

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Administrative Information Technology	2013	1	Students will improve learning related to the Administrative Information Technology program outcome 'Student will demonstrate proficient use of word processing software'.	Certifications for MOS Word/Excel/Access are industry standards and will help our students to be able to attain employment and be successful in their employment after graduation. Intervention: Test-prep software for the Microsoft Office Specialist (MOS) certification in Microsoft Word/Excel/Access has been utilized previously, but only at the student's discretion. During the 2012-2013 academic year, students have had numerous grade requirements throughout the semester(s) for meaningful use of the test-prep software.	Beginning with the 2013-2014 year, courses will incorporate a minimum of 3 instructor-led reviews of MOS objectives which will be required of students for participation and attendance.	Industry Standard testing - Microsoft Office Specialist (MOS) certification test in Microsoft Word, Excel, and Access.	The target was not met. Only 15% of the students tested successfully passed the MOS exam. Two methods of improvement for MOS Testing were implemented beginning in Spring 2014 due to 0% MOS Word 2010 passing score in Fall 2013: Assignments from the textbook curriculum were maximized. Previously, student assignments had been reduced in order to put more focus on MOS practice testing, when we were using Certiprep for practice. However, this method showed a reduction in the number of passing students, so assignments were again maximized. GMetrix practice tests were purchased by the college and 11 practice tests were required and valued in the course syllabus. Students reported and I found the GMetrix practice tests to be very comprehensive and targeted to the MOS objectives. The practice tests were very effective. The MOS Word 2010 testing before GMetrix in Fall 2013 had a 0% passing rate (0 of 20 students passed). The MOS Word 2010 testing after GMetrix was incorporated into the course shot up to 67% passing (4 of 6 students passed)! Additionally, MOS Excel 2010 testing results shot up to 29% passing (4 of 14 students passed). Previous Excel 2010 MOS passing rates were 8% and 4%.	These two methods of improvement should definitely be continued. Additionally, we will be changing curriculum in Fall 2014 to MOS-aligned curriculum, moving to Office 2013, and we have added a student tuition fee to fund the GMetrix software for future students.
Instruction	Administrative Information Technology	2013	2	Increase the total awards of Administrative Information Technology Certificates and AAS by 20% per academic year.	Students with completion of certificate or AAS are more marketable in the business world due to their increased knowledge, understanding and skills.	Work with Registrar and Technical Programs Counselor to contact students who have academic records approaching requirements for completion of the AIT program. The contact will include academic counseling and options for student completion of program.	An annual review of graduation records will be performed by the AIT program coordinator and Technical Programs counselor.	AIT Program graduates decreased from 13 to 9. Reasons aren't clear. There seem to be a larger number of students needing by-arrangement courses, possibly because the students are taking courses that are being offered out of sequence and not getting what they need in sequence due to course load.	Reduce the number of courses being offered out of sequence.

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Administrative Information Technology	2013	3	Students will improve learning related to the Administrative Information Technology program outcome 'Student will demonstrate competency skills in financial business functions: creating & analyzing financial and bank statements, performing accounting and payroll functions, and demonstrate competency skills in basic and complex business math scenarios'.			Provide more real world financial examples and assessments for students including tools such as Excel that will help the student learn to solve financial problems independently.	Students will complete a project requiring that the student choose the proper method and tools for finding a solution to the multi-faceted problem.	Student success remained the same. Need increased emphasis on business financial functions and their uses and allow students to practice these.	Increase emphasis on business financial functions and their uses and allow students to practice these.
Instruction	Administrative Information Technology	2014	1	Students will improve learning related to the Administrative Information Technology program outcome "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 2013 certification exam".		Changed curriculum to MOS certification specific textbooks, aligned with the tested criteria and skills Implemented mandatory use of GMetrix Test-Prep software to prepare students for the official MOS exam. Students must complete at least 14 GMetrix study sessions and/or test-preps in the software. Required GMetrix use makes up 25% of final semester score. MOS official certification exam score passing rate (700 points of 1000) makes up 25% of student's final semester grade.	Microsoft Office Specialist (MOS) Word 2013 Exam (Vendor created)	Even though the target has not been met, the passing scores for all students showed vast improvements which directly correlate to the use of the GMetrix test-prep software and relate also to the change of textbook to the MOS-aligned curriculum. Additionally, a section of Dual Credit High School students had a remarkable 100% passing rate for the MOS compared to the normal non-traditional college student found in the AIT program. The non-traditional college students had a much lower 43.48% passing rate for the MOS Word 2013.	Implementation of MOS aligned textbook and GMetrix test-prep software will continue since they have been instrumental in improvement. Recommendation for consideration of a prerequisite of ITSC 1301 Intro to Computers for MOS-aligned classes so that non-traditional students get a foundational knowledge of the technology and skills necessary prior to MOS-aligned classes and will be able to perform at a higher level in the MOS courses and upon completion.	
Instruction	Administrative Information Technology	2014	2	Students will improve learning related to the Administrative Information Technology program outcome "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 2013 certification exam".		Changed curriculum to MOS certification specific textbooks, aligned with the tested criteria and skills Implement mandatory use of GMetrix Test-Prep software to prepare students for the official MOS exam. Students must complete at least 14 GMetrix study sessions and/or test-preps in the software. Required GMetrix use makes up 25% of final semester score. MOS official certification exam score passing rate (700 points of 1000) makes up 25% of student's final semester grade.	Microsoft Office Specialist (MOS) Excel 2013 Exam (Vendor created)	The target was not met, however, the passing scores for all students showed vast improvements which directly correlate to the use of the GMetrix test-prep software and relate also to the change of textbook to the MOS-aligned curriculum.	Changes: Implementation of MOS aligned textbook and GMetrix test-prep software will continue since they have been instrumental in improvement. Recommendation for consideration of a prerequisite of ITSC 1301 Intro to Computers for MOS-aligned classes so that non-traditional students get a foundational knowledge of the technology and skills necessary prior to MOS-aligned classes and will be able to perform at a higher level in the MOS courses and upon completion.	

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Administrative Information Technology	2014	3	Students will improve learning related to the Administrative Information Technology program outcome "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 2013 certification exam".		Implemented mandatory use of GMetrix Test-Prep software to prepare students for the official MOS exam. Students must complete at least 14 GMetrix study sessions and/or test-preps in the software.	Microsoft Office Specialist (MOS) Access 2013 Exam (Vendor created)	The target was not met, however, the passing scores for students showed improvements which directly correlate to the use of the GMetrix test-prep software. However, the target was not met.	Mandatory use of GMetrix test-prep software will continue since it has been instrumental in improvement. Recommendation for consideration of a prerequisite of ITSC 1301 Intro to Computers for MOS-aligned classes so that non-traditional students get a foundational knowledge of the technology and skills necessary prior to MOS-aligned classes and will be able to perform at a higher level in the MOS courses and upon completion. Recommendation for consideration to change textbook to MOS-aligned textbook for additional improvement. (Publisher: Wiley)
Instruction	Administrative Information Technology	2015	1	Students will improve learning related to the Administrative Information Technology program outcome "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 2013 certification exam".	Even though last year's target was not met, the passing scores for all students showed vast improvements which correlate to the use of the GMetrix test-prep software and relate also to the change of textbook to the MOS-aligned curriculum. Implementation of MOS aligned textbook and GMetrix test-prep software will continue since they have been instrumental in improvement. Recommendation for consideration of a prerequisite of ITSC 1301 Intro to Computers for MOS-aligned classes so that non-traditional students get a foundational knowledge of the technology and skills necessary prior to MOS-aligned classes and will be able to perform at a higher level in the MOS courses and upon completion.	Continue with change of curriculum to MOS certification specific textbooks, aligned with the tested criteria and skills. Implemented mandatory use of GMetrix Test-Prep software to prepare students for the official MOS exam. Students must complete at least 14 GMetrix study sessions and/or test-preps in the software. Required GMetrix use makes up 25% of final semester score. MOS official certification exam score passing rate (700 points of 1000) makes up 25% of student's final semester grade.	Microsoft Office Specialist (MOS) Word 2013 Exam (Vendor created)		

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2013-2015 Unit Action Plans

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Instruction	Administrative Information Technology	2015	2	Students will improve learning related to the Administrative Information Technology program outcome "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 2013 certification exam".	Even though the target has not been met, the passing scores for all students showed vast improvements which directly correlate to the use of the GMetrix test-prep software and relate also to the change of textbook to the MOS-aligned curriculum. Recommendation for consideration of a prerequisite of ITSC 1301 Intro to Computers for MOS-aligned classes so that non-traditional students get a foundational knowledge of the technology and skills necessary prior to MOS-aligned classes and will be able to perform at a higher level in the MOS courses and upon completion.		Microsoft Office Specialist (MOS) Word 2013 Exam (Vendor created)		
Instruction	Administrative Information Technology	2015	3	Students will improve learning related to the Administrative Information Technology program outcome "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 2013 certification exam".	Last year the target was not met, however, the passing scores for students showed improvements which directly correlate to the use of the GMetrix test-prep software.	Continue to implement mandatory use of GMetrix Test-Prep software to prepare students for the official MOS exam. Students must complete at least 14 GMetrix study sessions and/or test-preps in the software.	Microsoft Office Specialist (MOS) Access 2013 Exam (Vendor created)		
Instruction	Air-Conditioning-Refrigeration Technology	2013	1	Increase the number of employment ready certificates (Troubleshooting, Air Conditioning, R-410) that students earn during the program	The more employment ready certificates a student earns increase their chances of finding and keeping employment.	The faculty will provide opportunities, and encourage students to participate in, webinars and other training for employment ready certifications outside regular class time as appropriate.	The department will compare the number of employment ready certificates earned this year with previous years.	The purchase of the cd's and instructional booklet for this exam proved successful. 70% passed this year where as 45% of the students passed the certification before the purchase.	The new cd's and instructional booklet will be used in the future to increase the success rate even more.
Instruction	Air-Conditioning-Refrigeration Technology	2013	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 electrical theory, safety, and diagrams are often requested by employers during conversations with faculty.	The faculty will incorporate the HVACR Electrical Troubleshooting Manual in the classroom. Powerpoints of the same manual will be used in class as well. This is the first year this instructional material has been incorporated.	The results on this year's HVACR Electrical System Student Assessment will be compared to the previous year's.	The third party testing certification and preparation for these electrical and a/c test results will determine success. 70% passed therefore the target was not met, however, this did show improvement from previous years.	Use of new teaching aids: dvd, power-points and instruction video will focus on employment ready certification testing and pass rate.

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Air-Conditioning-Refrigeration Technology	2014	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 touch 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.	Faculty will provide opportunities, encourage students to participate in webinars and other training for employment ready certifications outside regular class time as appropriate.	A 3rd party, ESCO (Educational Standards Corp), will test students to see if certification will be obtained. The department will compare results to the previous years.	The target was met, however, not passed. The purchase of instructional cd's and booklet last year for this exam proved successful. 80% passed this year where 70% of the students passed the certification before the purchase.	The cd's and instructions booklet will be continued to be used each year to continue the percentage of students passing.
Instruction	Air-Conditioning-Refrigeration Technology	2014	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.	The faculty will incorporate the HVACR Electrical Troubleshooting Manual in the classroom. Power points of the same manual will be used in class as well. This is the second year this instructional material has been incorporated.	A 3rd party, ESCO (Educational Standards Corp), will test students to see if certification will be obtained.	Fifteen students tested and 12 passed the certification (80%). This is an increase above the 70% pass rate of last year.	The new book that was implemented this year. Improvement in the percentage of the pass rate has been made, however, the percentage has not surpassed the target at this time. The new text will be used in classes next year to improve percentage rate.
Instruction	Air-Conditioning-Refrigeration Technology	2014	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.	A new textbook was used this year. In addition, a new approach was used in classes concerning heat pumps.	A 3rd party, ESCO (Educational Standards Corp), will test students to see if certification will be obtained.	Seven students took the certification and six students passed the certification.	The new textbook and new approach to heat pumps was successful, therefore, will be continued next year to improve on these improved results.
Instruction	Air-Conditioning-Refrigeration Technology	2015	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 touch 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.	Faculty will provide opportunities, encourage students to participate in webinars and other training for employment ready certifications outside regular class time as appropriate.	A 3rd party, ESCO (Educational Standards Corp), will test students to see if certification will be obtained. The department will compare results to the previous years.		
Instruction	Air-Conditioning-Refrigeration Technology	2015	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.	The faculty will incorporate the HVACR Electrical Troubleshooting Manual in the classroom. Power points of the same manual will be used in class as well. This is the second year this instructional material has been incorporated.	A 3rd party, ESCO (Educational Standards Corp), will test students to see if certification will be obtained.		
Instruction	Air-Conditioning-Refrigeration Technology	2015	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.	A new textbook was used this year. In addition, a new approach was used in classes concerning heat pumps.	A 3rd party, ESCO (Educational Standards Corp), will test students to see if certification will be obtained.		

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Instruction	Automotive Body Repair Technology	2013	1	Improve the retention rate of students continuing to the second-year certificate.	In the 2010-11 plan, an attempt was made to improve retention that was not successful because the need to get a job after finishing the first-year certificate was very strong. This led to the idea of offering second-year courses at night so that students can continue after work.	Offer second-year courses at night so that a working student can continue toward the two-year certificate. Not all courses will be offered, perhaps two each semester until all are offered.	Use the retention rate of first to second year students and the two-year certificate graduation rate as measures of success.	Even though night courses were not offered, the program is showing improvement by encouraging former students to continue and completing all requirements necessary for graduation. The findings show that retention and graduation has increased.	I will continue to encourage students with personal contact, to continue attending the program at the current available times. I will emphasize to the students that the second year courses will definitely increase their knowledge of the auto body repair process and the importance of continuing in the second year. I will upgrade the program brochure to reflect to a prospective student the knowledge and training acquired in the first year and the increased training for the second year.
Instruction	Automotive Body Repair Technology	2013	2	Students will improve learning related to the Automotive Body Repair Technology program outcome 'Properly remove, install and align structural and non-structural body panels according to the manufacturer'.	There are new technologies that students will need to know in order to develop marketable skills.	New fasteners and the tools to apply them will be incorporated into several courses. Different metals and plastics are being used in the latest vehicles.	Classroom: describe and identify various fasteners. Lab: remove and install various fasteners, aligning sheet metal correctly without damaging other parts of the vehicle. Student performance on identifying & locating fasteners on different body panels of a vehicle and utilizing the correct tools to remove & install fasteners will be assessed. Visual observation and inspection by the instructor determines mastery.	The target was not met. I was able to acquire special tools and purchase different types of fasteners that are being used on the latest model vehicles. The students were able to visually identify which special tool needed to be used with the different shapes and sizes of the fasteners. Remove and install time was increased and the understanding of the importance of special tools being offered in the market.	I will continue to maintain our special tool section in our training lab with up to date equipment so students may increase knowledge and skills needed for the latest vehicle repairs as well as for older vehicles.
Instruction	Automotive Body Repair Technology	2013	3	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 in collision repair facilities. Recommendations from advisory committee include the purchase of new panel welding equipment.	Latest equipment (including a squeeze-type resistance spot welder) must be purchased and utilized in the lab, to be introduced in ABDR 1307 and further practiced in ABDR 2441.	Safe handling; setup of equipment; implementation of equipment	81 % of the students were able to master the basic tools needed for sheet metal repair. Squeeze type resistance spot welding is not available for the use in lab. Beginning:100%, Target:80%, Ending 80%.	I will continue to research and attempt to acquire the latest tools needed for properly straightening sheet metal being used on the latest model vehicles. Lecture and Lab times will be concentrated on the tool selection.
Instruction	Automotive Body Repair Technology	2014	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 new tools and techniques that are being utilized in repairing vehicles. The student will need to know these processes in order to develop marketable skills.	New fasteners and tools used to properly Remove and install them will be incorporated into several courses. Properly identifying different metals and plastics that are being used will also be presented.	Classroom: Identify and describe new metal alloys and fasteners utilized in the industry. Demonstrate the proper use of tools for removing and installing fasteners. Visual observation and inspection by the Instructor determines mastery.	Six of the 7 students mastered this outcome for a total of 86%.	The use of the latest materials and tools is being explained in class and utilized in lab for hands-on practice. This will be continued as part of the program.

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Automotive Body Repair Technology	2014	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.	I will visit local shops and inquire of the equipment being utilized, acquire it and train the students with it.	Students will have lab projects where proper tools and methods must be chosen.	Twenty-one of the 22 students assessed were able to master the outcome. Therefore 95% mastery was reached. The target was met. However, this outcome will be continued due to the importance of the learning outcome in the job market.	The use of the latest materials and tools are being explained in class and utilized in lab for hands-on practice. This will be continued as part of the program.
Instruction	Automotive Body Repair Technology	2014	3	Students will improve learning related to the Automotive Body Repair Technology program outcome 'Demonstrate correct safety practices within the shop environment'.	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.	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.	Students will be tested about safety issues on exams and in lab projects.	Twenty-two of the 22 students assessed mastered the assessment. The target was met since 100% mastery was reached.	Materials used in the Automotive Body Repair Technology shop range from simple tools to hazardous materials. Students will continually be instructed to be safety conscience at all times. Employers are looking for employees that are aware of safety issues and trained to demonstrate safe practices in a shop. These practices will be continued in the future since safety is essential in the auto-body industry.
Instruction	Automotive Body Repair Technology	2014	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.	Student will demonstrate knowledge of paint systems while mixing paint at the Spies Hecker paint mixing machine using up to date techniques and equipment. To purchase newer additives and equipment.	Exams *90% of students will score 80% or better on exam. *It is believed that the individual exam questions will identify any areas of weakness.	Fourteen of the 16 students were able to master the outcome. Therefore, a level of 91% was reached.	To make our students marketable, the use of the latest materials is being explained in class and utilized in lab for hands-on practice. This will be continued as part of the program.
Instruction	Automotive Body Repair Technology	2014	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.	Students will demonstrate knowledge of estimating collision repairs while using up to date techniques and equipment.	Exams *90% of students will score 80% or better on exam. *It is believed that the individual exam questions will identify any areas of weakness. Then students will practice this skill in a lab setting.	All fifteen of the students assessed mastered the outcome. Since 100% students successfully completed the assessment the target was met.	Employers are looking for employees that can demonstrate creating accurate cost estimates for collision repair. Even though 100% mastery was reached, this outcome will continue since it is vital in the auto-body industry.
Instruction	Automotive Body Repair Technology	2015	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 new tools and techniques that are being utilized in repairing vehicles. The student will need to know these processes in order to develop marketable skills.	New fasteners and tools used to properly Remove and install them will be incorporated into several courses. Properly identifying different metals and plastics that are being used will also be presented.	Classroom: Identify and describe new metal alloys and fasteners utilized in the industry. Demonstrate the proper use of tools for removing and installing fasteners. Visual observation and inspection by the Instructor determines mastery.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Automotive Body Repair Technology	2015	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.	I will visit local shops and inquire of the equipment being utilized, acquire it and train the students with it.	Students will have lab projects where proper tools and methods must be chosen.		
Instruction	Automotive Body Repair Technology	2015	3	Students will improve learning related to the Automotive Body Repair Technology program outcome 'Demonstrate correct safety practices within the shop environment'.	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.	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.	Students will be tested about safety issues on exams and in lab projects.		
Instruction	Automotive Body Repair Technology	2015	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.	Student will demonstrate knowledge of paint systems while mixing paint at the Spies Hecker paint mixing machine using up to date techniques and equipment. To purchase newer additives and equipment.	Exams *90% of students will score 80% or better on exam. *It is believed that the individual exam questions will identify any areas of weakness.		
Instruction	Automotive Body Repair Technology	2015	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.	Students will demonstrate knowledge of estimating collision repairs while using up to date techniques and equipment.	Exams *90% of students will score 80% or better on exam. *It is believed that the individual exam questions will identify any areas of weakness. Then students will practice this skill in a lab setting.		
Instruction	Automotive Technology	2013	1	Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in repairing suspension and steering'.	Assessments indicate that improvement is needed in this program outcome as student mastery continues to fall below target.	A new alignment machine has been requested; this will help students master the current skills they need to succeed.	Pass rate on the NATEF suspension & steering exam.	70% of student passed the assessment measures which is an increase from the previous year.	Outdated equipment is being replaced as budget allows. Different textbooks are being considered to enhance student learning.
Instruction	Automotive Technology	2013	2	Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.	Assessments indicate that improvement is needed in this program outcome, as student mastery continues to fall below target	An update for existing diagnostic scan tools will be requested. This update will provide students with a more up-to-date experience in this area.	Pass rate on the NATEF engine performance exam.	Student mastery rate improved to 80%; this matches the target and is an improvement from last year.	Efforts to improve student mastery of engine performance will be continued.

