragraphs, and sections; create tables and lists; apply references; and insert and format objects in Microsoft Word in accordance to measurements tested by Microsoft on the Microsoft Office Specialist Word 2016 certification exam".	Assessments indicate that improvement is needed in this program outcome. In addition ...	Instructor will implement scoring requirements for GMetrix practice tests at four intervals during the course.	Student will demonstrate proficient use of word processing software	This year, we did not match the 100% passing rate that was in the previous year. Student enrollment was down and we only tested 9 students. 7 of those 9 passed. Grades overall in the POFI 2301 Word Processing course were down this semester and students didn't spend the needed time on test-prep to be able to pass. Additionally, student testing confidence is always a concern and certainly was this year.	Even though our passing rate for the MOS for Word went down, I believe that the structure of the course is correct and has shown to be successful in the past. Emphasis in future courses on working hard for success will need to take place.
Instruction	Administrative Information Technology	2017	1	Student will demonstrate an ability to create and manage documents; format text, paragraphs, and sections; create tables and lists; apply references; and insert and format objects in Microsoft Word in accordance to measurements tested by Microsoft on the Microsoft Office Specialist Word 2016 certification exam".	Last year was the first time the target was surpassed with 92% of the students successfully passing the assessment. Instructor will continue with processes in place to verify the method works.	Instructor will implement scoring requirements for GMetrix practice tests at four intervals during the course.	Microsoft Office Specialist (MOS) for Word 2016	We have exceeded our target goal and achieved 100% passing rate!	We will continue doing everything exactly as we have this year including the very structured use of GMetrix, scoring a minimum of 6 GMetrix as assignments with a high point value of 1000 points each and also requiring a total minimum of 14 GMetrix tests and trainings from each student with reminders during the semester.
Instruction	Administrative Information Technology	2017	2	Student will demonstrate an ability to create and manage worksheets and workbooks; create cells and ranges; create tables; apply formulas and functions; and create charts and objects in Microsoft Excel in accordance to measurements tested by Microsoft on the Microsoft Office Specialist Excel 2016 certification exam.	Last year 61% of the students passed the assessment. The target was not met.	Instructor will implement scoring requirements for GMetrix practice tests at four intervals during the course.	Microsoft Office Specialist (MOS) Excel 2016	We are continuing to improve on this goal, but have not yet reached the target percentage, but we are getting much closer than we ever have previously.	We will continue doing everything exactly as we have this year including the very structured use of GMetrix, scoring a minimum of 6 GMetrix as assignments with a high point value of 1000 points each and also requiring a total minimum of 14 GMetrix tests and trainings from each student with reminders during the semester. We will continue to encourage students to improve.
Instruction	Administrative Information Technology	2017	3	Student will demonstrate an ability to create and manage a database; build tables; create queries; create forms; and create reports in Microsoft Access in accordance to measurements tested by Microsoft on the Microsoft Office Specialist Access 2016 certification exam.	Last year 33% of the students passed the assessment. The target was not met.	Instructor will implement scoring requirements for GMetrix practice tests at four intervals during the course.	Microsoft Office Specialist (MOS) Access 2016	We have improved from the previous year, but decreased from two years previous. We need to continue to emphasize GMetrix and its importance.	We will continue doing everything exactly as we have this year including the very structured use of GMetrix, scoring a minimum of 6 GMetrix as assignments with a high point value of 1000 points each and also requiring a total minimum of 14 GMetrix tests and trainings from each student with reminders during the semester. We will continue to encourage students to improve.
Instruction	Administrative Information Technology	2018	2	Student will demonstrate proficient use of spreadsheet software	Assessments indicate that improvement is needed in this program outcome. In addition ...			Student enrollment was significantly lower this year and our success rate for passing the MOS for Excel went down from 67% to 27%. Students seems to lack motivation and be unfocused. Grades were down overall in the POFI 1349 course and many students did not do the required test-prep even though they were warned many times that it would negatively effect their grades overall.	Even though the rate of success for students passing the MOS for Excel declined drastically, I believe that the structure of the course is correct and should remain the same. Student motivation and working hard will be emphasized in future courses.
Instruction	Administrative Information Technology	2018	3	Student will demonstrate proficient use of Database software	Assessments indicate that improvement is needed in this program outcome. In addition ...			Passing rates for the MOS for Access declined, but only slightly, from 39% to 36%.	I believe the structure of the course is correct and that student motivation and working hard will need to be emphasized in future courses. Additionally, student testing confidence will need to be addressed.

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Instruction	Administrative Information Technology	2019	2	Student will demonstrate proficient use of spreadsheet software	Assessments indicate that improvement is needed in this program outcome. In addition ...			Student enrollment was significantly lower this year and our success rate for passing the MOS for Excel went down from 67% to 27%. Students seems to lack motivation and be unfocused. Grades were down overall in the POFI 1349 course and many students did not do the required test-prep even though they were warned many times that it would negatively effect their grades overall.	Even though the rate of success for students passing the MOS for Excel declined drastically, I believe that the structure of the course is correct and should remain the same. Student motivation and working hard will be emphasized in future courses.
Instruction	Administrative Information Technology	2019	3	Student will demonstrate proficient use of Database software	Assessments indicate that improvement is needed in this program outcome. In addition ...			Passing rates for the MOS for Access declined, but only slightly, from 39% to 36%.	I believe the structure of the course is correct and that student motivation and working hard will need to be emphasized in future courses. Additionally, student testing confidence will need to be addressed.
Instruction	Administrative Information Technology	2020	1	Students will demonstrate competency skills in critical thinking, planning, and problem solving for use in the workplace	Assessments indicate that improvement is needed in this program outcome. In addition ...				
Instruction	Administrative Information Technology	2021	1	Student will demonstrate proficient use of word processing software	Using Industry standard certification exams mapped to specific knowledge and skills provides a very accurate measure of a student's ability. Further, it allows each student the opportunity to gain certification which significantly increases their marketability for employment opportunities.	Students will take microsoft Office Specialist (MOS Exam Mo-100: Microsoft Word (Word and Word 2019) Certification Exam. This is an industry level certification exam provided by Microsoft through Certiport. A passing score is 700 out of 1000 points. It is a timed test and allows 50 minutes.	POFI 2301 - Microsoft Office Specialist (MOS) Exam MO-100: Microsoft Word (Word and Word 2019) Certification Exam	100% of students passed the certification exam MO-100 Word 2019 and became certified. 7 students texted. 7 students passed.	Keep Gmetrix practice tests and keep using requirement for students to take a minimum of 14 practice tests using several trainings/tests as significant grades, using the total of 14 requirement as 25% of their semester grade, and using the certification exam results as another 25% of their semester grade.
Instruction	Administrative Information Technology	2021	2	Student will demonstrate proficient use of spreadsheet software.		Students will take Microsoft Office Specialist (MOS) Exam MO-100: Microsoft Word (Word and Word 2019) Certification Exam. This is an industry level certification exam provided by Microsoft through Certiport. A passing score is 700 out of 1000 points. It is a timed test and allows 50 minutes.	Microsoft Office Specialist Exam MO-200: Microsoft Excel (Excel and Excel 2019)	50% passing rate students tested 5 students passed students retested and 3 of them passed on the second attempt. Excel is one of the most sought after certifications and is very important for businesses and creates a lot of marketability for the students who passed.	10 Continue as current, using GMetrix for practice tests, requiring a minimum of 14 for 25% of semester grade and numerous GMetrix assigned for regular assignments that are high value. Additionally continue using MOS Excel score for 25% of semester grade. Consider increasing number of GMetrix used for high point assignments.

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Instruction	Administrative Information Technology	2021	3	Student will demonstrate proficient use of Database software		Students will take Microsoft Office Specialist (MOS) Microsoft Office Specialist (MOS) Exam MO-500: Microsoft Access Expert (Access and Access 2019) Certification Exam. This is an industry level certification exam provided by Microsoft through Certiport. A passing score is 700 out of 1000 points. It is a timed test and allows 50 minutes.	Microsoft Office Specialist Exam 500: Microsoft Access Expert (Access and Access 2019)	33% of students passed the Access certification exam. 12 students tested. 4 passed. 33% passing rate. Due to the COVID-19 pandemic, students had to test for certification from home instead of at our testing center. The at-home test looks and reacts differently according to the student's screen size, which is varied among students.	Current methods of using GMetrix practice tests for students to prepare for certification exams is recommended to continue. GMetrix continues to be the very best prep for these certification exams. Using a requirement for 14 GMetrix practice tests for 25% of final semester grade is recommended to continue. Using GMetrix practice trainings/tests as high point value assignments within the course is recommended to continue.
Instruction	Air-Conditioning-Refrigeration Technology	2017	1	Students will improve learning related to the Air-Conditioning-Refrigeration Technology program outcome 'Meet requirements for EPA 608 refrigeration certification'.	Students must have this certification to use gauges or refrigerants that are required in the classroom and/or lab. A \$5,000 fine can be assessed for a student not having this certification. This particular certification will continue each year because it is required by the state. Last year after the 3rd attempt 100% of the students passed the certification. It is hoped the same result will happen this year.	(Word and Word 2019) Certification Exam. This is an industry level certification	(Word and Word 2019) Certification Exam. This is an industry level certification	All students were able to achieve mastery in the EPA 608 refrigerant certification test to handle and purchase refrigerant.	Will continue the practice and hope to maintain the 100% through lecture and practice exams.
Instruction	Air-Conditioning-Refrigeration Technology	2017	2	Students will improve learning related to the Air-Conditioning-Refrigeration Technology program outcome 'Understand HVAC/R electrical theory, safety and diagrams'.	The knowledge and skills related to the electrical theory, safety, and the diagrams are often requested by employers during conversations with faculty. The certification will benefit students with additional salary when they become employment ready and enter the job market. Last year the target of 80% mastery was met. This learning outcome will continue to reach a pass rate above the target rate.	exam provided by Microsoft through Certiport. A passing score is 700 out of 1000	exam provided by Microsoft through Certiport. A passing score is 700 out of 1000	Only 40% out of the 15 students that tested met the required score.	Will be ordering new software that will help students practice and achieve better scores.
Instruction	Air-Conditioning-Refrigeration Technology	2017	3	Students will improve learning related to the Air-Conditioning-Refrigeration Technology program outcome 'Meet requirements for Heat Pump certification'.	The knowledge and skills related to the heat pumps are often requested by employers during conversations with faculty. The certification will benefit students with additional salary when they become employment ready and enter the job market. Last year the pass rate of 85.7% was above the target of 80%. This outcome will continue to improve the pass rate even further.	points. It is a timed test and allows 50 minutes	points. It is a timed test and allows 50 minutes	83.3% of student met the requirement of the HVAC heat pump certification.	Will continue using same process and training materials as students have shown they can meet the standards using our practices.
Instruction	Air-Conditioning-Refrigeration Technology	2018	1	Meet requirements for EPA 608 refrigeration certification	Assessments indicate that improvement is needed in this program outcome. In addition ...	Student will be trained in the required areas need to be able to complete the EPA 608 certification exam they will be given at end of term.	Student will take the EPA 608 exam. Results of overall passing rate will be recorded.	16 out of the 17 students who tested passed the EPA 608 Certification.	Practices currently being used seem to be working in getting our students to pass the EPA 608. We will continue using similar strategies next year.

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Instruction	Air-Conditioning-Refrigeration Technology	2018	2	Understand HVAC/R electrical theory, safety and diagrams	Assessments indicate that improvement is needed in this program outcome. In addition ...	Lee will expand the current instruction being conducted in the electrical portion of the program. More hands on during lab will also take place.	Students will be monitored during lab portion of course and grade the techniques that were present in the lecture portion.	6 out of 16 students passed the exam. Students seem to continue to struggle in this area.	Will work with Lee to come up with a new strategy to help students have higher passing rates. New videos have been released and will look into purchasing them to use with our students.
Instruction	Air-Conditioning-Refrigeration Technology	2018	3	Meet requirements for Heat Pump - Employment Ready certification	Assessments indicate that improvement is needed in this program outcome. In addition ...	We will be looking for some test prep software that will enable our students to have a better understanding of what to expect when taking the Heat Pump certification exam.	Passing rate on Heat pump certification exam will be recorded.	7 out of the 9 2nd year students that tested passed their exam.	We will purchasing additional heat pump units that will allow for more hands activities that should help with increasing the passing rates of the students.
Instruction	Air-Conditioning-Refrigeration Technology	2019	1	Meet requirements for EPA 608 refrigeration certification	Assessments indicate that improvement is needed in this program outcome. In addition ...	We will be upgrading the software we have been using for EPA this academic year.	We will review and record the passing rates of students taking the EPA 608 exam and compare to previous scores.		
Instruction	Air-Conditioning-Refrigeration Technology	2019	2	Meet requirements for Heat Pump - Employment Ready certification	Assessments indicate that improvement is needed in this program outcome. In addition ...	We will purchase 2 new heat pump units that will allow for more access to student to practice on and also on more up to date units.	We will review and record the results from the Heat Pump certification exam and compare to previous scores.		We will be upgrading the software we have been using for EPA this academic year.
Instruction	Air-Conditioning-Refrigeration Technology	2019	3	Understand HVAC/R electrical theory, safety and diagrams	Assessments indicate that improvement is needed in this program outcome. In addition ...	We will be restructuring the layout of our lab to be more conducive to allowing students to have a more realistic setup of electrical systems in A/C.	Will review exams given in the electrical portion of program.		
Instruction	Automotive Body Repair Technology	2017	1	Students will improve learning related to the Automotive Body Repair Technology Program Outcome to properly remove, install and align structural and non-structural body panels according to manufacture recommended procedures.	There are continually new tools and techniques that are being utilized in repairing vehicles. Students will need to know these processes in order to develop marketable skills. A new target of 90% was set in 2016-17.	New fasteners and tools used in the industry as well as how to properly remove and install the fasteners will be incorporated into several courses. Properly identifying different metals and plastic fasteners that are being used will also be presented.	In the classroom students will be able to describe new metal alloys and fasteners utilized in the industry on exams. The student then should be able to demonstrate the proper use of tools for removing and installing fasteners in the lab. Visual observation and inspections of lab projects will be assessed by the instructor using a task checklist.	Ninety percent of the students were able to master outcome.	utilize different learning strategies for student comprehension.
Instruction	Automotive Body Repair Technology	2017	2	Students will improve learning related to the Automotive Body Repair technology program outcome "Choose proper tools and methods to remove body damage".	New tools and methods are available for the latest vehicles and materials used in manufacturing. Students need training on these in order to stay current with the latest methods used on collision repair facilities. Will review recommendations for local body shops in order to train the students with the equipment been utilized in the industry. With two successful years in this learning outcome the target was increased to 95% in 2016-17.	Faculty will visit local shops and inquire of the equipment being utilized, purchase it and train the students with it.	Students will have lab projects where proper tools and methods must be chosen. Exams and a lab task checklist will be used to gauge student learning.	Students were able to master the basic procedures in repairing sheet metal and utilizing proper tools for task completion.	Results will used for improving student lab performance.
Instruction	Automotive Body Repair Technology	2017	3	Students will improve learning related to the Automotive Body Repair Technology program outcome 'Demonstrate correct safety practices within the shop environment'.	Assessments indicate that improvement is needed in this program outcome. Materials used in the Automotive Body Repair Technology shop range from simple tools to hazardous materials. Students need to be safety conscience at all times. Employers are looking for employees that are aware of safety issues and can demonstrate safe practices in a shop. The target was increased to 100% in 2016-17.	Materials used in the Automotive Body Repair Technology shop range from simple tools to hazardous materials. Students will be instructed to be safety conscience at all times. Students will be made aware of safety issues and trained to demonstrate safe practices in a shop. Visual observation by faculty and having students practice safety practices in the lab will determine the success.	Students will be tested about safety issues on exams and in lab projects. Faculty will also observe students in the lab setting to insure proper safety practices are being utilized and determine success using a lab checklist.	Students were able to identify safety hazards in the lab area. All students were trained to properly use personal safety equipment and lab safety equipment.	All students will be required to master the training before performing in the lab.

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Instruction	Automotive Body Repair Technology	2017	4	Students will improve learning related to the Automotive Body Repair Technology program outcome 'Explain and apply different paint systems and their additives'.	Formula ingredients, reducing, thinning, and special spraying techniques are important skills in the auto-body industry. The student will need to know these processes in order to develop marketable skills. Due to two years of success in this learning outcome the target was increased to 95% in 2016-17.	Student will demonstrate knowledge of paint systems while mixing paint at the Spies Hecker paint mixing machine using up to date techniques and equipment.	Exams: *95% of students will score 80% or better on exam. Individual exam questions will identify any areas of weakness. Students will then practice these skills in a lab setting.	Student were able to demonstrate proper mixing procedures for painting.	New equipment will need to be replaced and different learning techniques will be used for students learning abilities.
Instruction	Automotive Body Repair Technology	2017	5	Students will improve learning related to the Automotive Body Repair Technology program outcome 'Compute and properly interpret cost estimates for collision repair'.	Estimating costs for collision repair is an important skill for auto-body students. The student will need to know these processes in order to develop marketable skills. Due to prior success the target was increased to 90% in 2016-17.	After lecture and lab assignments students will demonstrate knowledge of estimating collision repairs while using up to date techniques and equipment on numerous occasions improve this skill.	Exams: *90% of students will score 80% or better on exam. Individual exam questions will identify any areas of weakness. Students will then practice these skills in a lab setting.	Students were able to master manual entry cost estimating.	New software technology will be needed for the latest cost estimating programs in the collision industry.
Instruction	Automotive Body Repair Technology	2018	1	Enter expected outcome here...	Enter rationale here...				
Instruction	Automotive Technology	2017	1	Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.	The target has been increased to 85% due to successful outcomes in 2016-17 . Efforts to improve student mastery of engine performance will be continued.	Additional efforts to improve student mastery of manual engine performance will be implemented. Students seem to be learning theory, however, they cannot apply the theory to the lab. Additional hands-on lab work will be added to reinforce theory.	Faculty will compare pass rates on the National Automotive Technicians Education Foundation (NATEF) engine performance exam to the previous year.	With the up-dates in our instructional equipment and time increase on computer base ASE question we were able to increase student understanding on the computer scanning and diagnosis in the lab and on the ASE test	We will continue to stay up to date with increase in computer diagnostics with future tanning
Instruction	Automotive Technology	2017	2	Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in manual transmissions'.	Efforts to improve student mastery of manual transmissions needs additional work.	Faculty will continue to use additional efforts to improve student mastery of manual transmissions. Students seem to be learning theory, however, they cannot apply the theory to the lab. Additional hands-on lab work will be added to reinforce theory.	Faculty will compare pass rates on the National Automotive Technicians Education Foundation (NATEF) engine performance exam to the previous year.		
Instruction	Automotive Technology	2018	1	Demonstrate skills in manual transmissions	Assessments indicate that improvement is needed in this program outcome. In addition ...	Will focus with 2nd year students on more manual transmissions and differentials including front wheel drive.	Visual inspections and testing students knowledge of topic.	The results of the students remained fairly the same as far as testing results show.	We must figure out a way to cover the material in this section. There is a lot of material to cover in order to properly prepare the students for the exam.
Instruction	Automotive Technology	2018	2	Enter expected outcome here...	Enter rationale here...	Will have meetings with 1st year students to encourage them to enroll in 2nd year program. Will discuss the benefits of taking the 2nd year.	Will look at final census count for students enrolled in 2nd year.	We had about 50% of 1st year students return for 2nd year program. We feel more will come this following year.	The conversations we are having with students have been working. We also were awarded a Grant that will enable us to have more updated equipment to attract more students.
Instruction	Automotive Technology	2018	3	Demonstrate skills in engine performance	Assessments indicate that improvement is needed in this program outcome. In addition ...	Help students perform better on the engine performance section of ASE certification. Will be using diagnostic scanners to show the students how engines run.	ASE Certification exam results.	We had 90% of the students who tested in Engine Performance pass the exam.	We will look into purchasing an additional scanner to expose more students as the process seems to be working. Will look also at more ways students can pre-test to give us idea where our students are struggling before the actual test.
Instruction	Automotive Technology	2019	1	Demonstrate skills in automatic transmissions and transaxles	Assessments indicate that improvement is needed in this program outcome. In addition ...	Expose more of our students to automatic transmissions and transaxle equipment being used in the industry today.	Will use results from ASE transmissions exam.		
Instruction	Automotive Technology	2019	2	Enter expected outcome here...	Enter rationale here...	New equipment purchased and continued conversation with 1st year group.	Get a count of 2nd year enrolled students.		
Instruction	Automotive Technology	2019	3	Demonstrate skills in repairing suspension and steering	Assessments indicate that improvement is needed in this program outcome. In addition ...	We will expose our students to more alignment techniques and scenarios so students will become more marketable by employers.	Will use the results of the ASE suspension and steering results.		

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Instruction	Automotive Technology	2020	1	Practice safe techniques when servicing and testing HVAC/R systems	Assessments indicate that improvement is needed in this program outcome. In addition ...				
Instruction	Aviation Maintenance	2017	1	The Aviation Maintenance program expanded to include a certification leading to a license in Airframe & Power Plant.	Employers in the aviation business are forecasting a shortage of licensed aircraft mechanics in the near future. The existing program only rewards the student with a certificate in General Aviation Level 1, and they are not licensed Aircraft Mechanics.	The FAA Federal Aviation Administration will have to certify the program before any Airframe instruction will take place. The institution (SWTJC Southwest Texas Junior College) is currently trying to meet all of the requirements with the FAA to get a full certification to start the airframe instruction.	A test on every project will be administered after the projects are completed. The test will consist of a written test and a recognition test on all the material covered in each course.	We have been working on FAA approval. 90% of equipment has been purchased and set up. We have also acquired a hangar that will house program at the Del Rio International Airport. We have changed focus to receive the Airframe portion approval and then move on to powerplant in the future. We have encountered road blocks with FAA. Instructor that is A&P certified has been hired. Will not be able to start program in Fall 2018 as predicted.	We will continue working with FAA and new instructor to try and meet our target of a Spring 2019 start date of the revised program to be Airframe Mechanic Program.
Instruction	Aviation Maintenance	2017	2	Demonstrate knowledge of basic aircraft math calculations	The target has been increased to 90%, due to successful outcomes in the 2016-2017. The efforts to improve student mastery of basic electricity will be continued.	Students will be administered more homework on basic math and power formulas, this will help reinforce the importance of applying math skills when working in the electrical field. Additional efforts to improve student mastery of basic electricity will be implemented. Students seem to be learning theory however the students cannot apply the theory in the lab. Additional hands on and instruction to theory will be applied to reinforce all theories of basic electricity.	Students will be administered tests periodically and perform individual projects by themselves. There will be tests prior to and after each project is completed to measure comprehension and aptitude of the performed task. Faculty will compare pass rates on basic electricity to the previous year.	The new strategies helped our students continue to achieve the mastery level we felt was needed to keep program successful.	We will now be switching our focus to a different cohort of students that will begin our Airframe Mechanics program once approval has been given by FAA.
Instruction	Aviation Maintenance	2018	1	To be able to start our newly restructured Aviation Maintenance Program that will now focus on Airframe Mechanics FAA 147 certification.	The City of Del Rio has approached SWTJC to offer the FAA Airframe Mechanics certification program to help with their "Grow your own" model.	Will be working on modifying curriculum and projects that correlate with the FAA 147 curriculum and receive approval to conduct new program by Spring 2019.	Will be meeting with FAA and seek guidance where needed and continue looking at our tools and equipment so we are ready for certification.	Application was submitted but denied by FAA. More project hours were requested.	Curriculum has been modified to meet the requirements suggested by the FAA. We are back on Queue for our application to be reviewed by FAA.
Instruction	Aviation Maintenance	2019	1	To receive FAA 147 Airframe certification from FAA by Fall 2019.	Upon receiving certification Airframe Program can launch in Spring 2020 to have students be Certified Airframe Mechanics.	Once selected for review by FAA will comply with any modifications to curriculum and site compliance to receive FAA 147 Airframe Certification.	Will use FAA recommendations and direction.		
Instruction	Biology	2017	1	Increase student mastery (70% or more of participating students achieving 70% or better on the final exam) of basic biological concepts.	Survey of the faculty indicates that students struggle with this important foundational biological concepts in science and technology and how it relates to the world they live in. The 2015-2016 UAP was revised for 2017-2018 to be inclusive of all biology classes. The 2017-2018 UAP has now been revised to include the coverage of basic biological concepts as well as components from 4DX. This builds upon last year's UAP with an inclusion of basic biological concepts in all courses across the biological curriculum to include the previous concepts of genetics	Students will be given the opportunity to participate in a core specific and standardized in-class review session that includes a course-specific power point during the review. This review session will be provided the week before final examination. In addition, during the semester, the student will be provided a standardized and course-specific handout and a review of that handout that will cover basic biological concepts	Embedded questions on the comprehensive final exam will be administered. A benchmark of 70% of students that attended the review sessions and received the handout/power point(s) covering basic biological concepts will score a 70% or better	Results did not meet benchmark. Results were very similar to last year, indicating a need to review the intervention for the BIOL UAP	The biology department will need to consider modification of the intervention in order to improve on the measure as the department has not seen any significant progress in the scores over the last couple of years. Although there are many variables that could affect the measure, a more robust UAP and intervention will be reviewed for the next year.

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Instruction	Biology	2018	1	Increase student mastery (70% or more of participating students achieving 70% or better on the final exam) of basic biological concepts.	Survey of the faculty indicates that students struggle with this important foundational biological concepts in science and technology and how it relates to the world they live in. The 2014-2015 UAP was revised for 2015-2016 to be inclusive of all biology classes. The 2017-2018 UAP has now been revised to include the coverage of basic biological concepts. This builds upon last year's UAP with an inclusion of basic biological concepts in all courses across the biological curriculum to include the previous concepts of genetics	Students will be given the opportunity to participate in a core specific and standardized in-class activities that includes a course-specific power point during the review. This review session will be provided the week before final examination. In addition, during the semester, the student will be provided a standardized and course-specific handout and a review of that handout that will cover basic biological concepts	Embedded questions on the comprehensive final exam will be administered. A benchmark of 70% of students that attended the review sessions and received the handout/power point(s) covering basic biological concepts will score a 70% or better	Results indicate a slight improvement of 7.1%	Even though improvement was made in mastery, the biology department wants to incorporate a more course specific assessment of understanding interwoven with the 4dx initiative. The thought being a more course specific assessment might improve the overall mastery of basic biological concepts. A spreadsheet will also be created and shared to involve more dual credit and adjunct faculty results in the UAP numbers. The Biology apartment will discuss the results over the summer and develop the modified UAP by Fall 2019.
Instruction	Biology	2019	1	Increase student mastery on a pre-post test comparison. Success will be measured as a 25% increase from pre to post test measurement	Survey of the faculty indicates that students struggle with this important foundational biological concepts in science and technology and how it relates to the world they live in. The 2019-2020 UAP has now been revised to include the coverage of basic biological concepts. This builds upon last year's UAP with an inclusion of basic biological concepts in all courses across the biological curriculum to include the previous concepts of genetics	Instructors will incorporate active learning activities, along with instructional interventions, to assist students in mastering of basic biological concepts in each of the biology courses. Instructors will engage students in a minimum of 5 active learning activities a semester, with the goal of incorporating at least one active learning activity a week.	A subject specific Pre test, as well as post test, will be given at the end of the semester	A marked increase of 67% was noted.	The increase is considered significant, and much higher than the anticipated goal of 25%. Continued evaluation of how the new Covid higher education environment will be evaluated and its impact on inflated quiz and test assessment. The department will also consider new testing techniques to further review critical thinking skills of students. Will look to incorporate the intervention and 4dx practices as a best practice of the department.
Instruction	Biology	2019	2	Students will be able to apply the information learned in class regarding nutrients and utilize this information as found on a standard food label to calculate calories from the information provided	Assessments indicate that improvement is needed in this program outcome. Students have shown the need for improvement in this particular concepts. The ability to preform this calculation demonstrates a true grasp of the concept and application of knowledge acquired from the course	Students will participate in classroom lead discussion, interactive lecture activities, group activities, and in class learning that highlight active learning. These will also be incorporated in the online course. Will attempt one active learning activity per week.	Test questions will be embedded in the final to attempt to measure student mastery of the subject.	An increase in understanding of nutrients took place from last year, but did not reach the overall goal.	The implementation of the 4dx measures as well as intervention worked to slightly increase the students mastery of nutrient evaluation. Will continue to implement the intervention practice in next years UAP to continue to improve the outcome. Will also explore additional active learning exercises in the remote learning environment we are experiencing today.
Instruction	Biology	2020	1	Demonstrate critical thinking skills (CT)	Assessments indicate that improvement is needed in this program outcome. In addition ...				
Instruction	Biology	2020	2	Increase student mastery on a pre-post test comparison. Success will be measured as a 50% increase from pre to post test measurement	Survey of the faculty indicates that students struggle with this important foundational biological concepts in science and technology and how it relates to the world they live in. The 2020-2021 UAP has now been revised to include the coverage of basic biological concepts. This builds upon last year's UAP with an inclusion of basic biological concepts in all courses across the biological curriculum to include the previous concepts of genetics	Instructors will incorporate active learning activities, along with instructional interventions, to assist students in mastering of basic biological concepts in each of the biology courses. Instructors will engage students in a minimum of 5 active learning activities a semester, with the goal of incorporating at least one active learning activity a week.	A subject specific Pre test, as well as post test, will be given at the end of the semester		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Biology	2020	3	Students will be able to apply the information learned in class regarding nutrients and utilize this information as found on a standard food label to calculate calories from the information provided	Assessments indicate that improvement is needed in this program outcome. Students have shown the need for improvement in this particular concepts. The ability to perform this calculation demonstrates a true grasp of the concept and application of knowledge acquired from the course	Students will participate in classroom lead discussion, interactive lecture activities, group activities, and in class learning that highlight active learning. These will also be incorporated in the online course. Will attempt one active learning activity per week.	Test questions will be embedded in the final to attempt to measure student mastery of the subject.		
Instruction	Biology	2021	1	Students will be able to apply the information learned in class regarding nutrients and utilize this information as found on a standard food label to calculate calories from the information provided	Assessments indicate that improvement is needed in this program outcome. Students have shown the need for improvement in this particular concepts. The ability to perform this calculation demonstrates a true grasp of the concept and application of knowledge acquired from the course	Students will participate in classroom lead discussion, interactive lecture activities, group activities, and in class learning that highlight active learning. These will also be incorporated in the online course. Will attempt one active learning activity per week.	Demonstrate critical thinking skills (CT)		
Instruction	Biology	2021	2	Increase student mastery on a pre-post test comparison. Success will be measured as a 25% increase from pre to post test measurement	Survey of the faculty indicates that students struggle with this important foundational biological concepts in science and technology and how it relates to the world they live in. The 2019-2020 UAP has now been revised to include the coverage of basic biological concepts. This builds upon last year's UAP with an inclusion of basic biological concepts in all courses across the biological curriculum to include the previous concepts of genetics	Instructors will incorporate active learning activities, along with instructional interventions, to assist students in mastering of basic biological concepts in each of the biology courses. Instructors will engage students in a minimum of 5 active learning activities a semester, with the goal of incorporating at least one active learning activity a week.			
Instruction	Business Administration (FOS)	2017	1	Students will improve learning related to the Business Administration Field of Study (FOS) program outcome 'Demonstrate an understanding of business ethics'.	Last year, 84% of the students were successful for the first time surpassing the target. More class discussions regarding conflict of interest will continue to take place to ensure the 80% target.	Will administer a real world example in the BUSI 1301 video conferenced class and have students discuss in groups whether the case was ethical. Faculty will not administer this case in BUSI 1301 online in order to use those students as a comparative group. For Spring 2016: Group 1 - BUSI 1301 Videoconferenced section. Group 2 - BUSI 1301 Online section.	Will assess in BUSI 1301 in a multiple choice exam format. 5 business ethics questions will be administered, and the number correct will be averaged for the class. The portal does not allow faculty to decipher individual students mastery, so averages will be used.		
Instruction	Business Administration (FOS)	2017	2	Students will improve learning related to the Business Administration Field of Study (FOS) program outcome 'Analyze and interpret business financial statements'.	Financial statements contain information regarding the financial status of a company. Business students should know what information goes on each statement (income statement, statement of owner's equity and balance sheet) as well as know how to interpret this information. Accounting instructors will re-examine financial statement introduction and retention methods since last year's pass rate was lower than the target.	The "Statement of Owners Equity" is the weak statement. Accounting instructors will use additional re-enforcement (examples, homework, exam questions).	Students will be assessed on the final exam via a financial statement problem in ACCT 2401. Automated grading is employed, which provides either not correct, partial, or 100% correct. The mastery level will be 100% correct and the target is for 70% of students to reach this target.		
Instruction	Business, Industrial and Technical Studies Division	2017	1	Improved communication within BITS Division	Communication is essential for this new division with fourteen departments where instruction is located on numerous campuses: on site and dual credit.	1. Information emailed to all members of division as needed 2. Meetings with departments	Survey to be given to division members regarding communication from division chair.	New division chair was hired. Communication was essential with the transition. It was difficult at times to keep up with all the different departments that fall under the BITS Division. Created groups of faculty by department and by dual and non dual in order to facilitate the communication	Will continue updating address book groups created and use as way to communicate. Will look into possible app or texting feature that will help continue with the communication aspect.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Business, Industrial and Technical Studies Division	2017	2	Address equipment and technology needs of each department within the BITS Division (Business, Industrial and Technical Studies).	Continuing funding cuts by the state and grants (Carl Perkins) have made it necessary to prioritize the needs of each department and the division as a whole.	Evaluate each department's equipment and technology issues. Prepare a prioritized checklist to address budget needs.	Maintain current checklist that includes goals as well as which items were accomplished.	After sitting in all the advisory committee meetings conducted in the Fall I was able to see where the biggest areas of concern were in regards to the BITS Division. I also found that most departments had no true idea of how their budget worked or when and what they could spend. Focus was on hitting a homerun with equipment each time and not have a true plan of attack.	We were able to upgrade machines in Welding department and have submitted two grants to TWC for our automotive program in hopes we will be able to upgrade the entire lab equipment this coming year. We also were able to purchase some engines for our Diesel program that has fallen behind in their equipment. Plan is to target 2 - 3 different areas this coming year.
Instruction	Carpentry	2017	1	Students will improve learning related to the Carpentry program outcome 'Practice Construction Safely'.	Woodworking and carpentry operations can be hazardous, particularly when machines are used improperly or without proper safeguards.	Increased daily monitoring of safety practices in labs.	Students will be assessed after completing "Basic Construction Safety" CNBT-1110 course by taking a written exam. The final exam will cover all aspects of safety. 100% is the target mastery since safety issues effect each student. A rubric will be used to evaluate student demonstration in the lab of the proper use of personal protective equipment such as wearing protective eye wear. A daily safety check list will be utilized to gauge student mastery.	After completing the course over safety protective gear 13 of the 14 (93%) students mastered the outcome. 1 students (5%) failed to use the protective eye wear during lab. Students often forget they have their eye glasses on their head and tend to start operating tools without bringing them down. 100% of the students mastered the final exam in the Basic Construction Safety course.	The target goal of 100% was not accomplished and this will be a continued learning process. Different interventions will be added to stress the importance of safety. Safety practices will reflect on daily lab grades using a task check list. Emphasis on good safety practices will continue into the 2018-19 UAP.
Instruction	Carpentry	2017	2	Students will improve learning related to the Carpentry program outcome 'Operate construction related tools'.	Carpenters should follow the safety recommendations and procedures on operating power tools for their own safety. The tools to be used include table saws, circular saw, jig saw, reciprocating saw, routers, miter saw, band saw, and sanders.	Increase daily monitoring of operation of tools.	Students will be assessed after completing "Basic Construction Safety" CNBT-1110 course by taking a written exam and a rubric will be used to evaluate the proper use of safety procedures on operating power tools.	During the Fall 2016 semester, again 86% of the students successfully learned the safety procedures of operating power tools and 14% of the students were apprehensive about operating the power tools. When the student knows he is being graded on operating the power tool, he does great. When he doesn't know he fails to adjust the blade depth. The target goal of 95% was not accomplished and this will be a continued learning process.	Safe operating practices will continue to reflect daily lab grades and additional operating practices will be conducted before operating tools. Emphasis on good safety practices will continue into the 2018-19 UAP.
Instruction	Carpentry	2017	3	Students will improve learning related to the Carpentry program outcome 'Demonstrate measurement and layout practices'.	Measuring and layout practices are basic skills that a carpenter should master. Accurate measurements are very important. Inaccurate measurements lead to wasted time, materials, and money.	Students will accurately stake out a 20x30 foundation plot. Students are also required to calculate rafters for a small roof. Students will be given additional work problems to improve calculation and measurement skills.	Students are assessed by written tests on different work problems where the diagonals on plots must be accurate, using the pythagorean theorem down to the nearest sixteenth.	Some students struggled but have seen great improvement in their measurements and calculating.	Will continue to work with students and possibly look for other resource materials that will help students understand concepts easier.
Instruction	Carpentry	2018	1	Students will improve learning related to the Carpentry program outcome 'Practice Construction Safely'.	Woodworking and carpentry operations can be hazardous, particularly when machines are used improperly or without proper safeguards.	Increased daily monitoring of safety practices in labs.	Students will be assessed after completing "Basic Construction Safety" CNBT-1110 course by taking a written exam. The final exam will cover all aspects of safety. 100% is the target mastery since safety issues effect each student. A rubric will be used to evaluate student demonstration in the lab of the proper use of personal protective equipment such as wearing protective eye wear. A daily safety check list will be utilized to gauge student mastery.	After completing the course over safety protective gear 17 of the 18 (94%) students mastered the outcome. 1 students (6%) failed to use the protective eye wear during lab. Students often forget they have their eye glasses on their head and tend to start operating tools without bringing them down. 100% of the students mastered the final exam in the Basic Construction Safety course.	The target goal of 100% was not accomplished and this will be a continued learning process. Different interventions will be added to stress the importance of safety. Safety practices will reflect on daily lab grades using a task check list. Emphasis on good safety practices will continue into the 2019-20 UAP.
Instruction	Carpentry	2018	2	Students will improve learning related to the Carpentry program outcome 'Operate construction related tools'.	Carpenters should follow the safety recommendations and procedures on operating power tools for their own safety. The tools to be used include table saws, circular saw, jig saw, reciprocating saw, routers, miter saw, band saw, and sanders.	Increase daily monitoring of operation of tools.	Students will be assessed after completing "Basic Construction Safety" CNBT-1110 course by taking a written exam and a rubric will be used to evaluate the proper use of safety procedures on operating power tools.	During the Fall 2018 semester, again 88% of the students successfully learned the safety procedures of operating power tools and 12% of the students were apprehensive about operating the power tools. When the student knows he is being graded on operating the power tool, he does great. When he doesn't know he fails to adjust the blade depth. The target goal of 95% was not accomplished and this will be a continued learning process.	Safe operating practices will continue to reflect daily lab grades and additional operating practices will be conducted before operating tools. Emphasis on good safety practices will continue into the 2019-20 UAP.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Carpentry	2019	1	Students will improve learning related to the Carpentry program outcome 'Operate construction related tools'.	Carpenters should follow the safety recommendations and procedures on operating power tools for their own safety. The tools to be used include table saws, circular saw, jig saw, reciprocating saw, routers, miter saw, band saw, and sanders.	Increase daily monitoring of operation of tools.	Students will be assessed after completing "Basic Construction Safety" CNBT-1110 course by taking a written exam and a rubric will be used to evaluate the proper use of safety procedures on operating power tools.	During the Fall 2018 semester, again 94% of the students successfully learned the safety procedures of operating power tools and 6% of the students were apprehensive about operating the power tools. When the student knows he is being graded on operating the power tool, he does great. The target goal of 95% was not accomplished and this will be a continued learning process.	Safe operating practices will continue to reflect daily lab grades and additional operating practices will be conducted before operating tools. Emphasis on good safety practices will continue into the 2020-21 UAP.
Instruction	Carpentry	2019	2	Students will improve learning related to the Carpentry program outcome 'Practice Construction Safely'.	Woodworking and carpentry operations can be hazardous, particularly when machines are used improperly or without proper safeguards.	Increased daily monitoring of safety practices in labs.	Students will be assessed after completing "Basic Construction Safety" CNBT-1110 course by taking a written exam. The final exam will cover all aspects of safety. 100% is the target mastery since safety issues effect each student. A rubric will be used to evaluate student demonstration in the lab of the proper use of personal protective equipment such as wearing protective eye wear. A daily safety check list will be utilized to gauge student mastery.	After completing the course over safety protective gear 17 of the 18 (94%) students mastered the outcome. 1 students (6%) failed to use the protective eye wear during lab. Students often forget they have their eye glasses on their head and tend to start operating tools without bringing them down. 100% of the students mastered the final exam in the Basic Construction Safety course.	The target goal of 100% was not accomplished and this will be a continued learning process. Different interventions will be added to stress the importance of safety. Safety practices will reflect on daily lab grades using a task check list. Emphasis on good safety practices will continue into the 2020-21 UAP.
Instruction	Chemistry	2017	1	Students will improve mastery of critical thinking problem solving skills related to the exams in the freshman level chemistry courses.	Professor's assessment of lecture exams as well as final exam grades indicate that students are in need of improving the critical thinking problem solving abilities in order to achieve success in the introductory chemistry courses. This continues the previous years UAP efforts with the addition of specific exercises that are mandatory to improve the outcome for the students. Incorporation of 4DX protocols will be implemented.	This will be done by examining the problem solving abilities during the various lecture exams given throughout the semester. Students will attend study sessions (to be given outside of class time) the week before midterm exam and final exam. These study sessions will be adjusted to meet the needs of the students. Problem solving exercises will be made available at the SSC/SSS (Student Success Center/Student Support Services) before every term exam (i.e. midterm and final) and is required. Incorporation of 4DX protocols will also be tailored to include review of critical thinking problems and issues students may have with the material.	Students that participate in the study sessions will have their final grade examined and evaluated. Success will be indicated by mastery of the material and is indicated by a 80% (B or better) grade point average on the final grade. Building on last years success to validate efforts from previous years	Results feel well below the benchmark. There was also a significant drop from last year.	Last years improvements were not able to be replicated this year. There were many external variables that could have contributed to this, included but not limited to the relocation of the chemistry classroom and lab from the Garner Building. The department will consider modifying the intervention to better serve the unique challenges of the course.
Instruction	Chemistry	2018	1	Students will improve mastery of critical thinking problem solving skills related to the exams in the freshman level chemistry courses.	Professor's assessment of lecture exams as well as final exam grades indicate that students are in need of improving the critical thinking problem solving abilities in order to achieve success in the introductory chemistry courses. This continues the previous years UAP efforts with the addition of specific exercises that are mandatory to improve the outcome for the students. Incorporation of 4DX protocols will be implemented.	This will be done by examining the problem solving abilities during the various lecture exams given throughout the semester. Students will attend study sessions (to be given outside of class time) the week before midterm exam and final exam. These study sessions will be adjusted to meet the needs of the students. Problem solving exercises will be made available at the SSC/SSS (Student Success Center/Student Support Services) before every term exam (i.e. midterm and final) and is required. Incorporation of 4DX protocols will also be tailored to include review of critical thinking problems and issues students may have with the material.	Students that participate in the study sessions will have their final grade examined and evaluated. Success will be indicated by mastery of the material and is indicated by a 80% (B or better) grade point average on the final grade. Building on last years success to validate efforts from previous years	unfortunately, efforts this year to increase problem solving and critical thinking were measured at a 59.09% success rate	The department will be in August to reevaluate the intervention used to improve mastery of critical thinking problems. In addition, the department will work to incorporate part time and dual credit faculty in the development of the UAP

