type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Community Service	Adult Education and Literacy	2013	1	Students will improve learning related to the Adult Basic Education program outcome 'Students will demonstrate knowledge of basic math'.	TEAMS data indicates that improvement is needed in the area of basic math.	Incorporate technology with the use of computer based instruction in math. Instruction will be a combination of lecture and computer lab time. Computer lab requirement is 4 hours per week. Instructors will be reviewing TEAMS data with site Supervisors to monitor students progress and will use assessment data to drive instructional planning.	Scores on the TEST Of Adult Basic Education (TABE)Baseline Assessment in Math Computation and Math Application will be compared to scores on the TABE Progress assessment in Math Computation and Math Application for demonstrated gains. TABE is aligned with the National Reporting System measures for demonstrated gains.	The program Ending measure was 89%. This measure exceeded the set target of 80%. The goal was met.	
Community Service	Adult Education and Literacy	2013	2	Students will improve learning related to the Adult Basic Education program outcome 'Students will demonstrate basic knowledge in language arts'.	TEAMS data indicates that improvement is needed in the area of language arts.	Incorporate technology with the use of computer based instruction in language arts. Instruction will be a combination of lecture and computer lab time. Computer lab requirement will be four hours per week. Instructors will be reviewing TEAMS data with site supervisor to monitor student progress. Instructors will use Assessment data to drive instructional planning.	Scores on the Test of Adult Basic Education (TABE) Reading and Language Art Baseline assessment will be compared to scores on the Progress assessment for demonstrated gains. TABE is aligned with the NRS levels for demonstrated gains.	The program Ending measure was 84%. This measure exceeded the set target of 80%. The goal was met.	
Community Service	Adult Education and Literacy	2013	3	Five percent of ABE graduates will transition into college.	Adult education and literacy is attempting to increase opportunities for students to transition from adult education classes to college and/or career.	Instructors will incorporate college going skills into the classroom and will cover Integrated Career Awareness throughout daily instruction.	Record transition to college in TEAMS (data management system. Data collected will be based on student self report.	The program Ending measure was 6%. This measure exceeded the set target of 5%. The goal was met.	The program will collaborate with Department of Institutional Effectiveness to run a cross query on AEL program students that transition into college credit bearing and certificate programs. the percentage may be understated because TEAMS does not currently factor in certificate and other training endeavors.
Community Service	Adult Education and Literacy	2014	1	Increase participation in Career Pathways instruction.	Texas Workforce Commission has stated that Adult Education and Literacy instruction should be geared towards transitioning students to college or career. This increased participation in career pathways instruction will assist students in setting goals for college and/or career.	Provide eligible students, those who test at an National Reporting System (NRS-level 4)the opportunity to participate in the two programs that are the Career Pathways - Vocational Advancement for South Texas (VAST-Accelerate TX) & Growing Regional Opportunities for the Workforce (GROW) programs.	For VAST Program, Student eligibility will be determined through the Form-A intake process. Student data will be collected and entered into the SharePoint database. For GROW program student eligibility will be determined by scores on Test on Adult Basic Education (TABE) Assessment and TWC eligibility requirements. Student data will be collected and entered into ASPP database.	Career Pathways participation increase 110% over 2013-2014. 17 students in 2013/14 to 36 students in 2014/15 The program is continuing to enroll students into VAST/GROW through November of 2015. This measure is still ongoing.	The program is continuing to enroll students into VAST/GROW through November of 2015. This measure is still ongoing.