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Automotive Technology	2013	3	Increase retention from the first year to the second year certificate program.	The two-year certificate and AAS enable graduates to obtain higher-paying jobs.	Instructors will emphasize to first-year students the advantages of continuing and obtaining the two-year credentials.	Retention rate from first to second year of automotive program. Compare percent of Fall 2012 starting cohort completing a Cert2 or AAS to that of previous years.	Students obtain enough skills to enter the workforce after a one year program.	Instructors will continue to stress the advantages for additional education and the benefits of an AAS.
Instruction	Automotive Technology	2014	1	Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.	Assessments indicate that improvement is needed in this program outcome, as student mastery continues to fall below target.	An update for existing diagnostic scan tools will be requested. This update will provide students with a more up-to-date experience in this area.	Pass rate on the NATEF engine performance exam.	Of the 46 students tested, 37 passes their exams. Student mastery rate is 80%. This matches the target, is an increase from the previous school year. However, the target has not been surpassed.	Efforts to improve student mastery of manual engine performance needs additional work in future classes. 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.
Instruction	Automotive Technology	2014	2	Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in manual transmissions'.				Of the 46 students tested, 29 passes their exams. Student mastery rate is 63%. This does not meet the the target and is a decrease from the previous school year.	Efforts to improve student mastery of manual transmissions needs additional work in future classes. 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.
Instruction	Automotive Technology	2015	1	Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.	During 2014-15 off the 46 students tested, 37 passes their exams. Student mastery rate is 80%. This matches the target, however, it does not surpass the target. Efforts to improve student mastery of engine performance will be continued. Engine performance area needs additional work in future classes.				
Instruction	Automotive Technology	2015	2	Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in manual transmissions'.	Of the 46 students tested, 29 passed their exams. Student mastery rate is 63%. This does not meet the the target and is a decrease from the previous school year. Efforts to improve student mastery of manual transmissions needs additional work in future classes. 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.			