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Chemistry	2019	2	Students will improve mastery of critical thinking problem solving skills related to the exams in the freshman level chemistry courses.	Professor's assessment of lecture exams as well as final exam grades indicate that students are in need of improving the critical thinking problem solving abilities in order to achieve success in the introductory chemistry courses. This continues the previous years UAP efforts with the addition of specific exercises that are mandatory to improve the outcome for the students. Incorporation of 4DX protocols will be implemented.	This will be done by examining the problem solving abilities during the various lecture exams given throughout the semester. Students will attend study sessions (to be given outside of class time) the week before midterm exam and final exam. These study sessions will be adjusted to meet the needs of the students. Problem solving exercises will be made available at the SSC/SSS (Student Success Center/Student Support Services) before every term exam (i.e. midterm and final) and is required. Incorporation of 4DX protocols will also be tailored to include review of critical thinking problems and issues students may have with the material. In addition, use of the new makerspace in the SSC facilities in each campus site will be encouraged, with study sessions to take place there. Dual credit instructors are encouraged to have their students either engage on the college campus, or encourage use of off site facilities (high school campuses) to engage students	Students that participate in the study sessions will have their final grade examined and evaluated. Success will be indicated by mastery of the material and is indicated by a 80% (B or better) grade point average on the final grade. Building on last years success to validate efforts from previous years	An increase over last year was observed. 64.3%	There was an increase on embedded questions, and further investigation of the active learning activities will be explored. Review sessions in the new Covid situation we are in will be implemented to continue the upward trend we have experienced. Will also look to implement active learning in remote learning platforms.
Instruction	Chemistry	2019	3	Students will improve mastery of critical thinking problem solving skills related to the exams in the freshman level chemistry courses.	Professor's assessment of lecture exams as well as final exam grades indicate that students are in need of improving the critical thinking problem solving abilities in order to achieve success in the introductory chemistry courses. This continues the previous years UAP efforts with the addition of specific exercises that are mandatory to improve the outcome for the students. Incorporation of 4DX protocols will be implemented.	This will be done by examining the problem solving abilities during the various lecture exams given throughout the semester. Students will attend study sessions (to be given outside of class time) the week before midterm exam and final exam. These study sessions will be adjusted to meet the needs of the students. Problem solving exercises will be made available at the SSC/SSS (Student Success Center/Student Support Services) before every term exam (i.e. midterm and final) and is required. Incorporation of 4DX protocols will also be tailored to include review of critical thinking problems and issues students may have with the material. In addition, use of the new makerspace in the SSC facilities in each campus site will be encouraged, with study sessions to take place there. Dual credit instructors are encouraged to have their students either engage on the college campus, or encourage use of off site facilities (high school campuses) to engage students	Students that participate in the study sessions will have their final grade examined and evaluated. Success will be indicated by mastery of the material and is indicated by a 80% (B or better) grade point average on the final grade. Building on last years success to validate efforts from previous years		
Instruction	Chemistry	2020	1	Demonstrate critical thinking skills (CT)	Assessments indicate that improvement is needed in this program outcome. In addition ...				

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Chemistry	2020	2	Students will improve mastery of critical thinking problem solving skills related to the exams in the freshman level chemistry courses.	Professor's assessment of lecture exams as well as final exam grades indicate that students are in need of improving the critical thinking problem solving abilities in order to achieve success in the introductory chemistry courses. This continues the previous years UAP efforts with the addition of specific exercises that are mandatory to improve the outcome for the students. Incorporation of 4DX protocols will be implemented.	This will be done by examining the problem solving abilities during the various lecture exams given throughout the semester. Students will attend study sessions (to be given outside of class time) the week before midterm exam and final exam. These study sessions will be adjusted to meet the needs of the students. Problem solving exercises will be made available at the SSC/SSS (Student Success Center/Student Support Services) before every term exam (i.e. midterm and final) and is required. Incorporation of 4DX protocols will also be tailored to include review of critical thinking problems and issues students may have with the material. In addition, use of the new makerspace in the SSC facilities in each campus site will be encouraged, with study sessions to take place there. Dual credit instructors are encouraged to have their students either engage on the college campus, or encourage use of off site facilities (high school campuses) to engage students	Students that participate in the study sessions will have their final grade examined and evaluated. Success will be indicated by mastery of the material and is indicated by a 80% (B or better) grade point average on the final grade. Building on last years success to validate efforts from previous years		
Instruction	Child Development	2017	1	The Child Development department will increase the student graduation rate from the Spring of 2017 to the Spring 2018 academic year.	Increase student graduation rate from the Spring of 2017 to the Spring of 2018 from 16% to 25%.	Counseling with Child Development students to make sure they are enrolled in the correct courses. Working one-on-one with students on their degree plan, which entails setting up a plan of action to get them graduated on time.	Contact the Office of Institutional Effectiveness to look at the number of graduates from Spring of 2017 to see if their was increase to Spring of 2018.	We did not meet our numbers. Some students needed to drop due to not having finances to pay or going through difficulties at home.	Making sure all child development students have the correct major checked so they are counted as a graduate for the program. Counseling with more students who are going through things and needed to drop or were dropped due to lack of communication on their part. I tried communicating, but need to even find a better way for them to communicate back with me.
Instruction	Child Development	2018	1	The Child Development department will increase the student retention rate from the Certificate to Associates degree program.	Increase student retention rate from the Certificate to Associates degree from from 6 students to 10 students.	Counseling with Child Development students to make them aware of better opportunities with their Associates degree. Plus more Child Care facilities are wanting a higher degree to work in their center.	Contact the Office of Institutional Effectiveness to look at the numbers to see if their was an increase.	I had 9 graduates in 2017-2018 and in 2018-2019 I have 15 graduates, I surpassed my goal.	Increase student retention rate from the Certificate to Associates degree each year.
Instruction	Child Development	2019	1	The Child Development department will increase the first-time-in college student enrollment rate by 10 students for the 2019-2020 academic year.	Increase first-time-in student enrollment rate by 10 students for the 2019-2020 academic year.	Attend recruitments by Outreach Department and local school districts. When observing child development teachers for their CDA, counsel them about registering at SWTJC to get their Certificate or Associates in Child Development.	Contact the Office of Institutional Effectiveness to look at the numbers to see if their was an increase.	I did not make the target goal of 10 students, but did increase by 5 students.	I will use the results to better my plan for the following years to increase first-time-in student enrollment.
Instruction	Child Development	2020	3	Increase Associate degrees in Child Development.	Increase student enrollment rate for the Associates degree for the 2020-2021 academic year.	Counseling with current and future students on the importance of an associates degree.	Contact the Office of Institutional Effectiveness to look and see if their was increase in associates degrees.		
Instruction	Child Development	2021	1	Increase Associate degrees in Child Development.	Increase student enrollment rate for the Associates degree for the 2020-2021 academic year.	Counseling with current and future students on the importance of an associates degree.	Increase associates degree for Child Development by 10%	I did not make the target goal of increasing the associates degree for Child Development by 10%.	For the following year, I am going to contact the current group of students who received their Certificate in Child Development and make sure they continue their education and obtain their A.A.S.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Computer Information Systems	2017	1	Design, implement, and troubleshoot a Ethernet Local Area Network	With a target mastery level of 80%, last year 53% of students were successful.	Online material will be implemented into the class for students to have access 24/7.	A semester group project that is broken down to weekly objectives and measured each week. Mastery of the semester project is assessed by following best practices in the network industry. 80% of students will achieve mastery the project - Mastery is 70% or higher for a project grade.	The change was done: No longer printed material is being used. Both instruction & assesment are being done electronically. Most of the students did benefit from this change. It is now easier to see how much time each student dedicates to the material. There is a very strong correlation between the amount of time the student dedicates to study the material and the results attained in the exams.	Will continue to use the online material.
Instruction	Computer Information Systems	2017	2	Students will improve learning related to the Computer Information Systems program outcome 'Write a computer program using procedural programming languages'.	Only 57% mastery level was reached last year. The target of 80% has yet to be met.	Faculty will continue a "flipped classroom" where students do their lecture time at home, and homework is done in ITSE 1302 (Computer Programming). In addition, on-site tutoring will be provide where students can ask questions on the particular topic that is not understood. Also, a basic math primer will be provided to students, it will be given as printed material so students can refer to it.	The final exam in this course has embedded questions that measure the students mastery of the course outcome. Answering the questions with 80% or more will be considered mastery.	Students are doing the labs most of the time during class time. Lecture is being kept to a minimum so students can have more time to "play" with the Python code. It is better to follow an inductive approach where students are being asked to do a series of tasks progressively more difficult and let them learn by solving them.	Will continue to follow the same style.
Instruction	Computer Information Systems	2018	1	Design, implement, and troubleshoot a Ethernet Local Area Network	Assessments indicate that improvement is needed in this program outcome. In addition ...	Will be implementing a new server purchased to allow better connectivity and use of the virtual software that will allow more network installation scenarios.	Will grade students on completion of network installation and design assignments.	Server did help improve the overall performance of virtual software which allowed students to work more efficiently.	Will look into upgrading the processor and also gain access to outside network to do more scenarios.
Instruction	Computer Information Systems	2019	1	Assemble, troubleshoot and repair PC hardware	Assessments indicate that improvement is needed in this program outcome. In addition ...	Will be implementing Test Out software as part of course to see if it will result in more students passing the A+ certification exam.	Will review and record scores of students that attempt the A+ certification exam.		
Instruction	Computer Information Systems	2020	1	Assemble, troubleshoot and repair PC hardware	Assessments indicate that improvement is needed in this program outcome. In addition ...				
Instruction	Computer Information Systems	2021	1	Assemble, troubleshoot and repair PC hardware.	OR #1 OR#2	Will be implementing Test Out software as part of course to see if it will result in more students passing the A+ certification exam.	Assemble, troubleshoot and repair PC hardware		
Instruction	Cosmetology	2017	1	Identify and analyze hair structure, composition, growth patterns, diseases and disorders of scalp and hair.	Revision on Cosmetology written state exam has been revised as of October 1st 2017.	Implementing state board theory weekly at the end of everyday. Number of questions being asked has increase in certain chapters from 12 to 24 where students seem to struggle.	Will be assessing this curriculum weekly and in the last course for state board where students will take the written state exam the last week of the semester.	Last year student average was 80% passing rate this year increased 14% ending the year at 94% of students passed the state exam.	Faculty will reevaluate this intervention and carry this UAP to the 2018-2019 year to maintain 90% in this area.
Instruction	Cosmetology	2018	1	Demonstrate skills needed to obtain and maintain employment as a professional cosmetologist	Portfolio is turned in during CSME 2441 Salon Development students are having a difficult time turning in required photos needed.	Instructors will be making sure students are getting practicals completed in a timely manner and practical standards are met. Setting goals for each individual along with retail that we will be getting to increase students professionalism for employment.	Practicals will be broken down in each course to make sure a certain percent of the practicals are completed. Along with having retail items for students to sale to help encourage them for employment.	Target rate 80% was not met. However department saw a increase 65 % to 79%. This year students had a difficult time of completing the minimal practical requirements.	Instructors need to set higher standards in the before and after pictures as we now have a photo station in the department for this reason. Students need to be exposed to what an employer wants for their salon and employees. Student practical's are result of the students success in the industry not having them complete practical's in a timely manner is something the department needs to continue to evaluate after each course.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Cosmetology	2018	2	Identify and analyze hair structure, composition, growth patterns, diseases and disorders of scalp and hair	Assessments indicate that improvement is needed in this program outcome. In addition new state written exam is made of mainly of diseases and disorders. State Exam increased from 15 questions to 40 questions on the state written exam.	Instructors will focus on bring more visible aids to the classroom that revolve on the disease and disorders for students to be more familiar with them. Forty questions on the state written exam consist of sanitation, diseases and disorders.	During the program students will be tested/quizzed quarterly to make sure we are focusing in the the related structure , disease and disorders not waiting for the last course to review. Students who score 32/40 maintain 80% or higher on quarterly test/quizzes will be considered mastery.	Spring 6 student Fall 5 students Summer 7 students	Results was a 81% passing average 95% passing the first time of taking the exam. As we will continue to increase the passing average to a 85% and continue to have a first time passing rate of 95% in the future of our program.
Instruction	Cosmetology	2019	1	Identify and analyze hair structure, composition, growth patterns, diseases and disorders of scalp and hair	Assessments indicate that improvement is needed in this program outcome. In addition new state written exam is made of mainly of diseases and disorders. State Exam increased from 15 questions to 40 questions on the state written exam.	Instructors will focus on bring more visible aids to the classroom that revolve on the disease and disorders for students to be more familiar with them. Forty questions on the state written exam consist of sanitation, diseases and disorders.	Milady Mind Tap online assessments and Milady Online Prep	Not able to measure UAP due to COVID-19 Fall: 3 students passed one failed written exam. One passed practical other 3 are pending practical exam due to COVID-19 testing is on hold till further notice. Spring: Summer:	
Instruction	Cosmetology	2020	1	Identify and analyze hair structure, composition, growth patterns, diseases and disorders of scalp and hair	Assessments indicate that improvement is needed in this program outcome. In addition state written exam is made of mainly of diseases and disorders. State Exam increased from 15 questions to 40 questions on the state written exam two years ago students are still struggling in this area year to year.	Instructors will continue to focus on bring more visible aids to the classroom that revolve on the disease and disorders for students to be more familiar with them. Forty questions on the state written exam consist of sanitation, diseases and disorders. With the new hour change our students will have less contact in the classroom and ever moment Instructors will need to be engaging as possible to educate all students.			
Instruction	Cosmetology	2021	1	Identify and analyze hair structure, composition, growth patterns, diseases and disorders of scalp and hair.	Assessments indicate that improvement is needed in this program outcome. In addition new state written exam is made of mainly of diseases and disorders. State Exam increased from 15 questions to 40 questions on the state written exam two years ago students are still struggling in this area year to year.	Instructors will continue to focus on bring more visible aids to the classroom that revolve on the disease and disorders for students to be more familiar with them. Forty questions on the state written exam consist of sanitation, diseases and disorders. With the new hour change our students will have less contact in the classroom and ever moment Instructors will need to be engaging as possible to educate all students.	Identify and analyze hair structure, composition, growth patterns, diseases and disorders of scalp and hair.	With changes that happen on the state written exam we ended 2019-2020 at 70% this year we are closing at 80% reaching our measure. During Covid we were hybrid two days online and two days face to face. This gave us much more time for implementing theory and game related activities that really helped our students in retaining the information.	Moving forward would like to continue to use online games for reviewing chapters before testing and digital flashcards.
Instruction	Criminal Justice	2017	1	Increase fall to spring retention of criminal justice students.	The target rate has been increased in accordance with Department Wildly Important Goal (WIG)	Have one-on-one meetings with at least two at-risk students (below 80% GPA) weekly throughout the semester. Online students will be encouraged to utilize Skype to interact with instructors. Class participation will be stressed.	Will be assessed with the 4dx department scoreboard.	According to data received from the Institutional Effectiveness Department, the retention rate exceeded the target rate by 10%.	The Department will continue to utilize student engagement skills to enhance student retention from the Fall to Spring semesters. This UAP will be retired.
Instruction	Criminal Justice	2017	2	Outline the structure of the Texas and Federal court systems	During the Spring Semester, only 65% of students assessed obtained the target program outcome mastery score of 80%.	In each Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to program outcome #1 (Outline the structure of the Texas and Federal court systems).	The student grades for those attempting assigned project or assessment will be utilized and the percentage of students equaling or exceeding 80% will be reported at year end.	76% of students exceeded the target score of 80% in the Introduction to Criminal Justice (CRIJ 1301) classes, where this program outcome was introduced. Although the target of 80% was missed, this improvement at the introductory level impacted the mastery assessment administered this Spring in CRIJ 1306 Court Systems and Practices and helped lead to an 85% mastery assessment level.	Since the target for the program outcome was exceeded in the mastery level course, this UAP will be retired and replaced by another program outcome related plan.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Criminal Justice	2018	1	Increase the mastery of program outcome pertaining to obtaining the ability to assess the arguments for and against capital punishment from 53% to 80%.	During the 2017-18 school year, only 53% of students assessed obtained the target program outcome mastery score of 80% in the mastery\assessment level course (CRIJ 1306).	In each face to face Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (Assess the arguments for against capital punishment), to increase the mastery level from 53% to 80%).	The student grades for those attempting assigned project or assessment will be utilized and the percentage of students equaling or exceeding 80% will be reported at year end.	36% of the students attempting the assessment scored at or above the mastery level of 80%. 72% of those students scored at or higher than the score of 70.	This UAP will be rolled over into the next calendar year. Additionally, the use of a target grade of 80 is probably unrealistic. Accordingly, the target will be lowered to a grade of 70 with the goal that 80% of the students attempting the assessment will score above 70%. The quiz analysis feature in Canvas will be utilized to determine if there are any invalid questions, which may negatively affect future scores.
Instruction	Criminal Justice	2018	2	Increase the mastery of program outcome pertaining to obtaining the ability to compare and contrast the culpable mental states utilized by the Texas Penal Code from 48% to 80%.	During the 2017-18 school year, the the results of the mastery assessment for this program outcome reflected a mastery rate of 48%	In each face to face Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (compare and contrast the culpable mental states utilized by the Texas Penal Code), to increase the mastery level from from 48% to 80%.	The grades for those attempting the assigned project or assessment will be utilized and the percentage of students equaling or exceeding 80% will be reported at year end.	62% of students attempting the assessment scored at or above the target grade of 80.	This assessment will be rolled over to the next calendar year. The target grade of 80 is probably unrealistic. For the next school year the target grade will be lowered to 70.
Instruction	Criminal Justice	2019	1	Increase the mastery of program outcome pertaining to obtaining the ability to compare and contrast the culpable mental states utilized by the Texas Penal Code from 63% to 80%.	Assessments indicate that improvement is needed in this program outcome, since only 63% achieved the mastery level for this subject area in CRIJ 1310.	In each face to face Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (compare and contrast the culpable mental states utilized by the Texas Penal Code), to increase the mastery level from from 62% to 80%.	The grades for those attempting the assigned project or assessment will be utilized and the percentage of students equaling or exceeding 70% will be reported at year end.	71% of students attempting the assessment scored at or above the target grade of 80.	While the mastery level of this program outcome increased from 63% to 66%, the plan will be carried over to the next school year in an effort to achieve the targeted goal of 80%
Instruction	Criminal Justice	2019	2	Increase the mastery of program outcome pertaining to obtaining the ability to assess the arguments for and against capital punishment from 73% to 80%.	Assessments indicate that improvement is needed in this program outcome. During the 2018-19 school year, only 73% of students assessed obtained the target program outcome mastery score of 80% in the mastery\assessment level course (CRIJ 1306).	In each face to face Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (assess the arguments for and against capital punishment), to increase the mastery level from 73% to 80%.	The grades for those attempting the assigned project or assessment will be utilized and the percentage of students equaling or exceeding 70% will be reported at year end.	73% of students attempting the assessment in CRIJ 1301 scored at or above the target grade of 80.	Although there was improvement in the program outcomes mastery level from 73% to 76%, the plan will be carried over to the next school year in an effort to exceed the targeted goal of 80%.
Instruction	Criminal Justice	2020	1	Compare and contrast the culpable mental states utilized by the Texas Penal Code Increase the mastery of program outcome pertaining to obtaining the ability to compare and contrast the culpable mental states utilized by the Texas Penal Code from 66% to 80%.	Assessments indicate that improvement is needed in this program outcome, since only 66% achieved the mastery level for this subject area in CRIJ 1310.	In each face to face Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (compare and contrast the culpable mental states utilized by the Texas Penal Code), to increase the mastery level.	The grades for those attempting the assigned project or assessment will be utilized and the percentage of students equaling or exceeding 70% will be reported at year end.		
Instruction	Criminal Justice	2020	2	Increase the mastery of program outcome pertaining to obtaining the ability to assess the arguments for and against capital punishment from 76% to 80%.	Assessments indicate that improvement is needed in this program outcome. During the 2019-20 school year, only 76% of students assessed obtained the target program outcome mastery score of 80% in the mastery\assessment level course.	In each face to face Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (assess the arguments for and against capital punishment), to increase the mastery level from 76% to 80%.	The grades for those attempting the assigned project or assessment will be utilized and the percentage of students equaling or exceeding 70% will be reported at year end.		
Instruction	Criminal Justice	2021	1	Increase the mastery of program outcome pertaining to obtaining the ability to compare and contrast the culpable mental states utilized by the Texas Penal Code from 63% to 80%.	Assessments indicate that improvement is needed in this program outcome, since only 66% achieved the mastery level for this subject area in CRIJ 1310.	In each face to face Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (compare and contrast the culpable mental states utilized by the Texas Penal Code), to increase the mastery level.	Compare and contrast the culpable mental states utilized by the Texas Penal Code	A total of 59 students from the CRIJ 1301 classes participated in the intervention assessment or assignment. Of those students, 71.18% met or exceeded the minimum grade threshold of 70. With respect to the mastery level assessment in CRIJ 1310, which was administered during the Spring 2021 semester, 71.11% scored 70% or higher.	Due to the importance of the program outcome, this UAP goal and intervention should be carried forward into the next calendar school year.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Criminal Justice	2021	2	Increase the mastery of program outcome pertaining to obtaining the ability to assess the arguments for and against capital punishment from 76% to 80%.	Assessments indicate that improvement is needed in this program outcome. During the 2019-20 school year, only 76% of students assessed obtained the target program outcome mastery score of 80% in the mastery\assessment level course.	In each face to face Introduction to Criminal Justice (CRIJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (assess the arguments for and against capital punishment), to increase the mastery level from 76% to 80%.	Assess the arguments for and against capital punishment	A total of 70 students from the CRIJ 1301 classes participated in the intervention assessment or assignment. Of those students, 57.14% met or exceeded the minimum grade threshold of 70. The mastery level assessment will be administered in CRIJ 2313 Correctional Systems & Practices in the Fall.	The intervention and assessment needs to be carried forward to the next calendar school year.
Instruction	Developmental Studies Division	2017	1	Percentage of students who are co-enrolled in a developmental mathematics course and a college mathematics course will increase from the current level (approximately 10%) to 15%.	The state of Texas has passed HB 2223 which requires colleges to increase the number of co-enrolled or co-requisite students in Mathematics and Reading/Writing to 25% in the fall 2018 semester. Since there are already 45% Reading/Writing students co-enrolled in college level classes, it makes sense to focus on the Mathematics course between now and the fall 2018 semester.	Students who enroll in MATH 0303 will be holistically advised to enroll in a MATH 1314 or similar course, if deemed appropriate. Students who enroll in MATH 0309 will be holistically advised to enroll in MATH 1332 or MATH 1342, if deemed appropriate.	Office of Institutional Effectiveness will automatically report the number of co-requisite students on the CBM (Coordinating Board Reports). The information will be reported each semester. The summer sessions are exempted for the time being.	During the semester, we did not have system in place to track the students who are co-enrolled in developmental and college level math courses. We know that all students in NCBM are co-enrolled. There were only 16 out of 431 student enrolled in Math 0303 and Math 0309 who were registered for the NCBM sections. There are other students enrolled in Developmental math and college level math, but the information is not readily available.	For the time being we are having IE office generate the numbers of students who are co-enrolled in developmental math and college level math.
Instruction	Developmental Studies Division	2018	1	Percentage of students who are co-enrolled in a developmental mathematics course and a college mathematics course will increase from the current level (approximately 10%) to 25%.	The state of Texas has passed HB 2223 which requires colleges to increase the number of co-enrolled or co-requisite students in Mathematics and Reading/Writing to 25% in the fall 2018 semester. Since there are already 45% Reading/Writing students co-enrolled in college level classes, it makes sense to focus on the Mathematics course between now and the fall 2018 semester.	Students who enroll in MATH 0303 will be holistically advised to enroll in a MATH 1314 or similar course, if deemed appropriate. Students who enroll in MATH 0309 will be holistically advised to enroll in MATH 1332 or MATH 1342, if deemed appropriate.	Office of Institutional Effectiveness will automatically report the number of co-requisite students on the CBM (Coordinating Board Reports). The information will be reported each semester. The summer sessions are exempted for the time being.		
Instruction	Diesel Technology	2017	1	Demonstrate knowledge and proper use of electronic scan tools	The proper use of the Electronic Scan Tools (EST) is an industry standard that students must master to be employable. 88% of those assessed last year mastered the outcome.	Students will use the Demo mode in the equipment to help them practice proper procedures. More hands on use of the scanning tools will be implemented in the class.	Practical exam given weekly to monitor progress and demonstrate competency of HVAC service. The students also are evaluated pass/fail on a simulator that gives them the opportunity to troubleshoot a HVAC system.	92% of the students (12 out of 13) mastered the use of the electronic scan tools. This is a 1% increase over last years number, and is an improvement towards the goal target	Continued used of Demo mode on scan tool software and the addition of new updated scan tool software , and the continued increased student exposure and hands on training
Instruction	Diesel Technology	2017	2	Troubleshoot and repair electronic systems	Diesel technicians that can provide the proper service and repair of diesel HVAC units is a constant request of area employers. 100% of the students last year mastered the outcome. The target rate will remain the same at 95% to see if success continues.	The faculty will direct and demonstrate the proper diagnoses and understanding of refrigeration cycle and the components of HVAC system to students. The instruction takes place in one-on-one and small group format. Practical exam given weekly to monitor progress and demonstrate competency of HVAC service. The students also are evaluated pass/fail on a simulator that gives them the opportunity to troubleshoot a HVAC system.	The faculty will administer a regular on-going HVAC exam and simulated assignments. The exam is practical and hands-on as is the simulated assignments. Mastery is diagnosing and applying correctly: either the HVAC system is made to work properly by the students or not the HVAC system does not work.	12 of 13 students mastered the troubleshooting and repair of electronic systems	with these results, we will increase the use of DVOM and Power Probe tools and include more wiring diagrams to improve student mastery
Instruction	Diesel Technology	2018	1	Locate, interpret, and apply information from service manuals and reference materials	Assessments indicate that improvement is needed in this program outcome. In addition ...	Will be incorporating the use of online resources during the servicing portion of our class.	Will gauge the retention and understanding the students have using online resources compared to using manuals.	Started using Service information online resources, found that students responded very well to using online information Cost of \$1,800	will continue to incorporate online service information for student access
Instruction	Diesel Technology	2018	2	Demonstrate knowledge and proper use of electronic scan tools	Assessments indicate that improvement is needed in this program outcome. In addition ...	Will use new diagnostic laptop with software for diagnosing during lab portion of course.	Look at the accuracy of diagnosing problems through the use of the diagnostic tool versus not using it.	Purchase new Laptop diagnostic software, incorporated into program, helped students learn new scan tool operating \$7,400 an annual renewal \$2,800	We will continue to use new laptop scan tool software, and work towards purchasing additional laptop diagnostic software to incorporate into program
Instruction	Diesel Technology	2019	1	Try to increase second year enrollment to increase retention	To increase second year graduation rate	talk to first year students about the benefits of continuing to second year	obtain enrollment numbers for second year class		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Diesel Technology	2019	2	Demonstrate knowledge and proper use of electronic scan tools	Assessments indicate that improvement is needed in this program outcome. In addition ...	goal is to purchase a second diagnostic scan tool and have more students have hands on access and training using the tool.	Will observe the comprehension, interpretation, and use of the scan tool by the students.		
Instruction	Diesel Technology	2021	1	Demonstrate proper shop and safety procedures		Will monitor and assess the students knowledge and retention of shop safety procedures in OSHA.	Shop & Safety Procedures	We were able to assess and confirm through exam and observations that all students in the program were able to apply the proper shop and safety procedures.	continue stressing to students the importance of safety measures provided by OSHA.
Instruction	Diesel Technology	2021	2	Locate, interpret, and apply information from service manuals and reference materials		Will have students look up service information on specific vehicle and/or part and test their ability to interpret.	Interpreting and applying information from service manuals/ref materials	The majority of our students showed/demonstrated a good ability to apply the information we gave them from service manuals and reference materials and apply them to their projects.	Plan is to maybe increase the exposure of students to more reference materials using latest technologies.
Instruction	Diesel Technology	2021	3	Demonstrate knowledge and proper use of electronic scan tools		Assess the students ability to properly use and demonstrate knowledge of scan tool information.	Knowledge and proper use of electronic scan tools	After assessing the students and having added a second scanning tool helped improve the knowledge of the students proper use of scan tools. The majority had success but did have some that struggled.	Continue to implement and add more scenarios that will allow the students to have more practice repetitions using the new and existing scan tools.
Instruction	Diesel Technology	2021	4	Troubleshoot and repair diesel engines		Will assess the student's ability to troubleshoot and repair various diesel engines.	Troubleshooting and repairing diesel engines	The majority of the students showed an ability to troubleshoot and repair various diesel engines we have in the shop for practice. They were also exposed to a couple different live vehicles to further assess their ability.	More exposure to live situations would help in having more diversity in the students troubleshooting and repair experiences.
Instruction	Economics	2017	1	Demonstrate empirical and quantitative skills (E & Q) Students will improve learning related to the CORE outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends.	The Economics Department wants to confirm the results from last year. And at the same time, identify differences by student type (Dual Credit compared to other students).	Students will be introduced to the interpretation of graphs, charts and tables that show current trends in economics.	This is a direct measure. Department quiz: Overall 70% of students will score 80% or better. This year the assessment results will be disaggregated by Dual Credit and other students to determine difference.	Economics courses exceeded the target of 87% mastery. The results show 89.4% mastery , which is an increase of 2.4%. This was an increase from 81.9% at the beginning to 89.4% at the end. Looking at the disaggregated data, the dual credit students showed 91.1% mastery, while the other students scored 83.5% mastery. These results confirmed that dual credit students tend to do better on the assessment. The increase in mastery percentage from last year occurs with both dual credit and other students. 89.4% overall mastery is deemed a high level of achievement. It is interesting to note that the gap in mastery between the dual credit and other students decreased from 12.9% in the 2016-17 academic year to 7.6% in the current year (2017-18).	The department will continue to use existing interventions/strategies to close the gap in achievement between dual credit and other students.
Instruction	Economics	2018	1	Demonstrate empirical and quantitative skills (E & Q) Students will improve learning related to the CORE outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends.	The Economics Department wants to confirm the results from last year. And at the same time, identify differences by student type (Dual Credit compared to other students).	Students will be introduced to the interpretation of graphs, charts and tables that show current trends in economics.	This is a direct measure. Department quiz: Overall 70% of students will score 80% or better. This year the assessment results will be disaggregated by Dual Credit and other students to determine difference.	Economics courses did not meet the target of 87% mastery. The results show 82.7% mastery (N=572), which is 4.3% below the target. This was an decrease from 89.4% at the beginning to 82.7% at the end. Looking at the disaggregated data, the dual credit students showed 84.3% mastery (N=416), while the other students scored 78.2% mastery (N=156). These results confirmed that dual credit students tend to do better on the assessment. The decrease in mastery percentage from last year occurs with both dual credit and other students. 82.7% overall mastery is still considered a high level of achievement. It is interesting to note that the gap in mastery between the dual credit and other students decreased from 12.9% in the 2016-17 academic year to 7.6% in the previous year (2017-18) and 6.1% in the current year (2018-19).	The department will continue to use existing interventions/strategies to close the gap in achievement between dual credit and other students. The members of the department will meet to review the results and decide if additional strategies are needed.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Economics	2019	1	Demonstrate empirical and quantitative skills (E & Q) Students will improve learning related to the CORE outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends.	The Economics Department wants to confirm the results from last year. And at the same time, identify differences by student type (Dual Credit compared to other students).	Students will be introduced to the interpretation of graphs, charts and tables that show current trends in economics.	This is a direct measure. Department quiz: Overall 70% of students will score 80% or better. This year the assessment results will be disaggregated by Dual Credit and other students to determine difference.	Economics courses did not meet the target of 87% mastery. The results show 80% mastery (563 out of 706). Looking at the disaggregated data, the dual credit students showed 83% mastery (466 out of 564), while the other students showed 68% mastery (97 out of 142). These results confirmed that dual credit students tend to do better on the assessment. However, neither group met their target rates. *COVID-19 greatly impacted the classroom environment and performance.	The interventions will be continued to see if the higher rate of success can be regained. Instructors will also decide if they will add another expected outcome for intervention and assessment next year at the fall 2020 convocation.
Instruction	Economics	2020	1	Demonstrate empirical and quantitative skills (E&Q). Students will improve learning related to the CORE outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends.◆	Reviewing last year data, targets were not met. Assessments indicate that improvement is needed in this program outcome. COVID19 took education by surprise and has altered the traditional educational environment. The Economics Department wants to ensure students are able to connect economic indicators to the overall health of the US economy.	Faculty will meet classes remotely and use at least one high impact practice in class each week to help students track past, present and future data predictions for unemployment, gross domestic product, and changes in the price level.	This is a direct measure. By the end of the course, overall 70% of students will score 80% or better analyzing and interpreting current economic trends. The assessment will be a department wide quiz. The assessment results will continue to be disaggregated by Dual Credit and Other students to determine difference.		
Instruction	Economics	2021	1	Demonstrate empirical and quantitative skills (E & Q) Students will improve learning related to the CORE outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends.	Reviewing last year data, targets were not met. Assessments indicate that improvement is needed in this program outcome. COVID19 took education by surprise and has altered the traditional educational environment. The Economics Department wants to ensure students are able to connect economic indicators to the overall health of the US economy.	Faculty will meet classes remotely and use at least one high impact practice in class each week to help students track past, present and future data predictions for unemployment, gross domestic product, and changes in the price level.This is a direct measure. By the end of the course, overall 70% of students will score 80% or better analyzing and interpreting current economic trends. The assessment will be a department wide quiz. The assessment results will continue to be disaggregated by Dual Credit and "Other" traditional students to determine difference.	E&Q Skills/% Students mastering Outcome	Economics courses met the target mastery of 87% in overall percent of students mastering outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends' Beginning: 80% Target: 87% Ending: 87%. The results show 87.2% mastery (682 out of 782).Looking at the disaggregated data, dual credit students showed 86.7% mastery (526/607), which is just shy of the target.Percent of Dual Credit students mastering outcome Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends' Beginning: 83% Target: 87% Ending: 86.7% "Other" traditional students showed 89.1% mastery (156/175), which just exceeds the target. Percent of "Other" students mastering outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends' Beginning: 68% Target: 80% Ending: 89.1%	Although the overall target was just met, both dual credit and traditional students hovered right at target rates. Interventions will be continued to see if both groups can exceed targets. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021. The Economics Department will meet at the fall convocation 2021 to decide if another expected outcome for intervention and assessment will be added.
Instruction	Emergency Medical Services - AAS	2017	1	After successfully completing this course the student will be eligible to be state licensed as an EMT when he/she meets DSHS certification requirements.	This will be a base year. The goal of the program is to have 100% passing rate of the NREMT Exam from all students obtaining a Course Completion Certificate.	The EMT instructor/faculty will teach the students the core course objectives, critical thinking process, skills and techniques to prepare the student to meet or exceed the programs expectations. The instructors will conduct reviews or tutoring to students who fall below an 80% on major exams in order to increase mastery.	The program administers written assessments, bases scenarios assessments and skills proficiency testing. Mastery will be a score of 80% or better on all exams and test plus 100% passing on all skills proficiency assessments. The final course assessment tool will be the passing rate from each student after taking the National Registry EMT Exam upon the completion of the program.	The EMS AAS program will not take effect until the 2019-2020 academic year.	The EMS AAS program will not take effect until the 2019-2020 academic year.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Emergency Medical Services - AAS	2018	1	After successfully completing this course the student will be eligible to be state licensed as an EMT when he/she meets DSHS certification requirements.	The goal of the program is to have 100% passing rate of the NREMT Exam from all students obtaining a Course Completion Certificate. The overall passing rate of the NREMT from prior years will be used to rate the program's success.	The EMT instructor/faculty will teach the students the core course objectives, critical thinking process, skills and techniques to prepare the student to meet or exceed the programs expectations. The instructors will conduct reviews or tutoring to students who fall below an 80% on major exams in order to increase mastery.	The program administers written assessments, bases scenarios assessments and skills proficiency testing. Mastery will be a score of 80% or better on all exams and test plus 100% passing on all skills proficiency assessments. The final course assessment tool will be the passing rate from each student after taking the National Registry EMT Exam upon the completion of the program.	The EMS AAS program will not take effect until the 2019-2020 academic year.	The EMS AAS program will not take effect until the 2019-2020 academic year.
Instruction	Emergency Medical Services - Certificate	2017	1	At the students successful completion of this course, he or she will be eligible to be state licensed as an EMT when he/she meets DSHS certification requirements.	This is the first year that the EMT Level 1 Certificate will be completed. This will be a base year. The goal of the program is to have 100% passing rate of the NREMT Exam from all students obtaining a Course Completion Certificate.	The EMT instructor/faculty will teach the students the core course objectives, critical thinking process, skills and techniques to prepare the student to meet or exceed the programs expectations. The instructors will conduct reviews or tutoring to students who fall below an 80% on major exams in order to increase mastery.	The program administers written assessments, bases scenarios assessments and skills proficiency testing. Mastery will be a score of 80% or better on all exams and test plus 100% passing on all skills proficiency assessments. The final course assessment tool will be the passing rate from each student after taking the National Registry EMT Exam upon the completion of the program.	This was a base year for this new program. The target rate of 80 was not met for pass rate on the State Exam. We found that students are not registering for the Exam in a timely manner. The other three target rates were met.	We will continue these outcomes for the 18-19 year to make sure the data is confirmed.
Instruction	Emergency Medical Services - Certificate	2018	1	Upon successfully completing of this course, the student will be eligible to be state licensed as an EMT when he/she meets DSHS certification requirements.	The goal of the program is to have 100% passing rate of the NREMT Exam from all students obtaining a Course Completion Certificate. The overall passing rate of the NREMT from prior years will be used to rate the program's success.	The EMT instructor/faculty will teach the students the core course objectives, critical thinking process, skills and techniques to prepare the student to meet or exceed the programs expectations. The instructors will conduct reviews or tutoring to students who fall below an 80% on major exams in order to increase mastery.	The program administers written assessments, bases scenarios assessments and skills proficiency testing. Mastery will be a score of 80% or better on all exams and test plus 100% passing on all skills proficiency assessments. The final course assessment tool will be the passing rate from each student after taking the National Registry EMT Exam upon the completion of the program.	The goal of the program was to have 100% passing rate of the NREMT Exam from all students obtaining a Course Completion Certificate. All __ students met the Course Completion goal. Out of the 30 students 18 met NREMT Certification.(60%)	The 100% goal of NREMT certification was not met. The goal of 100% passing rate on the NREMT year will continue to the 2019-2020 academic year.
Instruction	Emergency Medical Services - Certificate	2019	1	Upon successfully completing of this course, the student will be eligible to be state licensed as an EMT when he/she meets DSHS certification requirements.	The goal of the program is to have 100% passing rate of the NREMT Exam from all students obtaining a Course Completion Certificate. The overall passing rate of the NREMT from prior years will be used to rate the program's success.	The EMT instructor/faculty will teach the students the core course objectives, critical thinking process, skills and techniques to prepare the student to meet or exceed the programs expectations. The instructors will conduct reviews or tutoring to students who fall below an 80% on major exams in order to increase mastery.	The program administers written assessments, bases scenarios assessments and skills proficiency testing. Mastery will be a score of 80% or better on all exams and test plus 100% passing on all skills proficiency assessments. The final course assessment tool will be the passing rate from each student after taking the National Registry EMT Exam upon the completion of the program.		
Instruction	Engineer Science - ASES	2017	2	Increase student retention in the Associates of Science in Engineering Science (ASES) course sequence (students enrolled in ENGR 1201 in fall to enroll in ENGR 1204 in spring).	A baseline was developed for last years UAP to help in the development of future unit action plans (UAP), as this is the first requirement of the ASU Title V grant this institution was awarded that facilitated the development of this degree plan. Disappointing first year results indicate that retention in the ASES program is an issue that should be addressed	Continued Student engagement/conferences outside of class time (face to face or Skype), a minimum of twice a semester (once before midterm and once before finals) to address concerns/issues with the course, or any other course in the sequence.	Determine the percentage of the students that enrolled in ENGR 1204, Engineering Graphics, from ENGR 1201, Introduction to Engineering (Fall to Spring); as well as the percentage enrollment from Spring (2017)to Fall (2018) the following semesters (Engineering Graphic to enrolling in ENGR 2304 Programming for Engineers/ENGR2301 Statics).	In the fall of 2017, a total of 32 students entered ENGR 1201. Of those, 19 went on to take ENGR 1304 in the spring of 2018, which gives a 59.4% retention of students from ENGR 1201 to ENGR 1304. In the spring of 2017, a total of 9 students were enrolled in ENGR 1304. Of those, 3 went on to take ENGR 2301, which gives a 33.3% retention from spring 2017 to fall 2017.	The previous year, there was a 41% retention from ENGR 1201 to ENGR 1304. The target was 45%. The target was exceeded by 16%. A retention target wasn't set for ENGR 1304 to ENGR 2301. The current year's retention rate will be used as a benchmark for the 2018-2019 school year. The target will be set at 40%. The department will also look into other interventions to help increase retention in second year to graduation as well as raise the benchmark for year 1 to year 2 retention.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Engineer Science - ASES	2018	1	Increase student retention in the Associates of Science in Engineering Science (ASES) course sequence (students enrolled in ENGR 1201 in fall to enroll in ENGR 1204 in spring).	A baseline was developed for last years UAP to help in the development of future unit action plans (UAP), as this is the first requirement of the ASU Title V grant this institution was awarded that facilitated the development of this degree plan. Disappointing first year results indicate that retention in the ASES program is an issue that should be addressed	Continued student engagement/conferences outside of class time (face to face or Skype), a minimum of twice a semester (once before midterm and once before finals) to address concerns/issues with the course, or any other course in the sequence.	Determine the percentage of the students that enrolled in ENGR 1204, Engineering Graphics, from ENGR 1201, Introduction to Engineering (Fall to Spring); as well as the percentage enrollment from Spring (2017) to Fall (2018) the following semesters (Engineering Graphic to enrolling in ENGR 2304 Programming for Engineers/ENGR2301 Statics).	Percentage of students remained relatively the same at 51.8%	The department will review how the new STEM grant and use of SI can be incorporated to improve retention of students in the ASES degree program this fall convocation
Instruction	Engineer Science - ASES	2019	1	Increase student retention in the Associates of Science in Engineering Science (ASES) course sequence (students enrolled in ENGR 1201 in fall to enroll in ENGR 1204 in spring).	A baseline was developed for last year's UAP to help in the development of future unit action plans (UAP), as this is the first requirement of the ASU Title V grant this institution was awarded that facilitated the development of this degree plan. Disappointing first year and subsequent years results indicate that retention in the ASES program is an issue that should be addressed.	Continued student engagement/conferences outside of class time (face to face or video conference), a minimum of twice a semester (once before midterm and once before finals) to address concerns/issues with the course, or any other course in the sequence. In addition, students with grades below 80% or with excessive absences or tardies will be contacted as needed.	Determine the percentage of students that enrolled in ENGR 1204, Engineering Graphics, from ENGR 1201, Introduction to Engineering (Fall to Spring); Determine the percentage of students that enrolled in ENGR 2304 Programming for Engineers/ENGR 2301 Statics in the Fall of 2020 from ENGR 1204 (Spring 2020)		
Instruction	Engineer Science - ASES	2020	1	Demonstrate critical thinking skills (CT)	Assessments indicate that improvement is needed in this program outcome. In addition ...				
Instruction	Engineer Science - ASES	2020	2	Increase student retention in the Associates of Science in Engineering Science (ASES) course sequence. More specifically, from ENGR 1201 to ENGR 1304 and in 1304 to 2301	Retention rates continue to be disappointing. Therefore, more work and attention are needed to improve this outcome. Retention is tied to student success, and will shape the intervention.	In light of the new educational environment, incorporating zoom meetings outside of class time via zoom as well as creating a sense of belonging will be fostered. Real world videos and application will be included in ENGR 1201 followed case studies in the hopes to engage in the subject will help with retention. In addition, students with grades below 80% or with excessive absences or tardies will be contacted as needed.	Determine the percentage of students that enrolled in ENGR 1204, Engineering Graphics, from ENGR 1201, Introduction to Engineering (Fall to Spring); Determine the percentage of students that enrolled in ENGR 2304 Programming for Engineers/ENGR 2301 Statics in the Fall of 2020 from ENGR 1204 (Spring 2020)		
Instruction	English	2017	1	Demonstrate critical thinking skills (CT)	Improvement in critical thinking is imperative institution wide as indicated by the initial presentation by the IE office regarding the institutions score on critical thinking and the core. The department will continue with the current assessment to see if the Critical Thinking assessment results remains in the 80+ percent range. If so, the English instructors will look for another student learning outcome to focus on improving.	To improve student mastery in critical thinking, the instructors will implement the use of Critical Thinking Questions to assess student comprehension of an assigned reading twice in the semester in preparation for the final exam essay that evaluates critical thinking. Additionally, instructors will update at least 1 essay prompt to include consideration of the keywords from the critical reading questions (speaker, audience, purpose, context) that will be used in the final exam essay.	The departmental final exam essay will be updated to evaluate the critical thinking keywords (speaker, audience, purpose, context). Student mastery will be set at 70% of students mastering (70% or better) the critical thinking essay question.	84 percent of students scored 70% or higher on the essay portion of the final exam. (N=1782) Raw data shows that 1496 students out of 1782 demonstrated critical thinking skills related to the key words of speaker, audience, purpose, and context. When compared to the beginning measure of 85.6 percent, there was a 1.6 percent decrease from last year (2016-2017). This is a similar result and is impressive since the TSI cut score for Writing was changed (by the Texas Higher Education Coordinating Board) to a lower score in the fall semester. Also, the number of students in the current assessment year increased from 1445 in 2016-17 to 1782 in 2017-18.	Plans are to continue with the current assessment to see if the Critical Thinking assessment remains in the 80+ percent range. If so, the English instructors will review the data and findings during the fall 2018 convocation and consider adding another student learning outcome to focus on improving.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	English	2018	1	Demonstrate critical thinking skills (CT)	Improvement in critical thinking is imperative institution wide as indicated by the initial presentation by the IE office regarding the institutions score on critical thinking and the core. The department will continue with the current assessment to see if the Critical Thinking assessment results remains in the 80+ percent range. If so, the English instructors will look for another student learning outcome to focus on improving.	To improve student mastery in critical thinking, the instructors will implement the use of Critical Thinking Questions to assess student comprehension of an assigned reading twice in the semester in preparation for the final exam essay that evaluates critical thinking. Additionally, instructors will update at least 1 essay prompt to include consideration of the keywords from the critical reading questions (speaker, audience, purpose, context) that will be used in the final exam essay.	The departmental final exam essay will be updated to evaluate the critical thinking keywords (speaker, audience, purpose, context). Student mastery will be set at 70% of students mastering (70% or better) the critical thinking essay question.	84.4 percent of students taking English courses scored 70% or higher on the essay portion of the final exam. (N=1153) Raw data shows that 974 students out of 1153 demonstrated critical thinking skills related to the key words of speaker, audience, purpose, and context. When compared to the beginning measure of 84 percent, there was a .4 percent increase from last year (2017-2018). This is a similar result and is impressive since the TSI cut score for Writing was changed (by the Texas Higher Education Coordinating Board) to a lower score in the fall 2017 semester.	Plans are to continue with the current assessment to see if the Critical Thinking assessment remains in the 80+ percent range. We will disaggregate the data to see if there are differences between students taking dual credit English courses and non-dual credit. The English instructors will review the data and findings during the fall 2019 convocation.
Instruction	English	2019	1	Demonstrate critical thinking skills (CT)	Improvement in critical thinking is imperative institution wide as indicated by the initial presentation by the IE office regarding the institutions score on critical thinking and the core. The department will continue with the current assessment to see if the Critical Thinking assessment results remains in the 80+ percent range. If so, the English instructors will look for another student learning outcome to focus on improving.	To improve student mastery in critical thinking, the instructors will implement the use of Critical Thinking Questions to assess student comprehension of an assigned reading twice in the semester in preparation for the final exam essay that evaluates critical thinking. Additionally, instructors will update at least 1 essay prompt to include consideration of the keywords from the critical reading questions (speaker, audience, purpose, context) that will be used in the final exam essay.	The departmental final exam essay will be updated to evaluate the critical thinking keywords (speaker, audience, purpose, context). Student mastery will be set at 70% of students mastering (70% or better) the critical thinking essay question.	81 percent (919 out of 1131) of other students taking English courses scored 70% or higher on the essay portion of the final exam. 90 percent (172 out of 192) of dual credit students taking English courses scored 70% or higher on the essay portion of the final exam. Both groups exceeded their target rates.	Instructors will decide if they will continue with the same intervention and assessment next year to see if the results are sustainable or create a new intervention at the fall 2020 convocation.
Instruction	English	2021	1	To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Reviewing last year data, targets were met. Demonstrate critical thinking skills (CT) 83% 70% of other students mastering (70% or better) the critical thinking essay question 81% 70% of dual credit students mastering (70% or better) the critical thinking essay question 90% However, improvement in critical thinking is imperative institution wide as indicated by the initial presentation by the IE office regarding the institutions score on critical thinking and the core. COVID19 took education by surprise and has altered the traditional educational environment. The department will continue with the current assessment to see if the Critical Thinking assessment results remains in the 80+ percent range. If so, the English instructors will look for another student learning outcome to focus on improving.	To improve student mastery in critical thinking, the instructors will implement the use of Critical Thinking Questions to assess student comprehension of an assigned reading twice in the semester in preparation for the final exam essay that evaluates critical thinking. Additionally, instructors will update at least 1 essay prompt to include consideration of the keywords from the critical reading questions (speaker, audience, purpose, context) that will be used in the final exam essay. To improve student mastery in critical thinking, the instructors will implement the use of Critical Thinking Questions to assess student comprehension of an assigned reading twice in the semester in preparation for the final exam essay that evaluates critical thinking. Additionally, instructors will update at least 1 essay prompt to include consideration of the keywords from the critical reading questions (speaker, audience, purpose, context) that will be used in the final exam essay.	Demonstrate critical thinking skills (CT)		
Instruction	ESL	2017	1	Demonstrate a sophisticated range of vocabulary.	ESL students need to possess an excellent English vocabulary in order to pursue a higher education degree in the United States.	Use of the Rosetta Stone software by students on a regular basis (8 hours a month).	Regular tests administered in classroom by instructor and final exam score in ESLR 0303.	The results were similar to last year's.	Unfortunately, the enrollment in the ESL courses has not grown and the program is being scaled back drastically for the fall 2018 and spring 2019 semesters.
Instruction	ESL	2018	1	Demonstrate a sophisticated range of vocabulary	Assessments indicate that improvement is needed in this program outcome. In addition ...				