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Community Service	Adult Education and Literacy	2014	2	Increase Adult Education and Literacy (AEL) enrollment.	The provider contract with Texas Workforce Commission is requiring that the AEL program serve 1380 students each contract year.	Implementation of Program Support Plan to increase marketing of the AEL program in order to increase recruitment efforts. AEL will be looking for expansion Sites; Distance Learning efforts will also be implemented in the major outlying rural areas.	Comparison of Texas Educating Adults Management System (TEAMS) data from previous year enrollment for 2013-2014 to current year 2014 - 2015 will be used to assess progress in attaining goal.	Program enrollment increased: Total enrollment for 2013-14 - 854 Total enrollment for 2014-15 - 1117 The program expanded to other sites to serve students but still did not meet the target of 1380. Three new interactive video/conferencing systems were needed, however only one (Leakey) was installed by the end of the academic year.	The system for Pearsall and Brackettville is expected to be installed by the end of Fall 2015. Implement additional actions identified in the Program Support Plan to include additional business partnerships.
Community Service	Adult Education and Literacy	2014	3	Student retention will improve in adult basic education.	The program is currently struggling with retention of students.	Continue to provide professional development for ABE instructors and staff to improve the quality of instruction and services. Professional development through the state contract will focus more on student retention and persistence.	Texas Educating Adults Management System data will be used to gauge retention of students.	Retention for non-Career Pathway students = 79% (903/1020) Retention for Career Pathway students = 94% (34/36) (as measured by acquiring 12+ contact hours and both, a baseline & post assessment) The intensive case management with "Project" student has a noticeable effect on retention/persistence and completion.	There will be a continued focus on improving retention and specifically for that of "Non-project" students.
Community Service	Adult Education and Literacy	2015	1	Student retention will improve in adult basic education.	Last years results show the students who did not participate in Project GROW and VAST had a lower retention/persistence and completion rate than those who did participate.	Adult education and literacy staff will meet on a regular basis to discuss intervention strategies to provide assistance to GED level students including "Project" and "Non-Project" students.	Texas Educating Adults Management System data will be used to gauge retention of students.	Note: 8-16-2015 Project ends December 2015.	
Community Service	Adult Education and Literacy	2015	2	Increase participation in Career Pathways instruction.	Texas Workforce Commission (TWC) has stated that Adult Education and Literacy instruction should be geared towards transitioning students to college or career. This increased participation in career pathways instruction will assist students in setting goals for college and/or career. TWC has set a target for the 2015-16 year at 54.	Provide eligible students, those who test at an National Reporting System (NRS-level 4)the opportunity to participate in the two programs that are the Career Pathways - Vocational Advancement for South Texas (VAST-Accelerate TX) & Growing Regional Opportunities for the Workforce (GROW) programs.	For VAST Program, Student eligibility will be determined through the Form-A intake process. Student data will be collected and entered into the SharePoint database. For GROW program student eligibility will be determined by scores on Test on Adult Basic Education (TABE) Assessment and TWC eligibility requirements. Student data will be collected and entered into ASPP database.		
Community Service	Truck Driving	2013	1	Establish consistency among instructors regarding the specific information given to students for how each skill should be performed.	According to the results of the Student Evaluation of Instruction students have been confused by different information coming from different faculty.	The department is preparing a procedure manual. The procedure manual will be made available to instructors and the lead instructor will train the other instructors on the expectations outlined in the manual. This will take place each time a new instructor is hired.	The department coordinator and lead instructor will review the results of student evaluation items related to the Procedure Manual's guidelines.		

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Community Service	Truck Driving	2013	2	Students will improve learning related to the Truck Driving program outcome: "Master proper shifting techniques." Specifically, students will approach shifting with confidence and demonstrate sequence, timing and psychomotor skills.	The Compentency Checklist Assessment shows this program outcome is weak.	An assessment will be done at the beginning for each student to determine their level of skill. The assessment will consist of a hands-on demonstration where students will perform basic skills. Students who have no prior experience or skill will be identified and targeted for individualized instruction in the area of Proper Shifting Techniques.	Instuctors will keep a record of incoming students needing individual instruction (as indicated from the Pre-test). The record also indicates the number of days students were tutored in a one-on-one format. Mastery is measured by the results on the hands-on post-test.	The Program continues to use the student skills assessment to help determine the need for individualized instruction. One-on-one tutoring is being provided to help students master the shifting technique.This year the number of students needing individualized training remained at 10%. The Program to continues to show slight increases in the number of students mastering this skill after one day of instruction.	The Program will continue to use this one-on-one training for those students that need help in "shifting".
Community Service	Truck Driving	2014	1	Improve student learning for the non-English speaking population.	Enter rationale here...	Implement an ESL component to the TD Program curriculum.	The number of students that pass the DPS exam on the first attempt will increase by 50%.		
Community Service	Truck Driving	2014	2	Enter planning outcome here...	Enter rationale here...	Offer Truck Driving Program orientations in Medina, Frio, and La Salle County.	Conduct 1 orientation in each county during the Spring 2015.		
Community Service	Workforce Education - Training and Development	2014	1	Increase enrollment in the lineman program.		Help our students enter the job market and pursue their personal and professional goals.	By offering two classes a year, one in the spring and one in the fall. By creating and updating promotional materials, such as the creation of a promotional video with testimonials from former students now working in the field and potential employers emphasizing the benefits of pursuing a lineman career. Conduct a total of six information session with in the college service area, and follow up with phone calls to all attendees.		
Community Service	Workforce Education - Training and Development	2014	2	Increase the presence of the lineman program across the community.		Promote the lineman academy amongst high school seniors within the 23 high schools in our service area. Visit Job Club meetings in Del Rio, Eagle Pass and Uvalde Workforce centers. Meet with Veteran service representatives in all three major sites to promote upcoming classes.	Visit 75% of the 23 high schools by the end of spring semester. Attend at least 3 job club meeting before the start of the fall class. Visit at least one Veterans Job fair in the upcoming year.		

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Community Service	Workforce Education - Training and Development	2014	3	Identify different funding options for lineman students.		Renew partnership with utility companies to offer scholarships to high school students who wish to enter the lineman program.	Increase the number of students with access to scholarships by 25%.		