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Biology	2013	1	Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry.	The trend in student mastery of scientific method (Gen-Ed Outcome 7) has been downward and is now at 60%. The scientific method provides a foundation for problem solving in scientific study and in other disciplines.	Students in BIOL 1408 will read three scientific articles (in addition to required textbook reading) during the semester that deal with scientific issues. Instructors will review these articles with the students and model techniques in reading and analyzing for details. Further, students will complete a written assignment involving applying the scientific method to the article.	Students will answer questions over each article and will be tested for facts and elements of scientific method utilized including hypothesis, experimental data, analysis, and conclusions. The student must achieve a mastery score of 70% or higher on the questions and/or tests.	The final result of 72% was slightly below the target of 75%.	The articles that were used will be reviewed to make sure that they are at the appropriate level of the students, and additionally more time will be spent on actually reviewing the articles with the class to check for understanding.
Instruction	Biology	2013	2	Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).	Proper use of a microscope is a key component of scientific investigation in biological sciences.	Selected lab instructors in BIOL 1406/1408 will use actual hands on labs for assessment of microscope use skills.	Students will successfully identify assigned cells or tissues and distinguish between plant and animal cells. Mastery is defined as responding correctly to 70% of the related questions on the final exam. Test results will be compared for the students in the simulated labs relative to those in the hands-on labs. Additionally, a lab will be done where students will prepare slides of cells and use the technique to relate to actual real life situations and will then do an outside report to support the lab activity.	Actual hands on labs were assessed and the results are now slightly over the 75% target.	We will continue to do the hands on labs as this type of approach seems to work and it correlates better to real life situations. We are replacing damaged microscopes and will continue to work with students to teach them actual hands on type of activities. In addition, supplies of slides are being replaced to supplement the actual labs.
Instruction	Biology	2014	1	Increase Student mastery of genetics, biotechnology, and inheritance in Freshman Level courses	Survey of the faculty indicate that students struggle with this important foundational component of science and technology and how it relates to the world they live in.	Students will be given the opportunity to participate in review sessions to be provided outside of class during office hours. Review sessions will be provided the week before the exam with at least two different options for meeting times.	Embedded questions on the comprehensive final exam will be administered. Benchmark of 70% of students will score a 70% or better	Results show that the students fell well below the 70% benchmark (overall Mastery at 33.8%) as indicated by the average scores on the embedded questions. Results indicate that study sessions are not sufficient to create substantial improvement in students mastery of genetic concepts. Comparisons over two semesters of students show that they continue to struggle with mastery.	A review of the questions asked, as well as a conversation of additional in class activities will be generated in order to come up with an intervention and unit action plan that will improve student learning. The departments original unit action plan was not inclusive of critical thinking specifically, but will consider adding specific critical thinking components to the unit action plan, assessment methods, and intervention to tie in the core curriculum objectives already being assessed in these courses. Future discussions during department meetings will include this data to improve upon our unit action plan and build upon the data that we have collected to inform next years (2015-2016) unit action plan.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Business Administration (FOS)	2013	1	SWTJC will use proper coding of Business FOS majors to facilitate better tracking of Business FOS majors/graduates that transfer to RGC.	The Business Field of Study is a general plan for students who major in business. Many SWTJC students plan to attend RGC and seek a BBA. By creating plan designed around the RGC degree requirements, these students will have more streamlined curriculum in their major.	SWTJC faculty and staff will work directly with RGC faculty and staff to develop a four-year plan that will provide a semester by semester list of courses for students to take. The plan will provide for completion of an associates degree (Business Field of Study) from SWTJC and a BBA from RGC. The plan will minimize the number of credit hours to get the BBA. Work with the counselors to assure proper CIP coding Business FOS or RGC transfer.	The outcome will be achieved when at least 100 students are listed under the SWTJC major code RGC.BBA.GEN	Contacted Carol LaRue during the spring 2014 semester, and did not locate any students in the system with the RGC.BBA.GEN code. LaRue mentioned that they are working with the counselors to correct this issue. This will be two years with the same results.	Counseling new students is critical in this process. Our students do transfer to Sul Ross Rio Grande for completing their BBA. However, they are enrolled in General Studies and take the required business classes as their electives. Without counselors letting students know about this option, this objective will not be successful. Will meet with Cheryl Sanchez and Dick Whipple to revisit this issue.
Instruction	Business Administration (FOS)	2013	2	Students will improve learning related to the Business Administration (FOS) program outcome 'Demonstrate an understanding of business ethics'.	An understanding and appreciation for ethical decision making is increasingly important to employers.	Will administer a real world example in the BUSI 1301 video conferenced class and have students discuss whether the case was in ethical or not in groups. I will not administer this case in my BUSI 1301 online in order to use those students as the control group. Treatment group - BUSI 1301 Videoconferenced section in Spring 2014 Control group - BUSI 1301 Online section in Spring 2014	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 me to decipher individual student mastery, so averages will be used.	Assessed in BUSI 1301 in a multiple choice exam format. 5 business ethics questions were administered, and the number correct was averaged for the class. The portal did not allow me to decipher individual students mastery, so averages had to be used. The control group/ online class did significantly better than the treatment group. This may be due to the fact that stronger students are taking the online course compared to the videoconferencing course.	Assessment measures need to be examined for the 2014-15 year, as the previous plan was not successful.
Instruction	Business Administration (FOS)	2013	3	Students will improve learning related to the Business Administration (FOS) program outcome 'Analyze and interpret business financial statements'.		In ACCT 2401, the concept of financial statements is introduced early in the semester and its foundational nature continues to be emphasized throughout the semester, through homework and practice problems. My Accounting Lab is used for the student assignments, and immediate feedback is provided.	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.	Student assessments of the financial statements improved from the prior year.	No action taken, as we will continue with our current teaching strategy due to the improvement noted.
Instruction	Business Administration (FOS)	2014	1	SWTJC will use proper coding of Business Field of Study (FOS) majors to facilitate better tracking of Business FOS majors/graduates that transfer to RGC (Sul Ross Rio Grande College).	The SWTJC/RGC (RGC = Sul Ross Rio Grande College) approved degree plan will provide for completion of an associates degree (Business Field of Study) from SWTJC and a BBA from RGC. The plan will minimize the number of credit hours to get the BBA. Work with the counselors to assure proper CIP coding for Business FOS or RGC transfer students.	The SWTJC/RGC approved degree plan will provide for completion of an associates degree (Business Field of Study) from SWTJC and a BBA from RGC. The plan will minimize the number of credit hours to get the BBA. Work with the counselors to assure proper CIP coding for Business FOS or RGC transfer students.	The outcome will be achieved when at least 100 students are listed under the SWTJC major code RGC.BBA.GEN	Contacted Carol LaRue during the spring 2015 and did not locate any students in the system with the RGC.BBA.GEN code. Business academic faculty will be meeting with the VP of student service to see if it is possible for a new process for business majors. This will be third year with the same results and faculty will begin to work directly with counselors.	Counseling new students is critical in this process. Our students do transfer to Sul Ross Rio Grande for completing their BBA. However, they are enrolled in General Studies and take the required business classes as their electives. Without counselors letting students know about this option, this objective will not be successful. Since the Business Department has not control on this issue this will no longer be attempted to be improved.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Business Administration (FOS)	2014	2	Students will improve learning related to the Business Administration Field Of Study (FOS) program outcome 'Demonstrate an understanding of business ethics'.		Will administer a real world example in the BUSI 1301 video conferenced class and have students discuss whether the case was in ethical or not in groups. I will not administer this case in my BUSI 1301 online in order to use those students as the control group. Treatment group - BUSI 1301 Videoconferenced section in Spring 2015 Control group - BUSI 1301 Online section in Spring 2015.	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 me to decipher individual students mastery, so averages will be used.	The target is 80% and only 72% was scored. This mastery percentage did increase by 2% from the previous year.	One of the ethics questions that was significantly low in mastery was related to the conflict in interest concept. More class discussions regarding conflict of interest will be added for the 2015-16 year.
Instruction	Business Administration (FOS)	2014	3	Students will improve learning related to the Business Administration Field Of Study (FOS) program outcome 'Analyze and interpret business financial statements'.		In ACCT 2401, the concept of financial statements is introduced early in the semester and its foundational nature continues to be emphasized throughout the semester, through homework and practice problems. My Accounting Lab is used for the student assignments, and immediate feedback is provided.	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.	Students success when accessing the retention of creating financial statements was much lower than last year by 8%.	Accounting instructors will re-examine financial statement introduction and retention methods in the up-coming 2015-2016 academic year.
Instruction	Business Administration (FOS)	2015	1	Students will improve learning related to the Business Administration Field of Study (FOS) program outcome 'Demonstrate an understanding of business ethics'.	Since one of the ethics questions that was significantly low in mastery was related to the conflict in interest concept, more class discussions regarding conflict of interest will be added for the 2015-16 year.	Will administer a real world example in the BUSI 1301 video conferenced class and have students discuss whether the case was in ethical or not in groups. I will not administer this case in my BUSI 1301 online in order to use those students as the control group. Treatment group - BUSI 1301 Videoconferenced section in Spring 2015 Control group - BUSI 1301 Online section in Spring 2015.	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 me to decipher individual students mastery, so averages will be used.		
Instruction	Business Administration (FOS)	2015	2	Students will improve learning related to the Business Administration Field of Study (FOS) program outcome 'Analyze and interpret business financial statements'.	Accounting instructors will re-examine financial statement introduction and retention methods in the up-coming 2015-2016 academic year since last years number were lower to the 2013-14 year.	In ACCT 2401, the concept of financial statements is introduced early in the semester and its foundational nature continues to be emphasized throughout the semester, through homework and practice problems. My Accounting Lab is used for the student assignments, and immediate feedback is provided.	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.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Business Computer Science (GS)	2013	1	<p>Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology.</p> <p>Each student in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.</p>	<p>Senate Bill (SB) 148, enacted in 1997 by the 75th Texas Legislature, requires the Texas Higher Education Coordinating Board to ensure that Colleges include Computer Literacy in the core curriculum.</p> <p>Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.</p>	Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core assessment results.	<p>Students in the BCIS 1405 classes will be administered a comprehensive project or Exam to assess their skills with the development of a Business Proposal and Presentation Graphics.</p> <p>A rubric will be utilized to evaluate the results by the Instructors and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction.</p> <p>The target measure for each student is 75% to demonstrate mastery of this outcome.</p>	<p>58 students assessed, 42 mastered outcome, 72%</p> <p>The target for this outcome, 75%</p>	Changes in the course include new mandates as per the core curriculum - Critical Thinking, Communication, Quantitative Skills.
Instruction	Business Computer Science (GS)	2013	2	<p>Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media.</p> <p>Each student in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database managements systems.</p>	<p>Senate Bill (SB) 148, enacted in 1997 by the 75th Texas Legislature, requires the Texas Higher Education Coordinating Board to ensure that Colleges include Computer Literacy in the core curriculum.</p> <p>Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.</p>	Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core assessment results.	<p>Students in the BCIS 1405 classes will be administered a comprehensive project or Exam to assess their skills to measure their performance with creating a Professional Spreadsheet and Database Management System.</p> <p>A rubric will be utilized to evaluate the results by the Instructors and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction.</p> <p>The target measure for each student is 75% to demonstrate mastery of this outcome.</p>	<p>56 Students Assessed, 38 Mastered Outcome, 68%</p> <p>Target for this outcome, 75%</p>	Changes in the course include new mandates as per the core curriculum - Critical Thinking, Communication, Quantitative Skills.
Instruction	Business Computer Science (GS)	2014	1	Increase the number of students in BCIS 1305 who can apply Critical Thinking Skills.		Student will complete a Report to research Internet resources for inquiry, analysis, and exploration of issues.	Report suitable for evaluation using the Critical Thinking VALUE rubric (80% Mastery).	Data indicates that 28 students were assessed and 22 mastered competency.	None, since there was improvement that met the benchmark of 80% from fall 2014 to spring 2015.
Instruction	Business Computer Science (GS)	2014	2	Increase the number of students in BCIS 1305 who can demonstrate Communication Skills.		Student oral performance using presentation software designed to increase knowledge on a Business topic and written proposal expressing a Business idea including resource material.	Video-recorded presentation suitable for evaluation using the Oral Communication VALUE rubric (80% Mastery) and research proposal suitable for evaluation using the Written Communication VALUE rubric (80% Mastery).	Data indicates that 26 students were assessed and 15 mastered competency.	Instructor will clarify communication module.
Instruction	Business Computer Science (GS)	2014	3	Increase the number of students in BCIS 1305 who can apply Empirical and Quantitative Skills.		Student will develop a Report to solve quantitative problems using spreadsheet and database software supported by charts, tables, and math equations.	Report suitable for evaluation using the Quantitative Literacy VALUE rubric (80% Mastery).	Data indicates that 38 students were assessed and 27 mastered competency.	Instructor will incorporate E&Q lessons.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Business Computer Science (GS)	2015	1	Students will improve learning related to the Business Computer Science (GS) program outcome 'Demonstrate competency in the application and use of technology'.					
Instruction	Business, Industrial and Technical Studies Division	2014	1	Improved communication within BITS Division		1. Information emailed to all members of division as needed 2. Scheduled meetings with departments	1. Survey to be given to division member to address communication 2. Survey to address department needs		
Instruction	Business, Industrial and Technical Studies Division	2014	2	Address equipment and technology needs of each department.		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.		
Instruction	Carpentry	2013	1	Students will improve learning related to the Carpentry program outcome 'Demonstrate measurement and layout practices'.		In the past, students built scale models and a partial structure which then had to be dismantled. This year, approval has been granted for the construction of complete building, which will allow students more hands-on practice in construction, use of tools (such as air gun), and finishing.	Rubric and mastery criteria to be developed.	We are building a structure that will be moved out, and not torn down. However the contract to donate the structure has not been drawn up, so we are behind schedule.	We are going to continue building another structure once this structure is moved out.
Instruction	Carpentry	2013	2	Students will improve learning related to the Carpentry program outcome 'Interpret blueprints to construction projects'.		In the past, students built scale models and a partial structure which then had to be dismantled. This year, approval has been granted for the construction of complete building, which will allow students more hands-on practice in construction, use of tools (such as air gun), and finishing.	Structure must match blueprints; error variance & tolerances will be determined.	The fact that they do not need to convert measurement to a scale model they seem to understand better and don't get lost in the conversion. They are working with actual size dimensions.	The models and structure seem to help in understanding in the(how and why)thing are the way they are.
Instruction	Carpentry	2013	3	Eighty percent of carpentry students will achieve 15 cumulative semester credit hours in 2013-14.	This has recently become a for-credit program.	Carpentry students will be encouraged to persist in the program.	Percent of carpentry students achieving 15 cumulative semester credit hours in 2013-14.	Carpentry students in the program are registered for 16 hours per fall and spring semesters.	If a student is registered for one semester this outcome is satisfied. Therefore, this outcome will not be measured in the future.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Carpentry	2014	1	Students will improve learning related to the Carpentry program outcome 'Practice Construction Safely'.		Basic Construction Safety course (CNBT 1110) has been added to the program. This is a two week course required during the beginning of the semester.	Students will be assessed after completing "Basic Construction Safety" CNBT-1110 course by taking a written exam. A rubric will be used to evaluate student demonstration of the proper use of personal protective equipment such as wearing protective eye wear, hard hats, gloves, and safety boots.	During Fall 2014 semester after completing the course over safety protective gear, approximately 2 students (11%) failed to use the protective eye wear during lab. Students often forgot they had their eye glasses on their head and would start operating tools without pulling them down.	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. For example, safety practices will reflect on daily lab grades. Emphasis on good safety practices will continue into the 2015-16 UAP.
Instruction	Carpentry	2014	2	Students will improve learning related to the Carpentry program outcome 'Operate construction related tools'.		Basic Construction Safety (CNBT-1110) course on safety has been added to the course.	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 personal protective equipment such as wearing protective eye wear, hard hats, gloves, and safety boots. In addition, students are assessed on proper safety procedures on operating power tools such as table saws, circular saw, jig saw, reciprocating saw, routers, miter saw, band saw, and sanders.	During the Fall 2014 semester 89% of the students successfully learned the safety procedures of operating power tools and 11% of the students were apprehensive about operating the power tools at the beginning of the course.	The target goal of 80% was successfully accomplished and this will be a continued learning process. Different interventions will be added to stress the importance of learning proper operating procedures. For example, safety operating practices will reflect on daily lab grades and additional operating practices will be conducted before operating tools. Emphasis on good safety practices will continue into the 2015-16 UAP.
Instruction	Carpentry	2014	3	Students will improve learning related to the Carpentry program outcome 'Demonstrate measurement and layout practices'.		Student 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.	Student 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.	89 % of students were able to perform the math calculations, but had some difficulty understanding how to convert the decimal equation to feet and inches in order to read it off the tape measure. The additional work problems on calculating a plot and calculating a roof worked well. After several practice equations student were able to convert the equation.	The target goal of 80% was successfully accomplished. In the future more time will be taken explaining the decimal point in relation to inches or feet. In addition, more work problems will be given to the students for practice. This will be a continue learning outcome for future courses. The target goal of 80% percent will increase to 85% for the upcoming 2015-16 UAP.
Instruction	Carpentry	2015	1	Students will improve learning related to the Carpentry program outcome 'Practice Construction Safely'.	Safety is essential in the construction business therefore reaching student mastery level of 100% for this program outcome is important.		Different interventions will be added to stress the importance of safety. For example, safety practices will reflect on daily lab grades. Emphasis on good safety practices.	Track mastery of the safety exam for Basic Construction Safety course (CNBT 1110). Track average score of daily lab grade.	
Instruction	Chemistry	2013	1	Students enrolled in Chemistry II will transfer to a chemistry related major the subsequent year.		The faculty will include in their instruction information about STEM majors at transfer institutions.	The Department will use a pre-post survey (after the advising activity)	The outcome of this plan was determined to be unachievable.	Brainstorming began toward a complete revision of the plan.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Chemistry	2014	1	Students will improve mastery of critical thinking problem solving skills related to the exams in the freshman level chemistry courses	Critical thinking and problem solving skills are critical skills necessary for success during and after college.	This will be done by examining the problem solving abilities during the various lecture exams given throughout the semester. Students will have the option to attend a study session (to be given outside of class time) the week before each lecture exam as well as the final. The study sessions will be adjusted to meet the student needs.	Students that participate in the study sessions will have their final grade examined, and success will be indicated by a passing grade, C or better.	There were 6 out of 16 students participated in the study sessions. All of the students (100%) scored a C or better for the semester. It should be noted though that the grading scale for chemistry is adjusted, and that a true 70% mastery of the material indicates that the students either received an A or B, and that a C indicates an grade point average of below 70% mastery	Due to the small sample size, it is difficult to determine the true impact of the study sessions on increases problem solving and critical thinking skills. Further examination of interventions to include more students in the study sessions will be examined for the next UAP cycle. Department meetings will include discussion of this data, and how we can use this data to inform our 2015-2016 UAP, as well as including more students and faculty into our sample size.
Instruction	Child Development	2013	1	Students will improve learning related to the Child Development program outcome 'Explain features of a developmentally appropriate program for children'.	We would like to see a 5% increase in this area for our students. Therefore, our target is 85% in this area.	In CDEC 2281 (co-op class), students work in an early childhood facility and obtain hands-on practice in developmentally appropriate programs.	The instructor and cooperating teach perform an evaluation on the student in the classroom, working directly with the children. The evaluation is based on a 100-point scale, with 80% being the mastery level.	Students' as a whole, met the standard of 85% or more.	We will continue to emphasize this outcome, but are satisfied with the delivery method on this topic.
Instruction	Child Development	2013	2	Students will improve learning related to the Child Development program outcome 'Describe types of early childhood programs'.		In TECA 1311, students are exposed to a variety of different experiences at public schools, private schools, head start, and day care centers. For example, students may interview a teacher from one facility and visit and observe at another.	Embedded items in a final exam are used; eight out of 10, or 80% constitutes mastery of the outcome.	We did not meet our target rate of 80%.	While the students will continue their field experiences, the instructors will place a heavier emphasis on covering this topic in class.
Instruction	Child Development	2014	1	Increase the transfer rate to a four year university for Child Development graduates.	Students will benefit in the workforce by completing a Bachelors degree in Child Development.	Program faculty will work with Sul Ross Rio Grande College (RGC) faculty and staff regarding ways to promote the transfer agreement whereby SWTJC students obtaining an AAS may continue at RGC for a BAS. Students are introduced to the articulation agreement which specifies the courses they must take at SWTJC in order to transfer to the program at RGC.	Percentage of 2014-15 students transferring to RGC or another university.		
Instruction	Child Development	2014	2	Students will maintain mastery related to the Child Development program outcome 'Describe types of early childhood programs'.	Due to change in program coordinator and instructor in this program, the continued evaluation of this objective is warranted.	Students are exposed to a variety of different experiences at public schools, private schools, head start, and day care centers. For example, students may interview a teacher from one facility and visit and observe at another.	Embedded items in a final exam are used; eight out of 10, or 80% constitutes mastery of the outcome. Students will correctly describe through essay eight out of ten types of early childhood settings.	The target of 80 was not met with implemented intervention.	The department will reevaluate this outcome for the 2015-16 academic year. In addition, the intervention will be revisited and restructured in order to meet target for student success.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Child Development	2014	3	Students will maintain mastery in the ability to identify developmental domains.	A new mode of supplemental instruction will be utilized to deliver developmental domain information. Thereby, monitoring this method will occur for the 2014-2015 academic year.	Instructors will introduce supplemental material online to enhance the lecture class. Utilization of the Pearson CourseMate and MindTap.	Embedded items in a final exam are used; eight out of 10, or 80% constitutes mastery of the outcome.	It was found that the department did not meet the target of 95% as desired.	Most of the students enrolled in Child Development were not required to utilize the online supplemental technology as initially thought. This intervention will be continued into the 2015-16 academic year with a more focused view on whether the use of technology affects mastery.
Instruction	Computer Information Systems	2013	1	Students will improve learning related to the Computer Information Systems program outcome 'Design, implement, and troubleshoot a Ethernet Local Area Network'.		Faculty will organize student led study groups to encourage student learning and motivation despite the difficulty of the networking material. The lead students are certified. The lead students will keep the focus on the networking material.	Semester project, that is broken down to weekly objectives, measured by week. Mastery of the assignment is assessed by following the CISCO guidelines for that particular topic or chapter.	45% of students assessed successfully completed the assessment. Group project setting was unsuccessful in this area since one or two students in each group actually did the work for the group. The other students just watched.	Instructor will research and implement an didactic online material will be applied in future classes.
Instruction	Computer Information Systems	2013	2	30% of students of CIS program will pass the CCNA certification.	CCNA certification is an industry standard of entry level jobs	Faculty will advise and encourage students to take the certification by the end of each semester, once bot exams are passed, the student is CCNA certified. The faculty will announce that the first 3 student to pass will have the exam fee reimbursed.	The department will review the exam/completion rates with previous years.	Findings Certification target of 30% was not met. Unfortunately, zero students pass the certification.	Students need an introduction or preparation in regards to networking technologies. On the personal side, students must be encouraged to keep trying, to accept "Confusion" as part of the learning process. To feel comfortable in asking question. Actions Taken/Changes Instructors must spend more personal time with students. The intent is to lower the "professional barrier" between students and instructors, so they feel more at ease with asking questions.
Instruction	Computer Information Systems	2013	3	Students will improve learning related to the Computer Information Systems program outcome 'Write a computer program using procedural programming languages'.		The department chair will pilot the concept of having the student do their lecture time at home, and homework done in class, so tutoring is done on site, where students can ask questions on the particular topic that is not understood.	The final exam in this course has embedded questions that measure the students mastery of the course outcome.	74% of assessed students successfully completed the objective. C++ current teaching methods rely very heavily on the student working knowledge of mathematics.	Specific mathematics topics will have to be introduced onto the classroom setting to improve the objective success.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Computer Information Systems	2014	1	Students will improve learning related to the Computer Information Systems program outcome 'Design, implement, and troubleshoot a Ethernet Local Area Network'.		Faculty will organize student led study groups to encourage student learning and motivation despite the difficulty of the networking material. The lead students will keep the focus on the networking material.	Semester 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. The for the semester project are broken into guidelines for particular topics and chapters. 80% of students will achieve mastery the project - Mastery is 70% or higher for a final grade of the project.	Improvement is seen over last year was made over last year - 45% mastery to 70% mastery. However, the target of 80% was not met.	Study group leader needs more one on one time with the instructor to prepare for the project. A special tutoring session will be given to chosen study group leaders. Instructor will pick study group leaders from each site on the first day of class.
Instruction	Computer Information Systems	2014	2	Student mastery will improve for the CIS program outcome - Assemble, troubleshoot and repair PC hardware.	CCNA certification is an industry standard of entry level jobs	Faculty will advise and encourage students to take the certification by the end of each semester, once both exams are passed, the student is CCNA certified.	The department will review the exam/completion rates with previous years. 30% of students of CIS program will pass the CCNA certification.	Students need assistance in developing self testing skills to help them study better.	Will start to promote the use of student developed flash cards.
Instruction	Computer Information Systems	2014	3	Students will improve learning related to the Computer Information Systems program outcome 'Write a computer program using procedural programming languages'.		The department chair will pilot a "flipped classroom"(student do their lecture time at home, and homework is done in class), ...- What Class.... In addition, on-site tutoring will be provide where students can ask questions on the particular topic that is not understood.	The final exam in this course has embedded questions that measure the students mastery of the course outcome.What is mastery?	Students are having issues with math concepts. It is difficult for students to simultaneously learn math and a programming language.	A basic math primer will be provided to students, it will be given as printed material so students can refer to it.
Instruction	Computer Information Systems	2015	1	Students will improve learning related to the Computer Information Systems program outcome 'Design, implement, and troubleshoot a Ethernet Local Area Network'.		Faculty will organize student led study groups to encourage student learning and motivation despite the difficulty of the networking material. The lead students per site will assist in keeping the focus on the networking material.	One semester project that is broken down to weekly objectives. Each week the students will be tested. Mastery of the semester project is assessed by following the networking industry best practices for that particular topic or chapter. 80% of students will achieve mastery the project. Mastery is being able to complete %70 of the tasks required to complete the semester project.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Computer Science	2013	1	Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills with the knowledge of technology. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 75% to demonstrate mastery of this outcome.	60 Students Assessed, 50 Mastered Outcome, 83% Percent Mastered, 75% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of computer science.	No actions taken or changes needed at this time. Will continue with current approach.
Instruction	Computer Science	2013	2	Assess the Computer Science Field of Study Outcome (No. 2): Communicate information orally utilizing presentation graphics. Each student in the Computer Science classes will demonstrate mastery of (90%) on class/lab projects/exams with the preparation of presentation graphics.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Applications Software will be utilized to train students with the development of presentation graphics with media using PowerPoint. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills with the creation of Presentation Graphics. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 90% to demonstrate mastery of this outcome	46 Students Assessed, 37 Mastered Outcome, 80% Percent Mastered, 90% Target Percent Mastery. Target was not met with demonstrate mastery of the outcome examined. This activity however, positively affected student learning with the knowledge of presentation graphics.	No actions taken or changes needed at this time. Will continue with current approach.
Instruction	Computer Science	2013	3	Assess the Computer Science Field of Study Outcome (No. 3): Design and develop a computer application program. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the creation of a computer program.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. JAVA software will be utilized to train students with the design and development of a computer program.	Students in the computer science classes will be administered a project or Exam to assess their skills with the knowledge of computer programming. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 75% to demonstrate mastery of this outcome	2 Students Assessed, 2 Mastered Outcome, 100% Percent Mastered, 70% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of programming.	No actions taken or changes needed at this time. Will continue with current approach.
Instruction	Computer Science	2013	4	Assess the Computer Science Field of Study Outcome (No. 4): Apply knowledge of spreadsheet application software to solve problems. Each student in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business spreadsheets.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills to measure their performance with creating a business spreadsheet. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 80% to demonstrate mastery of this outcome	54 Students Assessed, 43 Mastered Outcome, 80% Percent Mastered, 80% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of spreadsheets.	No actions taken or changes needed at this time. Will continue with current approach.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Computer Science	2013	5	Assess the Computer Science Field of Study Outcome (No. 5): Apply knowledge of word processing application software to produce business documents. Each student in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business documents.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents utilizing tables & charts using Word. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills with the knowledge of creating business documents. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 80% to demonstrate mastery of this outcome	51 Students Assessed, 41 Mastered Outcome, 80% Percent Mastered, 80% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of word processing.	No actions taken or changes needed at this time. Will continue with current approach.
Instruction	Computer Science	2013	6	Assess the Computer Science Field of Study Outcome (No. 6): Apply knowledge of database application software to manage business information. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the development of database management systems.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the designing of database management systems utilizing tables, forms, queries, & reports using Access. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills with the creation of database management systems. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 75% to demonstrate mastery of this outcome	49 Students Assessed, 45 Mastered Outcome, 92% Percent Mastered, 70% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of database.	No actions taken or changes needed at this time. Will continue with current approach.
Instruction	Computer Science	2014	1	Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills with the knowledge of technology. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 75% to demonstrate mastery of this outcome.	452 students were assessed, 341 students mastered benchmark, 75% mastery.	Target of 75% Mastery was met. Instructors will continue using lectures, web links, and videos to communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the assessment results.
Instruction	Computer Science	2014	2	Assess the Computer Science Field of Study Outcome (No. 2): Communicate information orally utilizing presentation graphics. Each student in the Computer Science classes will demonstrate mastery of (90%) on class/lab projects/exams with the preparation of presentation graphics.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Applications Software will be utilized to train students with the development of presentation graphics with media using PowerPoint. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills with the creation of Presentation Graphics. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 90% to demonstrate mastery of this outcome	380 students were assessed, 340 students mastered benchmark, 89% mastery.	Target of 90% Mastery was not met. Instructors will train students with the development of presentation graphics with media using PowerPoint software. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the assessment results.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Computer Science	2014	3	Assess the Computer Science Field of Study Outcome (No. 3): Design and develop a computer application program. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the creation of a computer program.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. JAVA software will be utilized to train students with the design and development of a computer program.	Students in the computer science classes will be administered a project or Exam to assess their skills with the knowledge of computer programming. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 75% to demonstrate mastery of this outcome	20 students assessed, 15 students mastered benchmark, 75% mastery.	Target of 70% Mastery was exceeded. Instructor will continue using JAVA software to train students with the design and development of a computer program.
Instruction	Computer Science	2014	4	Assess the Computer Science Field of Study Outcome (No. 4): Apply knowledge of spreadsheet application software to solve problems. Each student in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business spreadsheets.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills to measure their performance with creating a business spreadsheet. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 80% to demonstrate mastery of this outcome	535 students assessed, 445 students mastered benchmark, 83% mastery.	Target benchmark of 80% mastery was exceeded. Instructors will continue to train students with the creation of business spreadsheets utilizing formulas & charts using Excel software. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the assessment results.
Instruction	Computer Science	2014	5	Assess the Computer Science Field of Study Outcome (No. 5): Apply knowledge of word processing application software to produce business documents. Each student in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business documents.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents utilizing tables & charts using Word. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills with the knowledge of creating business documents. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 80% to demonstrate mastery of this outcome	540 students assessed, 400 students mastered benchmark, 74% mastery.	Target of 80% was not met. Instructor will train students with the creation of business documents utilizing tables & charts using Word software. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the assessment results.
Instruction	Computer Science	2014	6	Assess the Computer Science Field of Study Outcome (No. 6): Apply knowledge of database application software to manage business information. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the development of database management systems.	In 1997, the 75th Texas Legislature enacted Senate Bill 148, which defined a field of study curriculum for computer science that will satisfy lower division requirements for a bachelor's degree at a senior college or university.	Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the designing of database management systems utilizing tables, forms, queries, & reports using Access. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	Students in the computer science classes will be administered a project or Exam to assess their skills with the creation of database management systems. A rubric will be utilized to evaluate the results by the instructor and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure for each student is 75% to demonstrate mastery of this outcome	498 students assessed, 425 students mastered benchmark, 85% mastery.	Target of 70% Mastery was exceeded. Instructors will continue to train students with the designing of database management systems utilizing tables, forms, queries, & reports using Access software. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the assessment results.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Computer Science	2015	1	Students will improve learning related to the Computer Science program outcome 'Demonstrate knowledge of computer terms'.					
Instruction	Computer Science (GS)	2013	1	<p>Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology.</p> <p>Each student in COSC 1401 - Introduction to Computing will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.</p>	<p>Senate Bill (SB) 148, enacted in 1997 by the 75th Texas Legislature, requires the Texas Higher Education Coordinating Board to ensure that Colleges include Computer Literacy in the core curriculum.</p> <p>Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.</p>	Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	<p>Students in the COSC 1401 classes will be administered a comprehensive project or Exam to assess their skills with the development of a Business Document and Presentation Graphics.</p> <p>A rubric will be utilized to evaluate the results by the Instructors and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction.</p> <p>The target measure for each student is 75% to demonstrate mastery of this outcome.</p>	<p>54 Students Assessed, 43 Mastered Outcome, 80%</p> <p>Target for this outcome, 75%</p>	Changes in the course include new mandates as per the core curriculum - Critical Thinking, Communication, Quantitative Skills.
Instruction	Computer Science (GS)	2013	2	<p>Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media.</p> <p>Each student in COSC 1401 - Introduction to Computing will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database managements systems.</p>	<p>Senate Bill (SB) 148, enacted in 1997 by the 75th Texas Legislature, requires the Texas Higher Education Coordinating Board to ensure that Colleges include Computer Literacy in the core curriculum.</p> <p>Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.</p>	Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.	<p>Students in the COSC 1401 classes will be administered a comprehensive project or Exam to assess their skills to measure their performance with creating a Professional Spreadsheet and Database Management System. A rubric will be utilized to evaluate the results by the Instructors and reported using the college Outcomes Data Management Software with the Office of Curriculum and Instruction. The target measure is 75% to demonstrate mastery of this outcome.</p>	<p>51 Students Assessed, 41 Mastered Outcome, 80%</p> <p>Target for this objective, 75%</p>	Changes in the course include new mandates as per the core curriculum - Critical Thinking, Communication, Quantitative Skills.
Instruction	Computer Science (GS)	2013	3	(25%) of the students enrolled in COSC 1401 will reach a total of 15 cumulative semester credit hours during 2013-2014.	Students completing college classes will enhance their employability and earning potential.	Computer Science Faculty will work with counselors to promote student completion of college classes (attendance/assignments recorded on College Portal and follow-up with counselors/students).	Obtain information from (OIPR) on number of students enrolled in COSC 1401 classes completing 15 cumulative semester credit hours during 2013-2014.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Cosmetology	2013	1	Students will improve learning related to the Cosmetology program outcome 'Demonstrate skills needed to obtain and maintain employment as a professional cosmetologist'.	Students are expected to build portfolios of their work as they progress through the program. The portfolio includes before-and-after pictures of various techniques (including hair cuts,hairstyling, permanent waves,and hair color). This can be very helpful for presenting to prospective employers. The portfolio is due in the capstone course, CSME 2441. Although students are directed to build the portfolio through their training, many (approximately 50%) wait until the final course to start. Encouragement to start portfolios earlier should help students to showcase their work more effectively, this can be done in each course It is hoped that this pacing will also help keep students on track to complete the program and graduate.	Intervention: Students will develop a portfolio through out the program with check points in: CSME 2439: Advanced Hairstyling CSME 1453: Permanent Waving CSME 2401: Hair Coloring CSME 2310: Haircutting In each of these courses, students will take one or more before-and-after pictures of their work as performed on a client or another student. It will be emphasized that the portfolio picture will be part of the student's grade for each course. Students will be encouraged to take pictures of multiple clients so that they can choose their best for the final portfolio. 5 bonus points.	In each course listed above, students will submit a before and after picture of a service that was performed on a client or another student. A rubric will be used to assess student submissions and award points. Each set of pictures will be rated on the following aspects: Before picture, After picture, Different views, Makeover (transformation). Track number of students who completed their portfolio entry by the end of class	Current year findings were below designated target. All areas were very low in student participation. Only 55% of all students turned in a portfolio even when they were given the opportunity to earn 5 extra points.	For the 2014-2015 Unit Action Plan, this assignment is going to change to a major test grade for student participation. Students need to be aware of the importance for the portfolio for successful employment.
Instruction	Cosmetology	2013	2	Improve retention in the cosmetology program.	Students are lost due to lack of financial aid in the summer term. Retention could be improved if this problem could be mitigated. It has been suggested that sufficient financial aid is provided during the long semesters to cover expenses during the summer if money is set aside for this purpose.	Work with financial aid to provide information to students about budgeting. When students enter, direct them to resources that will help them with financial planning and money management. coordinate with the Financial Aid office to have in class presentation	Track the percent of cosmetology students retained from fall to summer.	Retention rate improved to 92%. Due to the multiple information sessions provided by SWTJC Financial Aid the intervention proved successful.	In 2014-2015, this UAP will be continued to maintain communication about the students financial aid in the summer sessions. Will continue to have in class presentations on Financial Aid for the students.
Instruction	Cosmetology	2013	3	Students knowledge and skills in the area of scalp disorders will improve.	The concepts underlying this outcome appear on the state board exam.	Give some extra attention to the chapter on scalp disorders; also emphasize the section in Cosmetology Tutor (a computerized review program for state board exams) that deals with this topic. This will be done in CSME 1405 in 2013-14 and reinforced in later coursework.	A weekly quiz will be administered to gauge student mastery of this outcome. The last quiz of CSME 1405 will be used as the assessment of this skill; 80% correct defines mastery.	Reinforce the extra attention on the chapter for scalp disorders, to help students in their state board test.	Will continue to implement the assesment of this outcome and to maintain the improvement of scores. In CSME 1405 reinforce scalp disorders and introduce Pivot point Chapter 7.
Instruction	Cosmetology	2014	1	Increase retention in the cosmetology program.	Students are lost due to lack of financial aid in the summer.	Work with financial aid to provide information to students about budgeting. When students enter, direct them to resources that will help them with financial planning and money management.	Financial aid class presentations to the cosmetology students to help them with financial aid support for summer school.	Even though the target of 95% was not meet, 93 % of student improved their understanding about the financial aid process and deadlines by attending the presentations.	Plans are to continue the financial aid presentations and ensure that students attend the workshops. This enables the students to continue the program through the required summer school semesters and ultimately complete the cosmetology program. This outcome will move from intervention to practice from year to year.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Cosmetology	2014	2	Students will increase mastery related to the cosmetology program outcome "Demonstrate skills needed to obtain and maintain employment as a professional cosmetologist".	This can be very helpful for presenting to prospective employers. The portfolio is due in the capstone course CSME 2441. Although students are directed to build the portfolio during their training many wait until the final course to start.	Instructors will show students how to develop a portfolio during the program. Students will be expected to build portfolios of their work as they in the program. The portfolio includes before and after pictures of various techniques. Encouragement to start portfolios earlier should help students to showcase their work more effectively, this can be done in each course. It is hoped that this pacing will also help keep students on track to complete the program and graduate.	Students will submit a before and after picture of a service that was performed on a client or another student. A rubric, developed by department, will be used to assess student submissions with different views and award points for makeover. Track the number of students who completed by the end of class.	By implementing this feature to the student portfolio, the overall success rate in all areas has improved throughout the curriculum.	Plans are to continue with the individual steps/stages of the student portfolio, which enables the student to pace herself/himself through each required skill set (i.e., facial, manicure, etc). The student portfolio is a critical asset for each student to present for employment/ job interviews. This professional tool will continue into their career.
Instruction	Criminal Justice (FOS)	2013	1	Criminal justice students will be retained at rates higher than in the past.	Retaining as many students as possible enhances the efficiency of any educational.	All criminal justice instructors are required to use the Moodle learning management system beginning in Fall 2013. This is being implemented with the intent of helping to improve student retention of the material covered in the course. Using Moodle for all assignments, quizzes, and tests is expected to be helpful in improving the accessibility and consistency of learning resources. In the past students have had to use multiple different online resources to complete their coursework, and this led to confusion and negatively impacted student success.	The percentage of first-time criminal justice students in fall 2013 that return in Spring 2014 will be recorded.	The findings indicate that our target of 80% was not meet for retention rate.	Criminal Justice instructors speak with students during the fall semester and encourage them to continue their education in spring.
Instruction	Criminal Justice (FOS)	2013	2	Students will improve learning related to the Criminal Justice (FOS) program outcome 'Explain the functions and purpose of the three component agencies in the American criminal justice system - police, courts and corrections'.	This is a very important program outcome that is taught in many of the criminal justice program courses.	The Moodle online learning management system will be used in all criminal justice and law enforcement courses beginning in Fall 2013. Online class discussion and quizzes pertaining to the three component agencies will be administered in CRIJ 1301, CRIJ 1307, CRIJ 2328, CRIJ 2323, CRIJ 1313, and CJSA 1322 in Fall 2013. CJSA 1312, CRIJ 1306, CRIJ 2314, CJCR 1300, and CRIJ 2313 will implement this activity in Spring 2014.	Students will be assessed using the end-of-term exams in Moodle. An 80% score on the related items will be considered mastery.	The target number was not meet in this program outcome. Data from 2012 - 2013 and 2011 - 2012 was not available at the time of reporting. Therefore, I used the data from 2010 - 2011. The findings were found to be a little lower from 72% to 68%.	During the 2014-2015 school year, I will ensure that this outcome be properly taught in all courses. The functions of the three components in the criminal justice system (police, courts, and corrections) will be stressed throughout the semester and assessed several times prior to the end of the semester.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Criminal Justice (FOS)	2013	3	Students will improve learning related to the Criminal Justice (FOS) program outcome 'Communicate ideas and information effectively both orally and in writing'.	Advisory committees have indicated that writing and speaking skills are lacking in many employees and applicants.	All criminal justice classes will require writing on Moodle discussion boards, and the midterm and final exams will be essay format. Regarding oral communication, classroom discussion is being required to a greater extent in all live (not online) courses. CJLE 1303 students specifically are required to utilize training consoles in order to obtain a national certification in 911 Telecommunications.	Exam essay items will be assessed using a rubric. A grade of 80 and above will consider mastery. Students will be required to achieve at least 80 out of 100 on the discussion board requirement (posting to the discussion board on a weekly basis at least 80% of the time.) The percent of CJLE 1303 students passing the certification exam will be recorded; 85% correct is required for mastery.	There was no previous data on this outcome by previous department chair. Students seemed to perform well in their writing skills. However, students did not perform well in oral presentation skills.	Students will continue to work on writing skills in order to maintain the necessary skills needed in the workforce. Instructors will have more oral presentations for the 2014-2015 school year in order to improve student's skills for oral communication.
Instruction	Criminal Justice (FOS)	2014	1	Criminal justice students will be retained at a higher rate than in the past in order to transfer to senior colleges and/or universities.	Oral student surveys indicate that improvement is needed in this program outcome due to last year's responses.	Starting Fall 2014 the department will transition into using Moodle for 100% of the courses taught. This is being implemented with the intent of helping to improve student retention of the material covered in the course. Using Moodle for all assignments, quizzes, and tests is expected to be helpful in improving the accessibility and consistency of learning resources. In the past students have had to use multiple different online resources to complete their coursework, and this led to confusion and negatively impacted student success.	The percentage of criminal justice students in Fall 2014 that return in Spring 2015 will be recorded.		
Instruction	Criminal Justice (FOS)	2014	2	Students will improve learning related to the Criminal Justice (FOS) program outcome 'Communicate ideas and information effectively in writing'.	Assessments indicate that there was improvement in this outcome based on the data from 2013 - 2014 year. However, the department would like to meet a 90% target rate.	All criminal justice classes will require writing on Moodle discussion boards, and at least one exam will be essay or open ended response format. Postings on discussion board will be counting for at least 10% of the total grade. Regarding oral communication, classroom discussion is being required to a greater extent in all live (not online) courses in addition to more oral presentations by the students.	Exam essay/open ended items will be assessed using a rubric for individual exams. To see if 80% of students met mastery level of 80% or higher we will look at the exam section of the grade book. Regarding discussion board posts and oral presentations we will look at the class participation/discussion board sections of the grade book to determine if students met the 80% mastery level.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Criminal Justice (FOS)	2014	3	Increase the number of students obtaining their Basic Telecommunications Certification in the CJLE 1303 course.	The pass rate for this National certification was very low in the previous year. The department would like to improve the rate of students that obtain certification.	Revamp the study guide -Break the study guide down into ten sections (based on the ten units) -Post the study guide in shared files at the beginning of the semester so students may work on it throughout the semester and only need to review it when studying for their final -Make the study guide an assignment grade to ensure that students will complete it and study Add 10 quizzes (one per unit) -Multiple choice fashion to prepare students for the certification test format -Allow quiz to give correct answer upon completion of quiz so they may review what they missed - Quizzes will be used along with the study guide to help study for the certification exam Fit it into my schedule to make a trip out to each site so I can see the students in person and vice versa -This will hopefully help the students open up to me if they are having any difficulties in class and will allow me to better help them -if possible visit each site more than once Use more visuals in class for my visual learners - Continue using the videos that come with the curriculum but also add in more videos and PowerPoints to go with the lessons Continue using sound clips for my auditory learners -the ones that come with the curriculum as well as ones found online (if possible find ones that also have the transcript so students may read along with the clip) -Post clips in the shared files so students may listen to them outside of class, especially if they miss class when we discuss them More mock 9-1-1 calls for my kinesthetic learners -practice more 9-1-1 calls with the CAD system so students get a 'real life' experience of what dispatchers go through	Students need 85% (mastery level) or higher on national exam to achieve certification. Use student's exam scores to see if 80% met mastery level.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Developmental Studies Division	2014	1	Reduce number of Dev Ed Math courses from 3 to 2	THECB recommends that no more than two levels of Dev Ed be offered. Since SWTJC had three levels, the number was reduced to 2. The research indicates that the more levels present, the less persistence and retention for students. There were too many opportunities for students to "fall" out of the system.	Redesign of courses in Dev Ed Math. New Pathways model piloted.	End of semester tests as well as Student Success Measures and related momentum point measures		Curriculum Committee approved change in course offerings. the Fall semester will only offer MATH 0302 and 0303
Instruction	Developmental Studies Division	2014	2	Reduce number of reading courses by eliminating developmental reading and writing classes and replacing them with INRW classes This reduces five courses (READ 0301,0302, 0303 as well as ENGL 0301, 0302) into just two courses--INRW 0302 and INRW 0303	THECB recommend INRW	take to curriculum committee	minutes of curriculum committee		Curriculum Committee approved changes to course offerings
Instruction	Developmental Studies Division	2014	3	Reduce number of developmental writing courses by eliminating developmental reading and writing classes and replacing them with INRW classes This reduces five courses (READ 0301,0302, 0303 as well as ENGL 0301, 0302) into just two courses--INRW 0302 and INRW 0303	THECB recommends INRW	Take to Curriculum Committee	minutes of curriculum committee		Curriculum Committee approved proposed changes