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Fine Arts	2017	1	<p>"Students will be able to apply the vocabulary of art (Elements of Art/ Principles of Design) or Music (elements of Music) in an analysis of artwork or music.</p> <p>Course Objective links:</p> <ul style="list-style-type: none"> ◆ Music Appreciation- Course Outcome #1: Aurally recognize the basic elements of listening (melody, harmony, rhythm, form, and tone color). ◆ Art Appreciation- Course Outcome #2: Demonstrate knowledge of art elements and principles of design. 	<p>Previous assessments as well as subjective observations led the fine arts department to conclude that improvement was needed in this area. Having a basic working vernacular of the aspects of both music and art are critical to success in the courses and also provides the student with foundational knowledge to enhance their view of the world. Lasts years UAP will be built upon by increasing the mastery target as well as the implementation of various interventions.</p>	<p>Students will participate in critical and analytical exercises, class discussions, lectures, group activities, presentation and/or individual exercises using respective vocabularies in art and music. The target measure of 75% was not met, but results have improved from previous years. Based on these results, the department will keep the objective; however, the intervention of reviewing the basic elements music or formal elements of art, bi-weekly will now be done daily. Specifically, these reviews will be part of class discussions, critiques or other high impact practices as well as include components of 4DX to incorporate with the students.</p>	<p>Assessment will be based on 10 Final Exam embedded questions with responses to a work of art or music composition. The department target will remain at 75% for the 2017-2018 cycle.</p>	<p>There was a slight drop in success from the previous year, also fell short of the benchmark</p>	<p>Reports indicate that improvement is still needed. The department will work on getting more adjuncts involved in this process, as well as take a look at the intervention to review potential modifications for the development of the UAP for the fall.</p>
Instruction	Fine Arts	2018	1	<p>"Students will be able to apply the vocabulary of art (Elements of Art/ Principles of Design) or Music (elements of Music) in an analysis of artwork or music.</p> <p>Course Objective links:</p> <ul style="list-style-type: none"> ◆ Music Appreciation- Course Outcome #1: Aurally recognize the basic elements of listening (melody, harmony, rhythm, form, and tone color). ◆ Art Appreciation- Course Outcome #2: Demonstrate knowledge of art elements and principles of design. 	<p>Previous assessments as well as subjective observations led the fine arts department to conclude that improvement was needed in this area. Having a basic working vernacular of the aspects of both music and art are critical to success in the courses and also provides the student with foundational knowledge to enhance their view of the world. Lasts years UAP will be built upon by increasing the mastery target as well as the implementation of various interventions.</p>	<p>Students will participate in active learning exercises exercises using respective vocabularies in art and music. The target measure of 75% was not met, but results have improved from previous years. Based on these results, the department will keep the objective; however, the intervention of reviewing the basic elements music or formal elements of art, bi-weekly will now be done daily. Specifically, these reviews will be part of class discussions, critiques or other high impact practices as well as include components of 4DX to incorporate with the students.</p>	<p>Assessment will be based on 10 Final Exam embedded questions with responses to a work of art or music composition. The department target will remain at 75% for the 2017-2018 cycle.</p>	<p>Results indicated a slight drop, to 66.5%</p>	<p>The department will gather this fall convocation to discuss academic interventions that will work to improve the overall success for students, incorporation of technology will be explored.</p>
Instruction	Fine Arts	2019	1	<p>"Students will be able to apply the vocabulary of art (Elements of Art/ Principles of Design) or Music (elements of Music) in an analysis of artwork or music.</p> <p>Course Objective links:</p> <ul style="list-style-type: none"> ◆ Music Appreciation- Course Outcome #1: Aurally recognize the basic elements of listening (melody, harmony, rhythm, form, and tone color). ◆ Art Appreciation- Course Outcome #2: Demonstrate knowledge of art elements and principles of design. 	<p>Previous assessments as well as subjective observations led the fine arts department to conclude that improvement was needed in this area. Having a basic working vernacular of the aspects of both music and art are critical to success in the courses and also provides the student with foundational knowledge to enhance their view of the world. Lasts years UAP will be built upon by increasing the mastery target as well as the implementation of various interventions.</p>	<p>Students will participate in active learning exercises exercises using respective vocabularies in art and music. The target measure of 75% was not met, but results have improved from previous years. Based on these results, the department will keep the objective; however, the intervention of reviewing the basic elements music or formal elements of art, bi-weekly will now be done daily. Specifically, these reviews will be part of class discussions, critiques or other high impact practices as well as include components of 4DX to incorporate with the students.</p>	<p>50% of the measurement will be from an assignment in which you ask if the student feels he/she listens/looks at music/art differently based on what they have learned in class. If the answer is yes, they earn the 50 points.</p> <p>The remaining 50% will be earned if the student scores a 60 or above on the 10 implemented Principles and elements of Art or Music questions (some of you were using before).</p> <p>If the student answers 6/10 questions correct they will earn 10 points. If the student answers 7/10 questions correct they will earn 20 points. If the student answers 8/10 questions correct they will earn 30 points. If the student answers 9/10 questions correct they will earn 40 points. If the student answers 10/10 questions correct they will earn 50 points.</p>		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Fine Arts	2020	2	<p>"Students will be able to apply the vocabulary of art (Elements of Art/ Principles of Design) or Music (elements of Music) in an analysis of artwork or music.</p> <p>Course Objective links:</p> <ul style="list-style-type: none"> ◆ Music Appreciation- Course Outcome #1: Aurally recognize the basic elements of listening (melody, harmony, rhythm, form, and tone color). ◆ Art Appreciation- Course Outcome #2: Demonstrate knowledge of art elements and principles of design. <p>"</p>	<p>Previous assessments as well as subjective observations led the fine arts department to conclude that improvement was needed in this area. Having a basic working vernacular of the aspects of both music and art are critical to success in the courses and also provides the student with foundational knowledge to enhance their view of the world. Lasts years UAP will be built upon by increasing the mastery target as well as the implementation of various interventions.</p>	<p>Students will participate in active learning exercises exercises using respective vocabularies in art and music. The target measure of 75% was not met, but results have improved from previous years. Based on these results, the department will keep the objective; however, the intervention of reviewing the basic elements music or formal elements of art, bi-weekly will now be done daily. Active learning exercises will be modified to reflect the new remote learning environment due to Covid-19.</p>	<p>50% of the measurement will be from an assignment in which you ask if the student feels he/she listens/looks at music/art differently based on what they have learned in class. If the answer is yes, they earn the 50 points.</p> <p>The remaining 50% will be earned if the student scores a 60 or above on the 10 implemented Principles and elements of Art or Music questions (some of you were using before).</p> <p>If the student answers 6/10 questions correct they will earn 10 points. If the student answers 7/10 questions correct they will earn 20 points. If the student answers 8/10 questions correct they will earn 30 points. If the student answers 9/10 questions correct they will earn 40 points. If the student answers 10/10 questions correct they will earn 50 points.</p>		
Instruction	Fine Arts	2021	1	<p>"Students will be able to apply the vocabulary of art (Elements of Art/ Principles of Design) or Music (elements of Music) in an analysis of artwork or music. Course Objective links: ½ Music Appreciation- Course Outcome #1: Aurally recognize the basic elements of listening (melody, harmony, rhythm, form, and tone color). ½ Art Appreciation- Course Outcome #2: Demonstrate knowledge of art elements and principles of design."</p>	<p>Previous assessments as well as subjective observations led the fine arts department to conclude that improvement was needed in this area. Having a basic working vernacular of the aspects of both music and art are critical to success in the courses and also provides the student with foundational knowledge to enhance their view of the world. Lasts years UAP will be built upon by increasing the mastery target as well as the implementation of various interventions.</p>	<p>Students will participate in active learning exercises exercises using respective vocabularies in art and music. The target measure of 75% was not met, but results have improved from previous years. Based on these results, the department will keep the objective; however, the intervention of reviewing the basic elements music or formal elements of art, bi-weekly will now be done daily. Specifically, these reviews will be part of class discussions, critiques or other high impact practices as well as include components of 4DX to incorporate with the students.</p>	<p>Demonstrate critical thinking skills (CT) apply the vocabulary of art</p>		
Instruction	Government	2017	1	<p>Demonstrate critical thinking skills (CT) Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306). (course outcome #4)</p>	<p>Previous years' assessment results indicate the target percentage of students who reach the mastery level was achieved in GOVT 2305; therefore, the target percentage will remain at 70 percent the 2017-2018 academic year. Previous years' assessment results indicate the target percentage was almost achieved in GOVT 2306 (56.4% instead of 57%); therefore, the target percentage will remain at 57% for the 2017-2018 academic year.</p>	<p>Lib Guides will be enhanced to continue easy access to information related to class assignments, particularly for Government 2306.</p>	<p>GOVT 2305: Ten (10) multiple choice questions that focus on student knowledge of the three branches of the federal government. GOVT 2306: Ten (10) multiple choice questions that focus on student knowledge of the three branches of the Texas government. Data will be reported to the Division Chair. GOVT 2305: 70% or more of total students will correctly answer 70% or more of assessed questions. GOVT 2306: 57% or more of total students will correctly answer 70% or more of assessed questions.</p>	<p>65 percent (N=255) or 165 out of 255 Government 2305 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the federal government. This is a 4.8% decrease from the 2016-17 academic year's rate of 70.2%. The Government 2305 Students did not meet the target percent of 70%. 56 percent (N=305) or 170 out of 305 Government 2306 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the Texas government. This is a .4% decrease from the 2016-17 academic year's rate of 56.4%. The Government 2306 Students did not meet the target percentage of 57%. The target was only missed by 1 percent and there are more students who could have been reported for dual credit.</p>	<p>Since the target percent for the Government 2305 was not met, the department will focus on strategies to increase the level of student performance. Since the target percent for the Government 2306 students was not met again, though it was close (56%) to the target of 57%, the department will continue to enhance the utility and usage of the Canvas Learning Management System LMS. More communication will be given next year from the division chair to dual credit instructors.</p>

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Government	2018	1	Demonstrate critical thinking skills (CT) Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306). (course outcome #4)	Previous years' assessment results indicate the target percentage of students who reach the mastery level was achieved in GOVT 2305; therefore, the target percentage will remain at 70 percent the 2017-2018 academic year. Previous years' assessment results indicate the target percentage was almost achieved in GOVT 2306 (56.4% instead of 57%); therefore, the target percentage will remain at 57% for the 2017-2018 academic year.	Lib Guides will be enhanced to continue easy access to information related to class assignments, particularly for Government 2306.	GOVT 2305: Ten (10) multiple choice questions that focus on student knowledge of the three branches of the federal government. GOVT 2306: Ten (10) multiple choice questions that focus on student knowledge of the three branches of the Texas government. Data will be reported to the Division Chair. GOVT 2305: 70% or more of total students will correctly answer 70% or more of assessed questions. GOVT 2306: 57% or more of total students will correctly answer 70% or more of assessed questions.	69.2 percent (N=133) or 92 out of 133 Government 2305 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the federal government. This is a 4.2% increase from the 2017-18 academic year's rate of 65%. The Government 2305 Students did not meet the target percent of 70%, but only missed by less than 1 percent (.8 %). 66.3 percent (N=291) or 193 out of 291 Government 2306 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the Texas government. This is a 10.3% increase from the 2017-18 academic year's rate of 56%. The Government 2306 Students exceeded the target percentage of 57%. The target was exceeded by 10.3 percent which is a significant increase.	Since the target percent for the Government 2305 was not met, the department will focus on strategies to increase the level of student performance. Since the target percent for the Government 2306 students was met and exceeded by 10.3%, the department will continue with the current strategy to enhance the utility and usage of the Canvas Learning Management System LMS.
Instruction	Government	2019	1	Demonstrate critical thinking skills (CT) Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306). (course outcome #4)	Previous years' assessment results indicate the target percentage of students who reach the mastery level was achieved in GOVT 2305; therefore, the target percentage will remain at 70 percent the 2017-2018 academic year. Previous years' assessment results indicate the target percentage was almost achieved in GOVT 2306 (56.4% instead of 57%); therefore, the target percentage will remain at 57% for the 2017-2018 academic year.	Lib Guides will be enhanced to continue easy access to information related to class assignments, particularly for Government 2306.	GOVT 2305: Ten (10) multiple choice questions that focus on student knowledge of the three branches of the federal government. GOVT 2306: Ten (10) multiple choice questions that focus on student knowledge of the three branches of the Texas government. Data will be reported to the Division Chair. GOVT 2305: 70% or more of total students will correctly answer 70% or more of assessed questions. GOVT 2306: 57% or more of total students will correctly answer 70% or more of assessed questions.	87 percent (111 out of 127) Government 2305 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the federal government. 64 percent (67 out of 104) Government 2306 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the Texas government. Both groups exceeded their targets.	Instructors will decide if they will continue with the same intervention and assessment next year to see if the results are sustainable or create a new intervention at the fall 2020 convocation.
Instruction	Government	2021	1	Demonstrate critical thinking skills (CT) Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306). (course outcome #4)	Previous years' assessment results indicate the target percentage of students who reach the mastery level was achieved in GOVT 2305; therefore, the target percentage will remain at 70 percent the 2020-21 academic year. Previous years' assessment results indicate the target percentage was achieved in GOVT 2306 (64% instead of 57%); therefore, the target percentage will remain at 57% for the 2020-21 academic year. Although targets were met, the department wants to see if they can be sustained. COVID19 took education by surprise and has altered the traditional educational environment. The Government Department wants to ensure students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306).	Open educational resources, videos, high impact practices will be enhanced to support "Demonstrate critical thinking skills (CT) Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306). (course outcome #4)"	CT Skills/Percent of students who demonstrate knowledge of branches of govt.	77 percent (170 out of 220) Government 2305 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the federal government. 80.2 percent (283 out of 353) Government 2306 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the Texas government. Both groups exceeded their targets.	The Government Department is encouraged by the outcomes. Although the overall target was met, the 2306 target was set rather low. 2306 targets will be increased and interventions will be continued to see if both groups can exceed targets. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021. The Government Department will meet at the fall convocation 2021 to decide if another expected outcome for intervention and assessment will be added.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	History	2017	1	Demonstrate critical thinking skills (CT) Students will demonstrate the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. (based on course outcome #3 - Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.)	Assessments from the previous years' departmental final exams indicate that the target measure was exceeded. The department will continue to assess this outcome to determine the sustainability of this level of student mastery.	Students will participate in critical and analytical exercises and processes through the use of historical documents in lectures, class discussion, group activities, and individual assignments in HIST 1301 and HIST 1302 courses.	Evaluation will be based on responses to questions embedded into the final exams. Data will be collected via Portal. 75% or more of total students will score 70% or higher on assessed questions.	66.3 percent (N=205) or 136 out of 205 History 1301 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. This is a 13% decrease from the 2016-17 academic year's rate of 79.4%. Only spring data was included in this report which removes the higher percent of success reflected in the dual credit classes in fall courses. 73.1 percent (N=323) or 236 out of 323 History 1302 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. This is a 9.7% decrease from the 2016-17 academic year's rate of 82.8%.	The results indicate that the target was not met this year. The department will review these results during the Fall 2018 convocation and decide if any changes should be made in the 70% target.
Instruction	History	2018	1	Demonstrate critical thinking skills (CT) Students will demonstrate the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. (based on course outcome #3 - Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.)	Assessments from the previous years' departmental final exams indicate that the target measure was exceeded. The department will continue to assess this outcome to determine the sustainability of this level of student mastery.	Students will participate in critical and analytical exercises and processes through the use of historical documents in lectures, class discussion, group activities, and individual assignments in HIST 1301 and HIST 1302 courses.	Evaluation will be based on responses to questions embedded into the final exams. Data will be collected via Portal. 75% or more of total students will score 70% or higher on assessed questions.	71.1 percent (N=256) or 182 out of 256 History 1301 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. This is a 4.8% increase from the 2017-18 academic year's rate of 66.3%. 81.6 percent (N=560) or 457 out of 560 History 1302 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. This is a 8.5% increase from the 2017-18 academic year's rate of 73.1%.	The results indicate that the 75% target was not met for Hist 1301 and was met for Hist 1302 this year. The department will review these results during the Fall 2019 convocation and decide if any changes should be made in the 75% targets. We may decide to compare results of dual credit students with non-dual credit students.
Instruction	History	2019	1	Demonstrate critical thinking skills (CT) Students will demonstrate the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. (based on course outcome #3 - Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.)	Assessments from the previous years' departmental final exams indicate that the target measure was exceeded. The department will continue to assess this outcome to determine the sustainability of this level of student mastery.	Students will participate in critical and analytical exercises and processes through the use of historical documents in lectures, class discussion, group activities, and individual assignments in HIST 1301 and HIST 1302 courses.	Evaluation will be based on responses to questions embedded into the final exams. Data will be collected via Portal. 75% or more of total students will score 70% or higher on assessed questions.	77 percent (526 out of 683) History 1301 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. 85 percent (560 out of 658) History 1302 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. Both groups exceeded their target rates.	Instructors will decide if they will continue with the same intervention and assessment next year to see if the results are sustainable or create a new intervention at the fall 2020 convocation.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	History	2021	1	Demonstrate critical thinking skills (CT) Students will demonstrate the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. (based on course outcome #3 - Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.)	Reviewing last year data, targets were met. Demonstrate critical thinking skills (CT) 83% However, COVID19 took education by surprise and has altered the traditional educational environment. The department will continue to assess this outcome to determine the sustainability of this level of student mastery. Students will demonstrate the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. (based on course outcome #3 - Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.)	Students will participate in critical and analytical exercises and processes through the use of historical documents in lectures, class discussion, group activities, and individual assignments in HIST 1301 and HIST 1302 courses.	CT Skills /Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history	86.2 percent (783 out of 908) History 1301 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. 90.1 percent (530 out of 588) History 1302 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. Both groups exceeded their target rates.	Targets were again exceeded. These interventions will be institutionalized and the History Department will meet at fall convocation 2021 to select another expected outcome for intervention and assessment. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021. The History Department will consider this when developing a new outcome, intervention and assessment.
Instruction	Humanities	2017	1	A critical thinking project will be implemented in order to based on reading comprehension that scaffolds into synthesizing divergent views to form cohesive student arguments with meaningful connection to student experiences.	Assessments indicate that improvement is needed in this program outcome.	Administer and review pre content questions as well as pre writing chart several times throughout the semester.	The instructors will implement the use of Critical Thinking Questions to assess student comprehension of an assigned reading twice in the semester in preparation for the critical thinking project. Critical thinking results will then be scored with the Critical Thinking LEAP rubric.)	Results fell short of the benchmark by 6.1%. A review of the intervention is warranted.	The intervention will be need to be evaluated, and modification of the intervention will be considered for next years UAP, as we have a downward tread occurring in the success. Critical thinking is a important skill that needs to be addressed and will continue to be explored as to how to increase student mastery of it.
Instruction	Humanities	2018	1	Evaluate critical thinking through an essay that requires synthesizing divergent views in course content to form cohesive student arguments based on text evidence.	Assessments indicate that improvement is needed in this program outcome.	Engage students in small group discussions to practice employing text evidence as justification for interpretation, as well as completing a pre writing chart linked to evidence in preparation for final essay submission.	The instructors will employ small discussion groups to allow collaborative practice using text evidence to support an interpretation of /argument regarding an assigned reading. Additionally, students will complete a pre-writing chart to identify text-based evidence to support argument before the final essay is due. Critical Thinking results will be determined by students who score 70 or higher on the essay.	Finding show a vast improvement over 1st year to 81.3%	The jump in results could be attributed to the increase of dual credit students in the course, in addition, the success will be evaluated along with any additional interventions to be implemented during fall convocation and the development of the 2019-2020 UAP
Instruction	Humanities	2019	1	Assess critical thinking in an assignment that analyzes media to identify the message, target audience, and historical context; evaluates the credibility of the argument by examining the speaker, the evidence used to support the message, and any included assumptions; and hypothesizes about what would change if the audience acts on this message.	Assessments indicate that improvement is needed in this program outcome.	Train students to thoroughly answer these questions about source material through a scaffolding process that starts as a teacher-guided activity, transitions to a small group activity, and becomes an independent assignment. (2 points of intervention before the assessment)	Critical Thinking results will be determined by students who score 70 or higher on the Critical Analysis assignment.		
Instruction	Humanities	2020	1	Demonstrate critical thinking skills (CT)	Assessments indicate that improvement is needed in this program outcome. In addition ...				

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Humanities	2020	2	Assess critical thinking in an assignment that analyzes media to identify the message, target audience, and historical context; evaluates the credibility of the argument by examining the speaker, the evidence used to support the message, and any included assumptions; and hypothesizes about what would change if the audience acts on this message.	Assessments indicate that improvement is needed in this program outcome.	Train students to thoroughly answer these questions about source material through a scaffolding process that starts as a teacher-guided activity, transitions to a small group activity, and becomes an independent assignment. (2 points of intervention before the assessment)	Critical Thinking results will be determined by students who score 70 or higher on the Critical Analysis assignment.		
Instruction	Humanities	2021	1	Assess critical thinking in an assignment that analyzes media to identify the message, target audience, and historical context; evaluates the credibility of the argument by examining the speaker, the evidence used to support the message, and any included assumptions; and hypothesizes about what would change if the audience acts on this message	Assessments indicate that improvement is needed in this program outcome.	Train students to thoroughly answer these questions about source material through a scaffolding process that starts as a teacher-guided activity, transitions to a small group activity, and becomes an independent assignment. (2 points of intervention before the assessment)	CT Skill/ 70% or better with embedded questions on final grade		
Instruction	Humanities	2021	2	To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information			Demonstrate critical thinking skills (CT)		
Instruction	Law Enforcement Academy	2017	1	Law Enforcement cadets will be engaged with the local community to promote community policing.	The target rate of 90% was not met for the 20176-17 academic year. Community policing is important to any police agency. By participating in various civic activities, students will learn the importance of community policing.	The department will introduce students to the importance of community policing in the classroom. In addition, instructors will attend Cadet Association meeting to help coordinate and plan for various community activities (Palominofest, National Night Out, Christmas at the College, etc.)	The department will use sign in sheets for each event attended. Students will obtain 20 points for each event attended. Students must gain a minimum of 60 points in order to show mastery in this outcome. Target - 90% of the students will show mastery. Track the number of students achieving mastery for this outcome on the Texas Commission on Law Enforcement state exam.	The Middle Rio Grande Law Enforcement Academy is dedicated to the concept of community policing. The target of three community events attended illustrates that. The target rate of 90% was reached.	These results will allow future cadets of the Middle Rio Grande Law Enforcement Academy to continue the pursuit of continued positive relations between law enforcement and the community. The academy will move this Plan to yearly practice.
Instruction	Law Enforcement Academy	2018	1	Law Enforcement cadets will be trained in the art of de-escalation in reference to law enforcement.	This is a base year for this outcome due to state regulations. De-escalation is important to any police agency. By participating in various de-escalation training events, students will learn the importance of de-escalation in law enforcement.	The department will introduce and remediate students to the importance of de-escalation in reference to law enforcement in the classroom.	This is a mandated TCOLE course of instruction. The Academy will track cadet attendance as per Academy policy. The Academy shall document mastery of this concept through successful completion of both a practical and written examination. Cadets must achieve a grade of "Satisfactory" for successful completion of the practical exam, and 80% on the written exam. Target - 90% of the students will show mastery. Track the number of students achieving mastery for this outcome on the de-escalation exam.	Cadets were able to understand the importance of de-escalation in law enforcement.	Future cadets will also be trained in this concept and they will practice de-escalation skills.
Instruction	Law Enforcement Academy	2018	2	Law Enforcement cadets will be trained in the various aspects of active shooter response.	The will be the base for the upcoming academic year. Active shooter response is important to any police agency. By participating in various active shooter training activities, cadets will learn the importance of active shooter response.	The department will introduce and remediate students to the importance of active shooter response. Cadets will participate in various active shooter response training events.	Cadets must gain a minimum of 80 points in order to show mastery in this outcome. Target - 90% of the students will show mastery.	Active shooter response was a familiar topic due to all the recent events across the country.	Active shooter education and training will continue to be part of the curriculum.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Law Enforcement Academy	2019	1	Crisis Intervention Training (CIT) - Mental Health Code	Law enforcement officers act as first responders across the nation which includes encounters with persons in mental health and addictions crisis. Mental illness has been shown to be a factor in a large number of law enforcement confrontations where deaths have occurred. We must equip cadets to properly recognize mental health challenges among their peers and in their communities in order to be effective when they enter the workforce.	Cadets having issues grasping the concept will receive remedial training.	40 hours of instruction will be given and each cadet will be required to make an 80% or better on the unit exam.	The fall academy received the 40hr training; however, due to COVID-19, the spring semester will not be able to receive the training since it must be done in a classroom setting.	Forty hours of CIT will continue to be part of the academy curriculum.
Instruction	Law Enforcement Academy	2019	2	Cadets will be trained in the skill of De-Escalation	Law enforcement officers are expected to possess almost extraordinary levels of professionalism, patience, and tolerance in stressful situations. De-escalation techniques are used as a strategy to reduce use-of-force incidents promoting a better resolution. Cadets will be trained in this skill to be better prepared to enter the workforce.	Cadets having issues grasping the concept will receive remedial training.	Cadets will receive 8 hours of instruction which will include scenarios and real life examples. Each cadet will be required to take and pass a unit examination with an 80% or better.	De-Escalation was well received and cadets gained skills that will assist them in the workforce.	De-Escalation will continue to be part of the academy curriculum
Instruction	Law Enforcement Academy	2021	1	Crisis intervention training (CIT) - mental health code.	Law enforcement officers act as first responders across the nation which includes encounters with persons in mental health and addictions crisis. Mental illness has been shown to be a factor in a large number of law enforcement confrontations where deaths have occurred. We must equip cadets to properly recognize mental health challenges among their peers and in their communities in order to be effective when they enter the workforce.	Cadets having issues grasping the concept will receive remedial training.	CIT - Mental Health Code	Cadets were able to recognize specific signs and symptoms displayed by consumers with mental illnesses. The ability to recognize these symptoms allows officers to approach the situation in a different manner in order to produce a better, safer outcome.	Cadets will continue to be trained in crisis intervention in order to better service the community.
Instruction	Law Enforcement Academy	2021	2	Cadets will be trained in the skill of De-Escalation	Law enforcement officers are expected to possess almost extraordinary levels of professionalism, patience, and tolerance in stressful situations. De-escalation techniques are used as a strategy to reduce use-of-force incidents promoting a better resolution. Cadets will be trained in this skill to be better prepared to enter the workforce.	Cadets having issues grasping the concept will receive remedial training.	De-Escalation Techniques/ Completion of unit exam with 80% or better.	Cadets were trained in De-Escalation Techniques in order to minimize the need to use force in making arrests.	Cadets will continue to be trained in De-Escalation Techniques in future academies.
Instruction	Management	2017	1	Students will improve learning related to the Management program outcome 'Exhibit successful workplace behaviors'.	Acquired knowledge of how to practically apply 'Scripts' will add a dimension of professionalism in organizations. The assessment of this outcome will be continued since there is a new cohort of students enrolled.	Fourth semester students in BGMT 2483 will be required to write "scripts" and present them in class. Scripts help students implement patterns of communication.	Scripts and presentations will be assessed on a 0 to 10 scale. 0 = 10% 10 = 100%. A successful student will earn 80% or higher on the script to be considered successful. 90% of students should master the outcome.	Target Goal of 80% was set to be achieved. However, statistical data shows only 72% Attendance was achieved. Therefore a new goal will be established for the next 2018-2019 year.	Target goal of 80 not achieved. The results was 72 percent achieved. Therefore new target for 2018-2019, will be reestablished at 80 %.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Management	2017	2	Students will improve learning related to the Management program outcome 'Utilize problem solving and decision making skills'.	Problem solving and decision making skills learned throughout the management program will be assessed in the last co-op class (BGMT 2483) to see if student's learning experience has been successful.	Advanced practice in problem-solving and decision making through the utilization of scenarios will take place in the lecture portion of BGMT 2483 to enhance practical application at the workplace.	In the lecture component of BGMT 2483, a management co-op course, students will be required to earn 90% or higher to be successful. Also a performance evaluation, by the students supervisor in the workplace on the student evaluation form. Possible ratings are: (1)marginal, (2)satisfactory, (3) excellent, (4) outstanding. Mastery is a rating of excellent (3) or higher. The average will be recorded.	Target goal of 80 was not achieved. Therefore new Target Goal of 80 is reestablished for 2018-2019.	To teach and gain practically applied efforts by students at the workplace.
Instruction	Management	2017	3	Students will improve learning related to the Management program outcome 'Demonstrate effective skills in both written assignments and oral presentations'.	The student must understand specifically the required duties of written and oral communication in the workplace in order to enhance employability.	Students in BMGT 2483 (formerly BMGT 2383), the fourth semester of cooperative education, will be required to write and present a job description of their current position. Through this assignment, students must demonstrate an understanding each facet of assigned job duties. This is a new assignment which is accommodated by the program revision which includes additional hours of instruction and workplace duties.	Job descriptions will be rated on a scale of 0 to ten, with nine constituting mastery. Percent of students achieving mastery will be recorded.	Target goal for written assignments was 80%. Achieved: 65%.	Target Goal for 2018-2019, is 65%
Instruction	Management	2018	1	Exhibit successful workplace behaviors (eg, attendance and punctuality)	Assessments indicate that improvement is needed in this program outcome. In addition ...	Will be meeting (phone, face to face, email) with any student that is either tardy or misses a class at the end of each week.	Will keep track of daily attendance and percentage of each student.	Student met the goal for their workplace behaviors to include punctuality and attendance.	I was able to conclude that based off my 4dx wig that I met with students on a regular basis helped with keeping them on track and attending.
Instruction	Management	2018	2	Demonstrate effective skills in both written assignments and oral presentations	Assessments indicate that improvement is needed in this program outcome. In addition ...	I will be embedding more oral presentation and writing intensive assignments for students to be able to practice and I can help them improve.	Grading of each assignment and provide feedback to student and see if there is improvement from one assignment to the next.	Continue emphasis on the goal of proper grammar and writing skills. Soft skill are becoming more and more crucial out in the job field.	Will continue to embed assignments that will allow students to continue practicing the fundamentals of writing and grammar.
Instruction	Management	2018	3	Utilize problem solving and decision making skills	Assessments indicate that improvement is needed in this program outcome. In addition ...	Will plan for small group work with each of my classes. Assignments will be given that will enable students to work in teams.	Visually observe the students and also see if there is an increase in participation from the class as a whole.	Our goal set for the program was met. Found out that working in small group work allowed for students to be more expressive and work on their problem solving and decision making skills.	I will continue and plan to expand the use of more small group activities and report on findings in the upcoming year.
Instruction	Management	2019	1	Perform a job interview and applicant selection	Assessments indicate that improvement is needed in this program outcome. In addition ...	BMGT 2483 which is taught in the fourth semester and will set a goal to research interviewing techniques and write a comprehensive report on the same and present to class.	Completion of assignment and presentation.		
Instruction	Management	2019	2	Enter expected outcome here...	Enter rationale here...	BMGT 1382 1st semester students will set a goal to achieve 95% attendance.	Will record and tally results of attendance at end of the course.		
Instruction	Mathematics	2017	1	Increase students ability to successfully complete problem solving scenarios and questions in freshman level math courses.	Problem solving skills are essential to life and real world situations. Increasing student success in this critical skill will also help to improve the overall core curriculum initiative of critical thinking as well as increase competency in empirical and quantitative skills. Several years' UAP indicates that continued effort is needed in this area to help students improve their abilities to think critically and problem solve.	Each instructor teaching Math 1314 will select a minimum of 50% of the 4DX weekly goal from college algebra to concentrate on issues regarding critical thinking and application questions.	Embedded questions on the comprehensive final exam will be administered. Benchmark of 70% of students will score a 70% or better.	Three was a slight improvement of lasts years results, and improvements are being made year to year	There are a tremendous amount of variables that could have contributed to the increase (4DX..., my math lab incorporation, review sessions, ETC.) The Math department will begin to incorporate the intervention as best practices and review the modification of the UAP for the future.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Mathematics	2018	1	Increase students ability to successfully complete problem solving scenarios and questions using technology and other resources in college algebra math courses.	Problem solving skills are essential to life and real world situations. Increasing student success in this critical skill will also help to improve the overall core curriculum initiative of critical thinking as well as increase competency in empirical and quantitative skills. Several years' UAP indicates that continued effort is needed in this area to help students improve their abilities to think critically and problem solve.	The math department will incorporate a minimum 8 active learning opportunities throughout the semester focusing on the use of technology and critical thinking to foster students ability to problem solve with technology and other resources.	Embedded questions on the final exam. Benchmark of 70% of students will score a 70% or better on these embedded questions.	Results are, for the most part, unchanged, at 60.5%	The department will reevaluate at the beginning of the semester incorporation of more subjects with in the math discipline to be assessed using the intervention. A review of the courses as dual credit instructors increase in size will be conducted for the use of common questions on the final exam.
Instruction	Mathematics	2019	1	Increase students ability to successfully complete problem solving scenarios and questions using technology and other resources in developmental education and freshman level math courses.	Problem solving skills are essential to life and real world situations. Increasing student success in this critical skill will also help to improve the overall core curriculum initiative of critical thinking as well as increase competency in empirical and quantitative skills. Several years' UAP indicates that continued effort is needed in this area to help students improve their abilities to think critically and problem solve.	The math department will incorporate a minimum 8 active learning opportunities throughout the semester focusing on the use of technology and critical thinking to foster students ability to problem solve with technology and other resources.	Embedded questions on the final exam. Benchmark of 70% of students will score a 70% or better on these embedded questions.		
Instruction	Mathematics	2020	1	Demonstrate critical thinking skills (CT)	Assessments indicate that improvement is needed in this program outcome. In addition ...				
Instruction	Mathematics	2020	2	To develop the students' abilities to use real-world data in order to improve their understanding of function models and their constructions. To enable students to apply functions and make predictions for numerically defined data in real life circumstances.	Technical writing skills are essential to communicate effectively in math and science. The math department has identified these skills as lacking evaluation of the assessments of the core curriculum in the years past.	The math department will incorporate an emphasis in building models. A new focus on additional real-world modeling applications will be demonstrated in various contexts including but not limited to: linear, polynomial, rational, exponential and logarithmic models. This will include an emphasis on the use of technology for these applications.	At least 75% of students will score 70 or above on their core assignment project (technical writing paper) as assessed by the Quantitative Literacy Rubric.		
Instruction	Mathematics	2021	1	To develop the students' abilities to use real-world data in order to improve their understanding of function models and their constructions. To enable students to apply functions and make predictions for numerically defined data in real life circumstances.		The math department will incorporate an emphasis in building models. A new focus on additional real-world modeling applications will be demonstrated in various contexts including but not limited to: linear, polynomial, rational, exponential and logarithmic models. This will include an emphasis on the use of technology for these applications.	Demonstrate empirical and quantitative skills (E&Q) 70 or above on their core assignment project		
Instruction	Mathematics	2021	2	To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Technical writing skills are essential to communicate effectively in math and science. The math department has identified these skills as lacking evaluation of the assessments of the core curriculum in the years past.		Demonstrate critical thinking skills (CT)		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Patient Care Technician	2018	1	Student will be able to successfully pass the National Certification Exams for Certified Clinical Medical Assistant (CCMA), Certified Phlebotomy Technician (CPT), Certified Electrocardiogram Technician (CET), Certified Patient Care Technician/Assistant (CPCT/A). In addition, they will be able to successfully pass the State Certification Exam for Certified Nurse Assistant (CNA).	The plan is necessary to get a base start for the newly developed Patient Care Technician Program.	Instructor's will have didactic and clinical procedures to cover the learning objectives and program outcomes. In addition, the instructor's will tutor individuals who fall below an 80 average in the classroom.	National and State Certifications will be used to determine mastery.		
Instruction	Patient Care Technician	2019	1	Enter expected outcome here...	Enter rationale here...				
Instruction	Patient Care Technician	2021	1	Student will be able to successfully pass the National Certification Exams for Certified Clinical Medical Assistant (CCMA), Certified Phlebotomy Technician (CPT), Certified Electrocardiogram Technician (CET), Certified Patient Care Technician/Assistant (CPCT/A). In addition, they will be able to successfully pass the State Certification Exam for Certified Nurse Assistant (CNA).	The plan is necessary to get a base start for the newly developed Patient Care Technician Program.	Instructor's will have didactic and clinical procedures to cover the learning objectives and program outcomes. In addition, the instructor's will tutor individuals who fall below an 80 average in the classroom. (9/1/2018-5/1/2019)	National and State Certifications will be used to determine mastery.		
Instruction	Philosophy	2017	1	Increase student ability to present logically persuasive argument	Communication is a vital component to success in the real world. This is a critical skill that students will need to nurture not only for this course but throughout their academic career. ...	Student required to meet with instructor before final product/presentation. Instructors will also encourage the implementation of facts during lecture in the presentations.	Video presentation and discussion. To use a presentation rubric designed by instructor. Rubric includes three areas of critique, to add up to 100%.	90% (N=10) of students in class successfully presented a logical and persuasive argument on a current topic to the class. These students were enrolled in PHIL 1301, which is a face-to-face class and lends itself to an authentic assessment.	Because the number of faculty teaching Philosophy has grown, we are going to share results with the full department and decide how to proceed when we meet at the Fall 2018 convocation. Instructors will decide if they will continue with the same intervention and assessment next year to see if the results are sustainable or create a new intervention at the fall 2018 convocation.
Instruction	Philosophy	2018	1	Increase student ability to present logically persuasive argument	Communication is a vital component to success in the real world. This is a critical skill that students will need to nurture not only for this course but throughout their academic career. ...	Student will be given a grading rubric to help guide their efforts in composing a logical argument essay.	Student will compose a logical argument essay.	96.4% (N=248) of students in class successfully presented a logical and persuasive argument on a current topic to the class. These students were enrolled in PHIL 1301. The number of students assessed is much larger this year (248 in 2019 compared to 10 in 2018).	Instructors will decide if they will continue with the same intervention and assessment next year to see if the results are sustainable or create a new intervention at the fall 2019 convocation.
Instruction	Philosophy	2019	1	Increase student ability to present logically persuasive argument	Communication is a vital component to success in the real world. This is a critical skill that students will need to nurture not only for this course but throughout their academic career. Students will need to be able to create logical arguments in academic courses as well as "real-life" situations.	Student will be given a grading rubric to help guide their efforts in composing a logical argument essay.	Student will compose a logical argument essay.	93% (288 out of 311) of students in class successfully presented a logical and persuasive argument on a current topic to the class. These students were enrolled in PHIL 1301 and PHIL 2306.	Instructors will decide if they will continue with the same intervention and assessment next year to see if the results are sustainable or create a new intervention at the fall 2020 convocation.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Philosophy	2020	1	Demonstrate communication skills (Comm) Increase student ability to present logically persuasive argument.	Assessments indicate that improvement is needed in this program outcome. Communication is a vital component to success in the real world. This is a critical skill that students will need to nurture not only for this course but throughout their academic career. Students will need to be able to create logical arguments in academic courses as well as "real-life" situations.	Students will complete at least 1 lower-stakes argument assignment during the semester to get instructor feedback on the quality of their argument before the essay.	Student will compose a logical argument essay.		
Instruction	Philosophy	2021	1	Increase student ability to present logically persuasive argument	Reviewing last year data, targets were met. However, communication is a vital component to success in the real world. This is a critical skill that students will need to nurture not only for this course but throughout their academic career. Students will need to be able to create logical arguments in academic courses as well as "real-life" situations. COVID19 took education by surprise and has altered the traditional educational environment. The Philosophy Department wants to ensure students are able to communicate effectively in this fast-paced, everchanging world	Student will be given a grading rubric to help guide their efforts in composing a logical argument essay.	Comm Skills/ Percentage of students getting 70% or better. Student will be given a grading rubric to help guide their efforts in composing a logical argument essay.	Philosophy 1301 and 2306 students exceeded target. 77% (402/521) of students were able to complete and score 70% or better on at least 1 lower-stakes argument assignment during the semester to get instructor feedback on the quality of their argument before the essay.	Although the target was met, interventions will continue to see if higher success can be achieved. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021. The Philosophy Department will meet at the fall convocation 2021 to decide if another expected outcome for intervention and assessment will be added.
Instruction	Physical Education	2017	1	Demonstrate personal responsibility (PR) 94% of Physical Education students will increase their personal fitness levels and awareness for physical activity through active participation in physical activities by measuring pre and post fitness skill levels.	Personal health is an important component of success at college and for a quality life. Students who learn how to adhere to a personal fitness program will be able to continue improving their health.	Students will increase individual physical fitness through activity participation in exercise based on the principles of physical fitness. Students will have opportunities to participate in group and individual activities, interval training, progression exercises and adaptation principles related to hands on exercise activities.	Pre and Post Fitness assessment skills test. The Physical Education Department rationale is to increase performance over a semester period. The increase performance is based upon individual scores not national scores, for a more meaningful, direct, immediate feedback. The Physical Education Department believes if a student can have success within the semester, it may allow them to continue their physical efforts for a lifetime. Physical Activities Classes will design Fitness Pre/Post-test based on the three Physical Fitness components listed below. 1 Core Strength: Pre-test Score/Post-Test Score 2 Cardiovascular strength/endurance 3 Muscular strength/endurance	Scores indicate that 95% of students who actively participated in Physical Education classes demonstrated an increased level of fitness base on the success scores posted from pre-fitness test and post-fitness test assessments. 95% is a one percent increase from the previous year. 224 out of 236 students showed improvement.	Base on the percentage of success in assessment scores over the past two years, the physical education department identifies that active participation will increase students' level of fitness based on the data results documented over the past few years. It is the recommendation of the Physical Education Department to make "students increased fitness level" a benefit as a result of taking a PHED Activity Course at SWTJC.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Physical Education	2018	1	Demonstrate personal responsibility (PR) 94% of Physical Education students will increase their personal fitness levels and awareness for physical activity through active participation in physical activities by measuring pre and post fitness skill levels.	Personal health is an important component of success at college and for a quality life. Students who learn how to adhere to a personal fitness program will be able to continue improving their health.	Students will increase individual physical fitness through activity participation in exercise based on the principles of physical fitness. Students will have opportunities to participate in group and individual activities, interval training, progression exercises and adaptation principles related to hands on exercise activities.	Pre and Post Fitness assessment skills test. The Physical Education Department rationale is to increase performance over a semester period. The increase performance is based upon individual scores not national scores, for a more meaningful, direct, immediate feedback. The Physical Education Department believes if a student can have success within the semester, it may allow them to continue their physical efforts for a lifetime. Physical Activities Classes will design Fitness Pre/Post-test based on the three Physical Fitness components listed below. 1 Core Strength: Pre-test Score/Post-Test Score 2 Cardiovascular strength/endurance 3 Muscular strength/endurance	Scores indicate that 95% of students who actively participated in Physical Education classes demonstrated an increased level of fitness base on the success scores posted from pre-fitness test and post-fitness test assessments. 95% is a one percent increase from the previous year. 136 out of 144 students showed improvement.	Base on the percentage of success in assessment scores over the past two years, the physical education department identifies that active participation will increase students' level of fitness based on the data results documented over the past few years. It is the recommendation of the Physical Education Department to make "students increased fitness level" a benefit as a result of taking a PHED Activity Course at SWTJC.
Instruction	Physical Education	2019	1	Demonstrate personal responsibility (PR) 94% of Physical Education students will increase their personal fitness levels and awareness for physical activity through active participation in physical activities by measuring pre and post fitness skill levels.	Personal health is an important component of success at college and for a quality life. Students who learn how to adhere to a personal fitness program will be able to continue improving their health.	Students will increase individual physical fitness through activity participation in exercise based on the principles of physical fitness. Students will have opportunities to participate in group and individual activities, interval training, progression exercises and adaptation principles related to hands on exercise activities.	Pre and Post Fitness assessment skills test. The Physical Education Department rationale is to increase performance over a semester period. The increase performance is based upon individual scores not national scores, for a more meaningful, direct, immediate feedback. The Physical Education Department believes if a student can have success within the semester, it may allow them to continue their physical efforts for a lifetime. Physical Activities Classes will design Fitness Pre/Post-test based on the three Physical Fitness components listed below. 1 Core Strength: Pre-test Score/Post-Test Score 2 Cardiovascular strength/endurance 3 Muscular strength/endurance	Scores indicate that 95% (121 out of 128) of students who actively participated in Physical Education classes demonstrated an increased level of fitness base on the success scores posted from Pre-Fitness Test and Post-Fitness Test assessments. 95% is equivalent to the previous year.	Based on the percentage of success in assessment scores over the past three years, the Physical Education Department identifies that active participation will increase students' level of fitness based on the data results documented over the past few years. It is the recommendation of the Physical Education Department to make "students increased fitness level" a benefit as a result of taking a PHED Activity Course at SWTJC. Instructors will decide if they will continue with the same intervention and assessment next year to see if the results are sustainable or create a new intervention at the fall 2020 convocation.
Instruction	Physical Education	2021	1	Demonstrate personal responsibility (PR) 94% of Physical Education students will increase their personal fitness levels and awareness for physical activity through active participation in physical activities by measuring pre and post fitness skill levels.	Reviewing last year data, targets were met. Demonstrate personal responsibility (PR) 95%94% of Physical Education Students will increase their fitness levels and awareness during the semester. Progress is measured by comparing pre and post fitness skill levels. N=128, 95%However, personal health is an important component of success at the college and for a quality life. Students who learn how to adhere to a personal fitness program will be able to continue improving their health. COVID19 took education by surprise and has altered the traditional educational environment. The Physical Education Department wants to ensure students are able to understand and experience the benefit of exercising for overall health, especially during a pandemic.	Students will increase individual physical fitness through activity participation in exercise based on the principles of physical fitness. Students will have opportunities to participate in group and individual activities, interval training, progression exercises and adaptation principles related to hands on exercise activities.	PR Skills/Fitness Levels & Awareness	Scores indicate that 81% (130 out of 159) of students who actively participated in Physical Education classes demonstrated an increased level of fitness base on the success scores posted from Pre-Fitness Test and Post-Fitness Test assessments. 81% indicates a drop from last year's score of 94.5%, roughly 14% decrease year to year.	Due to the decrease in success, the Physical Education Department will continue this intervention of pre/post testing. Interventions will be continued to see if students can again meet targets. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021. The Physical Education Department will meet at the fall convocation 2021 to decide if another expected outcome for intervention and assessment will be added.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Psychology	2017	1	Demonstrate critical thinking skills. (CT) The students will identify the concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic) that provide a framework for understanding the foundation of this course.	Results show that the students met the target of 70% mastery. (students scoring 70% or better on assessment) The actual percentage of mastery reported went from 55% last year to 76% last year. The department will continue with the same expected outcome and intervention from the previous year to confirm that the intervention is effective.	In addition to course content covered in lecture and class activities, online resources will be utilized. This will include the use of CourseMate and/or video resources. Instructors will also use case studies to teach concepts related to behaviorism.	Quiz/test covering modern theoretical approaches. The assessment will be conducted between the 12th and 16th week of class. 70% of all students will score 70% or better on the assessment consisting of 20 MC questions at end of course.	76.4 percent (N=72) or 55 out of 72 Psychology 2301 students scored 70% or higher on the 20 assessed questions with related concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic). This is a similar result from the 2016-17 academic year's rate of 76.3%. This academic year results exceeded the target of 70% by 6.4%.	The results were very encouraging, we will continue with the assessment and intervention and compare results as we move away from Coursemate to Open Educational Resources.
Instruction	Psychology	2018	1	Demonstrate critical thinking skills. (CT) The students will identify the concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic) that provide a framework for understanding the foundation of this course.	Results show that the students met the target of 70% mastery. (students scoring 70% or better on assessment) The actual percentage of mastery reported went from 55% last year to 76% in the 2016-17 academic year and then maintained that gain of 76.4% in the 2017-18 academic year. The department will continue with the same expected outcome and intervention from the previous year to confirm that the intervention maintains the result as the department adopts Open Educational Resources.	In addition to course content covered in lecture and class activities, online resources will be utilized. This will include the use of Open Educational Resources and/or other online resources. Instructors will also use case studies to teach concepts related to behaviorism.	Quiz/test covering modern theoretical approaches. The assessment will be conducted between the 12th and 16th week of class. 70% of all students will score 70% or better on the assessment consisting of 20 MC questions at end of course.	65.7 percent (N=412) or 271 out of 412 Psychology 2301 students scored 70% or higher on the 20 assessed questions with related concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic). This is a drop in results from the 2017-18 academic year's rate of 76.4%. This academic year results missed the target of 70% by 4.3%. It should be noted that the N for the results represents a larger sample of the entire student population (last year was only N=72). This year's sample includes online students as well as more dual credit students from area high schools.	Since the rate of success went down, we will hold a department meeting to review the results. We may disaggregate the data into separate categories (face-to-face, online, dual credit, etc.) to see where additional strategies are needed.
Instruction	Psychology	2019	1	Demonstrate critical thinking skills. (CT) The students will identify the concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic) that provide a framework for understanding the foundation of this course.	Results show that the students met the target of 70% mastery. (students scoring 70% or better on assessment) The actual percentage of mastery reported went from 55% last year to 76% in the 2016-17 academic year and then maintained that gain of 76.4% in the 2017-18 academic year. The department will continue with the same expected outcome and intervention from the previous year to confirm that the intervention maintains the result as the department adopts Open Educational Resources.	In addition to course content covered in lecture and class activities, online resources will be utilized. This will include the use of Open Educational Resources and/or other online resources. Instructors will also use case studies to teach concepts related to behaviorism.	Quiz/test covering modern theoretical approaches. The assessment will be conducted between the 12th and 16th week of class. 70% of all students will score 70% or better on the assessment consisting of 20 MC questions at end of course.	66 percent (221 out of 334) Psychology 2301 students scored 70% or higher on the 20 assessed questions with related concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic). *COVID-19 greatly impacted the classroom environment and performance.	The interventions will be continued to see if the higher rate of success can be regained. Instructors will also decide if they will add another expected outcome for intervention and assessment next year at the fall 2020 convocation.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Psychology	2021	1	To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Assessments indicate that improvement is needed in this program outcome. COVID19 took education by surprise and has altered the traditional educational environment. The Psychology Department wants to ensure students are able to identify the concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic) that provide a framework for understanding the foundation of this course. In addition to course content covered in lecture and class activities, online resources will be utilized. This will include the use of Open Educational Resources and/or other online resources. Instructors will also use case studies to teach concepts related to behaviorism.	In addition to course content covered in lecture and class activities, online resources will be utilized. This will include the use of Open Educational Resources and/or other online resources. Instructors will also use case studies to teach concepts related to behaviorism.	CT Skill/Percent of students demonstrating mastery of the outcome (70% or better)	Students exceeded the target as 88.5% (487/550) Psychology 2301 students scored 70% or higher on the 20 assessed questions with related concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic).	Although the overall target was met, the Psychology Department would like to see if this is sustainable. Interventions will be continued. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021. The Psychology Department will meet at the fall convocation 2021 to decide if another expected outcome for intervention and assessment will be added.
Instruction	Radiologic Technology	2017	1	Increase student retention from the beginning of fall 2017 semester to end of spring 2018 semester from 84% to 90 % by May 11, 2018	The retention and success of students in the program in their first year is a priority. Program history has shown if a student can successfully complete the first year and return for the second year, their success rate to graduation is very good. This outcome aligns with the college 4DX initiative and the overall President's WIG of increasing the graduating number of students.	faculty will meet with 2 students a week to discuss academic and/or personal issues that are negatively affecting student success.	Enrollment of spring 2018 students	The program retained 100% of the students enrolled at the beginning of fall 2017 semester to the end of spring 2018 semester. The goal was to increase retention from 84% to 90%. The program surpassed this goal. Since program history has shown if a student can successfully complete the first year and return for the second year, their success rate to graduation is very good. Seeing as 100% of the students that started the program in August 2017 successfully completed through the spring 2018 semester (considered the first year) the program is very likely to graduate 100% of the students that started in this cohort.	A couple of interventions proved to be successful in that the program retained 100% of the students from the beginning of the fall 2017 semester to the end of the spring 2018 semester (considered a student's first year in the program). As per the program's 4DX lead measure, faculty met with at least two students per week who fell below an 80% average to review and remediate. Students were required to review chapter exams, write down the questions they did not get credit for, find the correct answer in the textbook and write the correct answer and what page they found the answer on. Students that scored less than an 80% on chapter exams in procedures courses were required to complete remediation packets assigned by the instructor.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Radiologic Technology	2017	2	Students will demonstrate basic skills related to the program outcome demonstrate critical thinking abilities.	Student outcome data for 2016-2017 show an 84% success rate in this area. It increased 17% from the 2015-2016 academic year. This has been an area of struggle for students so the department would like to continue to monitor.	Increase activities that require the application of critical thinking skills, image analysis/critique, non-routine procedure scenarios, portfolio assignments, etc.	1-clinical rotation evaluations, critical thinking skills section, students will achieve a 3 or a 4 on section	78% of the students demonstrated basic skills related to the program outcome "demonstrate critical thinking abilities". The goal was to increase from 84% to 85%. The goal was not met. During even year reporting (as is this year), data is collected from first year students in the program. Student critical thinking skills in relation to medical imaging are expected to be low. Data from odd year reporting, which equates to a student's second year in the program, has shown an increase in critical thinking skills in the past.	The department will assess this UAP for another year in hopes of demonstrating the same results as the last odd year of reporting (which showed an increase in critical thinking skills from first year students to second year students).
Instruction	Radiologic Technology	2018	1	Students will demonstrate critical thinking abilities related to the program outcome "Demonstrate critical thinking abilities".	Student outcomes data for 2017-2018 show a 64% success rate in this area. It decreased 20% from the 2016-2017 academic year. The decrease may be attributed to the fact that the outcomes data for even-year reporting comes from first year student assessments. This has been an area of struggle for students so the department would like to continue to monitor.	Increase activities that require the application of critical thinking skills, image analysis/critique, non-routine procedure scenarios, portfolio assignments, etc.	1-Clinical rotation evaluations, critical thinking skills section, students will achieve a 3 or a 4 on section. 2-Problem solving for Technical and Positioning Errors essays, students will achieve a grade of 80% or higher.	assessment method #1 clinic rotation evals: fall 2018 13/20 students (65%) met goal spring 2019 19/20 (95%) met goal assessment method #2 essays not assigned during fall or spring semester: no data	critical thinking skills increased from 1st year in program to 2nd year in program, as is expected going from 64% to 80%. will continue to monitor through outcomes assessment. program faculty reevaluating the tool and measure for assessing critical thinking skills of a 1st year student.
Instruction	Radiologic Technology	2018	2	Student will demonstrate skills related to the program outcome "Perform Radiographic Procedures Correctly".	Outcomes assessment for 2017-2018 show a 64% success rate in this area. The program faculty would like to meet the 80% target mastery goal.	Lab practice increasing utilization of phantom body parts, exposing phantoms and having students critique resulting images, post-practical exam action plan written by students, shorten time between lecture and practical exam, demonstration by faculty with return demonstration by students. Online component added to procedures courses. Implementation of "Problem Solving for Technical and Positioning Errors" essays during clinic rotations.	1. exam competency forms: positions skills section. Students will achieve an "S" or an "E" on select sections. 2. clinic rotation evaluations: positioning skills section. Students will achieve a "3" or a "4" on this section.	assessment method #1 exam competency forms: fall 2018 20/20 students (100%) met goal spring 2019 20/20 students (100%) met goal assessment method #2 clinic rotation evals: fall 2018 16/20 students (80%) met goal spring 2019 18/20 (90%) met goal	performance of radiographic procedures skills increased from 1st year students in the program to 2nd year students in program, as is expected increasing from 64% to 85%. post practical exam analysis was completed by students during the 1st year, providing students with reflection on errors. online components added to procedures course in addition to another online component being added for next cohort should increase results further.
Instruction	Radiologic Technology	2019	1	Maintain student RADR course completion from the beginning of the fall 2019 semester to the end of the spring 2020 semester at 100%	The previous program cohort (2017-2019) was able to achieve a 100% retention, RADR course completion and graduation rate. History has shown if a student can successfully complete the first year and return for the second year, their success rate to graduation is very good, as was demonstrated in the previous cohort.	faculty will meet with 2 students a week to discuss academic and/or personal issues that may be negatively affecting student success.	number of students successfully completing all fall 2019 and spring 2020 RADR courses with a grade of "C" or higher.	The program retained 90% of the students enrolled at the beginning of the fall 2019 semester to the end of the spring 2020 semester. The goal was to maintain retention at 100%. The program did not achieve this goal. Program history has shown if a student can successfully complete the first year and return for the second year, their success rate to graduation is very good. Seeing that 90% of the students that started the program in August 2019 successfully completed through the spring 2020 semester (considered the first year) the program is very likely to graduate 90% of the students that started in this cohort.	A couple of interventions have been implemented in hopes of maintaining retention at 100%. Students were required to review chapter exams for RADR courses, write down the questions they did not get credit for, find the correct answer in the textbook and write the correct answer and what page they found the answer on. Students that scored less than an 80% on chapter exams in procedures courses were required to complete remediation packets assigned by the instructor. A new online program, RadTechBootCamp, was implemented that includes videos, summaries and quizzes. Program faculty will continue to monitor and meet with students that are struggling in hopes of retaining current students.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Radiologic Technology	2019	2	Demonstrate critical thinking abilities	student outcome data for 17-18 (1st year) shows a 69% success rate in this area. This was a 2% increase from the previous cohort (15-16). This has been an area of struggle for 1st year students so the department would like to continue to monitor.	as per program review committee recommendations, critical thinking will be assessed at a later juncture, during the 2nd semester rather than the 1t and 2nd semester. An additional online component has been added for the fall semester in hopes of increasing application of critical thinking skills during image analysis and non-routine procedures.	1: clinical rotation evaluations from 2nd semester clinic rotation, critical thinking skills section, students will achieve a 2 or higher on section	100% of the students demonstrated critical thinking abilities. The goal was to increase from 69% to 80%. The goal was exceeded. During even year reporting (as is this year), data is collected from first year students in the program. Student critical thinking skills in relation to medical imaging are expected to be low. Reviewing several years of data, this outcome has consistently fallen below the target. Program faculty discussed these outcomes and in our professional opinion, felt we needed to lower the score on the assessment tool for this reporting period. The reporting period which equates to a student's second year in the program, has shown an increase in critical thinking skills in the past. The expected score on the assessment tool for that reporting period will be higher.	The department will continue to assess this UAP/outcome in hopes of demonstrating the same results in the future. Since adjusting the measurement tool expectations for the first year of the program, this outcome should improve.
Instruction	Radiologic Technology	2020	1	Perform radiographic procedures correctly	Assessments indicate that improvement is needed in this program outcome. Outcome data for 19-20 shows a 71% success rate in this outcome. The target of 80% was not met.	The new, modern, more user-friendly lab equipment will allow for greater utilization to expose phantoms and having students critique resulting images and increase demonstration by faculty with return demonstration by students. Online component was added to the program (RadTechBootCamp) which includes specific modules relating to procedures. Module videos, quizzes and assessments are assigned for grades.	1. exam competency forms: positions skills section. Students will achieve an "S" or an "E" on select sections. 2. clinic rotation evaluations: positioning skills section. Students will achieve a "3" or a "4" on this section.		
Instruction	Radiologic Technology	2020	2	Retain and graduate 100% of the students that begin the Fall 2020 semester at the end of the spring 2021 semester.	The previous program cohort (2017-2019) was able to achieve a 100% retention, RADR course completion and graduation rate. History has shown if a student can successfully complete the first year and return for the second year, their success rate to graduation is very good, as was demonstrated in the previous cohort.	faculty will meet with 2 students a week to discuss academic and/or personal issues that may be negatively affecting student success.	number of students successfully completing all fall 2010 and spring 2021 RADR courses with a grade of "C" or higher.		
Instruction	Radiologic Technology	2021	1	Perform radiographic procedures correctly.	Assessments indicate that improvement is needed in this program outcome. Outcome data for 19-20 shows a 71% success rate in this outcome. The target of 80% was not met.	The new, modern, more user-friendly lab equipment will allow for greater utilization to expose phantoms and having students critique resulting images and increase demonstration by faculty with return demonstration by students. Online component was added to the program (RadTechBootCamp) which includes specific modules relating to procedures. Module videos, quizzes and assessments are assigned for grades.	Perform radiographic procedures correctly.	87% of students performed radiographic procedures correctly. The beginning percentage from the previous UAP was 71%. The target was 80%. Ending results exceeded the target.	Continue to monitor.
Instruction	Radiologic Technology	2021	2	Retain and graduate 100% of the students that begin the Fall 2020 semester at the end of the spring 2021 semester.	The previous program cohort (2017-2019) was able to achieve a 100% retention, RADR course completion and graduation rate. History has shown if a student can successfully complete the first year and return for the second year, their success rate to graduation is very good, as was demonstrated in the previous cohort.		faculty will meet with 2 students a week to discuss academic and/or personal issues that may be negatively affecting student success.	100% of the students that began the fall 2020 semester were retained and graduated at the end of the spring 2021 semester.	Continue to monitor and focus on retention of students.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Registered Nursing	2017	1	Demonstrate caring behaviors and utilize teaching strategies that promote wellness, a healthy life style and recovery from illness	Assessments indicate that improvement is needed in this program outcome. In addition ...	The student will initiate patient care and begin practicing caring behavior skills in the first semester during the nursing home setting. 1. The concept of Communication will be the framework for completing the expected outcome. 2. Specific clinical communication tools that enhance caring will be implemented during the fall semester and practiced throughout the remaining three semesters. 3. Caring behaviors such as patient teaching; educating about healthy life styles and illness will be practiced in every clinical rotation. 4. Daily clinical evaluation tools will reflect expected outcome.	Explain with detail 1. Clinical Grading Evaluation Tools related to caring will be completed during every clinical rotation 2. Specific clinical grading criteria will include: caring; patient and family education; health and illness prevention. 3. Assessment Technologies Institute (ATI) our integrated remediation learning program will reflect scores that meet and exceed the national mean on caring. The specific section to assess in the Comprehensive Predicted Probability of Passing NCLEX-RN Exam on the First Attempt: Basic Care and Comfort, Health Promotion & Maintenance.	Categories on the comprehensive predictor related to caring behaviors and teaching strategies include management of care, health promotion and maintenance, establishing priorities, health promotion/disease prevention, identification of high risk behaviors and lifestyle choices. Adjusted group scores from these categories are averaged to obtain an aggregate score to address this expected outcome. The aggregate score is 62.78% which does meet the benchmark of 80%.	Since the benchmark was not achieved for caring behaviors, and teaching strategies, emphasis must be placed on these topics throughout the nursing program. A consistent way of assuring that these topics are included in each topic, a minimum of two test questions related to caring behaviors and teaching strategies. This activity will be monitored on a weekly basis. A benchmark of 70% is set for the 2018-2019 academic year.
Instruction	Registered Nursing	2017	2	Knowledge of nutritional needs related to changes in the body that occur with age, population issues such as obesity, influences of disease such as hepatitis, surgical removal of organs, and/or external influences such as marketing and family environment.	Nutritional status of the patient is a major underlying need for health maintenance and tissue recovery from trauma or disease. Not only must the nurse assist patients with knowledge of general nutrition, but certain diseases, illnesses, and tissue damage requires special nutrients for a desirable outcome. Each concept that is taught will have related nutritional information that must be emphasized to achieve recovery and return the patient to the highest level of wellness possible.	1. Learning activities related to nutrition and oral hydration will be placed in grading rubrics for four courses in the curriculum which will be carefully monitored throughout each semester. Inclusion of specific content related to nutrition and oral hydration must be visible in the following areas: A. In classroom discussion for each exemplar; B. Have a minimum of two questions related to nutrition on each scheduled examination; C. Be incorporated in patient care plans prepared by the student for across the life-span population and directed toward specific nutritional management principles related to the patient diagnosis; D. Expand questions for diet therapy in the game learning activities; E. Be clearly discussed in simulation activities; and F. Be incorporated in discharge planning for the patient. 2. Refer the patient and family resources such as the registered dietitian at the hospital or senior citizen center for more detailed information related to specific nutrients. Needs: Faculty time to evaluate student documents, patient teaching, evaluation of	Focus on nutrition is evident within care plans for patient's across the life-span. All interventions must be clearly documented within the patient records, teaching plans, and discharge planning. Indicators for general health are part of patient assessment that must be obtained and recorded on each patient. Assessment must include appropriate patient descriptors that reflect health status. Current weight/height ratios must be recorded along with changes that have occurred over the past year.	Emphasis for this factor that promotes wellness and a healthy life style relates to nutrition. Nutritional information must be taught to patients and family members in general with clear focus on diet therapy that may be necessary for the diagnostic factor. The major content area is 65.3% for this time period. This cohort of students was not required to take nutrition. Due to the decrease of credit hours demanded by the Texas Higher Education Coordinating Board, counselors could only recommend that students take nutrition prior to admission to the program. Throughout the two years, a minimum of two test questions related to nutrition was required on each examination. This factor was assessed each week for compliance. The adjusted group score for nutrition and oral hydration was 65.3%, which did not meet the benchmark of 70%.	Since the benchmark was not achieved, it is clear that continued emphasis on nutrition must be delineated and assessed on a weekly basis to achieve a benchmark of 70% during the 2018-2019 academic year. In addition to the minimum of two questions on each examination, faculty must be responsible for spending a minimum number of minutes on the topic of nutrition in each class. Since simulation activities are conducted on a weekly basis, review of the scenario and learning activities must assure that related nutritional information is included. Questions related to appropriate diet therapy must be added to the Learning Game that students play on a weekly basis.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Registered Nursing	2017	3	Students will implement safety issues in all aspects of direct patient management, therapeutic activities, environmental factors, and patient mobility. Safety conscious behaviors will be evident as the student expands their nursing knowledge and assumes greater responsibility for advanced nursing management.	Safety issues are a major focus in every health care environment due to the numerous possibilities that can arise with electrical equipment, direct linking of patients to electrical appliances and equipment, proper administration of medications, mobility issues related to impairment and medications, and the list goes on. Safety protocols are available for every piece of equipment, policy, and procedure. As students progress through courses which require new and progressive knowledge and skill, they must demonstrate safety principles in cognitive, psychomotor, and behavioral skill.	Students and faculty reflect safety principles in all nursing activities in classroom, clinical areas, skills lab, and simulation lab. Safety with infection control must be clearly visible in evaluation criteria for each clinical performance rubric. Principles of safety and infection prevention will be taught throughout each nursing course. Students will be scheduled one week of clinical experience with the infection control nurse. Needs: 1. Faculty time to student recognition and performance of safety principles in the clinical area, simulation lab, and skills lab. 2. Faculty time to evaluate incorporation of safety issues in patient care plans, teaching plans, computerized patient documentation record, and communication/collaboration with members of the health care team. 3. Patient's across the lifespan, will have an increased awareness of safety issues that have the potential to enhance the quality of life upon discharge from the clinical area. This awareness will be reflected in patient surveys distributed by the hospital.	1. Students must demonstrate safety principles in direct and indirect patient care. 2. Awareness of potential safety hazards will be evident in student actions, group discussion, and demonstration of equipment management. 3. Major focus on safety is evident in care plans, documentation records, teaching plans, and discharge planning. 4. Unsafe conditions planned in the skills lab and simulation lab must be recognized and corrected as clear demonstration that students are aware of safety and know how to alter the environment to maintain safety.	This expected outcome focused on patient safety which is a major emphasis in nursing education programs. Safety has its own sub-scale titled Safety and Infection Control on the comprehensive predictor. Topics under this sub-scale include accident/error/injury prevention, handling hazardous and infectious materials, home safety, safe use of equipment, security plan, standard precautions/transmission-based precautions/surgical asepsis and use of restraints/safety devices. Adjusted group scores compiled an aggregate score of 57.1% which does not meet benchmark.	It is clear from the aggregate score that a major emphasis must be placed on safety across all levels of the life span. The placement of a minimum of two questions related to safety on each examination that was monitored over the past year is not sufficient to guide students to understand the significance of safety in all aspects of patient care. Therefore a major emphasis must be placed on the categories of safety in addition to the previous inclusion and monitoring of test questions. In addition to emphasizing safety principles in each simulation and compiling questions related to safety on the Learning Game, each exemplar must be reviewed to assure that safety principles are addressed in each management component. A benchmark of 70% or greater is expected for the 2018-2019 academic year.
Instruction	Registered Nursing	2018	1	Implement the overall scores of the RN Comprehensive Predictor ATI Exam Adjusted Group Score to evaluate the progress of the program's pass rates for the 1st time NCLEX-RN test takers.	The purpose of the RN Comprehensive Predictor ATI Exam is to evaluate the predicted probability of passing NCLEX on the first attempt. The Adjusted Group Score provides a numeric indication of the likelihood of passing the NCLEX-RN at the students current level of readiness. The director and faculty will review the Exam Adjusted Group Score to evaluate the readiness of the cohort to succeed in the NCLEX-RN test.	The student and faculty will coordinate and integrate the ATI products purchased every semester (350.00): 1.Tutorials; Simulations; Quizzes 2. Practice Assessments A and B before the proctored assessment 3. Proctor Assessments. The use and sequence of the ATI products as indicated 1., 2., and 3. will prepare the student throughout the semesters to culminate in an increase of the RN Comprehensive Predictor ATI Exam Adjusted Group Score.	The current cohort will be assigned the "ATI RN Comprehensive Predictor 2016" in April 2019. Our Goal is to increase the overall Adjusted Group Score according to the ATI RN Comprehensive Predictor 2016 Expectancy Table: RN Comp.Predictor score ranges: will increase up to or higher than 70.0%-71.3% (Predicted Probability of passing NCLEX-RN 91%-93%). We will evaluate this year's (2019) results and decide new interventions to achieve a higher percentage Group Score predicted probability in the NCLEX-RN.	Our Goal was achieved. We increased the overall Adjusted Group Score according to the ATI RN Comprehensive Predictor 2019 Expectancy Table: RN Comp. Predictor score ranges for April 24, 2019 : 73.4 The range set for RN Comprehensive Predictor 2019: 70.0%-71.3% (Predicted Probability of passing NCLEX-RN 88%-90%).	Our Goal is to increase the overall Adjusted Group Score according to the ATI RN Comprehensive Predictor 2016 Expectancy Table: RN Comp. Predictor score ranges: will increase up to or higher than 70.0%-71.3% (Predicted Probability of passing NCLEX-RN 91%-93%). We will evaluate this year's (2019) results and decide new interventions to achieve a Higher Percentage Group Score Predicted Probability in the NCLEX-RN.
Instruction	Registered Nursing	2019	1	Implement the overall scores of the RN Comprehensive Predictor ATI Exam Adjusted Group Score to evaluate the progress of the program's pass rates for the 1st time NCLEX-RN test takers.	The purpose of the RN Comprehensive Predictor ATI Exam is to evaluate the predicted probability of passing NCLEX on the first attempt. The Adjusted Group Score provides a numeric indication of the likelihood of passing the NCLEX-RN at the students current level of readiness. The director and faculty will review the Exam Adjusted Group Score to evaluate the readiness of the cohort to succeed in the NCLEX-RN test.	The student and faculty will coordinate and integrate the ATI products purchased every semester (617.00 \$): 1.Tutorials; Simulations; Quizzes 2. Practice Assessments A and B before the proctored assessment 3. Proctor Assessments. The use and sequence of the ATI products as indicated 1., 2., and 3. will prepare the student throughout the semesters to culminate in an increase of the RN Comprehensive Predictor ATI Exam Adjusted Group Score.	The current cohort will be assigned the "ATI RN Comprehensive Predictor 2019" in April 2020. Our Goal is to increase the overall Adjusted Group Score according to the ATI RN Comprehensive Predictor 2019 Expectancy Table: RN Comp. Predictor score ranges: will increase up to or higher than 70.0%-71.3% (Predicted Probability of passing NCLEX-RN 91%-93%). We will evaluate this year's (2019) results and decide new interventions to achieve a higher percentage Group Score predicted probability in the NCLEX-RN.	Our Goal was achieved. We increased the overall Adjusted Group Score according to the ATI RN Comprehensive Predictor 2019 Expectancy Table: RN Comp. Predictor score ranges for May 12, 2020 :76%. The range set for RN Comprehensive Predictor 2019-70.0%-71.3% (Predicted Probability of passing NCLEX-RN 88%-90%).	Our Goal is to increase the overall Adjusted Group Score according to the ATI RN Comprehensive Predictor 2019 Expectancy Table: RN Comp. Predictor score ranges: will increase up to or higher than 70.0%-71.3% (Predicted Probability of passing NCLEX-RN 91%-93%). We will evaluate this year's (2020) results and decide new interventions to achieve a Higher Percentage Group Score Predicted Probability in the NCLEX-RN.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Registered Nursing	2019	2	Implement the standards of care as designated by the Board of Nursing Examiners for the State of Texas in a variety of health care settings.	The purpose of the RN Comprehensive Predictor ATI Exam is to evaluate the predicted probability of passing NCLEX-RN on the first attempt. It also assess the the standards of care by providing scenario type questions from obstetrics to mental health.	During the last semester four weeks before graduation students will complete the ATI RN Comprehensive Predictor. After graduation during the months of May through October the students will complete their 1st NCLEX-RN exam. The T BON provides a summary by the end of October.	Compare and contrast the ATI RN Comprehensive Predictor with the T BON summary results in October.	Cohort 2019 According to the ATI RN Comprehensive Predictor 2019 Expectancy Table: RN Comp. Predictor score ranges: 66.7%-68.3% (Predicted Probability of passing NCLEX-RN 84%-87%). Adjusted Group Score: 73.4%	ATI RN Comprehensive Predictor Adjusted Group Score: 73.4%. This means a NCLEX-RN probability of 91%-93%. The Texas Board of Nursing October results were 95.12% pass rate for the 2019 cohort. The student who failed was a graduate from 2017 cohort. This student delayed her NCLEX-RN exam due to pregnancy.
	Registered Nursing	2020	1	Enter expected outcome here...	Enter rationale here...				
Instruction	Registered Nursing	2021	1	Implement the standards of care as designated by the Board of Nursing Examiners for the State of Texas in a variety of health care settings.	The purpose of the ATI RN Comprehensive Predictor (CP) Exam is to evaluate the predicted probability of passing NCLEX-RN on the first attempt. It also assess the the standards of care by providing scenario type questions from acute care-pediatrics to geriatrics, maternal/newborn, mental health, and community health.	During the last semester four weeks before graduation students will complete the ATI RN Comprehensive Predictor (CP). After graduation during the months of May through October the students will complete their 1st NCLEX-RN exam. The Tx BON provides a summary by the end of October.	Implement the standards of care as designated by the Board of Nursing Examiners for the State of Texas in a variety of health care settings.	ATI RN CP exam grade for spring 2021 70.1%. The targeted numeric score was 70.0% . Outcome met	Increase the target to 73% by spring 2022 with the next graduating cohort
Instruction	Registered Nursing	2021	2	Implement the overall scores of the RN Comprehensive Predictor ATI Exam Adjusted Group Score to evaluate the progress of the program's pass rates for the 1st time NCLEX-RN test takers.	The ATI RN CP exam provides an Adjusted Group Score with a numeric indication of the likelihood of passing the NCLEX-RN at the students current level of readiness. The director and faculty will review the Exam Adjusted Group Score to evaluate the readiness of the cohort to succeed in the NCLEX-RN test.	The student and faculty will coordinate and integrate the ATI products purchased every semester (617.00 \$): 1. Tutorials; Simulations; Quizzes 2. Practice Assessments A and B before the proctored assessment 3. Proctor Assessments. The use and sequence of the ATI products as indicated 1., 2., and 3. will prepare the student throughout the semesters to culminate in an increase of the RN Comprehensive Predictor ATI Exam Adjusted Group Score.	ATI RN Comprehensive Predictor (CP)	There are several important notes to add to this year's ATI RN CP. 1. We provided the CP twice instead of just once compared to last years 2020 cohort 2. An important part to our testing strategies was at home CP testing (due to C-19) 3. The CP was monitored by a secure testing website Proctorio. Even though students at monitored at home there is always possibility of the exam scores being compromised.	Since C-19 is beginning to be controlled and PPE is readily available so from now on we will provide the ATI RN CP in the class setting and not via a secured testing website. This will help us control the element of cheating.
Instruction	Sociology	2017	1	Demonstrate critical thinking skills (CT) Students will distinguish key characteristics associated with the sociological theoretical perspectives.	Based on the excellent 2016-17 results (improvement from 34 to 70% mastery), the department will continue to with the current intervention to verify if the improvement is sustainable.	Instruction of the sociological theoretical perspectives will be presented through delivery of visuals. i.e. diagrams, videos, etc. Based on the strong 2016-17 results, the department will continue to review theoretical perspectives and expand group activities.	A total of ten questions pertaining to the sociological theoretical perspectives will be imbedded into the final exam. 70% of students assessed will score 70% or better.	82 percent (N=138) or 113 out of 138 Sociology 1301 students scored 70% or higher on the ten questions pertaining to the sociological theoretical perspectives imbedded into the final exam. This is a 12% improvement from the 2016-17 academic year's rate of 70%.	The interventions will be continued to see if the higher rate of success can be sustained.
Instruction	Sociology	2018	1	Demonstrate critical thinking skills (CT) Students will distinguish key characteristics associated with the sociological theoretical perspectives.	Based on the excellent 2016-17 results (improvement from 34 to 70% mastery), the department will continue to with the current intervention to verify if the improvement is sustainable.	Instruction of the sociological theoretical perspectives will be presented through delivery of visuals. i.e. diagrams, videos, etc. Based on the strong 2016-17 results, the department will continue to review theoretical perspectives and expand group activities.	A total of ten questions pertaining to the sociological theoretical perspectives will be imbedded into the final exam. 70% of students assessed will score 70% or better.	83.7 percent (N=141) or 118 out of 141 Sociology 1301 students scored 70% or higher on the ten questions pertaining to the sociological theoretical perspectives embedded into the final exam. This is a 1.7% improvement from the 2017-18 academic year's rate of 82%.	The interventions will be continued to see if the higher rate of success can be sustained.
Instruction	Sociology	2019	1	Demonstrate critical thinking skills (CT) Students will distinguish key characteristics associated with the sociological theoretical perspectives.	Based on the excellent 2016-17 results (improvement from 34 to 70% mastery), the department will continue to with the current intervention to verify if the improvement is sustainable.	Instruction of the sociological theoretical perspectives will be presented through delivery of visuals. i.e. diagrams, videos, etc. Based on the strong 2016-17 results, the department will continue to review theoretical perspectives and expand group activities.	A total of ten questions pertaining to the sociological theoretical perspectives will be imbedded into the final exam. 70% of students assessed will score 70% or better.	67% (40 out of 64) Sociology 1301 students scored 70% or higher on the ten questions pertaining to the sociological theoretical perspectives embedded into the final exam. This does not meet the target rate of 70%. *COVID-19 greatly impacted the classroom environment and exam performance.	The interventions will be continued to see if the higher rate of success can be regained. Instructors will also decide if they will add another expected outcome for intervention and assessment next year at the fall 2020 convocation.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Sociology	2020	1	Demonstrate personal responsibility (PR)	Assessments indicate that improvement is needed in this program outcome. In addition increase student awareness of Sociological and Environmental needs				
Instruction	Sociology	2020	2	Demonstrate critical thinking skills (CT)	Assessments indicate that improvement is needed in this program outcome. In addition ...				
Instruction	Sociology	2021	1	Demonstrate critical thinking skills (CT) Students will distinguish key characteristics associated with the sociological theoretical perspectives.	Assessments indicate that improvement is needed in this program outcome. COVID19 took education by surprise and has altered the traditional educational environment. The Sociology Department wants to ensure students are able to "Demonstrate critical thinking skills (CT) Students will distinguish key characteristics associated with the sociological theoretical perspectives". Based on 2019-20 results (a fall from 83.7% to 67% mastery), the department will continue with the current intervention to verify if the improvement is achievable.	Instruction of the sociological theoretical perspectives will be presented through delivery of visuals. i.e. diagrams, videos, etc. Based on the 2019-20 results, the department will continue to review theoretical perspectives and expand group activities.	CT Skills/ Students will distinguish key characteristics	73% (54 out of 74) Sociology 1301 students scored 70% or higher on the ten questions pertaining to the sociological theoretical perspectives embedded into the final exam. This does meet the target rate of 70%.	Although the overall target was just met, interventions will be continued to see if targets can be exceeded once again. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021. The Sociology Department will meet at the fall convocation 2021 to decide if another expected outcome for intervention and assessment will be added.
Instruction	Speech	2017	1	Students will be proficient and accurate in composing a professional resume.	Professors' observations indicate improvement is needed in the composition of a professional resume.	Instructional methods that include power point, textbooks, and resume composition will be utilized. This will include instructor/student engagement during in-class and out-of-class hours.	A pre and post resume written by the students to the instructor will be assessed using a departmental rubric. The rubric will address several areas to include spelling, grammar, vocabulary, and professionalism. Mastery will be set at 80% of students scoring an 80% or better on the assessment. The rubric contains 5 main categories and multiple sub-categories totaling 100 points. Each sub-category is graded on a scale of 0-5.	results were above 70% but fell short of the benchmark of 80%	The department will take a look at interventions to assist in resume writing for the students. the department will also consider adding another UAP as the success of students mastering resume writing is close to the benchmark
Instruction	Speech	2018	1	Students will be proficient and accurate group project analyzing a video presentation	Professors' observations indicate improvement is needed in the composition of an analysis of a speech.	Instructional methods that include power point, textbooks, and active learning activities will be utilized. This will include instructor/student engagement during in-class and out-of-class hours.	A pre and post resume written by the students to the instructor will be assessed using a departmental rubric. The rubric will address several areas to include spelling, grammar, vocabulary, and professionalism. Mastery will be set at 80% of students scoring an 80% or better on the assessment. The rubric contains 5 main categories and multiple sub-categories totaling 100 points. Each sub-category is graded on a scale of 0-5.	We were unable to meet the target with a result of 70.4%	The department will consider the evaluation of the intervention moving forward. there was a bit of miscommunication this year, and with the addition of dual credit faculty, the speech department will look to revamp the 2019-2020UAP.
Instruction	Speech	2019	1	Students will be proficient and accurate in completing a Persuasive Speech Outline using Monroe's Motivated Sequence.	Professors' observations indicate improvement is needed in the organization process of delivering a persuasive speech.	Instructional methods that include lecture, power point and active learning activities. Students will have the option to seek additional assistance outside of class, utilizing student/instructor engagement. A minimum of 5 active learning activities a semester will be implemented.	A draft and a final Persuasive Speech Outline, utilizing Monroe's Motivated Sequence, will be assessed using a departmental rubric. The rubric will assess several areas of concern, including the Introduction, Body, Conclusion and Content. Mastery will be set at 80% of students scoring an 80% or better. The rubric itself contains 4 main categories and multiple subcategories totaling 100 points.		
Instruction	Speech	2020	1	Demonstrate critical thinking skills (CT)	Assessments indicate that improvement is needed in this program outcome. In addition ...				