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Diesel Technology	2013	1	Increase Diesel Technology Program Enrollment	The enrollment had historically been low and needed improvement.	Attend High School Career Days, Local Job Fairs, and visit local High School Vo-Tech classes to increase awareness of the program and to recruit students. The program designed and distributed promotional material (flyers, posters, DVD). The faculty is planning to update promotional materials to include the simulator for HVAC systems because of demonstrated student interest.	The faculty will compare enrollment figures from year to year. Specific data is on the dashboard.	Enrollment continues to be challenging due to the location and access to the program. Instructors continue to attend college days and career days.	Instructor attended local high school recruiting events, college days and career days. Local high school auto tech programs were also visited.
Instruction	Diesel Technology	2013	2	Establish and increase student mastery of Diesel HVAC units	Diesel technicians that can provide the proper service and repair of diesel HVAC units is a constant request of area employers. The use of a simulator has proven to be an attention getter for students and potential students.	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.	Diesel technicians that can provide the proper service and repair of diesel HVAC units is a constant request of area employers. The use of a simulator has proven to be an attention getter for students and potential students. 81% of students taking the certifications passed the exam.	Incorporation of more training modules on a specialized software will be implemented.
Instruction	Diesel Technology	2014	1	Students will improve learning related to the Diesel Technology program outcome '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.			75% of the students (9 out of 12 tested) mastered the use of electronic scan tools. This does not meet the target and was even a lower pass rate that last year.	Using the Demo mode in the equipment to help students practice proper procedures was tried and might have helped students. However, there was not a significant change. Even more hands on use of the scanning tools will be implemented in future classes in the shop area.
Instruction	Diesel Technology	2014	2	Establish and increase student mastery of Diesel HVAC units	Diesel technicians that can provide the proper service and repair of diesel HVAC units is a constant request of area employers. The use of a simulator has proven to be an attention getter for students and potential students.	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.	92% of the students (11 out of 12) showed mastery in working on diesel HVAC units. This percentage of mastery surpasses the target and shows a significant increase from last year.	The interventions employed worked and will continue to be used in classes. The faculty will continue to 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.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Diesel Technology	2015	1	Students will improve learning related to the Diesel Technology program outcome '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. Using the Demo mode in the equipment to help students practice proper procedures was tried and might have helped students. However, there was not a significant change. More hands on use of the scanning tools will be implemented in future classes in the shop area. Last year 75% of the students passed the assessment.				
Instruction	Diesel Technology	2015	2	Establish and increase student mastery of Diesel HVAC units	Diesel technicians that can provide the proper service and repair of diesel HVAC units is a constant request of area employers. The use of a simulator has proven to be an attention getter for students and potential students.	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.		
Instruction	Economics	2013	1	Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'. Specifically, increase student unit-test scores before midterm to facilitate successful ECON 2301 & 2302 course completion.	The department believes that increased test performance early in the semester will improve the student's overall retention and progress toward degree completion.	Each faculty member teaching ECON 2301 & 2302 will model and reinforce at least two test taking strategies before the first exam is administered, and two additional strategies before each exam administered leading up to the midterm to help students better prepare for exams.	A successful outcome is an improvement of two percentage points from Exam 1 to Exam 2.	We saw an increase of 3.2% between Exam 1 and Exam 2 after modeling and reinforcing test taking strategies.	Department will keep the strategy for one more cycle to confirm improvements.
Instruction	Economics	2013	3	Students will improve learning related to the General Studies program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.	An engaging and relevant assignment (following the stock market) is likely to be helpful in developing students' critical thinking skills.	Students in ECON 2301 are required to make virtual investments, starting with \$100,000, choosing at least 3 different stocks. At the beginning of each semester, students must complete an information sheet with the details of the stocks they've chosen. This must be completed for each stock and for each transaction. The semester-long project is intended to build students' understanding of the stock market and the process of investing.	A quiz at the end of the semester will assess the effectiveness of the intervention. A score of 70% constitutes mastery. The target is that 80% of students will achieve this score.	96% of the students were able to identify, retrieve and interpret stock market data.	Stock market data retrieval and interpretation will be considered again during the next cycle to confirm improvements.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Economics	2014	1	Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate empirical and quantitative skills (E&Q)'. This is a benchmark year.		Students will be introduced to the interpretation of graphs, charts, and tables that show current trends in economics. Students will then be expected to make informed conclusions after analyzing the data.	A Department quiz will be implemented. 40% of students will score 80% or better.	We found student results exceeded expectations this benchmark year, 85% (315/370) of students scored 80% or better on the direct measure overall, including ECON 2301 & 2302. The numbers reported reflect the results from ECON 2301 only. ECON 2302 is not included in outcomes manager. The results for ECON 2301 are 258 mastering the outcome out of 300 or 86%.	We will continue to assess students abilities to make informed conclusions after analyzing data; graphs, charts, and tables that show current trends in economics. But, we will modify the assessment criteria from 40% of students to 50% of students will score 80% or better.
Instruction	Economics	2014	2	Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate critical thinking skills (CT)'.					
Instruction	Economics	2015	2	Students will improve learning related to the CORE outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends. This is a direct measure.		The Economics Department will continue to assess students' abilities to make informed conclusions after analyzing data; graphs, charts, and tables that show current trends in economics. However, based on the strong results from 2014-15, we will modify the assessment criteria from 40% of students to 50% of students will score 80% or better.	Department quiz: 50% of students will score 80% or better.		
Instruction	Education	2013	1	Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.		Develop personal educational philosophy by discussing essentialism, perennialism, social reconstructionism, and existentialism.			
Instruction	Education	2014	1	Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.		Develop personal educational philosophy by discussing essentialism, perennialism, social reconstructionism, and existentialism.			
Instruction	English	2013	1	Students will improve learning related to the General Studies program outcome 'Read, summarize, and critically interpret written materials'.	The Writing for Academic Success (WAS) initiative has identified critical thinking as an area in need of improvement.	Instructors will implement AVID strategy 5.5 (Marking the Text) and the AVID strategies introduced in the handout 'Writing and Drawing in the Margins'. These strategies are introduced and applied in class and students are given a handout containing steps to use as a reference in the future.	The departmental finals for Fall 2012 in the aforementioned classes contain questions that measure the effectiveness of the intervention. The finals are scanned into Prosper and exam items are linked to the General Education Outcome #1. Moreover, the WAS rubric that is used to score essays from a sample of the aforementioned classes' final exams is aligned to mastery of the outcome. This is first year of implementation, not beginning measurements.	Using the AVID 5.5 "Marking the Text" strategy in English 1301 strategies seems to have improved Gen. Ed. Outcome "Read, Summarize, and Critically Interpret Written Material" by 9% compared to last year's non-intervention results of 30% proficiency.	The use of annotation strategies are now instructor selected, no longer restricted to the AVID strategy 5.5 (Marking the Text)