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Speech	2020	2	Students will be proficient and accurate in completing a Persuasive Speech Outline using Monroe's Motivated Sequence.	Professors' observations indicate improvement is needed in the organization process of delivering a persuasive speech. The expected intervention will be incorporated into Speech 1311,1321, and 1315.	Instructional methods that include lecture, power point and active learning activities. Students will have the option to seek additional assistance outside of class, utilizing student/instructor engagement. A minimum of 5 active learning activities a semester will be implemented. The active learning activities will reflect the new remote learning environment due to Covid-19.	A draft and a final Persuasive Speech Outline, utilizing Monroe's Motivated Sequence, will be assessed using a departmental rubric. The rubric will assess several areas of concern, including the Introduction, Body, Conclusion and Content. Mastery will be set at 80% of students scoring an 80% or better. The rubric itself contains 4 main categories and multiple subcategories totaling 100 points.		
Instruction	Speech	2021	1	Students will be proficient and accurate in completing a Persuasive Speech Outline using Monroe's Motivated Sequence.	Professors' observations indicate improvement is needed in the organization process of delivering a persuasive speech.	Instructional methods that include lecture, power point and active learning activities. Students will have the option to seek additional assistance outside of class, utilizing student/instructor engagement. A minimum of 5 active learning activities a semester will be implemented.	CT Skills/80% of students score 80% or better		
Instruction	Truck Driving	2019	1	Align our lessons and evaluations to the published material by the Texas Department of Public Safety for Commercial Driving license to ensure our students meet and exceeded the minimum standards for a commercial driving license.	By focusing on the skills required by the department of public safety, we increase the likelihood of the student passing the three parts of their driving test and attaining their license. By attaining a driver's license, the student can enter the workforce with gainful employment.	The instructors have gotten familiar with all published materials from the department of public safety and set the appropriate levels of driving skills and safety procedures for a student to attain a license.	The assessment of the learning objective success is the number of students that pass their driving exam and get a Texas commercial Driving license.	test	test
Instruction	Truck Driving	2019	2	Have students complete Class "A" permit preparation didactic training and attain a Commercial Learner Permit (CLP) with in the first 25 hours of instruction.	By mastering this objective, students will be able to move on to the lab portion of their training promptly.	The instructor aligns and develops assessment instruments to increase the pass rate of the Commercial Learner Permit (CLP) exams.	The number of Commercial Learner Permit (CLP) issued to SWTIC students by TxDPS.		
Instruction	Truck Driving	2020	1	Enter expected outcome here...	Enter rationale here...				
Instruction	Truck Driving	2020	2	Enter expected outcome here...	Enter rationale here...				
Instruction	Truck Driving	2021	1	Align our lessons and evaluations to the published material by the Texas Department of Public Safety for Commercial Driving license to ensure our students meet and exceeded the minimum standards for a commercial driving license.	By focusing on the skills required by the department of public safety, we increase the likelihood of the student passing the three parts of their driving test and attaining their license. By attaining a driver's license, the student can enter the workforce with gainful employment.	The instructors align our curriculum with the published materials from the department of public safety and set the appropriate driving skills and safety procedures for a student to attain a license.	Number of student that pass the three part CDL test		
Instruction	Truck Driving	2021	2	Have students complete Class "A" permit preparation didactic training and attain a Commercial Learner Permit (CLP) with in the first 40 hours of instruction.	By mastering this objective, students will be able to move on to the lab portion of their training promptly.	The instructor aligns and develops assessment instruments to increase the pass rate of the Commercial Learner Permit (CLP) exams.	Commercial Learner Permit (CLP) attained by students		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Vocational Nursing	2017	1	Promote and maintain patient health; Nurses must provide physical assessments and report findings indicating physical, emotional, and mental health issues. Health promotion and Disease Prevention and teaching are essential to nursing and health care.	Assessments indicate that improvement is needed in this program outcome. In addition we must continue to teach students the steps of the nursing process so they can better understand patient's needs and look at patient's holistically, keeping psychosocial needs in mind while working on physical problems.	The nursing faculty will teach the vocational nursing student to coordinate, supervise and/or collaborate with members of the health care team to provide an environment that is safe, that contributes to the plan of care to promote and support the emotional, mental and social well-being of patients and significant others. We will continue to teach the steps of the nursing process, critical thinking process, data collection techniques, developmental stages and transitions, Health promotion and disease prevention, lifestyle choices, and community resources.	We will administer the Assessment Technology Institute (ATI) comprehensive predictor. Mastery will be a score of 70% or better on the ATI test. We also use class room and lab exams to assess student progress.	Health Promotion and Maintenance is an important part of nursing, we did not reach the 70% goal that we wanted. The group score was 63%.	We will use the rest of the semester to stress the importance of of Health Promotion/Disease Prevention; the students will be using ATI review and Virtual ATI to study for NCLEX-PN in preparation for the state board exam. We will also take these results into consideration for next year and stress the importance of these results for next years class.
Instruction	Vocational Nursing	2017	2	Demonstrate a knowledge of and practice safety and infection control.	Assessments indicate that improvement is needed in this program outcome. Prevention of infection is essential to nursing and patient care.	Students in the the vocational nursing program are taught to observe for signs of infection; recognize individuals at high risk for infection and to implement appropriate precautions; monitor diagnostic reports related to infection; use approved sanitation methods; and to properly handle and sterilize or dispose contaminated items and equipment. We will stress this in class, lab, and the clinical setting. A change that we plan to implement is to require students to teach patient safety and infection control in the clinical setting to patients and family.	We will administer the Assessment Technology Institute (ATI) comprehensive predictor. Mastery will be a score of 70% or better on the ATI test. We also use class and lab exams to assess student progress.	The findings on the ATI comprehensive Predictor indicate that the students scored a 66% on the exam which is below our target goal.	Demonstrate a knowledge of and practice safety and infection control is most essential in nursing practice. Health care professionals work to eliminate infection from the body and to prevent its spread to others. Careful hand hygiene is essential to prevent cross-contamination. We teach this practice in every aspect of our curriculum, our lab and clinical practice, and we will continue to do so. We will re-enforce it during the next four weeks in an effort to ensure that students comprehend how important this is to our profession.
Instruction	Vocational Nursing	2018	1	Promote and maintain patient health	Assessments indicate that improvement is needed in this program outcome. Students must demonstrate the ability to provide patient assessments by collecting data on all patients they provide care for. The purpose of collecting a complete, relevant database is required in order for the student to develop a nursing diagnosis.	In order to Promote and maintain patient health the student must be able to think critically and have clinical judgment. We assign a nursing care plan to each student for every clinical day. This process requires a head to toe assessment of the patient at least twice per shift. The student must demonstrate purposeful, informed, and outcome focused care. This requires careful identification of patient problems, issues, and risks, and they must make accurate decision about what is happening, what needs to be done, and what the priorities are for patient care.	We break up the Nursing process into sections and grade each step accordingly for a total of 100 points/clinical day; critical thinking, clinical reasoning, and clinical judgment are integral to the nursing process, The nursing process is an orderly way to assess a patient's response to current health status and to plan, implement, and evaluate the patient's response to nursing care. The goal of the nursing process is to alleviate, minimize, or prevent real or potential health problems. Students care plans (nursing process) are graded weekly and returned to the student with feedback.	Based on the ATI comprehensive predictor the findings indicate that our students scored at a 65.6% on the area of Promoting and maintaining patient health. This area focuses on the students ability to answer questions on the aging process, data collection techniques, developmental stages and transition, and health promotion and disease prevention. We did not meet our goal of 70% which is the National group mean.	We will continue to stress the importance and significance of this area of nursing. This area is a fundamental area that requires meticulous assessment and critical thinking in the nursing process. One change that we will incorporate for the next class is the following: More practice in nursing process; critical thinking sessions and quizzes; practicing during class on why promoting health and preventing disease is essential; patient teaching during admission to hospital/nursing home, and discharge planning.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Vocational Nursing	2018	2	The Vocational Nursing Program will increase student retention in 2019 from 68.4 to 70%	In the last 4 years our student retention rate has decreased possibly related to changes in admission requirements. The goal is to retain as many students as possible in order to provide these students with a career and a job.	The faculty will continue to provide tutoring and learning activities as indicated. Every student will continue to be conferenced if their grades fall below 80% in class, lab, or clinical. The student is assisted with areas of weakness and encouraged to participate in after class tutoring that is provided by faculty.	The students are assessed by providing written exams; lab proficiency exams, and clinical performance.	The findings indicate that we increased our retention from 68.4 to 69.2; however, we did not meet our goal.	We will continue to assist students with issues/concerns through out the program. We will continue to provide tutoring sessions after school. Last year we had an instructor here at 7am to assist students with questions, concerns, explanation of concepts they did not understand. we also provided 5pm - 6pm tutoring for students that wished to stay. The attendance was good early in the semester but faded rapidly. We also referred students to student support services with math concerns. We will continue to offer support in all areas.
Instruction	Vocational Nursing	2019	1	Promote and maintain patient health	Students must demonstrate the ability to provide patient assessments by collecting data on all patients they provide care for. The purpose of collecting a complete, relevant database is required in order for the student to develop a nursing diagnosis and an individualized plan of care.	In order to Promote and maintain patient health the student must be able to think critically and have clinical judgment. We assign a nursing care plan to each student for every clinical day. This process requires a head to toe assessment of the patient at least twice per shift. The student must demonstrate purposeful, informed, and outcome focused care. This process requires careful identification of patient problems, issues, and risks, and they must make accurate decision about what is happening, what needs to be done, and what the priorities are for patient care.	We break up the Nursing process into sections and grade each step accordingly for a total of 100 points/clinical day; critical thinking, clinical reasoning, and clinical judgment are integral to the nursing process, The nursing process is an orderly way to assess a patient's response to current health status and to plan, implement, and evaluate the patient's response to nursing care. The goal of the nursing process is to alleviate, minimize, or prevent real or potential health problems. Students care plans (nursing process) are graded weekly and returned to the student with feedback.	Based on the Comprehensive Predictor the students scored above the state mean of 67% on Promoting and maintaining patient health; however, we did not meet our target goal of 70%.	We will continue to work on this area. We actually start working on Promoting and maintaining patient health by using nursing care planning on day one, but it is a difficult process that requires practice and experience. This is an area we always aim to achieve.
Instruction	Vocational Nursing	2019	2	The vocational nursing program will increase retention in 2020 from 68 to 75%.	It is essential that the faculty work with students to promote attendance, work with students to be successful and graduate from the program.	In order to retain students the faculty must ensure that all students meet program objectives, complete all labs and meet clinical requirements. The faculty will continue to provide tutoring and learning activities as indicated. Every student will continue to be conferenced if their grades fall below 80% in class, lab, or clinical. The student is assisted with areas of weakness and encouraged to participate in after class tutoring that is provided by faculty.	The students are assessed by providing written exams; lab proficiency exams, and clinical performance evaluations. During the spring semester we were challenged to provide all online clinicals and classes due to Covid-19. Although very difficult and challenging, we were able to meet with student via teams, phone, and email to review exams, and virtual clinicals. This concept proved to be very effective and a great learning experience.	We were able to retain the 50 students that started the spring semester. It was an interesting journey working from home. We divided the 50 students by 8 faculty and they were able to contact the primary instructor with any concerns, or questions at pretty much any time. The students had immediate access to the faculty via e-mail, text, or phone. All lectures were recorded and we met with the entire class every Monday via Teams. This decreased student anxiety and provided student support with classes, on-line virtual clinical and assignments.	The results were 74.6% We met our target goal! Thank you SWTJC for the amazing Virtual on-line clinical experience, it was challenging but pretty awesome!
Instruction	Vocational Nursing	2020	1	The Vocational Nursing Program will continue to promote and maintain patient Health and Disease Prevention.	Assessments indicate that improvement is needed in this program outcome. Students must demonstrate the ability to provide patient assessments by collecting data on all patients they provide care for. The purpose of collecting a complete, relevant database is required in order for the student to develop a nursing diagnosis and an individualized plan of care.	In order to Promote and maintain patient health the student must be able to think critically and have clinical judgment. We assign a nursing care plan to each student for every clinical day. This process requires a head to toe assessment of the patient at least twice per shift. The student must demonstrate purposeful, informed, and outcome focused care. This process requires careful identification of patient problems, issues, and risks, and they must make accurate decision about what is happening, what needs to be done, and what the priorities are for patient care.	In order to assess the students the Nursing process is divided into sections and we grade each step accordingly for a total of 100 points/clinical day; critical thinking, clinical reasoning, and clinical judgment are integral to the nursing process, The nursing process is an orderly way to assess a patient's response to current health status and to plan, implement, and evaluate the patient's response to nursing care. The goal of the nursing process is to alleviate, minimize, or prevent real or potential health problems. Students care plans (nursing process) are graded weekly and returned to the student with feedback.		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Vocational Nursing	2020	2	The Vocational Nursing Program will increase student retention in 2021 from 75% to 77%.	One of our greatest challenges in this fast paced VN program is student retention. Many students withdraw for multiple reasons. Our goal is to work with students and to try to determine when a student is having problems and is not able to keep up with the demands of the program.	We are trying to target students early to see if there is something we can do to assist. Can we refer the student to financial aid, or counseling, or if it is academic, can we assist?	The students are assessed by the following methods: written exams; lab proficiency exams, and clinical performance evaluations. All students are evaluated at mid-term and at the end of the semester; however, if a student falls below 80 average at anytime, the student is given a summary of current standing. During the spring semester we were challenged to provide all online clinicals and classes due to Covid-19. Although very difficult and challenging, we were able to meet with student via teams, phone, and email to review exams, and virtual clinicals. This concept proved to be very effective and a great learning experience		
Instruction	Vocational Nursing	2021	1	Promote and maintain patient health	Assessments indicate that improvement is needed in this program outcome. Students must demonstrate the ability to provide patient assessments by collecting data on all patients they provide care for. The purpose of collecting a complete, relevant database is required in order for the student to develop a nursing diagnosis and an individualized plan of care.	In order to Promote and maintain patient health the student must be able to think critically and have clinical judgment. We assign a nursing care plan to each student for every clinical day. This process requires a head to toe assessment of the patient at least twice per shift. The student must demonstrate purposeful, informed, and outcome focused care. This requires careful identification of patient problems, issues, and risks, and they must make accurate decision about what is happening, what needs to be done, and what the priorities are for patient care.	Promote and maintain patient health	Based on the ATI comprehensive Predictors Assessment 65.7 % of the students in our class demonstrated the ability to Promote and maintain patient health.	The recommendation is that we continue to focus on stressing health promotion/disease prevention, cultural awareness, sensory/perceptual alterations, therapeutic communication, the developmental stages and transitions, lifestyle choices, aging process, the teaching process. All this information is necessary for the students to understand how to promote and maintain patient health.
Instruction	Vocational Nursing	2021	2	The vocational nursing program will increase retention in 2020 from 68 to 75%.	One of our greatest challenges in this fast paced VN program is student retention. Many students withdraw for multiple reasons. Our goal is to work with students and to try to determine when a student is having problems and is not able to keep up with the demands of the program.	We are trying to target students early to see if there is something we can do to assist. Can we refer the student to financial aid, or counseling, or if it is academic, can we assist?	Increase student retention		
Instruction	Welding Technology	2017	1	Students will improve learning related to the Welding Technology program outcome 'Select the proper welding process, electrode/filler metal, machine settings, and welding procedure when given a welding task to perform'.	This year the method of students being counted as successful if they pass the certification after two attempts will be continued. However, a problem lies in the fact that the students struggle more on the D1.1 certification (qualification) as well as welds that are performed out of position (meaning welding anything that is not FLAT).	More hands-on projects will be assigned. Additional testing will take place earlier in the semester to gauge progress earlier. Daily oxy/fuel exercises will help to achieve a higher skill level. As well as to lessen the fear in the student	Assessment of completion by certification using t-weld, butt weld, and overlap weld. Students will have up to four attempts to be certified. However, student's success by the second attempt will be used as the requirement for this measurement.	Welding joints were successful. Still need improvement on torch cutting skills. will focus more on that skill next year.	Keep welding joint simulation as is for following year students. Will try new ways to help all students feel comfortable with a oxy-fuel torch with both plate and pipe.
Instruction	Welding Technology	2018	1	Set up and safely operate associated tools and equipment including acetylene torch, plasma torch, grinders, drill press and cutoff saw	Assessments indicate that improvement is needed in this program outcome. In addition ...	Seeing the students cutting/torching abilities and improve as the semester goes on.	Visual inspection of cuts made by student on various materials, angles, and shapes.	Students work has gotten better but still have areas of improvement. Students taking second year program seemed to grasp the concept better.	Encourage more students to enroll in the 2nd year program as well as encourage more practice by students outside of class.
Instruction	Welding Technology	2019	1	Set up and safely operate associated tools and equipment including oxy-acetylene torch, plasma torch, grinders, drill press and cutoff saw	Assessments indicate that improvement is needed in this program outcome. New regulations continue in the field such as OSHA certifications.	Will demonstrate to students the proper way of setup up each of the tools they will be using in the program. Will also incorporate the use of OSHA standards and provide OSHA online training to the students.	Observing the use of the equipment by students as well as assessment score and OSHA certification completion.	Students were able to grasp the new safety handling techniques. some students performed better than others due to different levels of experience and fear. Students were able to also receive an additional certificate upon completion of the 10-hour OSHA training.	We will now be able to expand the 10-hour OSHA training to all students including dual credit. We will also continue to have the safety handling techniques sessions with all incoming students.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Welding Technology	2020	1	Set up and safely operate associated tools and equipment including oxy-acetylene torch, plasma torch, grinders, drill press and cutoff saw	Assessments indicate that improvement is needed in this program outcome. OSHA expansion and required training in job market.	Provide 10-hour OSHA training to all students enrolled in Welding program.	Will use career safe online OSHA training to train and assess the students.		
Instruction	Welding Technology	2021	1	Set up and safely operate associated tools and equipment including acetylene torch, plasma torch, grinders, drill press and cutoff saw.	Assessments indicate that improvement is needed in this program outcome. OSHA expansion and required training in job market.	Provide 10-hour OSHA training to all students enrolled in Welding program.	Set up and safely operate associated tools and equipment including acetylene torch, plasma torch, grinders, drill press and cutoff saw		
Instruction	Wildlife Management	2017	1	Students will improve learning related to the Wildlife Management program outcome 'Demonstrate the ability to identify native vegetation important to specific wildlife populations'.	Wildlife management students need to be able to identify brush species by visual identification when they are employed in the wildlife field. Even though the objective target was accomplished last year, there is still room for improvement. This learning objective will continue and the Wildlife department will strive for even higher results.	Students will be introduced to the various brush species on weekly field trips to local ranches. This year students will also be provided a vegetative ID book (produced by both students and faculty) for use as an instructional supplement in the field and in the classroom.	Students will be required to identify required brush species (80 types) by visual identification in the field. Eighty percent of the students are expected to identify 80% of the species. Correctly identifying 95 percent species is mastery.	Sixteen (64%) of the 25 student participants scored in excess of 80% and 25 (100%) scored in excess of 70%.The average field score was 86%.	The department does not feel change is necessary at this time.
Instruction	Wildlife Management	2017	2	Students will improve learning related to the Wildlife Management program outcome 'Apply GPS (Global Positioning System) and GIS (Geographic Information Systems) technologies in the development of a wildlife management plan'.	Even though the previous year target was met there is still room for improvement in this important skill in wildlife management. Each of the five basic steps in the map making process contain many individual steps. Within Step 3, particular attention will be given on repetitive instruction as to how to save a way point to an ArcMap file, once it has been downloaded into the GPS software.	More class time will be allotted to step 2 of the map making process (creating shapefiles using GIS software. This step has many sub-steps and is thus harder to retain all sub-steps needed to convert GPS waypoint to a shapefile. More repetition will be implemented to gain greater retention of this step.	The following skills will be assessed in GIS-1302 toward the end of the semester. Faculty will observe students performing the task and will rate each skill on a scale of 1 to 10. Mastery is considered 8 pts on individual skills and an overall score of 40 points. 1. GPS (Global Positioning System) data acquisition 2. Downloading base map. 3. Creating GPS (Global Positioning System) shapefiles and placing onto base map. 4. Adding title, legend, etc. to map 6. Saving map in file format needed for export.	Findings for Program Outcome 3 in the Wildlife Management Department include the following: Program Outcome 3 Apply GPS and GIS technologies in the development of a wildlife management plan. Twenty two students were evaluated in four steps of creating a ranch map using ArcMap software. Use of GPS to create shapefiles was moved to GIS 1321 because of time constraints. Mastery level set for each individual step at a grade of 80%. 1. Importing a base map into ArcMap software - 100% (22 of 22 students) demonstrated mastery of this step. 2. Creating a shapefile in ArcMap - 81.81% (18 of 22 students) demonstrated mastery of this step. 3. Insertion of Title/Legend onto map - 72.72% (16 of 22 students) demonstrated mastery of this step. 4. Exporting map in JPEG file format - 90.90% (20 of 22 students) demonstrated mastery of this step. Overall, 86.36% (19 of 22 students) scored 80% or higher on the combined steps of the map making process.	Next year measures will be adjusted to remove adding a basemap to ArcMap because of the ease of this task and because it is a precursor to all other tasks, and therefore, students get adequate practice of this step. Adding a basemap has been consistently measured at 100% mastery since software updates were made. Focus of instruction will be on selecting the correct view to add a Title and Legend to a map, creating a shapefile in ArcCatalog. These are two areas students have the most difficulty remembering all the steps.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Wildlife Management	2017	3	Students will improve learning related to the Wildlife Management program outcome 'Write a wildlife management plan'.	Even though the objective target was accomplished last year, there is still room for improvement. All students (100%) mastered the presentation component for the plan. The need to continue this objective for a second year to ensure validity is warranted. However, 0 of 16 mastered > 80% = 0%; 4 of 16 scored over 70% and 25% 16 of 16 mastered presentation = 100%; 14 of 16 mastered structured = 88%; 0 of 16 mastered content -0%; 0 of 14 mastered creativity-0%; 0 mastered the grammar aspect 0% This learning objective will continue and the Wildlife department will strive for even higher results.	The importance, relevance, design, development, and implementation of a management plan is discussed throughout the course in class and in the field. Discussions with land owners and other professionals is incorporated in these class activities.	All graduating students will be required to develop a management plan on a prior selected wildlife oriented ranch during their final semester. Mastery is 80%. Assessments will be based on presentation(20 Pt's.) structure(20 Pt's), content(20 Pt's),creativity(20 Pt's)and grammar(20 Pt's).The department goal is for 80% of students to successfully write a wildlife management plan.	Students completing plan-19 out of 20 - 95% 5 of 20 (25%) mastered >= 80% 25% 11 of 20 scored over 70% 55% 16 of 20 mastered presentation -80% 16 of 20 mastered structured - 80% 7 of 20 mastered content -35% 0 of 20 mastered creativity-0% 0 mastered the grammar aspect 0%	No change is recommended at this time.
Instruction	Wildlife Management	2018	1	Students will improve learning related to the Wildlife Management program outcome 'Write a wildlife management plan'.	Even though the objective target was accomplished last year, there is still room for improvement. All students (100%) mastered the presentation component for the plan. The need to continue this objective for a second year to ensure validity is warranted. However, 0 of 16 mastered > 80% = 0%; 4 of 16 scored over 70% and 25% 16 of 16 mastered presentation = 100%; 14 of 16 mastered structured = 88%; 0 of 16 mastered content -0%; 0 of 14 mastered creativity-0%; 0 mastered the grammar aspect 0% This learning objective will continue and the Wildlife department will strive for even higher results.	The importance, relevance, design, development, and implementation of a management plan is discussed throughout the course in class and in the field. Discussions with land owners and other professionals is incorporated in these class activities.	All graduating students will be required to develop a management plan on a prior selected wildlife oriented ranch during their final semester. Mastery is 80%. Assessments will be based on presentation(20 Pt's.) structure(20 Pt's), content(20 Pt's),creativity(20 Pt's)and grammar(20 Pt's).The department goal is for 80% of students to successfully write a wildlife management plan.	Students completing plan-9 out of 10 - 90% 2 of 9 (22%) mastered >= 80% 8 of 9 (89%) scored over 70% 9 of 9 (100%) mastered presentation 9 of 9 (100%) mastered structured 3 of 9 (33%) mastered content 1 of 9 (11%) mastered creativity 1 of 9 (11%) mastered grammar	No changes at this time
Instruction	Wildlife Management	2018	2	Students will improve learning related to the Wildlife Management program outcome 'Apply GPS (Global Positioning System) and GIS (Geographic Information Systems) technologies in the development of a wildlife management plan'.	Even though the previous year target was met there is still room for improvement in this important skill in wildlife management. Each of the five basic steps in the map making process contain many individual steps. Within Step 3, particular attention will be given on repetitive instruction as to how to save a way point to an ArcMap file, once it has been downloaded into the GPS software.	More class time will be allotted to step 2 of the map making process (creating shapefiles using GIS software. This step has many sub-steps and is thus harder to retain all sub-steps needed to convert GPS waypoint to a shapefile. More repetition will be implemented to gain greater retention of this step.	The following skills will be assessed in GIS-1302 toward the end of the semester. Faculty will observe students performing the task and will rate each skill on a scale of 1 to 10. Mastery is considered 8 pts on individual skills and an overall score of 40 points. 1. GPS (Global Positioning System) data acquisition 2. Downloading base map. 3. Creating GPS (Global Positioning System) shapefiles and placing onto base map. 4. Adding title, legend, etc. to map 6. Saving map in file format needed for export.	All students exceeded the assessment measures for 2018-2019. Students were provided instruction that allowed a user friendly implementation. The continuous implementation by the instructor and assistance from mentoring students allowed the entire class to excel and completed each measure.	The ability of students to exceed and complete these tasks may allow the development of future assessment measures. A GIS user instruction manual will also be developed to allow students that have mastered the assessment measures a reference when help is needed. This manual will also be useful when students are introduced to GIS technologies as well.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Wildlife Management	2018	3	Students will improve learning related to the Wildlife Management program outcome 'Demonstrate the ability to identify native vegetation important to specific wildlife populations'.	Wildlife management students need to be able to identify brush species by visual identification when they are employed in the wildlife field. Even though the objective target was accomplished last year, there is still room for improvement. This learning objective will continue and the Wildlife department will strive for even higher results.	Students will be introduced to the various brush species on weekly field trips to local ranches. This year students will also be provided a vegetative ID book (produced by both students and faculty) for use as an instructional supplement in the field and in the classroom.	Students will be required to identify required brush species (80 types) by visual identification in the field. Eighty percent of the students are expected to identify 80% of the species. Correctly identifying 95 percent species is mastery.	Six (30%) of the 20 student participants scored in excess of 80% and 11 (55%) scored in excess of 70%.The average field score was 86%. Students had lower scores lower this year as a result of a different testing format.	Increase the number of volunteers(mentors in the same class) to aid struggling students outside of class time. Students will be allowed more time when testing to identify plants while in the field to improve exam performance.
Instruction	Wildlife Management	2019	1	Write a wildlife management plan	Assessments indicate that improvement is needed in this program outcome. In addition ...	The importance, relevance, design, development, and implementation of a management plan is discussed throughout the course in class and in the field. Discussions with land owners and other professionals is incorporated in these class activities.	All graduating students will be required to develop a management plan on a prior selected wildlife oriented ranch during their final semester. Mastery is 80%. Assessments will be based on presentation(20 Pt's.) structure(20 Pt's), content(20 Pt's),creativity(20 Pt's)and grammar(20 Pt's).The department goal is for 80% of students to successfully write a wildlife management plan.		
Instruction	Wildlife Management	2019	2	Apply GPS and GIS technologies in the development of a wildlife management plan	Assessments indicate that improvement is needed in this program outcome. In addition ...	More class time will be allotted to step 2 of the map making process (creating shapefiles using GIS software. This step has many sub-steps and is thus harder to retain all sub-steps needed to convert GPS waypoint to a shapefile. More repetition will be implemented to gain greater retention of this step.	The following skills will be assessed in GISC-1302 toward the end of the semester. Faculty will observe students performing the task and will rate each skill on a scale of 1 to 10. Mastery is considered 8 pts on individual skills and an overall score of 40 points. 1. GPS (Global Positioning System) data acquisition 2. Downloading base map. 3. Creating GPS (Global Positioning System) shapefiles and placing onto base map. 4. Adding title, legend, etc. to map 6. Saving map in file format needed for export.	In Fall 2019 students continued to exceed course measures in GISC 1321. Students enrolled in GISC 1302 during Spring 2020 were able to meet most measures before the implementation of online courses. This is due to the implementation of a classroom setting that aids individual student development and growth using the GIS software.	The development of future assessment measures may be necessary for future understanding in the progression of GIS development. Students were provided online video instructions during the implementation of online courses. A GIS user instruction manual is continued to being developed to allow students that have mastered the assessment measures a reference when help is needed.
Instruction	Wildlife Management	2019	3	Demonstrate the ability to identify native vegetation important to specific wildlife populations	Assessments indicate that improvement is needed in this program outcome. In addition ...	Students will be introduced to the various brush species on weekly field trips to local ranches. This year students will also be provided a vegetative ID power point developed by faculty) for use as an instructional supplement in the field and in the classroom. Also a plant id app will also be introduced.	Students will be required to identify (80 brush species) by visual identification in the field. Eighty percent of the students are expected to identify 80% of the species. Correctly identifying 70 percent species is mastery.	Eight(42%) of the 19 students tested scored in excess of 80% and 15 (79%) scored in excess of 70%.The average field score was 76%.	The department recommends no change at this time.
Instruction	Wildlife Management	2019	4	Apply GPS and GIS technologies in the development of a wildlife management plan	Assessments indicate that improvement is needed in this program outcome. In addition ...				
Instruction	Wildlife Management	2020	1	Write a wildlife management plan	Assessments indicate that improvement is needed in this program outcome. In addition ...	The importance, relevance, design, development, and implementation of a management plan is discussed throughout the course in class and in the field. Discussions with land owners and other professionals is incorporated in these class activities.	All graduating students will be required to develop a management plan on a prior selected wildlife oriented ranch during their final semester. Mastery is 80%. Assessments will be based on presentation(20 Pt's.) structure(20 Pt's), content(20 Pt's),creativity(20 Pt's)and grammar(20 Pt's).The department goal is for 80% of students to successfully write a wildlife management plan.		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Wildlife Management	2020	2	Apply GPS and GIS technologies in the development of a wildlife management plan	Assessments indicate that improvement is needed in this program outcome. In addition ...	More class time will be allotted to step 2 of the map making process (creating shapefiles using GIS software. This step has many sub-steps and is thus harder to retain all sub-steps needed to convert GPS waypoint to a shapefile. More repetition will be implemented to gain greater retention of this step.	The following skills will be assessed in GISC-1302 toward the end of the semester. Faculty will observe students performing the task and will rate each skill on a scale of 1 to 10. Mastery is considered 8 pts on individual skills and an overall score of 40 points. 1. GPS (Global Positioning System) data acquisition 2. Downloading base map. 3. Creating GPS (Global Positioning System) shapefiles and placing onto base map. 4. Adding title, legend, etc. to map 6. Saving map in file format needed for export.		
Instruction	Wildlife Management	2020	3	Demonstrate the ability to identify native vegetation important to specific wildlife populations	Assessments indicate that improvement is needed in this program outcome. In addition ...	Students will be introduced to the various brush species on weekly field trips to local ranches. This year students will also be provided a vegetative ID power point developed by faculty) for use as an instructional supplement in the field and in the classroom. Also a plant id app will also be introduced.	Students will be required to identify (80 brush species) by visual identification in the field. Eighty percent of the students are expected to identify 80% of the species. Correctly identifying 70 percent species is mastery.		
Instruction	Wildlife Management	2021	1	Apply GPS and GIS technologies in the development of a wildlife management plan.		More class time will be allotted to step 2 of the map making process (creating shapefiles using GIS software. This step has many sub-steps and is thus harder to retain all sub-steps needed to convert GPS waypoint to a shapefile. More repetition will be implemented to gain greater retention of this step.	Apply GPS and GIS technologies in the development of a wildlife management plan.	Students continue to exceed course measures in GISC 1302 and GISC 1321. This is a result of implementing a classroom setting where the instructor as well as other knowledgeable students can help other students that require individual assistance. This type of setting allows for individual growth in understanding the process of completing the of desired outcome in the GIS software. This also strengthens the assisting students in communication and enhances greater knowledge in GIS.	Future assessment measures will be developed to assess progression in GIS application of data in a wildlife management plan.
Instruction	Wildlife Management	2021	2	Demonstrate the ability to identify native vegetation important to specific wildlife populations.		Students will be introduced to the various brush species on weekly field trips to local ranches. Students will be provided a vegetative ID power point developed by faculty) for use as an instructional supplement. A plant id app will also be introduced.	Demonstrate the ability to identify native vegetation important to specific wildlife populations.	A total of 22 students were evaluated on their ability to identify native vegetation. The class average test score was 75%.	Recommend students that excel in identifying native vegetation, to assist students having difficulties. Students that devote time to assist students will obtain extra credit. Students will also be required to complete a digital herbarium. This exercise will require students to familiarize themselves with native vegetation on their own time.
Instruction	Wildlife Management	2021	3	Write a wildlife management plan.		The importance, relevance, design, development, and implementation of a management plan is discussed throughout the course in class and in the field. Discussions with land owners and other professionals is incorporated in these class activities.	Write a wildlife management plan.	A total of 15 out of 16 (94%) students successfully completed the wildlife management plan. The average wildlife management plan score for the class was 77%.	Establish scheduled 1 on 1 meetings with students to discuss their outline, goals, objectives, and recommendations in the wildlife management plan.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Advising-Counseling	2017	1	More students will enroll in a core Math directly after completing Math 0303 or Math 0309.	Many students are delaying enrolling a core math after completing Math 0303 or 0309 with the result that they retain less content and are not as successful.	Student Planning module of Colleague is utilized for course planning. This module helps students visualize timely degree completion. In addition, advisors will collaborate with instructors to promote, encourage and motivate students to register for a college level math during early registration.	The comparison baseline is the percent of students who completed Math 0303 and Math 0309 in Fall 2017, came back in Spring of 2018, and who enrolled in a core level math; Math 1314, Math 1332, Math 1324, Math 1342 or Math 2413.	During the Fall 2017 semester 321 students were enrolled in Math 0303 & Math 0309 and 131 (40%) of the students registered for Math 1314, Math 1332 or Math 1324 the following semester after completing Math 0303 or Math 0309. Our 50% target was not accomplished.	Our goal was to transition at least 50% of students completing MATH 0303 or 0309 to take a core MATH. Advisors will continue to contact students after mid-term through emails, letters and push cards to come in for advisement. Advisors will also use student planning to advise and plan courses for the next 2 years. In addition, advisors will collaborate with instructors to promote, encourage and motivate students to register for a core MATH during early registration.
Service	Advising-Counseling	2017	2	More students will enroll in ENGL 1301 directly after completing INRW 0302.	Many students are delaying enrolling in ENGL 1301 after completing INRW 0302 with the result that they retain less content and are not as successful.	Multiple steps include the following: (1) at midterm, students who have a "B" or better in INRW 0302 are sent an email that ENGL 1301 will be their follow-up in the next semester. (2) Set up student planning so that the students above must register in ENGL 1301 unless they get an advisor's approval.	The comparison baseline is the percent of students who completed INRW 0302 in Fall 2017, came back in Spring 2018, and who enrolled in ENGL 1301. The same data will be obtained for Fall 2017 and Spring 2018 for comparison.	During the Fall 2016 semester 270 students were enrolled in INRW 0302 and 119 (44%) of the students registered for ENGL 1301 the following semester after completing INRW 0302. Our 50% target was not accomplished. During the Fall 2017 semester 290 students were enrolled in INRW 0302 and 108 (37%) of the students registered for ENGL 1301 the following semester after completing INRW 0302. Our 50% target was not accomplished. This shortfall could be due to the fact that summer 2017 the writing TSI cut score changed to a lower score, but reading remained the same. Students are also enrolled in INRW 0302 to satisfy the reading portion of the TSI for college readiness.	Our goal was to transition at least 50% of students completing INRW 0302 to take ENGL 1301. Advisors will continue to contact students after mid-term through emails, letters and push cards to come in for advisement. Advisors will also use student planning to advise and plan courses for the next 2 years. In addition, advisors will collaborate with instructors to promote, encourage and motivate students to register for ENGL 1301 during early registration.
Service	Advising-Counseling	2017	3	Increase and promote the use of Student Planning module.	Student Planning is not utilized by students to view progress or register for upcoming semesters.	Improve student services in advising and counseling, at-risk management, enrollment management, and registration. Multiple steps include the following: (1) Advisors will meet individually with students (2) Advisors will send emails explaining student planning (3) Advisors will promote student planning through campaigns and class presentation.	Evaluation will be based on number of students contacted in COLS 0300 and EDUC 1100 in fall and spring semesters using Estudios database.	During the fall 2017 semester 867 students were enrolled in COLS and EDUC courses. 78% of the students were contacted and taught how to use Student Planning.	Advisors will continue to promote the use of Student Planning. This Outcome will be carried forward for the 2018-2019 year. Concerns will continue to be addressed to assure it is working correctly for students to utilize.
Service	Advising-Counseling	2018	1	More students will enroll in a core Math directly after completing Math 0303 or Math 0309.	Many students are delaying enrolling a core math after completing Math 0303 or 0309 with the result that they retain less content and are not as successful.	Multiple steps include the following: (1) at midterm, students who have a "B" or better in Math 0309 or Math 0303 are sent an email that MATH 1314, Math 1332, Math 1324, or Math 1342 will be their follow-up in the next semester. (2) Set up student planning so that the students above must register in a core math unless they get an advisor's approval.	The comparison baseline is the percent of students who completed Math 0303 and Math 0309 in Fall 2018, came back in Spring of 2019, and who enrolled in a core level math; Math 1314, Math 1332, Math 1324, Math 1342 or Math 2413.	During the Fall 2018 semester 294 students were enrolled in Math 0303 & Math 0309 and 99 (34%) of the students registered for Math 1314, Math 1332 or Math 1324 the following semester after completing Math 0303 or Math 0309. Our 50% target was not accomplished.	Our goal was to transition at least 50% of students completing MATH 0303 or 0309 to take a core MATH. Advisors will continue to contact students after mid-term through emails, letters and push cards to come in for advisement. Advisors will also use student planning to advise and plan courses for the next 2 years. In addition, advisors will collaborate with instructors to promote, encourage and motivate students to register for a core MATH during early registration.

**Southwest Texas Junior College
2017-2021 Unit Action Plans**

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Advising-Counseling	2018	2	More students will enroll in ENGL 1301 directly after completing INRW 0302.	Assessments indicate that improvement is needed in this key function. Many student are delaying enrolling in ENGL 1301 after completing INRW 0302 with the result that they retain less content and are not as successful.	Multiple steps include the following: (1) at midterm, students who have a "B" or better in INRW 0302 are sent an email that ENGL 1301 will be their follow-up in the next semester. (2) Set up student planning so that the students above must register in ENGL 1301 unless they get an advisor's approval.	The comparison baseline is the percent of students who completed INRW 0302 in the Fall 2018 semester came back in the Spring 2019 semester, and who enrolled in ENGL 1301 course. The same data will be obtained for Fall 2018 and Spring 2019 for comparison.	During the Fall 2018 semester 270 students were enrolled in INRW 0302 and 94 (35%) of the students registered for ENGL 1301 the following semester after completing INRW 0302. Our 50% target was not accomplished.	Our goal was to transition at least 50% of students completing INRW 0302 to take ENGL 1301. Advisors will continue to contact students after mid-term through emails, letters and push cards to come in for advisement. Advisors will also use student planning to advise and plan courses for the next 2 years. In addition, advisors will collaborate with instructors to promote, encourage and motivate students to register for ENGL 1301 during early registration.
Service	Advising-Counseling	2018	3	Increase transfer to University by use of transfer pathways.	More students with have a transfer pathway after creating a plan to transfer to a University.	Multiple steps include the following: (1) Advisors will meet individually with students to create a transfer plan (2) Advisors will send emails explaining transfer process (3) Advisors will promote transfer planning through campaigns and class presentations. Contacts will be documented weekly.	Evaluation will be based on number of students contacted and transfer plans scanned into Image Now.	During the fall 2018 and spring 2019 semester 501 students were placed on a university transfer plan. The plans were scanned into image now and are accessible by any advisor working with the student.	Advisors will continue to promote the transfer planning. This Outcome will be carried forward for the 2019-2020 year.
Service	Advising-Counseling	2019	1	Use Student Planning for Pathways by transitioning students to use the resource for planning and class registration. Goal has been set to have 100% utilization of students using Student Planning to maximize academic progress and graduation.	Career pathways are being used to minimize loss of time and money so that students can graduate and transfer in a timely manner. Student Planning, with the assistance of academic advisors, will keep students on track with their selected pathway.	Academic advisors will demonstrate and teach students how to use Student Planning for their pathway in order to plan and register for classes. Academic advisors will demonstrate and teach high school counselors how to use Student Planning to increase awareness for Dual Credit/Early college students. SWTJC academic advisors have been assigned to respective high schools to provide dedicated and consistent service.	Report that has been created between IT department and Registrar's office will monitor utilization of students using Student Planning to register for classes. Registrar's Office and OIE department will continue to work with Zogotech representatives to utilize report that cross references student records against all SWTJC programs to maximize graduation.		
Service	Business Office	2017	1	4DX WIG intervention in current students' rec. that would keep them from registering for next semester.	Student retention is improved if there are no obstacles to registration.	Each BO employee will contact 1 student each week that have past due SR balances in order to get the student to a current status.	The BO will keep track of the contacts each week and measure the reduction of past due accounts on the SR.	The BO reduced past due accounts from 385 to 192. This was a 50% reduction.	In the future, the office has determined to continue this type of phone call campaign as a regular part of business routine.
Service	Business Office	2018	1	The BO wants to reduce the number of past due outstanding TPEG loans	Reducing the past due loans will allow the offices to provide new students with this needed service.	Each employee in the business office will contact 1 student who has past-due Texas Public Education Loans (TPEG) loans in an attempt to get them collected.	The office will reduce past due TPEG loans from 100% to 60%.	The TPEG loans were reduced from 100% to 41.3% with the use of phone call reminders to students.	This personal contact with students who owe the College money is useful as a collection practice and will make more students eligible to register for the next semester; keeping them on track for graduation.
Service	Business Office	2019	1	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.	Assessments indicate that improvement is needed in this key function. In addition ...				
Service	Campus Police	2017	1	Protect life and property	Help maintain and promote a campus atmosphere that is safe and secure for students, staff, and visitors. Yearly Crime Report Statistics outlined in the Clery Act show low crime rate on SWTJC Campus.	Install and test security cameras.	Test to see if stored video is recovered efficiently.	testing successful. cameras work where installed. Need more cameras	indicates that system is acceptable and working
Service	Campus Police	2017	2	Work with student population to promote crime prevention and safety.	Safety is important and repetition of materials promoted is necessary.	Intervention: Conduct seminars on current topic in orientation for students to discuss safety and personal awareness.	THINKING ABOUT THISreview assessment results from the course exam. Revise relevant questions as they pertain to the Campus Police seminar. Review result for assurance that the students are learning information.	Students want to be part of a safe campus.	Working to promote safety and put out information to college web site concerning safety.

**Southwest Texas Junior College
2017-2021 Unit Action Plans**

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Campus Police	2017	3	Improve officer safety and improve efficiency of incident assessment.	The college use of Cop Sync is still rather new. The Campus Police dept will explore and test its use and functionally.	Train officers and continue to explore capabilities of COP Sync.	Document use of product modules - good and bad.	COP Sync 911 was cancelled. Did not live up to the promises the vendor made. COP sync report writing is in use although company has filed chapter 11.	Report writing is working and will continue as long as the vendor supports the software.
Service	Campus Police	2018	1	Reduce crime on campus.	To ensure a safe environment for students, faculty, and staff.	Increase communication of scheduled campus events so officers can be present to interact with event participants. It is believed more officer visibility will help reduce crime.	Track crime statistics with the goal of reducing incidents by 10%.	The number of crime incidents were reduced from 53 to 20 which is a decrease by 37%.	We will continue to stay informed of all scheduled campus events and increase visibility during those events going forward. We will look at conducting officer lead crime prevention education to further reduce crime.
Service	Campus Police	2018	2	Increase solvability of crime on campus.	Ensuring violators are brought to justice is a deterrent to criminal activity therefore making our campus safer.	Increase the number of cameras located on campus and add signage to indicate the campus is under video surveillance.	Inventory and tracking of surveillance cameras.	The increased number of cameras allow for better tracking and surveillance of our campus. The physical cameras plus campus-wide signage act as deterrents for criminal activity.	The camera system is a great resource so we will continue to add cameras in key locations.
Service	Campus Police	2019	1	Keep Crime on campus low.	To ensure a safe environment for students, faculty, and staff.	Continued communication of scheduled campus events so officers can be present to interact with event participants. It is believed more officer visibility will help reduce crime.	Track crime statistics with the goal of keeping crime within 5% of the previous year.	by high visibility our reported crimes decreased from the previous year.	Due to additional cameras being installed and the use of the UTV and Golf Cart higher police visibility was accomplished. Cameras were a great deterrent which added in the decrease.
Service	Campus Police	2019	2	Increase safety awareness amongst students.	Knowledge of safety and awareness reduces crimes of opportunity.	Provide training seminars to students regarding safety.	Document the number of attendees receiving safety information.	By meeting with Students, Faculty & Staff the Campus Police Dept. was able to give suggestions and additional information which keeps the Students, Faculty, & Staff safe.	The high visibility of Officers and inter action with Students, Faculty & Staff provide to be a effective way to keep the Institution safe for all. The use of additional Cameras, UTV & Golf cart added a additional safety procedure to the Institution.
Service	Crystal City Instructional Facility	2018	1	2.) Increase student enrollment by 5% At CCIF by August of 2019,210 to 220. Contact students whom have applied but have not attended. Contact at least 5-10 students per month.	Will increase enrollment.				
Service	Crystal City Instructional Facility	2018	2	Increase contact hours for Crystal City by 10%.	Will help in enrollment and graduation.				
Service	Crystal City Instructional Facility	2018	3	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.	Assessments indicate that improvement is needed in this key function. In addition ...				
Service	Day Care	2017	1	Upgrade outdoor equipment.	Current outdoor play equipment is in poor condition and according to maintenance, is no longer able to be modified for use. Students are not allowed to utilize current equipment.	Solicit vendors for equipment and cost for purchase and installation. Seek approval from President to speak with outside agency, Middle Rio Grande, for funds. Complete paperwork for funding request. Purchase equipment and install.	Funding approval. Purchase of equipment. Installation of equipment	planning to purchase outdoor equipment for our child care facility to make the daycare more equipped with new out door play.	we did purchase 10,000.00 for outdoor equipment for the children at SWTJC facility
Service	Day Care	2018	1	The children at the SWTJC Child Care Facility will be safe and have comfortable clean furniture for the classroom.	Minimum standards and safety are required by law for Child Care facilities. Our furniture now is old and cracked.	solicit vendors for chairs and the cost. Received approval from our VP to purchased our chairs and were put in the classroom where they needed to be.	I requested a approval from our VP to purchased chairs to be put t in the classrooms.	we needed for chairs to be purchased for the safety of the children. We got the approval we need to get them and we placed them where they needed to be	after finding the best price for the chairs that we needed for the classrooms we placed them in the appropriate area
Service	Day Care	2018	2	seeking to improve what we serve for our children to give them meals that meet USDA meal patterns in a costly efficient way.	we meal planned and compared prices with the vendor that we use right now. We had to find what met our Food program meal patterns, but still kept it at a low cost	Planned for the best meal patterns for our children at our facility, and also keep in compliance	we had to plan for the meals that we wanted to serve that were cost efficient and appropriate for the children.	need to find meals that are balanced and approved thru our meal pattern t be given to the children, also wantee to keep cost down	we did find some meals that will work to keep the cost down and meals that the children enjoy
Service	Day Care	2019	1	The children at SWTJC childcare facility will have the best clean furniture for each classroom.	following our Minimum standard will guide us to have safe and clean furniture for our facility. Some is cracked and old and must be removed required by law.	find vendors and get three bids for the cost of the furniture that we need to replace in each classroom, will need to get a approval from our VP to purchase what is needed.		We have done a walk thru in each classroom, total of 6 classrooms and pulled out everything that had a crack, broken and torn and removed them.	we will not be able to use the toys or furniture that either had a crack was torn or broken due to minimum standards policies so we will get rid of them.

**Southwest Texas Junior College
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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Day Care	2021	1	SAFETY FOR PARENTS AND CHILDREN	The families and children of SWTJC child care facility will be safe when dropping off or picking up children at our child care center when unacceptable weather occurs.	GET 3 BIDS AND FIND A CONTRACTOR WHO CAN MAKE US A COVERED DRIVEWAY AREA FOR THE FACILITY.	COVERED DRIVE WAY	IN THE 7 YEAR THAT I HAVE BEEN EMPLOYEED HERE AT THE CHILD CARE FACILITY. I'VE HAVE SEEN PARENTS RUNNING TO TRY TO GET THERE CHILDREN OUT OF GETTING SOAKED. WEATHER PERMITTING	FIND 3 CONTRACTORS THAT WILL BUILD THE DRIVE WAY THAT WILL BE SAFE FOR THE PARENTS AND CHILDREN AT PICK UP OR DROP OFF.
Service	Disability Support Services	2017	1	This intervention will provide increased, integrated access to community resources and services for students with disabilities.	At current time, a relationship exists with one community agency; however, there are several community agencies that can be utilized in partnership with SWTJC Disability Support Services to provide increased services for students.	Coordinators will meet with local agencies such as TWC-VR and CAAG to form partnerships. Each coordinator will arrange for at least one new resource to be available at their home campus.	Coordinators will track contacts and meetings with potential partners. Resources, meetings, and training opportunities will be monitored as well.	Coordinators established strong connections with local and regional members at TWS-VR. Eva and Krystal met with a local rep and regional manager at the Del Rio location. Krystal met with the local counselor in the Spring semester to discuss transitions from the counselors retirement and met a new rep. Krystal attended a resource fair at Hondo ISD in the Spring semester as an ongoing partnership and outreach effort with local school districts and community resources. Additionally, all 3 coordinators attended the annual AHEAD conference and were able to benefit from several connections and possible resources.	Each coordinator has a well established rapport with local VR agencies. However, because of multiple staff duties, it is difficult for DSS staff to outreach or network frequently. The annual AHEAD conference and resource fairs proved beneficial and we will continue to attend those events for future networking opportunities.
Service	Disability Support Services	2018	1	This intervention will provide increased ability to communicate services and service plans with DSS students and faculty.	At current time, the CPort system that is used for record keeping and communication with in Disability Support Services is being phased out by the institution that created it. Therefore, a new system must be located and implemented.	Coordinators will seek a system to replace CPort as it is phased out. We will work together to implement a system that will allow for efficient and thorough services for students and faculty.	Coordinators will seek a system to replace CPort as it is phased out.	The new Disability Support Services (DSS) software system, SAM, was implemented and is working well. All DSS Coordinators are using it for application processing, accommodations letters, notes, etc.	The system was implemented.
Service	Disability Support Services	2018	2	This intervention will provide increased, integrated access to community resources and services for students with disabilities.	At current time, a relationship exists with one community agency; however, there are several community agencies that can be utilized in partnership with SWTJC Disability Support Services to provide increased services for students.	Coordinators will meet with local agencies such as TWC-VR and CAAG to form partnerships. Each coordinator will arrange for at least one new resource to be available at their home campus.	Coordinators will track contacts and meetings with potential partners. Resources, meetings, and training opportunities will be monitored as well.	Staff turnover inhibited this process; however, staff did make one additional contact with a new interpreting for the deaf service. As a result, the goal of 5 partnerships was met.	Disability Support Services staff will continue to form partnerships with community resources.
Service	Disability Support Services	2019	2	This intervention will provide increased awareness and resources for students seeking services from Disability Support Services (DSS).	At current time, faculty provide accommodations as required; however, DSS staff seeks to develop further understanding and feedback in the pursuit of stronger partnerships with faculty regarding Disability Support Services.	Coordinators will integrate professional development sessions at faculty and adjunct faculty convocations to assist in training and facilitating DSS requirements. Coordinators will seek feedback from faculty for process improvement/management from faculty via surveys.	Track number of professional development sessions delivered.	Two of the four coordinators developed and presented Disability Support Services information/training materials at spring 2020 Faculty Convocation in a breakout session. In addition the coordinators worked with the college's professional development officer to provide additional training for faculty by hosting Dr. Gail Gorke at spring 2020 Faculty Convocation. Dr. Gorke's training was entitled Special Needs and Inclusion of Diverse Needs and Abilities. Feedback from faculty members was overwhelmingly positive with most faculty finding a new perspective and respect for DSS students.	As a result of our work to bring a spotlight on Disability Support Services, instructors showed a greater interest in DSS process and procedures. They were more willing to communicate with us and showed more empathy towards our students. Continued participation and inclusion of disability support services information/training/presenters in Faculty Convocation is imminent.
Service	Disability Support Services	2020	1	This intervention will provide increased awareness and resources for students seeking services from Disability Support Services (DSS).	At current time, faculty provide accommodations as required; however, DSS staff seeks to develop further understanding and feedback in the pursuit of stronger partnerships with faculty regarding Disability Support Services.	Coordinators will integrate professional development sessions at faculty and adjunct faculty convocations to assist in training and facilitating DSS requirements. Coordinators will seek feedback from faculty for process improvement/management from faculty via surveys.	Track number of professional development sessions delivered.		

**Southwest Texas Junior College
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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Disability Support Services	2020	2	This intervention will facilitate and increase Disability Support Services accessibility for dual credit students/early college high school students who meet ADA/504 guidelines. It will also provide clearer transition expectations between the disability services provided at the high school level and the disability services provided at the college level.	Students, parents, and high school counselors have misguided expectations regarding the Disability Support Services (DSS) provided at the college level. In general, they are either not aware of the disability services available at the college level or they expect the process and services to be the same as special education services at the high school level.	Coordinators will work to establish relationships with dual credit/early college high school counselors, 504 coordinators, and SWTJC Outreach Department to promote and resolve misunderstandings surrounding Disability Support Services for dual credit/early college high school students.	Number of new high school contacts established; number of students enrolled with DSS		
Service	Disability Support Services	2021	1	This intervention will provide increased awareness and resources for students seeking services from Disability Support Services (DSS).	At current time, faculty provide accommodations as required; however, DSS staff seeks to develop further understanding and feedback in the pursuit of stronger partnerships with faculty regarding Disability Support Services.	Coordinators will integrate professional development sessions at faculty and adjunct faculty convocations to assist in training and facilitating DSS requirements. Coordinators will seek feedback from faculty for process improvement/management from faculty via surveys.	Number of professional development sessions delivered		
Service	Disability Support Services	2021	2	This intervention will facilitate and increase Disability Support Services accessibility for dual credit students/early college high school students who meet ADA/504 guidelines. It will also provide clearer transition expectations between the disability services provided at the high school level and the disability services provided at the college level.	Students, parents, and high school counselors have misguided expectations regarding the Disability Support Services (DSS) provided at the college level. In general, they are either not aware of the disability services available at the college level or they expect the process and services to be the same as special education services at the high school level	Coordinators will work to establish relationships with dual credit/early college high school counselors, 504 coordinators, and SWTJC Outreach Department to promote and resolve misunderstandings surrounding Disability Support Services for dual credit/early college high school students.	Number of new high school contacts established; number of students enrolled with DSS		
Service	Educational Opportunity Center	2017	1	Educational Opportunity Centers will increase outreach to Adult Basic Education population from twice a month, to a weekly outreach presentation at the main campuses of Eagle Pass, Del Rio, Uvalde and Crystal City. Outreach will include financial aid presentations, tutorials in remedial subjects such as reading, writing and math and college readiness techniques. Currently 5 students(AEL population) entered higher education for the 2016-2017 year. The expected outcome for 2017-2018 is to increase that amount to 10 students for the year.	Educational Opportunity grant objectives include the Adult Education and Literacy population in section IV, Objective A with a requirement that 50% of the participants served will enter higher education.	EOC Outreach specialists will schedule an outreach presentation with AEL supervisors for all centers. EOC program brochures, intake forms and referral forms will be made available to all AEL students.	EOC Sign In forms will be required at all outreach sessions. Students will be monitored for completion of admission requirements into higher education. EOC Director will review student completion and document TSI scores for each student.	A total of 49 students were processed through admission requirements, to include TSI completion. We are noting that 100% of the total entries required remediation for all the testing areas.	Reported EOC APR findings to Dr. Burchfield in the Developmental Studies and M. Mata, Vice President for Student Services. Will continue Outreach and Recruitment to AEL students.
Service	Educational Opportunity Center	2017	2	Educational Opportunity Centers staff will provide one Texas State Initiative tutorial in Reading, Writing and Math at each campus, to include Eagle Pass, Del Rio, Uvalde and Crystal City. Registration will be "open" to all Adult education and literacy students, as well as to the general public. Tutorials will be limited to 30 students per session.	This action is utilized to assist the student in transitional opportunities to enter higher education. Bridging will include student preparation to take the TSI exam, as well as any activity towards completing college admission requirements.	All EOC specialists will obtain in house training from TSI center staff and then provide this information in their outreach presentations. EOC Director will train all EOC specialists in the developmental/remedial areas of reading, writing and math and schedule the appropriate faculty to provide the trainings at all centers.	Testing Center staff will coordinate with EOC department for weekly monitoring of TSI completions with specific attention to scores in reading, writing and math.	Outreached students that had dropped out of high school and/or needed a GED. A total of 60 students were identified, but not all applied for future admission into higher education.	49 AEL students are admitted into college with the majority requiring developmental classes in specifically in Math and/or Reading and Writing. Bi-lingual instruction is greatly needed. Financial Aid is also a high necessity.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Educational Opportunity Center	2017	3	Educational Opportunity Center staff will complete individual FAFSA Financial Aid applications, for all applicants, and those potential students from the Adult Education and Literacy population.	New students, on going students and especially those from our EOC high risk, hardest to serve population, need the financial means to enter higher education. EOC staff will provide any and all information regarding grants, scholarships and other financial assistance available to facilitate the student's entry into higher education.	All EOC eligible students will have a "hard copy" folder of intake eligibility forms with copies of FAFSA determination.	EOC Director will review completed student files on a monthly basis, to include data entry onto ESTUDIAS database. All caseload discrepancies will be corrected within 24 working hours, to meet EOC guidelines.	1000 EOC eligible students were provided assistance with completion and submission of Federal Pell Grant applications. Copies of the FAFSA were given to each student.	SWTJC's Financial Aid staff received individual student findings electronically to complete admission processing.
Service	Educational Opportunity Center	2018	1	Educational Opportunity Center staff will complete individual FAFSA Financial Aid applications, for all applicants, and those potential students from the Adult Education and Literacy population.	New students, on going students and especially those from our EOC high risk, hardest to serve population, need the financial means to enter higher education. EOC staff will provide any and all information regarding grants, scholarships and other financial assistance available to facilitate the student's entry into higher education.	All EOC eligible students will have a "hard copy" folder of intake eligibility forms with copies of FAFSA determination.	EOC Director will review completed student files on a monthly basis, to include data entry onto ESTUDIAS database. All caseload discrepancies will be corrected within 24 working hours, to meet EOC guidelines.		
Service	Educational Opportunity Center	2019	1	Student success will improve within the key function area of new student orientation held by SWTJC each semester for students EOC has recruited. Orientation will include oral and printed brochures and material listing assistance available for FAFSA applications, corrections and follow-up.	EOC specialists will recruit a unit caseload of 1000 students for which at least 95% will complete federal financial aid applications and/or corrections in a timely manner. EOC caseloads will be reviewed quarterly.				
Service	Educational Opportunity Center	2019	2	Student success will improve within the key function area of academic guidance and review of their chosen degree plan. EOC specialists will explain academic requirements and the "Pathways" support available.	Assessments indicate that improvement is needed in this key function. In addition EOC specialists will complete a bi-annual review of each EOC student's file to gauge effective student's Pathways degree plan.				
Service	Educational Opportunity Center	2019	3	Student success will improve within the key function area of outreach and recruitment of new and/or returning students to assist them in completing all college admission requirements.	Assessments indicate that improvement is needed in this key function. In addition the EOC specialist will outreach and recruit in partnership with the local community agencies. EOC specialist will present information necessary for college admission.				
Service	Facilities and Maintenance	2017	1	Increase percentage of work orders completed.	It is important to this institution for maintenance to complete work orders so we can continue to serve our student populations.	Increase the use of our Work Order System (School Dude) by training our lead maintenance staff and having them track and run reports daily, weekly and monthly. The director will meet monthly with VP of Administrative Services to check percent of completed work orders for each month.	Track the percentage of work orders completed per month.		
Service	Facilities and Maintenance	2017	2	SWTJC will have a developed ADA compliance program.	That is an expectation of the American with disabilities act.	To develop this program we need to begin by assessing the buildings for ADA compliance and documenting the deficiencies, starting by categories such as Plumbing walkways etc.	We will need to have a documented ADA program which is financially approved.	Complete ADA program has not been developed. Lack of finances and labor force has slowed completion of project.	Continuing with this planning outcome for next year. Need to break project down into planning steps toward completion including, 1) building assessment checklist 2) target dates for completion 3)

**Southwest Texas Junior College
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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Facilities and Maintenance	2018	1	SWTJC will have a developed ADA compliance program, working with Human Resources to address ADA concerns.	That is an expectation of the American with disabilities act.	To develop this program we need to begin by assessing the buildings for ADA compliance and documenting the deficiencies, starting by categories such as walkways,door hardware, bathroom dispensers etc.	We will need to have a documented ADA program which is financially approved. Human Resources should help with this since Human Resources is charged with ADA compliance.	Our ADA improvement plan did not get accomplished. After 2 attempts to coordinate with Human resources, we found it was difficult to find times which were available to both departments. Only one building was surveyed. There were some ADA improvements despite not having a plan.	We have decided the survey will be conducted exclusively by our Physical plant department.
Service	Facilities and Maintenance	2018	2	Grounds division of physical plant department will strive to improve the aesthetics of Uvalde main campus by creating and maintaining an organizational system.	Improve the student/faculty outdoor environment to create a more congenial atmosphere which would be conducive to education and social interactions.	Develop areas of responsibility. Create a sense of ownership and pride. Install structure and organization.	Weekly grounds meeting to meet the needs and concerns of our grounds crew. During weekly meetings also provide training and continuity with management.	Out 50 expected weekly meeting, only approximately 20 occurred.	Grounds meeting frequency will be adjusted to meet Monthly beginning 2019-2020 Fiscal Year.
Service	Facilities and Maintenance	2019	1	Need to improve employee moral.	Employee's spend 1/3rd of their lives at work and should be comfortable working for us. Well adjusted employees are more productive, have better time management,are more willing to help during emergencies and represent our organization in a positive manor.	Establish better communications, organize employee team building activities. Organize and manage employee workloads	Talk to employees individually and as groups to establish general moral and effectiveness of interventions.	Clear communication channels, adjusting work loads and working with employees time off requests have resulted in improved employee moral.	Management will continue to practice clear communication scheduling of work through work orders. Management will also continue to be more considerate of employees personal time.
Service	Financial Aid	2017	1	All financial aid workstudy students will identify and apply the federal laws regarding Family Educational Rights and Privacy Act (FERPA).	Currently, workstudy student receive minimal verbal information from immediate supervisor regarding confidentiality.	Coordinate with the SWTJC Professional Development Office to create and facilitate training for all Financial Aid Office workstudy students.	Track attendance and administer a pre and post test.	Met our target of 100%. Students attended a Work Study Training conducted by PD Director. One in the fall and one in the spring in order to capture all work studies.	This was a successful outcome and we will continue to require all work study students to attend once a year.
Service	Financial Aid	2017	2	Reduce the number of Financial Aid students on the drop list due to incomplete files.	Last year we increased the number of student files completed by the12th class day and now this year we want to assure that it is effectively reducing the number of students on the drop list.	1. Each Fin Aid staff will call a minimum of 5 students per week that have an incomplete file due to missing document(s) 2.Advisors will interview in-person a minimum of 5 students per week.	Track the contacts per staff and the number of completed files.	No official way to count the files completed that were on the actual drop list; therefore i believe the numbers were reduced drastically due to all the hard work of the Financial Aid Advisers, but no hard proof. We met our our target of at least 80% due to all efforts, but reporting wise is unavailable at this time.	The success of this interaction between FAO and advisers will become common practice throughout each semester.
Service	Financial Aid	2018	1	Financial Aid Team will increase the number of FAFSA Renewals 0 to 250 by 12/18/2018	In order to award more students at an earlier time.	Additional contacts with students by attending events and advertising the new FAFSA App	The numbers were reviewed on a weekly basis	We surpassed our target number of 250 and actually reached 272 and received our Silver and Gold at one time!	Embedded the process of assisting and completing FAFSAs as early as 10/01 and utilizing the new FAFSA App. Completing the FAFSA at an earlier date will also reduce the number of students on the drop list.
Service	Financial Aid	2018	2	Spring 2019 bring in new ISIRs and decrease the number of students with incomplete files due to missing documents	Reduce the number of students on the drop list. Large number of students on drop list affects the enrollment of the college.	Steps will be conducted as follows: 1. Students will receive an e-mail informing them of missing documents 2. Students will receive a push card in the mail reminding them they are missing documents in order to complete the financial aid. 3. Students will receive a phone call from their Financial Aid Adviser explaining to the student on the importance of bringing in missing documents for completion of the students financial aid file.	Track number of missing files on a weekly basis.		
Service	Food Service	2018	1	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.	Assessments indicate that improvement is needed in this key function. In addition ...				