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	English	2013	3	English 1302 students will improve thesis sentences and overall organization of the academic essay through the use of the formal thesis outline.	After evaluating the results and upon recommendation from the SWTJC Assessment Committee, the English faculty determined that English 1302 students need further assistance in creating clear, concise thesis sentences as well as organizing an academic essay.	English instructors will teach the formal thesis outline in both the fall and spring semesters. using the Keys for Writers text(pages 36-38).	The departmental end-of-course essays will be evaluated by the SWTJC Assessment Committee and the results viewed by the English Department. Both groups will be compared to determine if teaching the formal thesis outline does improve students' thesis sentences and overall organization.	Finding show slight improvement in understanding of the formal thesis outline. An increase of 8% is noted	Continued evaluation and implementation of additional resources will be considered in order to increase the success of students understanding of a formal thesis outline.
Instruction	English	2014	1	Improve student success and mastery of the components of a clear and concise essay	A clear and concise essay is an essential component of critical thinking and written communication.	Student /instructor conference, once before midterm, once after midterm. Discussion post (online classes) Portal discussions (DL)	Review of student scores on the final department essays using the written communication rubric Benchmark of 70% of students passing with a 70% or better	Results indicate a successful implementation of the intervention as the benchmark of 70% was achieved (81.1%) as indicated in the table above.	Discussions will be had to move the intervention to practice for the department given its success. Additional in class activities will be discussed to tie in the new core curriculum objectives and improve those outcomes as part of a new UAP. Improving critical thinking as well as written communication will continually be examined to improve student learning as a cornerstone of the English department. Building on the data provide by this UAP will be expanded upon in future departmental meetings dealing with the UAP for 2015-2016..
Instruction	English	2014	2	Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate critical thinking skills (CT)'.					
Instruction	English	2015	2	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. Instructors will update at least 1 essay prompt to include the keywords from the critical reading questions (speaker, purpose, context) that will be used in the final exam essay.	Last year's Unit Action Plan results indicate that conferences with students during the writing process result in improved student writing, so conferencing has become an English Dept. best practice. This year, we have an institution-wide emphasis on improving Critical Thinking based on last year's assessment summit linked to Core Curriculum outcome results.	Instructors will use a set of critical thinking questions twice during the semester to evaluate student comprehension. Additionally, instructors will update 1 essay prompt within their course to use the keywords from those critical thinking questions (speaker, context, purpose) to provide further preparation for assessment.	The departmental final exam essay will be updated to evaluate the critical thinking keywords (speaker, purpose, context). Student mastery will be set at 70% of students mastering (70% or better) the critical thinking essay question.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	ESL	2013	1	Students will improve learning related to the ESL program outcome 'Demonstrate the ability to comprehend texts that are conceptually or linguistically complex'.	Reading across the curriculum is a fundamental component of successful ESL programs. This ties into vocabulary in context.	Our new ESLR 0303 final exam will be made trackable through prosper effective Fall 2013. The written section of this exam will tie directly to this component. Data will be tracked and analyzed for a minimum of three years.	Newly prosper formatted ESLR 0303 course Final Exam.	As 0 out of 21 total students were able to meet the mastery mark of 75% on the objective questions in the ESLR 0303 final exam, further reflection is needed on the target mark of 75% for the indication of mastery. 6 of 21 students scored above 65%.	The ESL program will closely analyze how objective 4 is taught throughout the semester, in order to see if the preparation for this objective may have been a causal factor in the overall program underperformance on this objective.
Instruction	ESL	2013	2	Students will improve learning related to the ESL program outcome 'Demonstrate a sophisticated range of vocabulary'.	Revised vocabulary notebook interventions must be assessed for their potential to benefit the student.	Continue tracking ESLW 0202 Final Exam data, measuring the correlation between interventions in instructional methods and final data results. Additionally, incorporate ESLR 0303 final exam data beginning Fall 2013.	ESLR 0303 and ESLW 0202 Final Exams (Prosper)	Data indicates that an insufficient number of students are achieving mastery on the objective on their reading objective. However, on the writing assessment, students scored at a mastery level at 41%, which measures the same outcome.	The program will analyze the methods used to directly teach this objective in the ESLW 0202 and ESLR 0303 class respectively to see if there is a trend moving forward that shows similar disparity between success rates on this objective between the two courses.
Instruction	ESL	2013	3	A minimum of 80% of 1st year ESL students will persist from the Fall to Spring semester.	It is chiefly important that the ESL program shifts its focus from the establishment of the ESL program to ensuring the success of each student within the ESL program.	Increased focus on student success, which will be done through the establishment of classroom culture focused on validation theory's concepts of valuing and nurturing what each individual student brings to the classroom.	Persistence data between fall and spring semesters	The ESL program was able to meet its persistence goals from fall to spring for the 2013 ESL student cohort.	We will continue to monitor this statistic, while also seeking to gauge ESL program students' year 1 to year 2 persistence rates moving forward.
Instruction	Fine Arts	2013	1	Students will improve learning related to the General Studies program outcome 'Recognize broad historical, cultural, social, political and scientific perspectives'.		In various fine arts classes, students will experience and analyze works of art or music and respond with personal viewpoints in class discussion and/or journals.	Students' knowledge about works of art or music will be assessed with a pre-test and post-test. An overall improvement from pre- to post-test of 50% will be considered mastery for a particular class.	Students in Art History improved in general but show weaknesses in certain periods, specifically, during the Medieval art chapters. Music students show a weakness in general on knowledge of the Baroque period in Music.	Instructors will spend more time on these two periods of Art History and Music, respectively. Note: Arts 1301 was not tested. ARTS 1301 not reported this year.
Instruction	Fine Arts	2013	2	Students will improve learning related to the General Studies program outcome 'Value artistic expression'.	Assessments indicate that improvement and a more complete assessment is needed. The survey used in the past will be modified and complemented by another assessment method that is more direct than a survey.	Students will hold class discussions on work of art or music that foster a better understanding of art and music. Students will art exhibits or concerts/musical events or theatre.	Scantron-type survey that measures students' attitudes towards the fine art, before and after the course.	Survey was used and collected in Music and Art History classes. However, the results were not attainable this year because of a technical malfunction with the Survey Scanner in the Institutional Research office. UNABLE TO SCAN RESULTS. However, a few classes from Art History were scored manually and the results were that 78% of those students mastered the outcome.	The department is considering moving the survey to electronic format if possible, for future assessment. Possibility of using the Survey Tool on the Portal will be discussed by the department.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Fine Arts	2013	3	Students in fine arts will improve their writing skills.	In order for SWTJC to achieve success points, more students must perform well in writing exercises. Writing was chosen as an intervention in an effort to support writing across the curriculum and help improve critical thinking skills of SWTJC students.	Students in various fine arts classes will be assigned a comparison/contrast essay on works of art and/or music.	A rubric for a writing assignment will be used to collect data. The rubric will be used to assess the last writing assignment of each reporting class. This method is a direct measure of student improvement. Mastery will be set at 75%. The rubric will be used on the last writing assignment of the semester in each class required to report data.	Students will need help with writing essays since many had simple errors in the writing. Others suffered in that their ideas were not organized well. Many need help with Thesis statement development.	Students will be advised to seek help at the writing center to improve writing skills and improve scores on their essays. An outline and a rough draft will be required from each student.
Instruction	Fine Arts	2014	1	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. Aurally recognize the basic elements of listening (melody, harmony, rhythm, form, and tone color). Demonstrate and acquire a working knowledge of the language/vocabulary of art.		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.	Assessment will be based on 10 Final Exam embedded questions with responses to a work of art or music composition. 60% of students will score 70% or above.	The target of 60% of students scoring 70 or above was met with the results indicating that 73.6% of students mastered the objective. The strategies/methods used this year will be kept for next year's UAP.	Based on the results, the department will keep the objective; however, the department will increase the target from 60% to 75% for the 2015-16 cycle. The department will also look at other potential outcomes to address in the courses that will improve student learning. Potential interventions done in year 2014-15 will be moved from intervention to practice while the department looks to explore additional interventions to implement and expand the UAP to improve student learning.
Instruction	General Studies	2014	1	Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate critical thinking skills (CT)'.					
Instruction	General Studies	2014	2	Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate communication skills (Comm)'.					
Instruction	General Studies	2014	3	Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate empirical and quantitative skills (E&Q)'.					

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	General Studies	2014	4	Students will improve learning related to the General Studies (2014 Core) program outcome 'Work effectively in a team (Team)'. 	With the state change in CORE to 42 hours, the state also prescribed assessment criteria.		Utilize artifacts from the Fall 2014 semester - ARTS1301. Artifacts will be assessed by a team of raters using the LEAP Value Rubric for Teamwork. A 2 or better on the overall artifact score (0-4) will indicate mastery.	A total of two artifacts were each assessed twice by a team of raters using the LEAP Value Rubric for Teamwork. Regarding the overall outcome, Successful students achieved a 2 or better on the overall artifact score. One student was successful, while one student was unsuccessful overall. By criterion, the most successful area was Contributes to Team Meetings with both students scoring a two or greater. The areas in greatest need were Individual Contributions Outside of Team Meetings, Fosters Constructive Team Climate and Responds to Conflict. Neither student proved successful in these areas.	
Instruction	General Studies	2014	5	Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate personal responsibility (PR)'. 	With the state change in CORE to 42 hours, the state also prescribed assessment criteria.		Artifacts from the Fall 2014 semester, ENGL2322, ENGL2323, 2327, 2332, GOVT2305, 2306, HIST1301, HIST1302, HUMA1301 will be assessed by a team of raters using the LEAP Value Rubric for Personal Responsibility. A 2 or better on the overall artifact score (0-4) will indicate mastery.	Utilizing artifacts from the Fall 2014 semester, ENGL2322, ENGL2323, 2327, 2332, GOVT2305, 2306, HIST1301, HIST1302, HUMA1301 underwent the assessment process. A total of forty-eight artifacts were each assessed twice by a team of raters using the LEAP Value Rubric for Personal Responsibility & Ethical Reasoning. Regarding the overall outcome, Successful students achieved a 2 or better on the overall artifact score. Twenty-nine point two percent of students were successful, while seventy point nine percent of students were unsuccessful overall. By criterion, the most successful area was Ethical Self-Awareness with thirty-seven point five percent of students scoring a two or greater. The areas in greatest need were Application of Ethical Perspective/Concepts and Evaluation of Different Ethical Perspectives/Concepts. These areas indicated a success rate of eighteen point eight and twenty-three percent respectively.	

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	General Studies	2014	6	Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate social responsibility (SR)'. 	With the state change in CORE to 42 hours, the state also prescribed assessment criteria.		Artifacts from the Fall 2014 semester, ARTS 1301, ECON2301, ENGL2323, 2327, 2332, GOVT2305, 2306, HIST1301, HUMA1301, PHIL1301 and SOCI1301 will be assessed by a team of raters using the LEAP Value Rubric for Social Responsibility. A 2 or better on the overall artifact score (0-4) will indicate mastery.	Utilizing artifacts from the Fall 2014 semester, ARTS 1301, ECON2301, ENGL2323, 2327, 2332, GOVT2305, 2306, HIST1301, HUMA1301, PHIL1301 and SOCI1301 underwent the assessment process. A total of twenty-three artifacts were each assessed twice by a team of raters using the LEAP Value Rubric for Social Responsibility, Civic Engagement. Regarding the overall outcome, Successful students achieved a 2 or better on the overall artifact score. Forty-three point five percent of students were successful, while fifty-six point five percent of students were unsuccessful overall. By criterion, the most successful area was Civic Contexts/Structures with fifty-two point two percent of students scoring a two or greater. The areas in greatest need were Analysis of Knowledge and Civic Action and Reflection, each of these two areas indicated a success rate of thirty-four point seven percent.	
Instruction	General Studies	2015	1	Demonstrate critical thinking skills (CT)					
Instruction	General Studies	2015	2	Demonstrate communication skills (Comm)					
Instruction	General Studies	2015	3	Demonstrate empirical and quantitative skills (E&Q)					