**Southwest Texas Junior College
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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Housing	2017	1	Facilitate the safety of students while living in the dormitories	The addition of video surveillance cameras in the common areas of the dormitories as well as in the residential hallways will provide a level of safety and comfort to the residents	10 video surveillance cameras total will be installed in both dormitories. 6 will be installed in Garner Hall and 4 in Hubbard Hall.	6 video surveillance cameras will be installed in Garner Hall 3 in common areas and 1 per resident Hallway 4 video surveillance cameras will be installed inside Hubbard Hall 2 in common areas and 1 per upstairs resident Hallway	Of the 10 video surveillance cameras which were proposed for installation, a total of 5 were installed. 3 of the 6 were installed in the Garner Hall lobby 2 of the 4 were installed in the Hubbard Hall lobby	Due to cost, the project was scaled back to installation of 5 total video cameras. Common areas were prioritized above resident hallways so the total number needed for common areas were purchased, installed and are active. The goal of securing active video security cameras in the resident hallways will continue into the 2018-2019 UAP.
Service	Housing	2017	2	Facilitate student involvement by way of extra curricular activity	Informal student input indicated a student desire to create student involvement specifically aimed at students in SWTJC Housing. Students suggested a Video Gaming Club.	Creation of a Video Gaming Club to include registerig with Student Support Services and putting in place policies and rules, finding a faculty or staff sponsor, allocate a space in dormitory for club, purchase a TV/monitor to suit purposes both size and graphics and secure furniture for as many as one individual to several.	Creation of a video gaming club complete with a sponsor, registration, rules and policies, and membership sign up. Allocation of dedicated club space Purchase or acquisition of necessary equipment and furniture	Creation of Video Game Club was successful. All measurements were met and succeeded expectations. Club membeship fluctuates above the expected 5 members and is open to SWTJC students who do not live in student housing. Membership spread beyond the Uvalde Campus and a competition was held between members of several campuses.	This club will continue, however, it misses a segment of students who are not involved in gaming but would still like to have opportunities for other extra curricular activities. This objective will continue with a different focus for the 2018-2019 academic year.
Service	Housing	2018	1	Facilitate the safety of students while living in the dormitories	The addition of video surveillance cameras in the residential hallways will provide a level of safety and comfort to the residents	5 video surveillance cameras in total will be installed in both dormitories. 3 will be installed in Garner Hall and 2 in Hubbard Hall.	3 video surveillance cameras will be installed in Garner Hall's resident Hallways 2 video surveillance cameras will be installed inside Hubbard Hall's resident hallways		
Service	Housing	2018	2	Facilitate student involvement by way of extra curricular activity	Informal student input indicated a student desire to create student involvement specifically aimed at students in SWTJC Housing. Students expressed interest in outdoor/accessible basketball courts.	creation of one full size outdoor basketball court, which is accessible to students year round during the weekdays and weekends. secure authority from maintenance for physical site to erect basketball post and stripe area	creation of outdoor basketball court		
Service	Housing	2019	1	Hubbard Hall	Assessments indicate that improvement is needed in this key function. In addition ...				
Service	Human Resources	2017	1	The expected outcome of this intervention is the full use of Colleague payroll system with all fields being used optimally and reports being accurate and timely.	Assessments indicate that improvement is needed in this key function.	The entire personnel department will participate in focused in-house training provided by a Colleague consultant (3 days).	Time to run the IPED's report will be cut in half from 7 days to 2.5 days.		
Service	Human Resources	2018	1	The expected outcome of this intervention is the full use of Colleague payroll system with all fields being used optimally and reports being accurate and timely.	Assessments indicate that improvement is needed in this key function.	The entire personnel department will participate in focused in-house training provided by a Colleague consultant (3 days).	Time to run the IPED's report will be cut in half from 7 days to 2.5 days.	While the training helped reduce the time to prepare the IDED's report, the unit did not achieve its goal.	During the year, a new payroll officer came to the unit. The unit will commit to following this process next year to further train and attempt to use all Colleague fields in the effort to reduce manual processes and effort.
Service	Information Technology - Colleague	2017	1	The IT Department will migrate the current HPUX Colleague server to a new Linux server for efficient data recovery and improved processing and performance.	The current server is over 8 years old and has been upgraded as much as possible. More and more applications have been and continue to be added to this server. This has caused processes to run slow and take longer. Performance can be greatly improved by getting a better technologically advance enterprise server that will have more and faster processors, more memory and more disk storage.	I.T.(Information Technology)has partnered with an outside consulting firm to research and recommend the purchase of a more powerful server to replace the current HPUX server used for the Colleague Enterprise Resource Planning System.	The ability to recover data quickly, ease of use for system admins, performance monitoring and disaster recovery.	HPUX is now on Linux Server	System is now able to recover quickly, allows for disaster recovery, and the system performance and monitoring are drastically improved.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Information Technology - Colleague	2017	2	Implement the Ellucian UI 5 for all Colleague users.	IT aims to assure that Colleague users are using the latest version of the software.	IT will download and install, UI 5 from Ellucian, to a virtual server. We will test the functionality and then deploy to all Colleague users	Track percent of users with newest version of UI 5. by end of year 2016/17.	UI 5 Has been installed	system data is now more secured and additional functionality was gained.
Service	Information Technology - Colleague	2017	3	Colleague users will be trained in the use of the Informer Reporting software for their custom reporting needs.	The College struggled with the Colleague query tool for reporting. Informer by Entrinsik was purchased as a more user friendly, efficient reporting tool.	IT staff will assess department needs and provide Informer Reporting Tool training to departments through out the college. Professional Development will continue in the form of "Informer Wednesday", a weekly day and time which will serve to enhance user skills with the Informer Reporting Tool.	I.T. will do a satisfaction survey of the end users with questions that will measure the success of the Informer Reporting Tool training and report design assistance by department. The number of reports created and used by a department will also be tracked.	Customers regularly attend training.	Customers are more efficient and effective in the use of the Informer reporting tool.
Service	Information Technology - Colleague	2018	1	SWTJC Colleague users will have improved access to Colleague during peak levels of Colleague activity and will not run out of licenses.	SWTJC ERP users could not access the ERP System when licenses were maxed out and would have to call the IT Department to see which user was idle to the point that no user was idle.	With the increased Colleague licenses SWTJC staff can efficiently run the required processes for students, faculty and staff	The IT Department will monitor peak usage levels in Colleague	Purchased licenses, however performance results will not be available until the 2019-2020 year.	The Colleague users were NOT locked out of colleague due to too many users on the system, after the unlimited license upgrade.
Service	Information Technology - Colleague	2019	1	The IT Department will monitor peak colleague usage levels during registration to reduce the end-users using all the colleague licenses causing delays in all college service areas.	Current Measurement: Licensed (UDT+CP)/Effective (190+0)/190, UDT 73, SQL0, Iphtm52, Pooled0, Total 125	By installing the unlimited licenses for colleague users will be able to access all the modules in the ERP System without delays.	Past Measurement: Licensed (UDT+CP)/Effective (190+0)/190, UDT 73, SQL0, Iphtm52, Pooled0, Total 125 Current Measurement: Licensed(UDT+CP)/Effective (306 + 0) / 306, Udt 48,Sql 0, iPhtm 28,Pooled 0, Total 76	Past Measurement: Licensed (UDT+CP)/Effective (190+0)/190, UDT 73, SQL0, Iphtm52, Pooled0, Total 125 users are limited to 80 users at a time	Current Measurement: Licensed(UDT+CP)/Effective (306 + 0) / 306, Udt 48,Sql 0, iPhtm 28,Pooled 0, Total 76 Colleague Users were not locked out during registration.
Service	Information Technology - Colleague	2019	2	Software support for the Curriculum Management Office functions and customer timelines for installing to Test, conducting Load Testing when possible, and installing to Production.	Previous measurement: SA Valet Application Version 2.12 User Interface Application Version 5.3 Self-Service Application Version 2.13.1 WebAPI Application Version 1.13.1 WebAdvisor Application Version 3.2.0 Payment Gateway Application Version 1.6.1	upgrading to the latest software update allows users more functionality with the EPR system	The assessment method used is to compare the software version release number to current release number.	Previous Version: SA Valet Application Version 2.12 Current Version: SA Valet Application Version 2.14 Previous Version: User Interface Application Version 5.03 Current Version: User Interface Application Version 5.13 Previous Version: Self-Service Application Version 2.13.1 Current Version: Self-Service Application Version 2.26.0.8	Software Update installations were successful which allows users more functionality.
Service	Information Technology - Colleague	2020	1	Transition from Webadvisor to self service. Students will have a self service location for student services.	Webadvisor is in the end of life process		google analytics		
Service	Information Technology - Colleague	2021	1	Software support for the Curriculum Management Office functions and Customers timelines.	Previous measurement: SA Valet Application Version 2.12 User Interface Application Version 5.3 Self-Service Application Version 2.13.1 WebAPI Application Version 1.13.1 WebAdvisor Application Version 3.2.0 Payment Gateway Application Version 1.6.1	Upgrading to the latest software update allows users more functionality with the EPR system	Software support for the Curriculum Management Office functions and Customers timelines.	Upgraded Colleague Applications to current Versions	Continue migration from Web Advisor to Self-Service

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Information Technology - Colleague	2021	2	The IT Department will monitor peak colleague usage levels during registration to reduce the end-users using all the colleague licenses causing delays in all college service areas.	Previous Measurement: Imagenow 7.1.5.1562 upgrade to Perceptive Content 7.5 EP2				
Service	Information Technology - Network Administration	2017	1	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.	Assessments indicate that improvement is needed in this key function. In addition ...	Working with carrier to increase bandwidth to 1GIG and add internet access to Eagle Pass and Del Rio	when connections are made and tested.	Each campus now has a 1 Gig ISP connection.	This allows for disaster recovery and for schools to still perform cloud based business when Uvalde is offline.
Service	Information Technology - Network Administration	2018	1	Upgrade Eagle Pass LAN switches and fiber backbone to provide faster, more reliable access to critical services such as applications, internet, and distance learning.	Assessments indicate that improvement is needed in this key function due to the fact that our EP LAN backbone is antiquated and requires an improved design with segmentation of various network resources to achieve better network traffic flow.	Purchase network equipment and fiber installation to support 10Gigabit connectivity.	Network speeds tests to be performed during project implementation and completion.	The IT Department and Telephones Unlimited were able to successfully install new SM Fiber, new switches, and a core switch with 10Gb connectivity.	Will continue to monitor LAN performance to ensure 10Gb throughput.
Service	Information Technology - Network Administration	2019	1	Upgrade Del Rio LAN switches and fiber backbone to provide faster, more reliable access to critical services such as applications, internet, and distance learning.	Assessments indicate that improvement is needed in this key function due to the fact that our DR LAN backbone is antiquated and requires an improved design with segmentation of various network resources to achieve better network traffic flow.	Purchase network equipment and fiber installation to support 10Gigabit connectivity.	Network speeds tests to be performed during project implementation and completion.	The IT Department and Telephones Unlimited were able to successfully install new SM Fiber, new switches, to existing core switch with 10Gb connectivity.	Will continue to monitor LAN performance to ensure 10Gb throughput.
Service	Information Technology - Network Administration	2021	1	Upgrade Crystal City LAN switches and fiber backbone to provide faster, more reliable access to critical services such as applications, internet, and distance learning.	Assessments indicate that improvement is needed in this key function due to the fact that our CC LAN backbone is antiquated and requires an improved design with segmentation of various network resources to achieve better network traffic flow.	Purchase network equipment and fiber installation to support 10Gigabit connectivity.	SM Fiber/Switch Configuratrion % Switch Installation %	The IT Department and Telephones Unlimited were able to successfully install new SM Fiber, new switches, to existing core switch with 1Gb connectivity.	Will continue to monitor LAN performance to ensure 1Gb throughput.
Service	Information Technology - Support Services	2017	1	Student success will improve due to enhanced and managed hardware and software.	With improved network devices and applications personnel and students will decrease network degradation and duplication of applications.	Reduce duplication of applications, increase awareness and training of available software/modules, have 2 types of operating systems to decrease troubleshooting and conflict on the network		After moving to Active directory we were able to easily identify pc's that were not on our domain and manage those devices resulting in less downtime for the students.	These results enable us to improve our customer service by ensuring all pc's are running at optimal performance.
Service	Information Technology - Support Services	2017	2	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.	Assessments indicate that improvement is needed in this key function. In addition ...			After moving to Active directory we were able to easily identify pc's that were not on our domain and manage those devices resulting in less downtime for the students.	These results enable us to improve our customer service by ensuring all pc's are running at optimal performance.
Service	Information Technology - Support Services	2018	1	Student success will improve due to helpdesk improving weekly service requests closure from 75% to 80%.	With improved service request closure rates, students will benefit from having fully functional hardware and software.	Reduce duplication of applications, increase awareness and training of available software/modules, improving weekly service requests closure from 75% to 80%.	following up with customers to ensure work completed was satisfactory. improving weekly service requests closure from 75% to 80%. percentage of device upgrade or replacement.	By increasing the closure rate of tickets, we received more customer satisfaction and had less issues in student lab related requests.	We will continue to strive to increase our closure rate and maintain labs for better student utilization.
Service	Information Technology - Support Services	2019	1	Student success will improve due to helpdesk improving weekly service requests closure from 80% to 85%.	With improved service request closure rates, students will benefit from having fully functional hardware and software.	Reduce duplication of applications, increase awareness and training of available software/modules, improving weekly service requests closure from 80% to 85%.	Following up with customers to ensure work completed was satisfactory. Tracking customer surveys to ensure customer satisfaction is at the highest level.	By creating new SLA's for the helpdesk and adhering to them, we can service customers more efficiently and effectively resulting in a better technical experience for students.	We can monitor and modify the SLA's to ensure we become more efficient servicing students technological requests.
Service	Information Technology - Support Services	2021	1	Student success will improve due to helpdesk improving weekly service requests closure from 80% to 85%.	With improved service request closure rates, students will benefit from having fully functional hardware and software.	Reduce duplication of applications, increase awareness and training of available software/modules, improving weekly service requests closure from 80% to 85%.	Set-up, install and maintain computer labs.	In ensuring a quicker resolution time, customer satisfaction was improved.	

**Southwest Texas Junior College
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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Library	2017	1	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.	Assessments indicate that improvement is needed in this key function. In addition ...				
Service	Library	2017	2	Librarians will update and maintain current and relevant resources in the library.	Current resources and services will contribute to student academic success. The areas of concentration include journals, non-fiction, biographies, fiction, and children's & YA collections.	After conducting a collection analysis, materials will be weeded following current, best library practices. New print and digital resources will be added to the collection based on faculty suggestions, curriculum needs, and student interests.	A collection analysis will be conducted at the start and end of the academic year and compared.	After conducting the initial analysis of the collection, librarians found that the collection was outdated by at least 30 years.	Librarians will weed the collection and order newly published materials that support the college's mission and programs.
Service	Library	2017	3	The library will promote collaboration.	Collaborative learning is a high-impact educational practice.	The library will create spaces that are conducive to collaborative learning. This plan includes creating areas where seating is comfortable and inviting, collaborative tools are readily available (white boards, large tables, etc.), and interactive lessons can be implemented.	Complete a checklist which indicates the implementation of 1 MakerSpace 1 Collaboration area with white board 1 interactive library orientation lesson 1 interactive library tour	The library space was not welcoming. Students lacked interaction opportunities with library staff. The library was only being used to access computers and not as a student space.	The space previously known as the magazine archives was cleared out and made into a makerspace by bringing in tables, 2-3D printers, and shelving for storage. The spaces under each stairwell were painted and coated to make areas where students and faculty can collaborate and study. Furniture to make areas more comfortable has not been ordered. Interactive library orientation lessons have been implemented and, as a result, more teachers have brought their classes in to experience that. Further, interactive workshops have been implemented to help students understand the research process.
Service	Library	2018	1	Librarians will update and maintain current and relevant resources in the library.	Current resources and services will contribute to student academic success. The areas of concentration include journals, non-fiction, biographies, fiction, and children's & YA collections.	After conducting a collection analysis, materials will be weeded following current, best library practices. New print and digital resources will be added to the collection based on faculty suggestions, curriculum needs, and student interests. Collection will continue to be weeded to update relevant sources.	A collection analysis will be conducted at the start and end of the academic year and compared.	Weeding was conducted in the 700s, 800s, and 900s. The average age of the collection was severely outdated according to the crew weeding manual. To begin, we removed items that were worn out and damaged, or cracked on opening. on the second go around we removed items that were no longer relevant containing outdated information. This created big gaps in the collection, which will need to be filled in by e-books or physical books over time	Students were able to locate relevant materials with ease, and the shelves look a lot better with the removal of worn books, thus making it appealing to the eye and drawing their attention to available content.

**Southwest Texas Junior College
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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Library	2018	2	The library will promote collaboration.	Collaborative learning is a high-impact educational practice.	The library will create spaces that are conducive to collaborative learning. This plan includes creating areas where seating in comfortable and inviting, collaborative tools are readily available (white boards, large tables, etc.) and interactive lessons can be expanded.	Complete a checklist which indicates the implementation of 1 Resource Room 1 Collaboration areas on the second floor. 1 interactive library orientation lesson 1 interactive research workshops expanded.	1. The Educator Resource Room is up and running, students and faculty enjoy having access to the technology. The education students at Sul- Ross have found it very useful for their education classes and love being able to make posters and manipulatives for their class assignments. 2. The common collaboration room on the second floor is the makerspace, students use the robotic programming kits, 3D printers, and piano. Students have also taken the initiative to have club meetings in this space. Del Rio library added more tables for students to utilize and collaborate with one another. 3. Interactive library scavenger hunts were created and were a hit with the students, EDUC and dual credit classes. 4. 10 interactive research workshops were created which included powerpoints, handouts, hands-on activities, and an assessment ticket out the door. Prizes were awarded consisting of our promotional goodies.	Workshops were a hit, and will be worked on and condensed in to fewer workshops to be offered in the fall and spring.
Service	Library	2019	1	After conducting a collection analysis, materials will be weeded following current, best library practices. New print and digital resources will be added to the collection based on faculty suggestions, curriculum needs, and student interests. Collection will continue to be weeded to update relevant sources.	Current resources and services will contribute to student academic success. The areas of concentration include journals, non-fiction, biographies, fiction, and children's & YA collections.		A collection analysis will be conducted at the start and end of the academic year and compared.		
Service	Library	2019	2	The Library has previously created ten workshops due to the previous 40X initiative. The goal is now to tailor them to the needs of each campus' student population's needs.	Students will be more effective when working on research and using information literacy.	Workshops will support skills needed for completion of work based on classroom instruction. The workshops will be offered on a biweekly schedule.	Student feedback as well as a ticket out the door will be used to assess the students understand of the content of the workshop.		
Service	Library	2021	1	Students will have access to electronic information and materials using library mobile devices	Current resources and services will contribute to student academic success. The areas of concentration include journals, non-fiction, biographies, fiction, and children's & YA collections	The library will develop ways to provide virtual services to student, faculty, and staff.	Providing physical services in a virtual setting	The college provided additional Chromebooks and laptop for students to use; the library processed the items in order to have them ready to go for the fall. Additional databases we added to accommodate virtual learning. Library provided curbside services for picking up and dropping off library materials, and provided printing services to all student who needed documents printed. Library made special arrangements for student who need accommodation after hours Provided information to students via email, social media, and additional chat/phone services	The library did its best to provide its usual services to meet the needs and demands of the students during the pandemic
Service	Library	2021	2	The library will create innovative way to reach our students, faculty, and staff using virtual platforms.	Students will be more effective when working on research and using information literacy.	The Library will develop ways to provide virtual services to students, faculty, and staff by May 20, 2021	Creating a Virtual Presents	Library purchased screencastify in order to create virtual tours and how to videos; to replicate an in person feel and for students to have a visual reference for after hour help. The Videos were created in English and Spanish to meet the needs of our diverse student body.	adding monies to the budget to keep our screencastify licenses
Service	Outreach	2017	1	Create and implement senior exit surveys.	As a result of the Council for the Advancement of Standards in Higher Education self report, it was determined information was lacking in receiving feedback from dual credit students regarding classes.	Create and distribute survey to senior students	Gather data which tracks the following information: Quality of the class, quality of the instruction and use of technology.	We tried experimenting with a couple of databases. Unfortunately none worked for us.	We found that we are still not ready to start this process.

**Southwest Texas Junior College
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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Outreach	2017	2	Increase Financial Aid Student enrollment at the Briscoe Unit by 25% this academic year.	Enrollment is vital to the college. Increasing numbers will help with growing our facilities and keeping in compliance with the Second Chance Pell Grant.	Outreach Coordinator and Financial Aid representative will visit the unit twice a month. They will present financial aid information and help them apply.	Use Financial aid enrollment numbers from Informer report to track our progress.	We were able to increase our amount of FA students at the prison to 68. Outreach and Financial Aid staff were able to visit with students and help them with the process.	We will continue to use this process of Financial Aid awareness at the Briscoe Unit. We have been funded for another year and will continue to utilize the money to the best of our abilities.
Service	Outreach	2018	1	Increase the number of dual credit self registration by 5% this academic year.	Enrollment is vital to the college. Having Dual Credit students self-register will provide them with the information they need to keep track of their progress thru student planner and will increase retention.	Outreach will work with 4 districts to implement student self-registration in Student Planner. We will go to their campus and provide hands on training for students and counselors. Outreach coordinator will monitor student registration.	Informer report will be used to track student enrollment.	Did not meet our targeted students for registration. We were able to register a few but found that there are other areas that we need to work through before we could continue with self-registration. Students had holds and location issues that prevented them from registering.	We will carry this over to next year and continue to work on the issues. Working with Admissions/IT to address the issues so that we can continue to work with additional districts to self-register.
Service	Outreach	2018	2	Increase Hondo Site enrollment of non-dual credit students by 10% this academic year.	Increase enrollment will help with growing the Hondo facility. Providing core classes will allow them to complete their degree with SWTJC.	Outreach Coordinator will travel to Hondo every week and meet with incoming students. They will work with the GED program to transition those students into SWTJC. Attend Hondo events to promote the college.	Use Enrollment numbers from Informer report to track our progress	We were able to increase enrollment by 2 non-dual credit students. We found that working with outside groups helped with our efforts.	We will continue to work with GED and other groups to increase enrollment. In additionally we will find other ways to grow our enrollment.
Service	Outreach	2019	1	Increase the number of dual credit students who self register by 10% this academic year.	Enrollment is Vital to the college. Having dual credit students self-register will provide them with the information they need to keep track of their progress thru student planner.	Outreach will work with 6 districts to implement student self-registration in Student Planner. We will go to their campus and provide hands on training for students and counselors. Outreach coordinator will monitor student registration.	Informer report will be used to track student enrollment.	We were unable to meet our target goal with self-registration this academic year. The COVID virus halted our efforts to meet with school to implement the self-registration model. Prior to this we had scheduled meeting times with district to guide them through this process but were not able to follow through with them. District were struggling to adapt to their new environment and asked us to wait.	We will carry this UAP to next year to continue the initiative of transitioning our Dual Credit Students to self Registration. We have districts that are ready to proceed as soon as we are able. We will work on video tutorials to help the students virtually and training sessions for counselors.
Service	Outreach	2019	2	Increase number of graduates at the Briscoe Unit by 25% this academic year.	Increasing graduation numbers will help college momentum points.	Will meet with students and help with completing their course requirements for graduation. Will offer classes that are needed in core areas to complete their degree.	Use informer report to track our progress.	As Briscoe students transcripts were evaluated it was determined they were missing certain classes. In offering these classes we were able to successfully graduate them. There were also some inmates that had not been graduated that meet requirements. They were also completed and graduated.	Outreach Coordinator will use the evaluation of Briscoe students degree plans to offer classes that are needed to meet graduation requirements. Degree Plans need to be evaluated at the end of each semester to ensure that students are staying on track. This will help with fully using the Second Chance Pell Grant for qualifying students.
Service	Outreach	2020	1	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.	Assessments indicate that improvement is needed in this key function. In addition ...				
Service	Outreach	2020	2	Increase the number of dual credit students who self register by 10% this academic year.	Enrollment is vital to the college. Having Dual Credit students self-register will provide them with the information they need to keep track of their progress thru student planner. Dual Credit students are meeting with a college advisor through out their college career pairing both of these initiatives will help with keeping retention of students.	Outreach will work with 6 districts to implement student self-registration in Student Planner. We will go to their campus and provide hands on traing for students and counselors if possible. If on site registration training is not possible zoom sessions, video tutorial and step by step directions will be provided. Outreach Coordinator will monitor students registration.	We will use an Informer Report to track student planner enrollment.		
Service	Outreach	2021	1	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.					