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	General Studies	2015	4	Work effectively in a team (Team)					
Instruction	General Studies	2015	5	Demonstrate personal responsibility (PR)					
Instruction	General Studies	2015	6	Demonstrate social responsibility (SR)					
Instruction	Government	2013	1	Students will improve learning related to the General Studies program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.		A comprehensive examination will be given at the end of the semester. This exam will cover all the outcomes that our department needs to address.	The government department created a comprehensive departmental examination made up of 50 questions. These questions matched the Outcomes that our dept. needs to address. The Proficiency that we set was 75%. When the exam was administered by 3 instructors the end results was an average of 75% proficiency.	Dept Chair DB started with the 40 question final produced during the 2012-2013 college year (Project 5). That final had included an essay which had been included based on QEP demands. During Fall 2013, DB rewrote the final. The 40 questions remained, but the essay was removed from the final and added to the State Core assignments, which now collectively comprise Project 6. To create an even number point value, DB pulled 10 more multiple choice questions from the question pool submitted by faculty during the creation of the original final. The 50 question test could then be easily programed into Prosper. For the Fall 2013 semester, DB piloted the 50 question final while the remaining faculty administered the 40 question plus essay final approved during the 2012-2013 college year. Seeing no significant problems, Chair DB distributed the	All projects will be mandatory for all faculty, including the adjunct, the high school employed, on site, video conferenced, and online. The bottom line is that Govt Dept is ready for the 2014-2015 college year with our departmental finals and State Core assignments. For details of the State Core assignments, turn the page and continue with Project 6.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Ins								proposed 50 question final to the full-time faculty at the beginning of Spring 2014 along with the State Core assignments from Project 6. The full-time faculty agreed to incorporate the 2306 Dept Final and (2305 & 2306) State Core assignments into their Spring 2014 classes. Exact point values or percentages were not required this semester though they will be in 2014-2015. The faculty will debug the all these assignments so the Dept is ready to implement all during the 2014-2015 college year, the State mandated deadline for State Core.	
uction	Government	2013	2	Students will improve learning related to the General Studies program outcome 'Recognize broad historical, cultural, social, political and scientific perspectives'.		A comprehensive examination will be given at the end of the semester. This exam will cover all the outcomes that our department needs to address.	Departmental Prosper Exam and essay.	Dept Chair DB started with the 40 question final produced during the 2012-2013 college year (Project 5). That final had included an essay which had been included based on QEP demands. During Fall 2013, DB rewrote the final. The 40 questions remained, but the essay was removed from the final and added to the State Core assignments, which now collectively comprise Project 6. To create an even number point value, DB pulled 10 more multiple choice questions from the question pool submitted by faculty during the creation of the original final. The 50 question test could then be easily programed into Prosper. For the Fall 2013 semester, DB piloted the 50 question final while the remaining faculty administered the 40 question plus essay final approved during the 2012-2013 college year. Seeing no significant problems, Chair DB distributed the proposed 50 question final	All projects will be mandatory for all faculty, including the adjunct, the high school employed, on site, video conferenced, and online. The bottom line is that Govt Dept is ready for the 2014-2015 college year with our departmental finals and State Core assignments. For details of the State Core assignments, turn the page and continue with Project 6.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Inst								to the full-time faculty at the beginning of Spring 2014 along with the State Core assignments from Project 6. The full-time faculty agreed to incorporate the 2306 Dept Final and (2305 & 2306) State Core assignments into their Spring 2014 classes. Exact point values or percentages were not required this semester though they will be in 2014-2015. The faculty will debug the all these assignments so the Dept is ready to implement all during the 2014-2015 college year, the State mandated deadline for State Core.	
Instruction	Government	2014	1	Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government and the Texas State Government. (based on course outcome #4, respectively)		Students will be introduced to the three branches of US Government (GOVT 2305) and the three branches of Texas Government (2306) through the use of lectures, class discussion, group activities, individual assignments and/or technology based activities.	2305: Ten (10) embedded questions on the Final Exam that focus on students' knowledge of the three branches of the federal government. 2306: Ten (10) embedded questions on the Final Exam that focus on student's knowledge of the three branches of the Texas government.	Government 2305 UAP Narrative 2014-2015 Mastery was achieved at 57%. Therefore, the mastery level will be increased to 60% to reflect the continued emphasis on the three branches of the federal government. GOVT. 2306 Mastery was not achieved in Fall or Spring semesters. The target mastery level will remain at 50%.	GOVT 2305: The mastery level will be increased to 60% to reflect the continued emphasis on the three branches of the federal government. Government department Lib Guides will continue to be updated with information on this subject as well as continued instructor intervention to emphasis the importance of this topic. GOVT 2306: Government department Lib Guides will continue to be updated with information on this subject. Additionally, instructors will emphasis the importance of this topic via videos, lecture, class materials, etc. Government instructors will share best practices and useful material via the Government Department Outlook group in order to access additional information regarding this topic. Mastery level will remain at 50%. OUTCOME ACHEIVED in 2305, but not in 2306.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Government	2015	1	Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306). (based on course outcome #4, respectively)		Students will be introduced to the three branches of US Government (GOVT 2305) and the three branches of Texas Government (2306) through the use of lectures, class discussion, group activities, individual assignments and/or technology based activities.	305: Ten (10) multiple choice questions that focus on student's knowledge of the three branches of the federal government. 2306: Ten (10) multiple choice questions that focus on student's knowledge of the three branches of the Texas government. Data will be collected via Prosper or Campus Crusier assignment. 2305: 60% or more of total students will correctly answer 70% or more of assessed questions. 2306: 50% or more of total students will correctly answer 70% or more of assessed questions.		
Instruction	History	2013	1	Students will improve learning related to the General Studies program outcome 'Read, summarize, and critically interpret written materials'.	To ensure progress the Department will continue to emphasize writing in all 1301 and 1302 courses.	Department members will continue to emphasize writing throughout all courses	Department members will incorporate writing tasks in 1301 and 1302 assignments, in class task, quizzes or exams. The department common final will focus on student responses to historical documents to evaluate their writing skills using a standardized rubric.	A review of 2013-2014 test results show an increase from previous academic year (66% to 73%).	The Department may opt to review a collection of previous findings to aid in possible test modifications. The Common Final Exam was last modified prior to Fall 2014 to reflect the currently adopted textbook.
Instruction	History	2013	3	Students will improve learning related to the General Studies program outcome 'Recognize broad historical, cultural, social, political and scientific perspectives'.		Each faculty member will have students read material besides the department textbook. The goal is to emphasize critical reading skills.	Faculty members will assess students either through quizzes or imbedded exam questions	An increase in student mastery is seen in both History 1301 and 1302. An increase is seen for in the Gen Ed outcome for the institution overall as well.	For academic year 2013-2014, the Common Department Final shifted from select testing application to whole department testing. Finding sound conclusion is challenging to interpret since there is drastic difference in the number of students tested between both academic annual schedule. The 2014-2015 will provide a large body of evidence for analysis. It may be prudent postponing a more thorough review of results and exam until a comparable number of students are tested this year. Major changes to the assessment of the Gen Ed are in planning stages based on new curriculum.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	History	2014	1	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.	Evaluation will be based on 10 embedded questions on the Final Exam responding to a historical passage/article/essay. Data will be collected via Prosper. 50% or more of total students will correctly answer 70% or more of assessed questions.	Fall 2014 History 1301 Assessed 984 Proficiency 755 = 77% History 1302 Assessed 279 Proficiency 245 = 88% Spring 2015 History 1301 Assessed 296 Proficiency 207 = 70% History 1302 Assessed 848 Proficiency 792 = 93% Proficiency target should be increased for 2015-2016	Keep the same objective in order to track improvement from one year to the next. Due to exceeding target expectations the new target proficiency will increase from 50% to 75%. Data will be collected via Portal.
Instruction	History	2015	1	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.	Evaluation will be based on responses to questions embedded into the Social Responsibility Core Assignment. Data will be collected via Portal. 70% or more of total students will score 70% or higher on assessed questions.		
Instruction	Humanities	2013	1	Improve writing readiness of students in PHIL 2306.	Writing readiness is an important component of a college education and a vital life skill.	In-class essays will be assigned weekly in PHIL 2306 (Fall 2013). Students will be asked to relate the ideas of the philosophers being studied to their own personal beliefs. This is intended in part to help engage students in the remote class sections, and in part to help students become more skilled in writing.	Essays will be scored on a 10-point scale and will account for a total of 15% of the PHIL 2306 grade; 8 out of 10 constitutes mastery. The course completion rate (with a C or better) for PHIL 2306 will be an additional measure.	Mastery was achieved for the essays. Course completion was not achieved, and will be reviewed.	The process is success however, faculty will develop more questions so that that essay will include factual statements/explanation as well as personal opinion. Development of a rubric would be helpful as well and will be considered
Instruction	Humanities	2013	2	Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills'.		The Group Utopia project requires HUMA 1301 students in fall 2013 to work in student-selected teams to pose solutions to the social problems discussed in our course and thereby create an idyllic society. The final product is a group presentation.	Team review after the project allows each team member to evaluate their own work in the team and the work of their teammates on a 1-10 scale for effective participation. Further, the instructor and the other teams assess the presentation, and the instructor also assesses and team participation on the scale of 1-10. Mastery is defined as an overall score of 80%.	The project, group evaluation, and intervention were successful because we met our targeted 80% of mastery for both outcomes. Using multiple checkpoints within the group work time to make individuals accountable not only to their teammates but to the instructor for a part of their grade was appropriate motivation to create cohesive teamwork.	No changes needed at this time. This project and this approach to group work have been an embedded part of the HUMA 1301 course I teach, and I use the team evaluations as part of each student's grade so that a level of individual accountability within the group is emphasized. Using multiple graded checkpoints and conferencing throughout the group work process has proven an effective way to assure that each team member recognizes the importance of their contributions to the larger group.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Humanities	2013	3	Students will improve learning related to the General Studies program outcome 'Communicate effectively both in oral and written form'.		In ENGL 23XX (all sophomore literature courses) (Fall 2013 & Spring 2014), the instructors will implement: (1) for online sections only: an online message board related to class assignments; and (2) for face-to-face sections: a student-instructor conference to review student performance.	Percent of students completing the course successfully (A, B, or C). percent of students participating in the message boards and/or student-instructor conferences.	Targets were met for two out of the three outcomes.	Target a specific writing assignment, for example, the end of course essay, to better evaluate and measure a student's writing success and/or progress.
Instruction	Humanities	2014	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.	Improving critical thinking skills will improve overall performance in the course. Each project is based on reading comprehension that scaffolds into synthesizing divergent views to form cohesive student arguments with meaningful connection to student experiences.	Before the assessment essay, students will answer Critical Analysis questions individually based on assign reading to verify comprehension of text and receive individualized feedback to address weaknesses	A comparison/contrast essay examining 2 world religions will address questions of context, purpose, and main idea. Students who score 70 or higher on the essay will show a mastery of Critical Thinking. 70% of students will be the benchmark	Findings indicate an improved understand, but fell just short of the benchmark of 70% as indicated in the table above.	The humanities department will continue to explore additional changed to the intervention that will help increase student success. Continued work with writing and critical thinking for the components of the essay will be examined during department meetings and will help in formulating a new UAP for next year to improve upon the results achieved this year.
Instruction	Humanities	2015	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.	Institution-wide assessment of Core Curriculum outcomes as well as the results from 2014-2015 Unit Action Plan assessment indicate that improvement is needed in this program outcome. In addition, improving critical thinking skills will improve overall performance in the course. Each project is based on reading comprehension that scaffolds into synthesizing divergent views to form cohesive student arguments with meaningful connection to student experiences.	Before the assessment essay, students will answer Critical Analysis questions individually based on assigned reading to verify comprehension of text and receive individualized feedback to address weaknesses. Additionally, students will use a pre-writing chart to help organize their answers to those critical thinking questions in preparation for their essay.	A comparison/contrast essay examining 2 world religions will address questions of context, purpose, and main idea. Students who score 70 or higher on the essay will show a mastery of Critical Thinking. 70% of students will be the benchmark		
Instruction	Law Enforcement Academy	2013	1	No UAP was entered for 2013-2014 year, due to coordinator not being notified that this process must be done.			State Exam	98 students enrolled in Basic Peace Officer Certification. 13 were dismissed due to academic violations. 85 took state exam and passed.	New Coordinator will implement UAP for 2014-2015.
Instruction	Law Enforcement Academy	2014	1	The cadets will demonstrate mastery (85%) on the end of course endorsement exam.	The endorsement exam has been a great assessment tool for past academies. Students that pass the endorsement exam, pass the Texas Commission on Law Enforcement (TCOLE) state exam on their first attempt and enter the workforce quicker.	Instructors will give weekly exams to provide information on student progress and mastery. Use of student created flash cards will facilitate preparation for the endorsement exam.	A 250 question SWTJC Middle Rio Grande Law Enforcement Academy (MRGLEA) endorsement exam will be given and grades of 85 or better will be considered mastery.	100 percent of the cadets who took the endorsement exam showed mastery on the curriculum. Further results show that 100% passed the Basic Peace Officer license state exam (TCOLE).	The department will continue to use the current interventions implemented for future academies.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Management	2013	1	Graduates of the management program will transfer to universities at a higher rate than in the past.	Program revisions were required to reduce the management AAS from 62 to 60 hours in accordance with state mandates. These revisions as proposed will place more emphasis on employment seeking and workplace competencies.	The management AAS is being revised from 62 to 60 semester hours. The revisions consisted of: (1) deleted one 3-hour technical elective, reducing the program to 59 hours; and (2) changed BMGT 2383 with a work component of 15 hours to BMGT 2483 (4 hours) and increased the work component from 15 to 22 work hours. The additional course hour requires more academic effort in cooperative education, including the requirement for each fourth-semester student to develop a resume and a job application that will be appended to the required written assignment.	Number of management graduates transferring to a university.	The management program prepares individuals to enter the workplace or to advance their current career successfully. Students are getting a goal to complete the program, which they do. However, they need to re-set their goals to an even higher education level.	Emphasis needs to be placed on the importance of higher education. Counseling students to pursue transferring to senior college and universities will take place.
Instruction	Management	2013	2	Students will improve learning related to the Management program outcome 'Utilize problem solving and decision making skills'.	Program revisions were required to reduce the management AAS from 62 to 60 hours in accordance with state mandates. These revisions as proposed will place more emphasis on employment seeking and workplace competencies.	The management AAS is being revised from 62 to 60 semester hours. The revisions consisted of: (1) deleted one 3-hour technical elective, reducing the program to 59 hours; and (2) changed BMGT 2383 with a work component of 15 hours to BMGT 2483 (4 hours) and increased the work component from 15 to 22 work hours. The additional course hour requires more academic effort in cooperative education, including advanced practice in problem-solving and decision making which will enhance practical application at the workplace.	Performance evaluation in the workplace by supervisor 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 initiative has been achieved. The process will be a continuing element of the AAS Management degree program.	This process will be a continuing element of the AAS Management degree program. Continuous refinement in this area in necessary.
Instruction	Management	2013	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 at 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 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.	The findings on the established initiative were achieved. Students were not aware of the elements to enter into a job description. Emphasis was placed on written assignments. Students responded to the intervention of classroom requirements and these initiatives are deemed to be adequate.	Based on the outcome, continuance will be carried over into the next 2014-2015 year
Instruction	Management	2014	1	Students will improve learning related to the Management program outcome 'Exhibit successful workplace behaviors.'					

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Management	2014	2	Students will improve learning related to the Management program outcome 'Utilize problem solving and decision making skills'.	Program revisions were required to reduce the management AAS from 62 to 60 hours in accordance with state mandates. These revisions as proposed will place more emphasis on employment seeking and workplace competencies.	The management AAS is being revised from 62 to 60 semester hours. The revisions consisted of: (1) deleted one 3-hour technical elective, reducing the program to 59 hours; and (2) changed BMGT 2383 with a work component of 15 hours to BMGT 2483 (4 hours) and increased the work component from 15 to 22 work hours. The additional course hour requires more academic effort in cooperative education, including advanced practice in problem-solving and decision making which will enhance practical application at the workplace.	Performance evaluation in the workplace by supervisor 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.		
Instruction	Management	2014	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 at 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 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.		
Instruction	Management	2015	1	Students will improve learning related to the Management program outcome 'Exhibit successful workplace behaviors'.					
Instruction	Management	2015	2	Students will improve learning related to the Management program outcome 'Utilize problem solving and decision making skills'.	Program revisions were required to reduce the management AAS from 62 to 60 hours in accordance with state mandates. These revisions as proposed will place more emphasis on employment seeking and workplace competencies.	The management AAS is being revised from 62 to 60 semester hours. The revisions consisted of: (1) deleted one 3-hour technical elective, reducing the program to 59 hours; and (2) changed BMGT 2383 with a work component of 15 hours to BMGT 2483 (4 hours) and increased the work component from 15 to 22 work hours. The additional course hour requires more academic effort in cooperative education, including advanced practice in problem-solving and decision making which will enhance practical application at the workplace.	Performance evaluation in the workplace by supervisor 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.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Management	2015	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 at 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 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.		
Instruction	Mathematics	2013	1	To improve student abilities in problem solving.	To improve student abilities in the area of problem solving. Students will be provided with application problems specific to their course topics at various points throughout the semester. This extra emphasis should provide students with more exposure to the type of challenge questions that they should be able to complete.	Utilizing our new online course platform, students will be required to take timed, online quizzes related to problem solving. This is to increase student online interaction and give both reviews and test-taking practice in the area of problem solving. Faculty will provide online quizzes for students on a regular bi-weekly basis. These quizzes will be associated with problem solving for particular sections or chapters.	Quizzes will be graded online for students and feedback given by the instructor to improve performance. Final success measure will be determined by success on embedded related questions on final exam.	Findings in the table above indicate a slight (3%) improvement although unable to come near target.	The math department will continue to meet and modify the UAP to reflect additional changes to intervention to improve UAP outcomes for problem solving skills. Department meetings will work on developing interventions that will benefit students and assist them in overcoming issues pertaining to problem solving skills.
Instruction	Mathematics	2013	2	To improve student successful course completion in all levels of math instruction.	Students will attempt and complete practice exercises if they are assigned and graded on a regular basis. This will allow both students and instructors to fully utilize the online course platform and their resources for instruction.	Instructors will grade a minimum of 8 assignments per semester to provide more consistent feedback for student progress on out of class assignments.	Utilizing mymathlab instructors can assign and evaluate student work on a regular basis. This can include but is not limited to homework, quizzes and/or practice tests. In-class assessments will still be the method for determining the test portion of the class grade.	There was a slight improvement in student success as indicated in the table above. Statistical analysis will indicate whether significant improvement took place.	Improving the Dev Ed success pipeline will continue to be examined, perhaps in more detail as the new divisions are created and Dev Ed becomes its own division, instructors in those areas will be able to more closely examine interventions that will impact students success in greater detail as they form a separate department.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Mathematics	2014	1	Increase Student Understanding and ability to successfully complete problem solving scenarios and questions	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.	Students will be given the opportunity to participate in review sessions to be given outside of class during offices hours. Review sessions will be given throughout the semester with at least two different options for meeting times.	Embedded questions on the comprehensive final exam will be administered. Benchmark of 70% of students will score a 70% or better	Findings in the table above indicate students fell well below benchmark of 70% or better (46.57%). Improvement was made throughout the year and should be examined with the use of results below	Continued discussion on improving the UAP and the intervention will take place within the department. It should be noted that for the most part, instructors reported overall scores, but one instructor reported differences in those that attended the review sessions with results of 100% of students that attended review sessions obtaining a D (60%, average score of 75.5%) or better, and 75% of the students attending the review sessions a 70% (C) or better. This will also be taken into consideration as we attempt to identify ways of having more students attend the review sessions and collect data on those numbers.
Instruction	Philosophy	2013	1	Students will improve learning related to the Philosophy General Studies outcome 'Communicate effectively in written form'.	It is important for students to develop their critical thinking skills expressed in writing.	In class essays will be assigned weekly in PHIL 2306. Students will be asked to relate the ideas of the philosophers being studied to their own personal beliefs. This is intended in part to help engage students in the remote class sections, and in part to help students become more skilled in writing. Instructor led discussions should promote critical thinking and active learning in the classroom.	Essays will be scored on a 10-point scale and will account for a total of 15% of the PHIL 2306 grade; 8 out of 10 constitutes mastery.	88% of students scored 8 of 10 on the assigned essays.	The essay process was successful, however, an adjustment for the 2014-15 will be to include facts and data in the essays to move the writing beyond a personal opinion. Development of a scoring rubric would benefit students as well and will be considered.
Instruction	Philosophy	2014	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	Video presentation and discussion. To use an presentation rubric designed by instructor.	The results show that students fell just below the benchmark of 70%	A review of potential interventions to improve students abilities to write persuasive essays will extend beyond what has previously been done. Documentation of students meetings along with a more detail rubric will be explored. Incorporation of more in class discussion of a persuasive argument along with examples will also be examined for implementation of a new UAP.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Physical Education	2013	1	Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills.'	Assessments indicate that improvement is needed in this program outcome by allowing Instructor flexibility to determine collaborative group project based on individual course subject. Working collaboratively within a group may bring rates of success for individual students. Working together may bring a sense of "needing to be a part", which produces a more conscientious effort towards completing an academic assignment. The Kinesiology Dept. feels this group activity provides encouragement, support, and motivation from peers.	All Activity Classes (KINE 1100-2110) will be required to complete a Concept Briefing related to course section. The assignment will be performed in groups of 2-3 students--(determined by individual instructors). Groups will research a Fitness Concept---(Collaborative topic assigned to each group) related to individual course section and complete a one page summary using the rubric indicated by the instructor. (Basic requirements include: 2 resources minimum, group collaboration, oral presentation). The range of topics can be from wellness, fitness components, sport specific skills, aerobic conditioning strategies, or a topic under the umbrella of health, physical education, or diet/nutrition.	The means of assessment is a hybrid rubric accounting for: 1. Completion of assignment on day assigned. 2. One page summary. 3 Two reference source. 4. Oral presentation. 5. Content relevancy. The rubric will be based on a point system indicating the criteria needed to receive the highest score possible. Rubric will be based on 10pts.	Based on the Fitness Rubric an increase in mastery from 81% to 86% KINE Physical Activity classes demonstrated group collaboration during Fitness Analysis presentations. Students demonstrated and articulated joint effort in presentation and written communication of the assignment.	For future assignments it is the recommendation of the Kinesiology Department to modify this assignment to accommodate individual grades within the group project. Students will submit individual fitness improvements and analysis based on participation in a Physical Activities class. KINE classes were assigned Gen Ed Outcome #9, not #4 Therefore, these classes were not included in Outcomes Manager as part of the listed courses for General Ed Core #4. In addition, Outcome #4 had a 0% reporting from any other courses. Therefore, a score of "0" is recorded in the ending results overall for Gen Ed Outcome #4.
Instruction	Physical Education	2013	2	Students will improve learning related to the General Studies program outcome 'Seek out and engage in health, wellness and lifelong learning experiences'.	The Kinesiology 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 Kinesiology Dept. believes if a student can have success within the semester, it may allow them to continue their physical efforts for a lifetime.	A pre-test of skills based on the specificity of class, weights and conditioning, swimming, outdoor education, ect, will be administered early in the semester. Based on the results of the pre-test students will be required to create an individualized fitness journal of daily activities. Students chart daily workouts and fitness concepts each week. An example used in a Weights/Conditioning class is to assess the number of push-ups, sit-ups, or body weight squats by recording information (5x20 set), then administer a post-test at the end of semester. Classes that are more skill related may pre-test a specific skill, ie Volleyball could measure serves, passing, bodyweight squats or outdoor ed.-knots.	At the end of the semester, a post test is administered. A generic count of successful attempts for each student will be the assessment method. The Kinesiology Department encourages students to compare themselves against themselves. A student who has success for an event, may wish to continue the event because of its psychological feeling of accomplishment. It is the Kinesiology Departmental goal to have 80% of the students achieving improvement on the post test.	Pre and post assessment results, 79% to 88%, indicate improvement in students who participated daily and attended exercise session on a regular bases. (students who had good attendance scored higher on post assessment fitness test.) Regular attendance and active participation in Physical Activity classes allows the student to improve on overall health and wellness.	Overall results indicate improvement in physical fitness levels to those demonstrating active participation in class activities. Collection of data from pre and post test give students a measurement to when developing an analysis of overall fitness. Discuss after pretest the need for regular attendance and participation in improving overall health and wellness.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Physical Education	2014	1	<p>Students will improve learning related to the General Studies (2014 Core) program outcome 'Demonstrate critical thinking skills (CT)'.</p> <p>For future assignments it is the recommendation of the Kinesiology Department to modify this assignment to accommodate individual grades within the group project. Students will submit individual fitness improvements and analysis based on participation in a Physical Activities class.</p> <p>KINE classes were assigned Gen Ed Outcome #9, not #4</p> <p>Therefore, these classes were not included in Outcomes Manager as part of the listed courses for General Ed Core #4. In addition, Outcome #4 had a 0% reporting from any other courses. Therefore, a score of "0" is recorded in the ending results overall for Gen Ed Outcome #4.</p>		<p>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. Discuss after pretest the need for regular attendance and participation in improving overall health and wellness.</p> <p>For future assignments it is the recommendation of the Kinesiology Department to modify this assignment to accommodate individual grades within the group project. Students will submit individual fitness improvements and analysis based on participation in a Physical Activities class.</p> <p>KINE classes were assigned Gen Ed Outcome #9, not #4</p> <p>Therefore, these classes were not included in Outcomes Manager as part of the listed courses for General Ed Core #4. In addition, Outcome #4 had a 0% reporting from any other courses. Therefore, a score of "0" is recorded in the ending results overall for Gen Ed Outcome #4.</p>	<p>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. 80% of students will show improvements in POST-TEST scores based on their individual PRE-TEST score.</p>	<p>Scores indicate that 92% of students who actively participated in Physical Education activities demonstrated an increased level of fitness based on the success scores posted from Pre-Fitness test and Post-Fitness Test assessments. 92% is a 5% increase from last year's scores of 88%.</p>	<p>Based on continued increase in assessment scores over the past two years the Physical Education Department will administer an added increase to student performance in Physical Activities by 5%. Next year the Physical Education Department will work to maintain 90% of students increasing Fitness levels using Pre-Test Fitness Skills assessment and Post-Test Fitness Skills assessment.</p>

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Physical Education	2015	1	90% of Physical Education student's will increase their fitness levels and awareness for physical activity through active participation in physical activities by measuring pre and post fitness skill levels.		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		
Instruction	Physical Education	2015	2	Students will increase their awareness and appreciation for physical activity.	A need exists for students to recognize their own outcomes through participation in physical activity	Students will be introduced to the principles of physical fitness through group and individual activities, interval training, progression and adaptation of hands on class participation exercise sessions.	Physical Education Survey analysis' documented score results of student's change in attitude towards Physical Education based on students responses to personal experiences in physical activity. Student survey will be implemented at the end of each semester. 30% of students surveyed will score an average of 4 or better on a scale of 1-5. Survey Questions: 1. This course inspired me to participate in physical fitness activities as a way to maintain a healthy lifestyle. 2. This course inspired me to encourage others on the benefits of implementing physical fitness into daily lifestyles. 3. This course gave me a new perspective into different way physical exercise can impact me both physically and mentally. 4. This course encouraged me to achieve individual fitness improvements. 5. This course has increased my awareness		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
							and appreciation for physical fitness and exercise. 6. As a result of this course, I now value the importance of adding regular exercise to my daily activities.		
Instruction	Psychology	2013	1	Students will improve learning related to the General Studies program outcome 'Apply the scientific method to the process of evaluating reported research findings and to problem solving'.	The intervention was applied but more time was needed to obtain meaningful results.	Information regarding research designs is presented in Chapter 1 in the text. Examples for each type of research design will be presented and reinforced. The research examples in subsequent chapters will also be presented and reinforced.	All students in Pysch 2301 will participate and be assessed. The department will use common questions on exams. Mastery will be 7 out of 10 questions (70%) answered correctly. Assessment results will be gathered from all participating classes including all modes of instruction and full-time part-time faculty. Some instructors include these questions in a test near the end of the semester or as a part of the final exam.	255 students were assessed. 82% achieved mastery for this outcome. This exceeds the 70% target for this outcome. The target remained at 70% to check last years findings that were based on a smaller number of students assessed.	Instructors will continue with current instructional methods for this outcome.
Instruction	Psychology	2013	2	Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.	Critical thinking skills are important for students to acquire for practical day to day living.	Theoretical perspectives are introduced in Chapter 1. Concepts related to theoretical perspectives are reinforced as course content is covered in chapters on personality and learning. Class activities and class discussion address critical thinking skills needed to differentiate each of the theoretical approached.	10 multiple choice questions at end of course. Mastery is noted for students completing a score of 70% and above.	266 students were assessed. 59% achieved mastery for this outcome. This is below the expectations of the department.	Most information related to this objective is covered early in the semester. Therefore, In future semesters all instructors will conduct a student review of this information for this outcome prior to the final assessment.
Instruction	Psychology	2014	1	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.		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.	Quiz/test covering modern theoretical approaches. A new assessment tool will be applied to include addition theoretical approaches that have been added to the course. 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.	73% (189/259) of students from PSYC 2301 scored 70% or better on direct measure. An item analysis indicated that students had the most difficulty identifying concepts related to the behavioral approach. 41% had difficulty with this concept. Baseline for this measurement was zero due to use of new assessment tool for 2014-15	The department will continue to utilize online and/or video resources. In addition, instructors will utilize case studies to teach concepts of behaviorism. Due to forty-one percent (41%) of students demonstrating difficulty with the concept of behaviorism, this outcome will be carried over in to the 2015-16 academic unit action plan.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Psychology	2015	1	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.	Due to forty-one percent (41%) of students demonstrating difficulty with the concept of behaviorism, this outcome will be carried over in to the 2015-16 academic unit action plan.	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. A new assessment tool will be applied to include addition theoretical approaches that have been added to the course. 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.		
Instruction	Radiologic Technology	2013	1	The program will retain students from fall to spring semester.	To keep students in college and ultimately graduate.	Remain in close contact with students by tutoring, counseling and mentoring when needed.	Observing student retention.	began fall 13 semester with 19 students, began spring 14 semester with 18 students	continue to monitor. No changes made or actions taken needed at this time.
				Students will improve learning related to the Radiologic Technology program outcome "Perform Radiographic Procedures Correctly"	Assessment of this program outcome was below the target of 80%	"Open lab" hours will be offered. Increased availability of the Rad Tech lab for students to practice should improve their performance of radiographic procedures.	Instructors will observe students as they perform mock radiographic examinations (i.e. practical exam): 2 during RADR 1311 and 2 during RADR 2301. A practical exam grade form/rubric is used to assess the student's mastery of skills. Mastery will be considered an average grade of 80% or higher on specific sections (i.e. exam performance/positioning).	The program fell below the target of 80% for students performing radiographic procedures correctly, ranged from 53-72% The first practical exam (chest exam) performed in the fall 13 semester (first semester students in the program). 10 out of 19 students achieved a grade of 80% or higher on the exam performance section of the exam. A 2nd practical exam in RADR 1311 was not done due to lack of time in the semester. The 1st practical exam in RADR 2301 in the spring 14 semester on upper extremity. 13 out of 18 students achieved a grade of 80% or higher on the exam performance section. The 2nd practical exam in RADR 2301 also done in the spring 14 semester on lower extremity. 10 out of 18 students achieved a	1st practical exam results were somewhat expected as this was the first semester of x-ray school for these students and their first practical exam. 2nd practical exam showed improvement of 19% over the fall practical exam as the students were now in their 2nd semester and knew more what to expect on the practical exam. Program faculty expected much higher grades for the 3rd practical but feel that the time from when the lower extremity was covered in lecture (fall 13) and the practical exam may have been too long. Also, the student's lack of practicing in the lab during open lab time likely contributed to the poor grades. More open lab time was offered to the students to prepare for practical exams. The majority of students did not take advantage of the time available. Faculty require students to sign in when using the