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Outreach	2021	2	Increase the number of dual credit students who self register by 10% this academic year.	Enrollment is vital to the college. Having Dual Credit students self-register will provide them with the information they need to keep track of their progress thru student planner. Dual Credit students are meeting with a college advisor through out their college career pairing both of these initiatives will help with keeping retention of students.	Outreach will work with 6 districts to implement student self-registration in Student Planner. We will go to their campus and provide hands on training for students and counselors if possible. If on site registration training is not possible zoom sessions, video tutorial and step by step directions will be provided. Outreach Coordinator will monitor students registration.	Provide registration services for outreach sites, dual credit and prison unit students		
Service	Public Information	2017	1	Increase digital marketing.	Digital marketing is more cost effective compared to traditional marketing methods.	Action/Step 1 - Communicate with leadership to determine which programs need marketing Action/Step 2 - Create a communication plan. "What's our message, Who's our message for, and How do we reach them/" Action/Step 3 - Staff training	Count of programs digitally marketed during the 2017-18. Count number of digital campaigns.		
Service	Public Information	2017	2	Increase funds donated to the college for SWTJC Scholarships.	Increased scholarships funds provide opportunity for higher education for more students.	Increase partnerships involved with the fundraising events.	Count of partnerships per event. Count overall scholarship funds raised.	20% increase on number of partnerships from 2016-2017	9% increase in scholarships from 2016-2017
Service	Public Information	2018	1	Increase digital marketing	Digital marketing is more cost effective compared to traditional marketing methods.	Action/Step 1 - Communicate with leadership to determine which programs need marketing. Action/Step 2 - Create a communication plan. "What's our message, Who's our message for, and How do we reach them" Action/Step 3 - Staff training	Count of programs digitally marketed during the 2017-18. Count number of digital campaigns.		
Service	Public Information	2018	2	Increase funds donated to the college for SWTJC Scholarships	Increase partnerships involved with the fundraising events	Plan three events annually for students scholarships	Count of partnerships per event. Count overall scholarship funds raised.	Number of partnerships stayed the same from 2017-2018	Increase in scholarship funds by 2% from 2017-2018
Service	Public Information	2019	1	Increase digital marketing	Digital marketing is more cost effective compared to traditional marketing methods.	Action/Step 1 - Communicate with leadership to determine which programs need marketing Action/Step 2 - Create a communication plan. "What's our message, Who's our message for, and How do we reach them" Action/Step 3 - Staff training	Count of programs digitally marketed during 2018-2019. Count number of digital campaigns.		
Service	Public Information	2019	2	Increase funds donated to the college for SWTJC Scholarships	Increased scholarship funds provide opportunity for higher education for more students.	Increase partnerships involved with the fundraising events.	Count of partnerships per event. Count overall scholarship funds raised.		
Service	Purchasing	2017	1	Purchasing will continue to increase efficiency in order to better serve faculty and staff.	The more efficiently the needed items are procured for faculty and staff, the better and more affordable education we can provide our students.	The department will be trained in the use of ImageNow to reduce paper and increase the ability to find needed documentation.	All purchasing documents will be stored on ImageNow. Purchasing Manager, Purchasing Clerk, and Accounts Payable Clerk will be trained to use the ImageNow product.	ImageNow is working well for document storage and retrieval. Training still needs to be accomplished for the purchasing clerk in order to have the remaining 20% of documents fully in the system.	The purchasing department sees the value of paper and other system efficiencies and will push to attain further efficiencies.
Service	Purchasing	2018	1	The purchasing department will better serve its clientele by having a better grasp of the purchasing laws of the state of Texas.	If the department knows answers to purchasing questions without having to do research, requests can be fulfilled in a more efficient manner.	The purchasing department will complete training from the state of Texas purchasing website.	Eight training modules will be completed.	This intervention was started too late in the year to be completed.	The unit believes that this is still a good expected outcome and it will be copied and forwarded to the year 2019-2020.
Service	Purchasing	2019	1	The purchasing department will better serve its clientele by having a better grasp of the purchasing laws of the state of Texas. Outcome Rationale:	If the department knows answers to purchasing questions without having to do research, requests can be fulfilled in a more efficient manner.	The purchasing department will complete training from the state of Texas purchasing website.	Purchaser and procurement clerk will log in at: https://spdedu.cpa.texas.gov/course-catalog/continuing-education-webinars/ and record the taking of 8 classes: Grant Funding, DIR Cooperative, Vendor Performance, TxMas Quote/Order Process, Sole Source, Tx State & Fed Surplus, Emergency Procurement, Ethics Laws.		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Registrar	2017	1	Full implementation of ImageNow for Registrar's office	Streamline processes through the use of workflow in ImageNow to keep better track and provide better service to our students and their documents.	Through the use of ImageNow, the process of receiving and evaluating college transcripts will be modified. We will centralize location of transcripts for easier access by staff to process and evaluate. Would like to add ImageNow Intellcapture piece to be able to pull data directly from transcript into Colleague with out need to manually key in data.	Keep daily avg count of transcripts processed by personnel.	ImageNow was implemented and has been a good tool. The purchase of dedicated scanner for office expedited the processing of documents received.	Will look at ways to be able to expand to different offices that are in direct connection to Registrar's office and have documents that should be kept by Registrar's office as well.
Service	Registrar	2017	2	By expanding more transfer and career center activities such as transfer fairs and job fairs, our students will be exposed to more options that they may not be aware of thus increasing job placement and transfer rates.	Currently only have usual events as specified by TACRAO. This will expand on those options for our students.	Will be having more career and transfer center activities that will focus on providing assistance and awareness to students about transferring and career opportunities.	Will be conducting surveys to gauge the knowledge as well as the needs of students when it comes to transferring.	Increase in transfer fairs enable us to increase the number of colleges/universities that attend. It gave more options to representatives than previous years.	We can now do more research and have more intentional invitations to universities and representatives that our students are requesting.
Service	Registrar	2018	1	Student success will improve within the key function area of graduation. Improve by identifying and increasing number of graduates. Increase number of graduates from previous academic year by 50.	An increase of 2 to 5 percent of enrollment should result in more graduates from institution.	Collaborate with academic advising to monitor student pathways using 15, 30, and 45 semester credit hour milestones. Communication and awareness with students, faculty, and staff to encourage students to visit with their academic advisor to review degree plan and apply for graduation.	Estudias reports by advisor and cohort for 15, 30, and 45 semester credit hour milestones. Cross reference number of potential graduates from Estudias reports with Informer report that identifies students who applied for graduation.	Increased enrollment over recent academic years has led to more graduates from institution.	Collaboration with OIE department to make sure records are reported on CBM009. Continue to work with academic advisors to identify potential graduates and track academic progress using existing 15, 30, and 45 semester credit hour model.
Service	Registrar	2019	1	Continue to collaborate with Academic Advising department to work on Pathways for student graduation and transfer. Student Planning resource is the primary tool to have students plan and register for classes. Utilization goal for Student Planning has been set at 100%. Graduation rate is anticipated to continue increasing as further collaboration with OIE department and Zogotech are working with Registrar's office to use Estudias report to cross reference student academic progress with all institutional academic programs.	A review of the report that was provided and demonstrated by Zogotech and OIE department indicates that student graduation rates can increase. Report will provide list of potential graduates that have been cross referenced with other programs in addition to currently active programs selected by students.	Collaboration between Registrar's Office, Academic Advising, and OIE department to cross reference information from Estudias report in addition to existing 15, 30, and 45 semester credit hour model. Student Planning is the primary tool that academic advisors will use to demonstrate and teach students to use for their academic pathway. This resource reflects the degree plan electronically as a self-service tool.	The IT department and Registrar's Office will use report to monitor student registration via Student Planning. Registrar's Office and OIE department will collaborate to cross reference potential graduates so academic advisors can communicate with students for graduation and transfer.		
Service	Registrar	2021	1	Continue to collaborate with Academic Advising department to work on Pathways for student graduation and transfer. Student Planning resource is the primary tool to have students plan and register for classes. Utilization goal for Student Planning has been set at 100%. Graduation rate is anticipated to continue increasing as further collaboration with OIE department and Zogotech are working with Registrar's office to use Estudias report to cross reference student academic progress with all institutional academic programs.	A review of the report that was provided and demonstrated by Zogotech and OIE department indicates that student graduation rates can increase. Report will provide list of potential graduates that have been cross referenced with other programs in addition to currently active programs selected by students.	Collaboration between Registrar's Office, Academic Advising, and OIE department to cross reference information from Estudias report. Student Planning is the primary tool that academic advisors will use to demonstrate and teach students to use for their academic pathway. This resource reflects the degree plan electronically as a self-service tool. Objective is to identify additional potential graduates that meet requirements, close program via graduation, and add to CBM 009 state report.	Review and confirm student graduation requirements, including course substitutions and waivers	External report via Estudias indicated that additional graduates were found by cross-referencing student records against other degree programs.	Results from findings will increase number of graduates per fiscal year to add into the CBM 009 (Graduate Report) for state reporting.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Activities	2017	1	Increased involvement in campus events.	Low to average student participation in campus events seems to be common place. This initiative is aimed at increasing awareness and participation in events by all members of the campus communities.	Student Life Coordinators (SLCs) will create and promote Snapchat filters at 3 selected events: Fall Kick Off, Christmas at the College, and Grillin' w/the President. SLCs will encourage students to document their involvement at the campus event by utilizing the personalized filter on Snapchat.	Review of data in Snapchat, number of students utilizing the personalized Snapchat filters and the overall involvement of students at select events.	Eva is no longer doing Student Activities, Alyssa Quiz will continue to follow the plan to the best of her ability. Claudia De La Garza from Eagle Pass campus is not comfortable with Snapchat. She reports that the Eagle Pass student body responds better to Facebook or Instagram. Snapchat worked perfectly for the Uvalde campus. Uvalde was the only campus that implemented this initiative and is the source of the data reported above.	The diversity of students in different campuses means that we also need to be flexible with the social media we use to promote campus activities and events in an attempt to accommodate our students' needs. Del Rio will utilize Instagram, Eagle Pass will utilize Instagram, and Uvalde will continue with Snapchat. We will also utilize hashtags on Instagram and Facebook, in addition to Snapchat Filters to document student involvement across campuses.
Service	Student Activities	2017	2	Students participating in student life events and activities will gain an educational take-away from certain events.	Observations indicate that there are opportunities for educational activities to be combined with regular student life activities and events.	Student Life Coordinators (SLC) will include an educational game during at least one of the events in Black History Month. There will also be a creative/visual arts contest during Hispanic Heritage Month. On Constitution Day, students will take a short informative quiz. SLCs will host a Short Film Contest on Spring Break Safety to help raise awareness.	Track number of students who participated in each educational activity.	Uvalde Black History Month Kahoot received 52 participants, EP Black History Month Seminar received 69 participant. Uvalde's Constitution Day quiz received 25 participant, EP received 146. Hispanic Heritage Month Art Contest in EP received 49 participant, Uvalde only received 3 participants. Uvalde received no participants for the Short Film Contest, EP received more than 3. We have very limited data for DR due to turnover in Staff.	Student Life Coordinators all agree that it would more efficient for both students and ourselves to budget for an iPad or tablet. We would utilize the tablet to record data of student involvement and administer surveys to students as well as manage social media applications. This is more appealing to the new generation and it is also easier to for Student Life Coordinators to record data.
Service	Student Activities	2018	1	Increase students' sense of belonging.	Observations indicate that there are opportunities for Student Life Coordinators (SLCs) to design and implement activities to further increase students' sense of belonging.	SLCs will create a resource such as a bulletin board or a decorated box to encourage random acts of kindness throughout the campus. Students, faculty, and staff will all be able to cooperate in this attempt to spread the positivity throughout SWTJC	SLCs will all agree on the same hashtag and add our campus initials at the end of the hashtag, such as #weheartswtjcu, #RAKEuv, #spreadtheloveuv. We will ask students to post their act of kindness on Instagram and tag @SWTJC using the hashtag. At the end of each month we will have a drawing for all the students that have cooperated in "Random Acts of Kindness." Their names will be placed in the drawing for every time they posted their act of kindness on Instagram with the assigned hashtag. The winning participant will receive a prize.	The Act of Kindness Bulletin Board was a SWTJC-Uvalde idea in which both SWTJC-Del Rio and SWTJC-Eagle Pass did not participate. The students were involved in this activity as it was use to promote an inclusive college setting. Also, the activity allowed students to interact with each other and have the opportunity to showcase appreciation across campus.	This activity will continue if it is supported by the Student Activities Boards at each campus.
Service	Student Activities	2018	2	Increased involvement in campus events.	Low to average student participation in campus events seems to be common place. This initiative is aimed at increasing awareness and participation in events by all members of the campus communities.	Student Life Coordinators (SLCs) will create and promote Snapchat filters at 3 selected events: Fall Kick Off, Christmas at the College, and Grillin' w/the President. SLCs will encourage students to document their involvement at the campus event by utilizing the personalized filter on Snapchat.	Review of data in Snapchat, number of students utilizing the personalized Snapchat filters and the overall involvement of students at select events.	All three campuses have learned that by using social media, there is an increase in participation that benefits the students. This is because it is easier for students, faculty, and staff to promote, advertise, or share our events through social media and attracts people to the different events that are being hosted.	The usage of Snapchat and the Snapchat filters were not successful in bot Eagle Pass and Del Rio campuses. Their marketing resources convey more to Instagram and Facebook as they are more popular within the student community. Nonetheless, SWTJC-Uvalde did participate by creating and using Snapchat to promote and inform events. Snapchat filters where use for events such as 2018 Fall Kick-Off, Christmas at the College, and Grillin' with the President.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Activities	2018	3	Students participating in student life events and activities will gain an educational take-away from certain events.	Observations indicate that there are opportunities for educational activities to be combined with regular student life activities and events.	Student Life Coordinators (SLC) will include an educational game during at least one of the events in Black History Month. There will also be a creative/visual arts contest during Hispanic Heritage Month. On Constitution Day, students will take a short informative quiz. SLCs will host a Short Film Contest on Spring Break Safety to help raise awareness.	Track number of students who participated in each educational activity.	By implementing educational activities during events it allowed us to provide a piece of an identity that students did not know about. It also gave SLCs an opportunity to create events that surrounded different heritages to optimize on the importance of equality and unity. Also, by quizzing and surveying our students it allowed SLCs to raise awareness on specific topics that worked to pinpoint the interest of the students.	SWTJC-Eagle Pass number of students participating in events; What's Your Constitution IQ? (146) for a 3 day period), Hispanic Heritage Event (65), Contest: Speaker (142), Hispanic Heritage Month ((190) all of the month), No Spring Break Video Contest, Spring Break Safety (25). SWTJC-Del Rio number of students participating in events; Spring Break Safety (72). SWTJC-Uvalde Fall Kick-Off (220), Constitution Day (26), Loteria-Dress Up (23), and Taco Bout It Fiesta (40). All three campuses did keep log of their sign in sheets, create surveys, but they were not able to pass them out.
Service	Student Activities	2019	2	Increased involvement in campus events.	Low to average student participation in campus events seems to be common place. This initiative is aimed at increasing awareness and participation in events by all members of the campus communities.	Student Life Coordinators (SLCs) will create and promote Snapchat filters or Instagram hashtags at 3 selected events: Fall Kick Off, Christmas at the College, and Grillin' w/the President. SLCs will encourage students to document their involvement at the campus event by utilizing the personalized filter on Snapchat.	Review of data in Snapchat, number of students utilizing the personalized Snapchat filters and the overall involvement of students at select events.	Uvalde: Snapchat filter for Fall Kick Off was used, but we did not get the opportunity to use Snapchat filters otherwise. Eagle Pass: Did not use Snapchat filters. Del Rio: Did not use Snapchat filters. Facebook was used to promote events and showcase student participation.	Moving forward, student life/engagement staff plans to use Facebook for event promotion. As a result of the COVID-19 pandemic, staff has become very adept at creating videos, games, and activities that can be viewed on Facebook. We have experienced large viewership on many of the videos during the pandemic shutdowns and we will continue to produce video content for Facebook.
Service	Student Activities	2019	3	Students participating in student life events and activities will gain an educational take-away from certain events.	Observations indicate that there are opportunities for educational activities to be combined with regular student life activities and events.	Student Life Coordinators (SLC) will include an educational game during at least one of the events in Black History Month. There will also be a creative/visual arts contest during Hispanic Heritage Month. On Constitution Day, students will take a short informative quiz. SLCs will host a Short Film Contest on Spring Break Safety to help raise awareness.	Track number of students who participated in each educational activity.	Activity sign-in sheets provided the following data. Uvalde: Black History month (32), Taco Bout It Fiesta (90), Constitution Day (27). Spring Break Revolution (97) Eagle Pass: Hispanic Heritage a total of 5 events (272),(HHM) Special Guest Speaker (33), (BHM) Free Freedom (83), Constitution day (103), Spring Safety (66). Del Rio: Constitution day (74), Hispanic Heritage casa de la cultural: (24), Nacho Bar & Taco Tuesday (250), Library event (85), Safety Pledge (133), Build Your own sundae (128), Safety Kit (182).	Although we weren't able to conduct an end of the year survey as we had planned due to the COVID-19 pandemic, viewership on our virtual events was incredible. As a result, we are planning additional virtual events, taking suggestions for students for virtual activities and events, and transitioning our record keeping for virtual activities and events.
Service	Student Activities	2020	3	Students participating in student life events and activities will gain an educational take-away from certain events.	Observations indicate that there are opportunities for educational activities to be combined with regular student life activities and events.	Student Life Coordinators (SLC) will include an educational game during at least one of the events in Black History Month. There will also be a creative/visual arts contest during Hispanic Heritage Month. On Constitution Day, students will take a short informative quiz. SLCs will host a Short Film Contest on Spring Break Safety to help raise awareness.	Track number of students who participated in each educational activity.		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Activities	2020	4	Increased involvement in campus events.	Low to average student participation in campus events seems to be common place. This initiative is aimed at increasing awareness and participation in events by all members of the campus communities.	SLC's will create and promote Snapchat and its filters at three event: Fall Kick Off, Christmas at the College, and Grillin' w/the President. SLC's will encourage students to document their involvement at the campus event by utilizing the personalized filter on Snapchat or Facebook. SLC's will promote videos, on campus events, and virtual events through Facebook as our primary social media account.	Review of data in Snapchat, number of students utilizing the personalized Snapchat filters and the overall involvement/viewership of students at select events.		
Service	Student Activities	2021	1	Increased involvement in campus events.	Low to average student participation in campus events seems to be common place. This initiative is aimed at increasing awareness and participation in events by all members of the campus communities.	SLC's will create and promote Snapchat and its filters at three event: Fall Kick Off, Christmas at the College, and Grillin' w/the President. SLC's will encourage students to document their involvement at the campus event by utilizing the personalized filter on Snapchat or Facebook. SLC's will promote videos, on campus events, and virtual events through Facebook as our primary social media account.	Number of contacts made with Snapchat filters/ Number of participants/viewership at select events		
Service	Student Activities	2021	2	Students participating in student life events and activities will gain an educational take-away from certain events.	observations indicate that there are opportunities for educational activities to be combined with regular student life activities and events.	Student Life Coordinators (SLC) will include an educational game during at least one of the events in Black History Month. There will also be a creative/visual arts contest during Hispanic Heritage Month. On Constitution Day, students will take a short informative quiz. SLCs will host a Short Film Contest on Spring Break Safety to help raise awareness.	Number of students who participated in educational activity		
Service	Student Success Centers	2017	1	At-risk cohort will increase grade point average by successfully completing courses as a result of added resources and supports. WIG: Decrease the percentage of student with a grade point average between 2.00 and 2.25 from 10% of total enrollment to 7% of total enrollment by May 31, 2017.	This is the Wildly Important Goal for the Student Success Center. There is a large number of students who are in danger of falling below the threshold for academic or financial aid probation. These student are in need of interventions that will provide added resources and supports to increase their success.	A Colleague report will be generated to identify students who are currently enrolled for Fall 2016 (then Spring 2017) and hold a GPA between 2.00 and 2.25 therefore at-risk of academic probation/suspension and financial aid suspension. A S.T.A.R.S. (Success Through Academic Resources & Supports) Plan will be created and implemented by STARS Coaches.	Each student will be evaluated for course success and increase in GPA.	List of potential students was generated for fall 2017/spring 2018 for Uvalde, Del Rio, Eagle Pass and Crystal City. In an effort to achieve student contact, holds placed only in the fall 2017 on student accounts, calls made to registered numbers, emails sent to SWTJC accounts, and notices sent to classrooms. For spring 2018, holds not placed on student records in an effort to increase student voluntary participation. As a result, student participation was low in creating new STARS Plans for spring. Potential students and generated plans: Uvalde: FA17 53/31; Spring18 38/15, Del Rio: FA17 89/23; SP18 73/12, Eagle Pass: FA17 134/40; SP18 133/41, and Crystal City: FA17: Pending; SP18: Pending. Results with 2.25 GPA or above for FA17/Sp18: Uvalde: 12/6, Del Rio: 17/4, Eagle Pass: 20/0 and Crystal City: Pending.	After evaluating results, Student Success Center Coordinators at all sites will adopt STARS Plans as part of day-to-day duties.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Success Centers	2017	2	Students will have increased access to the Student Success Center's resources.	Although there is basic information available on the Student Success Center webpage currently, more can be done to provide students with quick access to the Student Success Center resources and services.	The Student Success Center's will work with the webmaster to update webpage with center information, services, publications and additional resources. Additionally, we will request a SSC quick link to be implemented on the SWTJC home page.	Each SSC Coordinator will track number of appointments requested via-Setmore, survey results, and track webpage views.	SWTJC transitioned to a new website and made available new tools to the Student Success Center such as Setmore. Setmore enabled opportunities for students to schedule appointments at their convenience. Appointments Generated Uvalde: FA17:197; SP18:205; Del Rio: FA17: 430; SP18:153; Eagle Pass: FA17: 497; SP18: 454. In regards to surveys, a survey is still in the process of being created pending approval of Survey Monkey licensing. In visiting with SWTJC webmaster, google analytics were non-functional until 12/12/2018 therefore unable to track SSC webpage views for fall 2017 data prior to that date. Views recorded: FA17 (12/12-12/19/2017): 35 page views; SP18: 1,472 page views.	Student Success Centers have permanently adopted the use of Setmore in a continuation to facilitate scheduling appointments to meet student needs. As for SSC surveys, coordinators will visit with Student Engagement and Success Director about purchasing approval for Survey Monkey licensing. Surveying centers will allow coordinators to address concerns and improve student services at each site. SSC will continue to update and improve webpage to further increase views and reassure the college community is aware of all services offered.
Service	Student Success Centers	2018	1	Students will have increased access to the Student Success Center's resources.	Although there is basic information available on the Student Success Center webpage currently, more can be done to provide students with quick access to the Student Success Center resources and services.	The Student Success Center's will work with the webmaster to update webpage with center information, services, publications and additional resources. Additionally, we will request a SSC quick link to be implemented on the SWTJC home page.	Each SSC Coordinator will track number of appointments requested via-Setmore, survey results, and track webpage views.	The Student Success Centers have continued utilizing Setmore to facilitate scheduling appointments to meet student needs. Appointments generated Uvalde: FA18: 179; SP19: 240, Eagle Pass: FA18: 383; SP19: 710; Del Rio: FA18:345;SP19:387. In regards to surveys, a survey is still in the process of being created pending approval of Survey Monkey licensing. SWTJC webmaster was able to track SSC webpage views via-google analytics for the following timespan: FA18: 1,118 page views; SP19: 1,439 page views.	As a result, all Student Success Center's have adopted the use of Setmore for student's to schedule appointments with a coordinator. Page views increased in comparison to last years data therefore the SSC will continue to work on improving the website to grow student awareness of services.
Service	Student Success Centers	2018	2	WIG: Increase the number of students with a bona fide transfer plan (pathway) from 0 to 30 by December 14, 2018.	Participation in the Texas Pathways Project has revealed that many students are technically associated with a transfer plan (pathway), but they are not fully acquainted with the plan nor have they had conversations regarding maximization of their electives credits.	A Estudios report will be generated to identify students who are currently enrolled for Fall 2018 (then Spring 2019) who have 30 or more college level hours in order to create a transfer plan/pathway.	Each student will be evaluated on an individual basis for course completion and evaluation of SWTJC degree plan in an effort to assist the student on establishing a transfer pathway. Each campus will track students evaluated.	A list of potential students was generated for Fall 2018/Spring 2019 for Uvalde, Del Rio, and Eagle Pass. Students were contacted to discuss a career plan/pathway. In order to make contact with these students, calls were made to registered numbers, emails sent to SWTJC accounts, and report forms sent to classrooms. Potential students/ students placed on career plan/pathways:Uvalde FA18: 39;SP19:16, Del Rio FA18:15; SP19:17 Eagle Pass: FA18:56, SP19:79.	In carrying through, the SSC recognized a need to assist students in creating transfer plans/pathways therefore will integrate as an SSC service.
Service	Student Success Centers	2019	1	Students will have increased access to the Student Success Center's resources.	Although there is basic information available on the Student Success Center webpage currently, more can be done to provide students with quick access to the Student Success Center resources and services.	The Student Success Center Coordinators will work with the webmaster to update webpage with center information, services, publications and additional resources. Additionally, we will request a SSC quick link to be implemented on the SWTJC home page.	Each SSC Coordinator will track webpage views and clicks, and utilize Estudios reporting to track student traffic in the Centers.	Data collected from the SWTJC Webmaster shows that for Fall 2019 the Student Success Center page had 1421 page views (includes 614 unique page views). For Spring 2020, the site showed 1271 pages views (includes 539 unique page views). This indicates a total of 2,692 page views. In addition, student contacts from 08-19-19 to 05-15-20 indicate an increase in visits to the Student Success Center from 3,956 last year to 5,686 this year. This could be a result of the COVID-19 pandemic that occurred during spring 2020 when we added a virtual tutoring and virtual success coaching to the Student Success Center resources.	All Student Success Centers have adopted the use of virtual tutoring and virtual success coaching. Updates will continue to be made in an effort to improve virtual tutoring and provide additional resources to our students to achieve academic success. SSC Coordinators will host monthly meetings to evaluate student needs for course success with the help of online resources as a result of virtual teaching for Fall 2020.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Success Centers	2019	2	2019FA WIG: Monitor successful course completion (C or better) in Math 0314-1314 linking from 0 students to 42 students by December 16, 2019.	Observations and conversations with students indicate need for additional supports of students taking the Math 0314-1314 linking courses. As a result, Student Success Coordinators committed to the following Lead Measure: Student Success Coordinators will academically coach 1 student per week, conduct classroom presentations, and collaborate with math faculty for Math 0314-1314 linking courses.	Student Success Coordinators will academically coach 1 student per week, conduct classroom presentations, and collaborate with math faculty for Math 0314-1314 linking courses.	Student group will be tracked for successful course completion.	Grades of a "C" or better for the Math 0314/1314 Linking Cohorts were gathered and the data shows as follows (passing/total in course): Math 0314 - Uvalde 48/57; Del Rio 22/25; Eagle Pass 49/72 Math 1314 - Uvalde 45/57; Del Rio 16/25; Eagle Pass 44/72.	As a result of this intervention, all Student Success Center's will continue to work with all math linking courses for the Fall 2020 and Spring 2021 in order to assist students in full linking transition and track student success.
Service	Student Success Centers	2020	1	Monitor successful course completion (C or better) in Math 0332-1332 and Math 0342-1342 linking courses from 0 students to 40 students by December 15, 2020. Continue to monitor successful course completion (C or better) Math 0314-1314 linking course from 119 to 122 (Math 0314) and 105 to 108 (Math 1314) by December 15, 2020.	Observations and conversations with students indicate need for additional supports of students taking the math linking courses. As a result, Student Success Coordinators committed to the following Lead Measure: Student Success Coordinators will academically coach 1 student per week, conduct classroom presentations, and collaborate with math faculty for math linking courses.	Student Success Coordinators will academically coach 1 student per week, conduct classroom presentations, and collaborate with math faculty for math linking courses.	Student group will be tracked for successful course completion.		
Service	Student Success Centers	2020	2	Students will have increased access to the Student Success Center's resources.	Although there is basic information available on the Student Success Center webpage currently, more can be done to provide students with quick access to the Student Success Center resources and services.	The Student Success Center Coordinators will work with the webmaster to update webpage with center information, services, publications and additional resources. Additionally, we will request a SSC quick link to be implemented on the SWTJC home page.	Each SSC Coordinator will track webpage views and clicks, and utilize Estudios reporting to track student traffic in the Centers.		
Service	Student Success Centers	2021	1	Students will have increased access to the Student Success Center's resources.	Although there is basic information available on the Student Success Center webpage currently, more can be done to provide students with quick access to the Student Success Center resources and services.	The Student Success Center Coordinators will work with the webmaster to update webpage with center information, services, publications and additional resources. Additionally, we will request a SSC quick link to be implemented on the SWTJC home page.	Number of web page views/ Number of student visits to the Student Success Centers		
Service	Student Success Centers	2021	2	Monitor successful course completion (C or better) in Math 0332-1332 and Math 0342-1342 linking courses from 0 students to 40 students by December 15, 2020. Continue to monitor successful course completion (C or better) Math 0314-1314 linking course from 119 to 122 (Math 0314) and 105 to 108 (Math 1314) by December 15, 2020.	Observations and conversations with students indicate need for additional supports of students taking the math linking courses. As a result, Student Success Coordinators committed to the following Lead Measure: Student Success Coordinators will academically coach 1 student per week, conduct classroom presentations, and collaborate with math faculty for math linking courses	Student Success Coordinators will academically coach 1 student per week, conduct classroom presentations, and collaborate with math faculty for math linking courses.	Manage student Individual Education Plans (IEP)/ Successful course completion		
Service	Student Support Services	2017	1	Retention and academic success of Student Support Services (SSS) participants will improve.	TRIO-Student Support Services federal grant requirements include mentoring for all participants.	SSS advisors will develop mentor training for second year SSS students. Each first year SSS student will be assigned a second year mentor.	Percentage of first year SSS students receiving mentoring. Academic success (percentage with 2.0 or greater gpa) of first year SSS participants	Out of the 37 FTE 16 students received at least 1 mentoring session. For the 2017-2018 academic year 15 FTE students persisted to the next academic year with a good GPA.	The SSS FTE mentoring program will continue as is mandated by the federal grant requirements.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Support Services	2017	2	Transfer rates of Student Support Services (SSS) participants will improve.	The major goal of the TRIO-Student Support Services (SSS) federal grant program is that participants will transfer to 4-year institutions and obtain baccalaureate degrees.	Develop transfer activities for SSS participants.	National Clearinghouse data for SSS students.	NSC 2017 data is still pending upon summer completers - no data for comparison assessment.	The SSS transfer initiative will continue as is mandated in the federal grant requirements.
Service	Student Support Services	2017	3	Improved grade point average for students who are involved in academic coaching.	Academic coaching is a required initiative on the federal grant program TRIO-Student Support Services (SSS).	SSS Advisors will create Academic Plans based on academic standing. Advisors will also connect students to campus resources that will promote the development/enhancement of the necessary skills to improve their academic standing.	Percentage of SSS students participating in academic coaching who obtained a 2.25 gpa or above.	For the 2017-18 academic year, 31 of the 33 students involved in academic coaching persisted with a GPA above 2.25.	The academic coaching initiative will continue as mandated by federal grant requirements. SSS staff continues to work toward improving academic plans to improve program outcomes.
Service	Student Support Services	2018	1	Retention and academic success of Student Support Services (SSS) participants will improve.	TRIO-Student Support Services federal grant requirements include tutoring for all participants.	SSS advisors will implement mandatory tutoring for FTE SSS participants on academic plan.	Percentage of first year SSS students receiving tutoring. Academic success (percentage with 2.0 or greater gpa) of first year SSS participants	For the 2018-2019 academic year, 10 of 50 FTE students received tutoring. All 10 persisted with a GPA of 2.0 or higher.	Results show correlation between tutoring services and persistence and remaining in good academic standing. A student-program contract will be included in the student intake interview to better implement mandatory tutoring services.
Service	Student Support Services	2018	2	Improved grade point average for students who are involved in academic coaching.	Academic coaching is a required initiative on the federal grant program TRIO-Student Support Services (SSS).	SSS Advisors will create Academic Plans based on academic standing. Advisors will also connect students to campus resources that will promote the development/enhancement of the necessary skills to improve their academic standing.	Percentage of SSS students participating in academic coaching who obtained a 2.25 gpa or above.	Due to major turnover of staff in the TRIO-Student Support Services grant, no agreements were created to implement mandatory services for participants. As a result, no data is available for evaluation.	Intake interviews will be performed to help create agreements between participants and program staff. Increasing involvement in program may demonstrate a positive correlation between participation and persistence and good academic standing.
Service	Student Support Services	2019	1	Retention and academic success of Student Support Services (SSS) participants will improve.	TRIO-Student Support Services federal grant requirements include tutoring for all participants.	SSS advisors will implement mandatory tutoring for FTE SSS participants on academic plan.	Percentage of first year SSS students receiving tutoring. Academic success (percentage with 2.0 or greater gpa) of first year SSS participants	During 2019-2020, there were 98 first-year participants, 16 of which received tutoring. Fifteen of the 16 participants who received tutoring persisted with a GPA of 2.0 or higher. Fourteen of those first-year students who did not receive tutoring services dropped below a 2.0 GPA.	Results indicate a positive correlation between tutoring services and persistence with good academic standing. Moving forward, following the intake interview, a Peer Engagement Plan (student-program contract) will be created between the advisor and student for accountability of participation in SSS services.
Service	Student Support Services	2019	2	Improved grade point average for students who are involved in academic coaching.	Academic coaching is a required initiative on the federal grant program TRIO-Student Support Services (SSS).	SSS Advisors will create Academic Plans based on academic standing. Advisors will also connect students to campus resources that will promote the development/enhancement of the necessary skills to improve their academic standing.	Percentage of SSS students participating in academic coaching who obtained a 2.25 gpa or above.	No agreements were created to implement mandatory services for participants; no data available for evaluation.	As a result of the failure to implement this mandatory services for participants, we will work moving forward to utilize intake questionnaire information to determine individual students' needs. A Peer Engagement Plan (student-program contract) will be established following the intake interview.
Service	Student Support Services	2020	1	Retention and academic success of Student Support Services (SSS) participants will improve.	TRIO-Student Support Services federal grant requirements include tutoring and/or mentoring for all participants.	SSS staff will implement mandatory tutoring and/or mentoring for 2020 cohort participants and continuing participants with a GPA below 2.5 utilizing the Peer Engagement Plan.	Percentage of 2020 cohort participants receiving tutoring Academic success (percentage with 2.0 or greater gpa) of 2020 cohort participants		
Service	Student Support Services	2020	2	Engagement between Student Support Services (SSS) participants and staff will increase, and hopefully, result in increase retention and academic success among SSS participants.	TRIO-Student Support Services federal grant requirements include advising/academic success coaching, transfer advising, career exploration, and cultural awareness activities for all participants.	SSS advisors will promote involvement in SSS activities, beyond advising, during meetings with participants. SSS staff will coordinate, promote and deliver services related to transferring, career exploration or cultural exposure.	Percentage of 2020 cohort participants participating in transfer, career, and cultural activities Academic success (percentage with 2.0 or greater gpa) of 2020 cohort participants participating in transfer, career, and cultural activities		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Testing Center	2017	1	Increased efficiency of scheduling and fee collection via an online registration and payment system for test-takers.	Continued use and expansion of the online registration and payment system in the Testing Center will provide greater efficiency in processing exam registrations. Another year of data collection is warranted so that we can make the decision to stay with RegisterBlast or choose another system.	Continue and expand use of RegisterBlast for online registration and payment.	Number of online registrations processed through the new system.	<p>We discontinued our old database system that was implemented in 2004 and it was only available within our network.</p> <p>The new system is easy to use and we can access tools and data via the internet and it is mobile friendly.</p> <p>We are using Registerblast for the following exams (seven additional exams compared to last year).</p> <ul style="list-style-type: none"> ~ ~ ~ CLEP ~ ~ ~ DSS Students ~ ~ ~ ESL ~ ~ ~ GED ~ ~ ~ Make Up Exam ~ ~ ~ Microsoft Office Specialist Certification ~ ~ ~ National HealthCareer Association (NHA) ~ ~ ~ SWTJC Online Classes (Midterms and Finals) ~ ~ ~ Texas Commission on Law Enforcement (TCOLE) ~ ~ ~ TSI ~ ~ ~ VCT Exams 	Continue using Registerblast as our online registration system.
Service	Testing Center	2017	2	Students will gain the benefit of automatic upload of their TSI scores into the Colleague system	At current time, the Testing Center works with the Admissions department to manually enter TSI scores into students' records. This process is inefficient and time consuming for staff in both departments and for students who must wait to register until their scores are manually entered.	Work with Information Technology (IT) and the Admissions/Registrar's office to begin automatic upload of scores from the Testing Center's TSI database into the SWTJC Colleague system.	Track the time that it takes to manually enter TSI scores versus the time it takes to automatically enter TSI scores.	This goal was NOT accomplished due to a lack of human resources and changes in the Registrar/Admissions Department and Information Technology Department. There is no programmer available who can write the code for the automation of TSI scores.	Until the human and financial resources exist to accomplish this goal, we will continue manual entry of TSI scores. This causes a time delay for students to register for classes.
Service	Testing Center	2017	3	Testing accommodation services for students with disabilities will become more efficient.	At current time, the Testing Center is working with the Disability Support Services office and various faculty to deliver testing accommodations to students with disabilities. Analysis of the process indicates it can be improved.	Provide a more efficient set of procedures for testing with accommodations in the Testing Center.	Track the number of students testing with accommodations in 2017-2018 versus the number tested in 2016-2017.	<p>Testing Center staff has implemented a organization system for Disability Support Services (DSS) student test takers by the following:</p> <ul style="list-style-type: none"> DSS - CLEP DSS - Face to Face or Traditional Class DSS - Online Classes DSS - TSI <p>Testing Center staff also implemented a DSS menu in the RegisterBlast system so that DSS students can book their exams in the same way that all other students do. Additionally, the Testing Center has 3 computer systems with a text-to-speech software (Kurzweil).</p>	The Testing Center plans to continue using Registerblast and having good communication with the Disability Support Services coordinator at each campus.
Service	Testing Center	2018	1	Students will gain the benefit of automatic upload of their TSI scores into the Colleague system	At current time, the Testing Center works with the Admissions department to manually enter TSI scores into students' records. This process is inefficient and time consuming for staff in both departments and for students who must wait to register until their scores are manually entered.	Work with Information Technology (IT) and the Admissions/Registrar's office to begin automatic upload of scores from the Testing Center's TSI database into the SWTJC Colleague system.	Track the time that it takes to manually enter TSI scores versus the time it takes to automatically enter TSI scores.	This goal was not achieved; however, we did make several advances toward it being achieved over the next year. There were several issues with contracting with a programmer who can write the code necessary for automatic upload of TSI scores. During the summer of 2019, a programmer was located and steps have been taken to contract with said programmer for this project.	This goal will be carried forward for 2019-2020 school year.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Testing Center	2018	2	Students will have increased access to the Testing Center's resources.	There is basic information available on the Testing Center webpage currently due to the College's transition to a new content management system. The old Testing Center webpage must be moved to the new content management system so it is included within the College website.	The Testing Center will work with the webmaster to move the webpage to the new content management system and to its previous condition.	Track Testing Center webpage views after the page is moved to the new content management system.	The new Testing Center web page is more organized, mobile friendly and integrates better to our institution's website. Old Webpage Link: http://inet4.swtjc.net/testing New Webpage Link: https://swtjc.edu/academics/testing-center	Continued improvement as needed.
Service	Testing Center	2019	1	Students will gain the ability to sign-up for mid-terms and finals administered in the Testing Center with single sign-on services through integration between the Canvas Learning Management System and the Register Blast online appointment system.	Currently the Canvas and Register Blast systems are not integrated. As a result, students take their courses through Canvas, but then must log-in on Register Blast separately to sign-up for mid-terms and finals.	Coordinate with SWTJC Information Technology and Register Blast staff to integrate Register Blast into the Canvas single sign-on system.	Track the number of students who sign-up by the deadline after integration and compare to the number who signed-up by the deadline prior to integration.	Unfortunately, this goal was not achieved this year. Implementation for single sign-on was scheduled for summer 1 2020, but the COVID-19 pandemic forced us to focus efforts elsewhere and this project was put on the back-burner.	We will revise this goal and focus efforts on completing the implementation in the future.
Service	Testing Center	2019	2	Students will gain the benefit of automatic upload of their TSI scores into the Colleague system	At current time, the Testing Center works with the Admissions department to manually enter TSI scores into students' records. This process is inefficient and time consuming for staff in both departments and for students who must wait to register until their scores are manually entered.	Work with Information Technology (IT) and the Admissions/Registrar's office to begin automatic upload of scores from the Testing Center's TSI database into the SWTJC Colleague system.	Track the time that it takes to manually enter TSI scores versus the time it takes to automatically enter TSI scores.	Prior to implementing automatic upload of TSI scores, the scores were manually entered over 2 or 3 days. Thanks to work by SWTJC Information Technology (IT) and Admissions Departments scores are not automatically updated every 15 minutes.	Achieving this goal has helped improve Testing Center operations tremendously. We will continue to work with both IT and Admissions to automate process as needed.
Service	Testing Center	2020	1	Students will gain the ability to sign-up for mid-terms and finals administered in the Testing Center with single sign-on services through integration between the Canvas Learning Management System and the Register Blast online appointment system.	Currently the Canvas and Register Blast systems are not integrated. As a result, students take their courses through Canvas, but then must log-in on Register Blast separately to sign-up for mid-terms and finals.	Coordinate with SWTJC Information Technology and Register Blast staff to integrate Register Blast into the Canvas single sign-on system.	Track the number of students who sign-up by the deadline after integration and compare to the number who signed-up by the deadline prior to integration.		
Service	Testing Center	2020	2	Access to remote testing will increase the ability of students to enroll at SWTJC.	The COVID-19 pandemic provided the perfect catalyst for development of remote TSI testing.	Testing Center staff will develop and implement a process for administering the TSI placement via remote means thus giving students access to the placement exam from home.	Track the number of remote TSI placement exams administered.		
Service	Testing Center	2021	1	Students will gain the ability to sign-up for mid-terms and finals administered in the Testing Center with single sign-on services through integration between the Canvas Learning Management System and the Register Blast online appointment system.	Currently the Canvas and Register Blast systems are not integrated. As a result, students take their courses through Canvas, but then must log-in on Register Blast separately to sign-up for mid-terms and finals.	Coordinate with SWTJC Information Technology and Register Blast staff to integrate Register Blast into the Canvas single sign-on system			
Service	Testing Center	2021	2	Access to remote testing will increase the ability of students to enroll at SWTJC.	The COVID-19 pandemic provided the perfect catalyst for development of remote TSI testing.	Testing Center staff will develop and implement a process for administering the TSI placement via remote means thus giving students access to the placement exam from home.			
Service	Transportation	2017	1	Decrease car rental expenses incurred for faculty and staff travel.	For the amount of rental cars, the college could purchase its own vehicles.	Purchase 3 new vehicles. Coordinate with the Business Office to purchase 3 cars for faculty and staff transportation.	compare previous year rental expenses. Purchase of 3 cars for use.	Due to the lack of funds, there were no vehicles purchases.	We will continue to decrease rental expense and to attempt to purchase two college vehicles.
Service	Transportation	2017	2	Crystal City students transportation needs are being met.	Last year, most of the students from Crystal City who signed up for transportation with SWART did not continue to use it.	Review the Crystal City students schedules and conduct a phone interview to help determine appropriate transportation times.	Based on the findings of the interview and schedule reviews, consider changes to the SWART schedule.	Travel assistance continued for the Crystal City students, though instead of using SWART services, we used a campus-owned minivan driven by one of our employees to provide transportation to our students at a lessened cost to the college.	SWART was paid \$13,797.00 for the Spring semester, therefore we have investigated providing weekly gas vouchers to the students through a local vendor to continue to provide travel assistance so that they can complete their educational goals at SWTJC.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Transportation	2018	1	The Transportation Department seeks to lower transportation expenses in order to purchase a new vehicle to add to the fleet.	The Transportation Department's primary concern is to provide safe and reliable transportation to students, faculty, and staff.	The college along with the local Southwest Area Regional Transit District (SWART) came to an agreement to provide transportation to students in Del Rio and Eagle Pass in order to save money on daily commutes. Several vans and cars were freed up from daily use so that other departments were able to utilize our fleet vehicles.	The Transportation Department will measure cost from the previous year to the current year in order to see cost savings or additional expenses incurred. Statements were reviewed and calculated in order to see what cost originally was in providing college vehicles to transport students to Crystal City, Del Rio, and Eagle Pass versus what costs are now by adding up invoices received from SWART for transporting students to Del Rio.	We spent \$43,700 via SWART Transportation to Del Rio as opposed to \$73,277 when using college fleet vehicles daily to transport students to Crystal City, Del Rio, and Eagle Pass.	We will continue to utilize SWART services to keep costs low in order to purchase a new fleet vehicle.
Service	Transportation	2019	1	Improve vehicle performance, prolong vehicle quality, safety for all travelers and save the Transportation Department money by tracking vehicle maintenance records.	The college needs to prolong all existing vehicles due to budgetary constraints in purchasing new vehicles yearly.	Continue trying to lower expenses on fuel and transportation	Decrease transportation cost by maintaining our fleet for extended life of our vehicles for faculty and staff usage. We will continue assisting our students with daily transportation from Del Rio through SWART services, and one SWTJC vehicle coming in from Crystal City.	SWART travel expense for Spring/Fall 2019 was \$ 33,948.00	We will continue providing transportation through SWART, therefore the figures will be similar
Service	Writing Center	2017	1	Tutors' skills will be enhanced through training, resources, and professional development provided by staff.	Research indicates that extensive tutor training is indicative of the quality of tutoring sessions and student success.	Coordinators will work together to create a training module to implement for all tutors institution-wide. Tutors will be responsible for monthly training and activities.	Tutors will be evaluated upon completion of each training and various activities. All tutors must complete at least 75% of trainings offered.	Each Coordinator held tutor trainings prior to the start of the long semesters. Due to workloads, center traffic, and time constraints, additional trainings were not able to be scheduled.	Upon discussion, staff at each site realized offering monthly trainings is difficult to achieve. We will continue to hold trainings prior to each long semester and will collaborate to work toward hosting joint trainings.
Service	Writing Center	2017	2	Students will have increased access to the Writing Center's resources.	Although there is basic information available on the Writing Center webpage currently, more can be done to provide students with quick access to the Student Success Center resources and services.	Coordinators will update the Writing Center web page to provide up to date resources and information. Promotional techniques will include bulk emails, classroom visits, and table set-ups at events.	Coordinators will track and document promotion of Writing Center activities.	Transition to a new school website allowed the Writing Center to update and promote services offered which allowed easy access to: scheduling appointments with coordinators via Setmore, hours of operation for different campuses, information of writing contests and winners, and UPSWING. Campus wide Bulk emails are sent out at the beginning of the semester, midterm, and finals with updated/extended hours to all enrolled students at SWTJC. In Fall 17 & SP18 the Writing Centers promoted services in campus wide events such as Student Kick-off, Recruitment Day, Commit to Success Rally, Dual Credit Orientation, Research Symposium Round up, College and Career Day, Transfer and Career Day, New Student Orientation. Verbal presentations as well as flyers were issued out at all events.	Writing Center (WC) promotion will continue via campus wide events, classroom visits, and social media networks. Bulk emails will continue by coordinators to inform students of tutoring/extended hours per semester. Coordinators will visit with SES Director about budget approval for marketing material.
Service	Writing Center	2018	1	Tutors' skills will be enhanced through training, resources, and professional development provided by staff.	Research indicates that extensive tutor training is indicative of the quality of tutoring sessions and student success.	Coordinators will work together to create a training module to implement for all tutors institution-wide. Tutors will be responsible for monthly training and activities.	Tutors will be evaluated upon completion of each training and various activities. All tutors must complete at least 75% of trainings offered.	In FA 18 Eagle Pass and Del Rio conducted a joint tutor training in the the Eagle Pass campus where both centers collaborated and provided tutors with a magnitude of resources. In addition, W.C. policies were discussed, confidentiality agreements were signed, and discussed CARE team. Due to workload, center traffic, and time constraints, additional trainings were not able to be scheduled in SP 19.	Upon discussion, staff at each site realized offering monthly trainings is difficult to achieve. Campus wide tutors are knowledgeable in appropriate areas but we will continue to pursue professional development when possible.

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Writing Center	2018	2	Students will have increased access to the Writing Center's resources.	Although there is basic information available on the Writing Center webpage currently, more can be done to provide students with quick access to the Student Success Center resources and services.	Coordinators will update the Writing Center web page to provide up to date resources and information. Promotional techniques will include bulk emails, classroom visits, and table set-ups at events.	Coordinators will track and document promotion of Writing Center activities.	Campus wide bulk emails were sent out at the beginning of each semester, midterm, and finals with updated/extended hours to all enrolled students at SWTJC. In FA 18 and SP 19, Writing Centers at all sites promoted services in campus wide events such as Student Kick-off (3), Recruitment Day (1), Commit to Success Rally (3), Dual Credit Orientation (8), Research Symposium Round up (1), and New Student Orientation (15). Verbal presentations (through classroom visits (10)) as well as flyers were issued out at all events.	WC promotion will continue via campus wide events, classroom visits, and social media networks. Bulk emails will continue to inform students of tutoring/extended hours per semester.
Service	Writing Center	2019	1	Student success will improve in writing intensive courses.	Although Writing Center Coordinators collaborate with faculty who teach writing intensive courses, observations indicate that a deeper understanding of instructors' expectations of writing assignments is needed in order to increase student success in said courses.	Writing center tutors will collaborate with faculty to establish an understanding of instructors expectations for future assignments.	Track number of Writing Center tutor meetings with faculty teaching writing intensive courses.	Writing center coordinators contacted all faculty in their respective campuses to inform them of tutoring services and tutor schedules. Class visits were conducted by tutors at the beginning of each semester at each campus. Coordinators provided hard copies and electronic copies of tutoring schedule to promote writing center services. As we converted to a virtual platform due to the COVID-19 pandemic, students and instructors were emailed on a weekly basis to inform them of virtual tutoring resources. Instructors that informed students of Writing Center services had a greater impact on the academic success of students. Writing Center data showed that promotion from faculty increased writing center traffic.	Faculty contacts/partnerships and classroom visits will continue as they provide means for promoting Writing Center services and garnering increased levels of participation.
Service	Writing Center	2019	2	Tutoring services will be improved through the use of available technology resources.	Trials and observations have indicated that it is difficult if not impossible to provide monthly, in-person tutor trainings. As a result, Writing Center Coordinators opted to utilize online tutor training resources that can be completed at any time, and in any place.	Coordinators will require tutors to complete a total of 2 grammar refresher modules per month. This will enhance credibility and ensure tutor development.	Track number of training modules completed by tutors.	Tutors at all sites received training in APA and MLA format. In addition to the training, tutors completed bi-weekly quizzes (quizzes ranged from MLA/APA format to identifying parts of a sentence) to enhance their knowledge and skills.	Online quizzes served as a good practice for tutors to stay engaged in their writing skills. We will continue to utilize online quizzes for our tutors and look for additional online resources for continued engagement.
Service	Writing Center	2020	1	Tutoring services will be improved through the use of available technology resources.	Trials and observations have indicated that it is difficult if not impossible to provide monthly, in-person tutor trainings. As a result, Writing Center Coordinators opted to utilize online tutor training resources that can be completed at any time, and in any place.	Coordinators will require tutors to complete a total of 2 grammar refresher modules per month. This will enhance credibility and ensure tutor development.	Track number of training modules completed by tutors.		
Service	Writing Center	2020	2	Student success will improve in writing intensive courses.	Although Writing Center Coordinators collaborate with faculty who teach writing intensive courses, observations indicate that a deeper understanding of instructors' expectations of writing assignments is needed in order to increase student success in said courses.	Writing center tutors will collaborate with faculty to establish an understanding of instructors expectations for future assignments.	Track number of Writing Center tutor meetings with faculty teaching writing intensive courses.		

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type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Writing Center	2021	1	Provide tutoring assistance to students.	Although Writing Center Coordinators collaborate with faculty who teach writing intensive courses, observations indicate that a deeper understanding of instructors' expectations of writing assignments is needed in order to increase student success in said courses.	Coordinators will require tutors to complete a total of 2 grammar refresher modules per month. This will enhance credibility and ensure tutor development.	Tutoring services will improved through the use of available technology resources.		
Service	Writing Center	2021	2	Student success will improve in writing intensive courses.	Trials and observations have indicated that it is difficult if not impossible to provide monthly, in-person tutor trainings. As a result, Writing Center Coordinators opted to utilize online tutor training resources that can be completed at any time, and in any place.	Writing center tutors will collaborate with faculty to establish an understanding of instructors expectations for future assignments.	Number of meetings with faculty		