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Radiologic Technology	2013	2					grade of 80% or higher on the exam performance section.	lab so as to have a record of their lab activity. Open lab will be required during the 1st and 2nd semesters of the program instead of optional. Practical exams are currently reviewed in detail with students after graded. They are made aware of errors made and areas for which improvement is needed on the next practical. Students will be required to write an action plan based on their 1st practical exam to prepare for the next practical. The action plan will address areas needing improvement on the next one. Instructors will shorten the time between when the information is covered to when tested on during a practical exam.
Instruction	Radiologic Technology	2013	3	Students will improve learning related to the Radiologic Technology program outcome 'Demonstrate critical thinking abilities'.	The most recent assessment of this outcome showed only a 45% mastery. Target mastery is 80%.	Instructor will increase the focus on image analysis/critique and scenarios (application of critical thinking) during lecture and lab for RADR 1311 (fall Basic Procedures) and 2301 (spring Intermediate Procedures).	Clinical rotation evaluations-critical thinking section, students will achieve a 3 or 4 on section. Practical examinations-critical thinking section, students will achieve an average grade of 80 or higher.	Assessment has shown historically low results on this outcome. None of the measures reached the target ranging from 11-44% mastery.	Critical thinking is very difficult to assess on paper. Instructors will increase critical thinking activities in Procedures lecture/lab and clinical rotations.
Instruction	Radiologic Technology	2014	1	The program will retain students from fall to spring semester.	To keep students in college and ultimately graduate.	Remain in close contact with students by tutoring, counseling and mentoring when needed.	Observing student retention.		
Instruction	Radiologic Technology	2014	2	The program will award degrees to students.	To award degrees to students so they can enter the job market.	Remain in close contact with students by tutoring, counseling and mentoring when needed so they may complete degree requirements of the program.	Observe student degree plan completion for AAS Radiologic Technology.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Radiologic Technology	2014	3	Students will improve learning related to the Radiologic Technology program outcome 'Perform radiographic procedures correctly'.		1. For first year Rad Tech students, "open lab" will be mandatory rather than optional for practice. 2. For first year Rad Tech students, once practical exams are reviewed, students will be required to write an "action plan" based on their performance/weak areas for their next practical. 3. Shorten time between when information is covered/taught to when the practical exam on that information is given.	Instructors will assess student's clinical performance of radiographic procedures during RADR 2460 and RADR 2461. Exam Competency Forms and Clinic Rotation Evaluations are used to assess student's mastery of skills. Mastery will be considered 1)Exam Comp forms: achieving an "S" or "E" on all sections of the "Positioning Skills/Equipment Manipulation" category and 2)Clinic Rotation Evals: achieving a "3" or "4" on select sections pertaining to performing radiographic procedures.		
Instruction	Radiologic Technology	2014	4	Students will improve learning related to the Radiologic Technology program outcome 'Demonstrate critical thinking abilities'.		Instructors will increase critical thinking activities in Procedures lecture/lab and clinical rotations.	Clinical Rotation Evaluations for RADR 2460 and RADR 2461, critical thinking sections and Critical Thinking Assignments. Mastery will be considered 1)Clinical Rotation Evaluations: students will achieve a "3" or "4" on critical thinking section. 2) Critical Thinking Assignments: students will achieve an average grade of 75 or higher.		
Instruction	Registered Nursing	2013	1	Increase knowledge of nutritional needs related to changes in the body that occurs with age, influence of disease, surgical removal of organs and/or external influences such as marketing and family environment.	Student results on exams have shown insufficient mastery of topics related to nutrition.	Faculty will increase the focus on nutritional information related to diseases/concepts for each body system and throughout the life span including pregnancy. Thus, the students' knowledge related to nutrition will be enhanced when providing direct care and when sharing pertinent information while teaching patients and family members. Include nutritional information in simulation and clinical activities and increase test questions related to nutritional information.	Nutrition & Oral Hydration Scores (under the subscale of Basic Care and Comfort on the RN Comprehensive Predictor 2010 Form B); an 80% group average is the target.	Findings in question were below the benchmark but did show improvement from previous years.	Since "caring" is a component for the conceptual framework of the program faculty discussed ways to increase the focus on caring throughout the curriculum. Emphasis was placed on behavior that could be implemented in all clinical areas to increase awareness of caring for the student and to demonstrate the numerous activities that contribute to improvement of wellness.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Registered Nursing	2013	2	Recognize safety issues related to direct patient management, therapeutic activities, environmental factors and patient mobility.	Students must be able to differentiate safe from unsafe practices in all aspects of patient care.	Safety issues will be addressed in all patient care areas, including the skills and simulation labs. In addition, safety aspects will be addressed in all course content with attention to age related issues. Faculty will be attentive to examination questions related to patient safety.	Scores on the Safety & Infection Control subscale of the RN Comprehensive Predictor 2010 Form B; target is for the group average to equal or exceed the national mean.	This assessment reflect an unacceptable level for safe and effectiveness in nursing care.	Faculty agreed to plan greater emphasis on safety issues during clinical experience and simulation activities. Also, greater emphasis was place on completion of "Real-life" scenarios that contained observations and activities that contribute to real life safety principles.
Instruction	Registered Nursing	2013	3	Students will be able to recognize, describe and differentiate between anxiety and bipolar concepts.	Anxiety and bipolar disorder are common findings in current society, so it is important to assist students in clear recognition of the signs, symptoms and consequences.	Mental Health course content will be expanded for anxiety and bipolar concepts in the class room and in clinical areas including the simulation lab. Since these are common findings in current society, a variety of resources can be utilized to assist students in clear recognition of the signs, symptoms and consequences. Clinical instruction will include enhanced focus on anxiety and bipolar situations. In addition, key resources will be emphasized and utilized for evaluation activities.	Scores on the Psychosocial Integrity subscale of the RN Comprehensive Predictor 2010 Form B; target is for the group mean to meet or exceed the national mean.	The percentage reflects a drop in behavior and teaching strategies that promote wellness.	Since teaching activities were identified as a weakness in the program, faculty planned and implemented an increase in teaching strategies in each course for individual patients and also required a community teaching project that was implemented and evaluated in each age group.
Instruction	Registered Nursing	2013	4	Increase percentage of ADN students completing the program.	Enhancing retention and completion rates is needed to increase SWTJC's momentum points. Assisting students who have met the admission criteria and helping them to succeed is part of the mission of the college and the department.	The SATIN grant (with Stephen F. Austin College of Nursing) for assessment and remediation helps enhance nursing student success by making sure students are prepared for college-level work, especially in the reading area. Online resources are made available to students; all nursing students must enroll in the Weaver program and must achieve 12-grade reading level and proficiency in nursing terminology.	Number of ADN graduates and percentages of admitted students graduating.	Goal was met. We increased the number of students who graduated.	We will continue with our current recruitment and teaching strategies.
Instruction	Registered Nursing	2014	1	The percentage of ADN students completing the program will be maintained above 90%.	Enter rationale here...	Guidance will be provided to students in each course beginning with a comprehensive syllabus.	1. Grades are available electronically to provide continuous information to students regarding their progress. 2. Remedial work is an integral part of the program to provide assistance to students that are not achieving benchmark,such as test review and frequent individual conferences with faculty members.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Registered Nursing	2014	2	Increase knowledge of nutritional needs related to changes in the body that occurs 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.		1. Concerted effort to increase nutritional information in course concepts. 2. Include nutritional aspects in teaching plans that are developed by the students for across the life-span population. Needs: Faculty time to evaluate student documents, patient teaching, evaluation of computerized patient documents, and interaction with health team members.	Focus on nutrition is evident in across the life-span patient's care plans, documentation records, teaching plans, and discharge planning.		
Instruction	Registered Nursing	2014	3	Implement safety issues in all aspects of direct patient management, therapeutic activities, environmental factors, and patient mobility.		Students and faculty reflect safety principles in all nursing activities in clinical areas, skills lab, and simulation lab. Needs: 1. Faculty time to evaluate 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.	Major focus on safety is evident in care plans, documentation records, teaching plans and discharge planning.		
Instruction	Registered Nursing	2014	4	Students will demonstrate knowledge and skill related to biological, psychological, sociologic, and cultural issues related to conditions that require nursing care within a framework of concept-based education and an integrated clinical environment.		Students demonstrate comfort with the concept-based curriculum and are able to articulate the relationship between selected concepts and admission diagnosis for patients of all ages. Faculty guidance and teaching will incorporate individual student needs that reflect achievement in the new concept-based curriculum.	Student assignments are reflective of pertinent bio-psycho-social-cultural concepts as designated in rubrics.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Sociology	2013	1	Students will improve learning related to the Sociology program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.	Parson's theory is important to understanding Sociological foundations.	In all SOCI-1301 classes faculty explain the doctor patient relationship by lecture and having the students answer questions from a handout.	At the end of the semesters students are required to answer, in essay form, questions from selected reading. Specifically, students will extract information concerning Talcott Parson's understanding of Health and Medicine. All essays submitted by students in SOCI-1301 will be evaluated by faculty using the common rubric created by the department. Total possible combined points for essays are 100. Mastery is 80 points (80%)	Did not meet the target. Data indicates a decrease of 28% from 86% to 58%.	The department will provide more direct instruction towards this outcome. Dept will evaluate and consider changes to the assessment of this outcome.
Instruction	Sociology	2013	2	Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.	The competing sociological theories are the foundation for further study in the field. Informal observations and assessment indicate that students can not retain the information about theories previously introduced and explained.	During the Fall and Spring semesters all students in SOCI-1301 will be exposed to an increased number of lectures covering sociological theories. Students will be required to read more materials covering the subject of theories. Instructor will use more frequent testing times during the semester.	All students in SOCI-1301 will be assessed. The assessment of this general education outcome is done through a department exam. This exam will include 10 questions related specifically to the sociological theories. 8 correct out of 10 is mastery.- 80%	Student did not fair as well as expected. Did not meet the target on this outcome.	Revise questions used for assessment and work on presentation of material to increase student learning.
Instruction	Sociology	2014	1	Students will distinguish key characteristics associated with the sociological theoretical perspectives.		Instruction of the sociological theoretical perspectives will be presented through delivery of visuals. i.e. diagrams, videos, etc.	A total of ten questions pertaining to the sociological theoretical perspectives will be embedded into the final exam. 40% of students assessed will score 70% or better.	Results: 25% mastery. This benchmark does not currently meet our goal of 40% of students scoring 70% or better.	Use of Results (Future Implementation): Incorporation of theoretical paradigms into core project will further expose students to application of this content. Continue to review paradigm content throughout semester, while incorporating group activities to facilitate discussion.
Instruction	Sociology	2015	1	Students will distinguish key characteristics associated with the sociological theoretical perspectives.	Based on the weak 2014-15 results, the department will continue to focus on theoretical perspective.	Instruction of the sociological theoretical perspectives will be presented through delivery of visuals. i.e. diagrams, videos, etc. However, based on the weak 2014-15 results, the department will incorporate use of theoretical paradigms into core projects to further expose students to application of this content. Continue to review paradigm content throughout semester, while incorporating group activities to facilitate discussion.	A total of ten questions pertaining to the sociological theoretical perspectives will be imbedded into the final exam. 40% of students assessed will score 70% or better.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Instruction	Speech	2013	1	Students will improve learning related to the General Education Core Outcome #3 'Communicate effectively both in oral and written form'. Specifically, students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral presentation.	The outline is the foundation to delivery of an excellent oral presentation. Organizing an oral presentation will help students with confidence to deliver a successful speech.	The Speech faculty will provide students with the Speech Outline Organizational Skills Rubric. Students will be instructed in how to use this guide when preparing outline for their oral presentation.	The faculty score the final oral presentations with the Speech Outline Skills Rubric.	Students fell well below the target of 80%, although improvement in student learning did occur.	Instruction on what is expected in the rubric as well as examples of excellent speeches will be considered and implemented in the classroom.
Instruction	Speech	2014	1	Have students successfully develop and deliver an extemporaneous presentation in front of an audience	It is imperative that students improve on presentation skills as it is a vital resource both in higher education and once they leave our institution.	A variety of instructional methods that include workshops, textbooks, and sample handouts will be facilitated. To include group/individual engagement during class/office hours.	Students will complete their typed outline. Students will complete their oral presentation on last individual presentation of the semester Speech instructors will use the speech outline organizational skill rubric. Benchmark of 70% or better score. Will also look at students who improved after meeting with the instructor outside of class. Benchmark of 70% of students improving or better will be noted.	Students were successful in reaching the benchmark for both assessments that were measured. Particularly revealing is the improvement in the outline after the instructor meeting (97% of students improving after meetings). Students with zeros on both outlines were also taken into consideration, due to the inability to determine if they had dropped the class at the time of the assignment.	The tremendous success of the instructor meetings in improving the outline displays the need for instructors to begin to move this intervention into practice in our courses. Continued examination for improving of persuasive essays will be examined and discussed as a department to discover new a new UAP to be implemented.
Instruction	Vocational Nursing	2013	1	Students will improve learning related to the Vocational Nursing program outcome 'Demonstrate a knowledge of and practice the reduction of risk potential'.	It is essential that students recognize and manage patient care in order to decrease the risk of harm to patients. Students are taught to practice nursing following the accepted professional standards and the agency's policies and procedures.	The VN program will continue to teach the importance of knowledge of and practice the reduction of risk potential. The students are taught the importance of upholding the standards of practice for the areas in which they work. Students are taught to recognize when a patient has changes in vital signs, diagnostic tests, lab values, or has a potential for alterations in body systems. This is taught in class, lab, and the clinical setting.	The students demonstrate safety and risk potential by practicing in lab; written exams are given and they must maintain a score of 80% or better. At the end of the year we administer the ATI comprehensive predictor, if the student does not reach the required score indicating that the student has a 90% probability of passing the NCLEX-PN, they are required to take a Virtual ATI review course.	The findings indicate that we did not meet the target score of 80%. The overall class grade was 58%.	We will continue to teach students that they must Demonstrate a knowledge of and practice the reduction of risk potential'. One change that we will implement is to provide more practice time in the lab where by students will be able to state all actual or potential complications/risk a patient may experience related to diagnosis.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Vocational Nursing	2013	2	Students will improve learning related to the Vocational Nursing program outcome 'Demonstrate a knowledge of physiological adaptation and its application to patient and family care'.	Students must understand alterations in body systems, basic Pathophysiology, fluid and electrolyte imbalances, and must recognize medical emergencies.	The faculty will teach student's the ability to use clinical judgment and critical thinking to select and implement appropriate therapeutic interventions based on nursing knowledge, priorities of care, and planned goals and outcomes to promote, maintain, and restore a patient's health. This thinking process also includes the ability to appropriately respond to an unplanned event (e.g., observation of unsafe practice, change in patient status), and to routinely take measures to minimize a patient's risk.	We assess student knowledge and critical thinking skills by using written exams, checking off clinical skills in the lab, and by utilizing the nursing process during clinical practice. We also utilize ATI throughout the semester to help students improve learning and critical thinking skills and how it relates to physiological adaptation and its application to patient and family care. At the end of the year we will administer the ATI comprehensive predictor. If the student does not demonstrate a 90% probability of passing NCLEX-PN, they will continue to use ATI to practice until they reach the required score.	The target score of 80% was not reached. The group score was 29%.	We will continue to teach the nursing process which is a way of thinking and acting based on the scientific method. The nursing process teaches clinical judgement and critical thinking skills based on theory. We will use ATI 'nurse logic' where students are given clinical scenarios where they are required to use clinical judgement and critical thinking skills. One change we will implement is to have every student create a nursing process for every student assigned to them so they can learn to critical think and demonstrate a knowledge of physiological adaptation and how it applies to patients and family.
Instruction	Vocational Nursing	2013	3	The retention rate of students in the LVN program will increase by ten percentage points.	Currently the retention rate is approximately 60%; graduating a higher percentage of students would be helpful to the community and a better use of college resources.	Tutoring, one-on-one assistance, and advising are offered by the program faculty. Peer study groups are encouraged. Prospective student leaders are identified and asked to tutor and/or lead study groups with faculty assistance. ATI (Assessment Technology Institute) study modules and tutorial videos are available in the classroom. All LVN students have access to these resources on campus and they can access them off campus as well.	Percent of LVN students retained from Fall 2013 to Spring 2014.	The retention rate for the LVN program remained at 59%; therefore, we did not meet our goal. Students withdrew from the program last year based on the following factors: financial issues, family emergency, and grades.	The goal of the faculty is to continue to work with each and every student to increase our retention rate. We will continue to provide after hour practice for labs. One instructor stays late as needed to assist with skills, answer questions and provide tutoring. We will provide feedback after every exam, and re-teach content as needed.
Instruction	Vocational Nursing	2014	1	Upon completion of the Vocational Nursing Program the students will 'Demonstrate a knowledge of and practice safety and infection control'.	Students in the Vocational Nursing Program must have knowledge of and practice safety and infection control by preventing accidents, errors, or injury, i.e., falls, environmental precautions, medication administration.	Students are introduced to Safety, Infection Control, Process of Infection, body defenses against infection, and Immune response in class, and the skills lab prior to entering the clinical setting. We provide the theory, and practice the skills in lab. Students are required to demonstrate the skills with 100% proficiency before they are allowed to attend the clinical setting.	Students are assessed and evaluated at mid-term and at the end of every semester. Assessment is based on Class, lab, and clinical performance grades.	The VN program did not meet the required target score of 80%.	Patient safety and infection control are the most essential requirement in the vocational nursing program. Safety is needed to prevent injuries to patients, visitors, and health care personnel. We will continue to teach the National Patient Safety Goals from the Joint Commission. 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.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Vocational Nursing	2014	2	Upon completion of the vocational Nursing Program Students will be able to demonstrate knowledge of and practice basic care and comfort.	Students learn basic patient care and comfort at the beginning of program by demonstrating knowledge of theory and skills and assuming responsibility and accountability for the quality of nursing care provided to patients and families. This outcome is required of all vocational nursing graduates upon completion of the program as required by the Texas Board of Nursing.	The students will learn by class room theory, skills lab, and clinical practice. They will be taught to function within the nurses legal scope of practice and in accordance with the policies and procedures of the program and clinical facilities.	Students are assessed twice a semester and as needed throughout the program. Other assessment methods are: Exams, skills lab, and clinical practice.		
Instruction	Vocational Nursing	2014	3	The retention rate of students in the Vocational Nursing Program will increase by ten percent in 2014-2015.	Vocational Nursing Graduates are needed in the health care field and community. Our Goal is to increase the retention rate and encourage students to continue the nursing education pathway.	We provide tutoring for our students, exam reviews, and study guides. Our students are assessed and evaluated twice a semester and as needed to ensure they are always aware of their standing in the program. We encourage students to seek guidance and help as needed.	Exams, skills lab, clinical practice.		
Instruction	Welding Technology	2013	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'.	Gas-metal arc welding is a relatively new technique that students will need to use in the field. A new course is being added to the program to meet workforce needs.	WLDG 1430, Introduction to Gasmetal arc welding, has been added to the program. This technique is relatively easy to learn and will help students be more successful.	Assessment of completion of t-weld, butt weld, and overlap weld using the new technique. Students will have up to four attempts on each project and must be successful in order to continue in the program. Success by the second attempt will be used as the requirement for this measurement.	Four attempts are allowed for each project. The second attempt percentage pass rate is listed above. All students were able to pass the projects within the allowed four attempts.	These are basic skills are necessary in welding technology. Therefore, the projects will continue to be used as standard procedure during the course of study.
Instruction	Welding Technology	2013	2	Maintain a high number of welding program graduates.	With the Eagle Ford shale mining operation in progress, there is considerable demand for welders.	A new ventilation system has been approved and will be installed prior to fall 2013. This will help keep the lab area relatively free of chemical fumes and dust, which has been a problem for students in the past (some have gone home sick).	Number of welding graduates in 2013-14.	The Eagle Ford shale has created extreme interest in the SWTJC welding program.	Additional, classes have been scheduled. Evening classes will be introduced in Uvalde. Adding classes in Eagle Pass and Crystal City are being planned.
Instruction	Welding Technology	2014	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'.	Gas-metal arc welding is a relatively new technique that students will need to use in the field. A new course is being added to the program to meet workforce needs.	WLDG 1430, Introduction to Gasmetal arc welding, has been added to the program. This technique is relatively easy to learn and will help students be more successful.	Assessment of completion of t-weld, butt weld, and overlap weld using the new technique. Students will have up to four attempts on each project and must be successful in order to continue in the program. Success by the second attempt will be used as the requirement for this measurement.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Welding Technology	2014	2	Maintain a high number of welding program graduates.	With the Eagle Ford shale mining operation in progress, there is considerable demand for welders.	A new ventilation system has been approved and will be installed prior to fall 2013. This will help keep the lab area relatively free of chemical fumes and dust, which has been a problem for students in the past (some have gone home sick).	Number of welding graduates in 2013-14.		
Instruction	Welding Technology	2015	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'.	Gas-metal arc welding is a relatively new technique that students will need to use in the field. A new course is being added to the program to meet workforce needs.	WLDG 1430, Introduction to Gasmetal arc welding, has been added to the program. This technique is relatively easy to learn and will help students be more successful.	Assessment of completion of t-weld, butt weld, and overlap weld using the new technique. Students will have up to four attempts on each project and must be successful in order to continue in the program. Success by the second attempt will be used as the requirement for this measurement.		
Instruction	Welding Technology	2015	2	Maintain a high number of welding program graduates.	With the Eagle Ford shale mining operation in progress, there is considerable demand for welders.	A new ventilation system has been approved and will be installed prior to fall 2013. This will help keep the lab area relatively free of chemical fumes and dust, which has been a problem for students in the past (some have gone home sick).	Number of welding graduates in 2013-14.		
Instruction	Wildlife Management	2013	1	Students will improve learning related to the Wildlife Management program outcome '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. 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 80 percent species is mastery.	A total of 24 students were tested. Twenty two students (92%) correctly identified 80% of the plants.	No change is recommended to be made at this time. Will continue next year.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Wildlife Management	2013	2	Students will improve learning related to the Wildlife Management program outcome 'Apply GPS and GIS technologies in the development of a wildlife management plan'.		Beginning earlier in the semester, students in GISC 1302 will be required to practice hands-on practical applications of the GPS unit and use of ArcMap. Increase number of repetitions of creation and editing of shapes from approximately 8 to 10.	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 data acquisition 2. Downloading base map. 3. Creating GPS shapefiles and placing onto base map. 4. Adding title, legend, etc. to map 6. Saving map in file format needed for export.	A total of 22 students were evaluated with 64% of students retaining 80% of all steps in the map making process by the end of the semester. Students were found to be more proficient in formatting maps for export (84%), downloading of basemaps into GIS software (73%), acquiring GPS data (73%), than creating shapefiles using GPS data (50%), and designing maps (50%). Because of scheduling issues students were assessed after having a week off of practicing the GIS tasks. This was observed to be a possible reason for lower retention by some students.	Particular steps where students are having problems with retention within each GIS task have been identified, and will be addressed by breaking down problem areas and repeating the process until there is adequate retention of those steps. Additional assignments, utilizing the GIS handbook, and focusing on these particular problems areas should help with retention of these particular steps. Additional tasks will be added to the GIS handbook pertaining to the 'Introduction to Raster Based GIS' class. Students taking the second GIS class 'Introduction to Raster Based GIS' will receive additional practice in the basic GIS tasks listed in the 'Findings' section.
Instruction	Wildlife Management	2013	3	Graduating students in AGRI 2370 will be able to write a wildlife management plan pertaining to an actual designated ranch.	Potential employers expect graduates to be able to write site specific wildlife mgt plans from real world experience.	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 preselected wildlife oriented ranch during their final semester. Mastery is 80%. Assessments will be based on presentation(20Pt's.) structure(20 pts), 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.	Twelve (92%) of 13 students completed a management plan of those completeing a plan, 6 students (50%) scored >= 80%. However, 12(100%)scored >=70%. Overall grammar and creativity and content lagged behind the plan structure in most student plans. Twelve students (100%) mastered the presentation aspect. 12 students (100%) mastered the structure aspect. Four students (33%) mastered the content aspect. Four students (33%) mastered the creativity aspect. Three students (25%) mastered the grammar aspect.	Students will continue to be encouraged to attend the writing help center while additional writing assignments will be assigned in wildlife classes.
Instruction	Wildlife Management	2014	1	Students will improve learning related to the Wildlife Management program outcome '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. 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 80 percent species is mastery.	A total of 90 different plants were identified for the assessment. Eighteen (90%) of the twenty student participants scored in excess of 80% and all students scored in excess of 70%. The average field score was 88.8%.	Even though the objective' target was accomplished, there is still room for improvement. Next year this learning objective will continue to strive for even higher results.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Wildlife Management	2014	2	Students will improve learning related to the Wildlife Management program outcome 'Apply GPS and GIS technologies in the development of a wildlife management plan'.		Beginning earlier in the semester, students in GISC 1302 will be required to practice hands-on practical applications of the GPS unit and use of ArcMap. Increase number of repetitions of creation and editing of shapes from approximately 8 to 10.	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 data acquisition 2. Downloading base map. 3. Creating GPS shapefiles and placing onto base map. 4. Adding title, legend, etc. to map 6. Saving map in file format needed for export.	Mastery level set for each individual step is a grade of 80% or higher: 1. Importing a base map into ArcMap software - 89.47% (17 of 19 students) demonstrated mastery of this step. 2. Utilizing a GPS to acquire waypoint data - 89.47% (17 of 19 students) demonstrated mastery of this step. 3. Creating a shapefile from GPS data and importing shapefile into ArcMap 13 of 19 students) demonstrated mastery of this step. 4. Insertion of Title/Legend onto map 78.94% (15 of 19 students) demonstrated mastery of this step. 5. Exporting map in JPEG file format 84.21% (16 of 19 students) demonstrated mastery of this step. Overall, 94.70% (18 of 19 students) scored 80% or higher on the combined steps of the mapmaking process. Repetition of each step of the map making process was conducted by having students start at step one each time a new map attribute was added. This repetition appeared to help in retention of the map construction steps.	Changes based on findings: Continued repetition of the map making steps starting from step one each time a new map attribute is added will continue into future classes. 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.
Instruction	Wildlife Management	2014	3	Students will improve learning related to the Wildlife Management program outcome '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.	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.	Nineteen students (100%) completed a management plan and four students (21%) scored >=80. However, 11 of 19 students (58%) scored >= 70%. All students (100%) mastered the presentation component for the plan. Fourteen students (74%) mastered the structure component. Three (16%) mastered the content component aspect. Five (26%) mastered the creativity component. Four (21%) mastered the grammar component.	Even though the objective target was accomplished, there is still room for improvement. Next year this learning objective will continue to strive for even higher results.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Instruction	Wildlife Management	2015	1	Students will improve learning related to the Wildlife Management program outcome '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. 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 80 percent species is mastery.		
Instruction	Wildlife Management	2015	2	Students will improve learning related to the Wildlife Management program outcome 'Apply GPS and GIS 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.	Beginning earlier in the semester, students in GISC 1302 will be required to practice hands-on practical applications of the GPS unit and use of ArcMap. Increase number of repetitions of creation and editing of shapes from approximately 8 to 10.	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 data acquisition 2. Downloading base map. 3. Creating GPS 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	2015	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. 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.		