

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Advising-Counseling	2013	1	More students will enroll in MATH 1314 directly after completing MATH 0303.	Many students are delaying enrolling in MATH 1314 after completing MATH 0303 with the result that they retain less content and are not as successful.	Multiple steps include the following: (1) at midterm, students who have a "B" or better in MATH 0303 are sent an email that MATH 1314 will be their follow-up in the next semester. (2) Set up E-Advising so that the students above must register in MATH 1314 unless they get an advisor's approval.	The comparison baseline is the percent of students who completed MATH 0303 in Fall 2012, came back in Spring 2013, and who enrolled in MATH 1314. The same data will be obtained for Fall 2013 and Spring 2014 for comparison.	<p>During the Fall 2012 semester 351 students were enrolled in Math 0303 and 153 (44%) of the students successfully registered for Math 1314 the following semester after completing Math 0303. Our 50% target was not accomplished.</p> <p>During the Fall 2013 semester 261 students were enrolled in Math 0303 and 96 (37%) of the students successfully registered for Math 1314 the following semester after completing Math 0303. Our 50% target was not accomplished.</p>	Our goal was to transition at least 50% of students completing Math 0303 to take Math 1314. In the future different approaches will be implemented to target students sooner. For example, student planning will be a new module that will help plan courses for the next 2 years. In addition, advisors will collaborate with instructors to promote, encourage and motivate students to register for a college level math during early registration.
Service	Advising-Counseling	2013	2	More students will enroll in ENGL 1301 directly after completing ENGL 0302.	Many students are delaying enrolling in ENGL 1301 after completing ENGL 0302 with the result that they retain less content and are not as successful.	Multiple steps include the following: (1) at midterm, students who have a "B" or better in ENGL 0302 are sent an email that ENGL 1301 will be their follow-up in the next semester. (2) Set up E-Advising so that the students above must register in ENGL 1301 unless they get an advisor's approval.	The comparison baseline is the percent of students who completed ENGL 0302 in Fall 2013, came back in Spring 2014, and who enrolled in ENGL 1301. The same data will be obtained for Fall 2012 and Spring 2013 for comparison.	<p>During the Fall 2012 semester 233 students were enrolled in Enl 0302 and 67 (29%) of the students successfully registered for ENGL 1301 the following semester after completing ENGL 0302. Our 50% target was not accomplished.</p> <p>During the Fall 2013 semester 216 students were enrolled in ENGL 0302 and 79 (37%) of the students successfully registered for ENGL 1301 the following semester after completing ENGL 0302. Our 50% target was not accomplished.</p>	Our goal was to transition at least 50% of students completing ENGL 0302 to take ENGL 1301. In the future different approaches will be implemented to target students sooner. For example, student planning will be a new module that will help plan courses for the next 2 years. In addition, advisors will collaborate with instructors to promote, encourage and motivate students to register for ENGL 1301 during early registration.
Service	Advising-Counseling	2014	1	Improve retention rates for students who have not enrolled in a long past semester.	Enrollment and contact hours decrease when students do not enroll consecutively for the following semesters.	Many factors contribute to students not enrolling consecutively but reaching out to students through "SWTJC Misses You" postcards can improve the retention rate. The postcard reminds students of registration dates, FA information, and class schedules.	The comparison baseline is the percent of students who came in and registered for the following semester to those who did not register.	<p>During the Fall 2014 semester 804 students had not registered in a long past semester. After receiving the "Miss you postcard" 226 (28%) students registered for the Fall 2014 semester.</p> <p>During the Spring 15 semester 1,215 students had not registered in a long past semester. After receiving the "Miss you postcard" 167 (14%) students registered for the Spring 2015 semester.</p>	Our goal was to register at least 50% of students who had not registered in a long past semester. In the future different interventions such as student planning (academic degree plan) will be implemented to retain students until they complete their degree. Emphasis on retention rates improvements will continue into the 2015-16 UAP.

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Service	Advising-Counseling	2014	2	Improve core curriculum completion rates for SWTJC transfer student.	Students need to be better informed on the importance of completing their core before transferring to another college. Most four year universities require for students who are transferring to be core complete before being accepted. Students who complete the core are now awarded a core completion certification. This initiative improves our retention and transfer momentum points.	Advisors with assigned letter cuts at all campus locations will generate a 75% core completion query through Estudios each long semester. Students are emailed and mailed a letter advising them to come in speak with their advisor and register for the remaining courses needed to fulfill their core requirements. Priority registration dates are assigned for students who meet this criteria. At the beginning of each semester each advisor at all locations will run a 75% core completion query in Estudios according to their assigned letter cut. Students are emailed and mailed a letter advising them to come in and see an advisor and register for the remaining courses needed to fulfill the core requirements. Priority registration dates are assigned to these students to come in early when it's not so congested.	The comparison baseline is the percent of students who took advantage of early advisor assisted registration and who registered for core courses with those who opted not to register or complete their core.	During the Fall 2014 semester 107 students were identified and contacted of being close to core completion. As a result, 58 (54%) of the students came in and completed their 42 hours of core by the end of the Fall semester. During the Spring 2015 semester 147 students were identified and contacted of being close to core completion. As a result, 87 (59%) of the students came in and completed their 42 hours of the core by the end of the Spring semester.	Our goal to register at least 50% of our targeted group was successfully accomplished. This process has become standard operating practice in the advising office. This unit action plan will no longer be measured in order to focus on other action plans that help with our targeted momentum points.
Service	Advising-Counseling	2015	1	Improve retention rates by communicating with the students who have not enrolled in a long past semester.	Enrollment and contact hours decrease when students do not enroll consecutively for the following semesters.	Many factors contribute to students not enrolling consecutively but reaching out to students through "SWTJC Misses You" postcards can improve the retention rate. The postcard reminds students of registration dates, FA information, and class schedules.	The comparison baseline is the percent of students who came in and registered for the following semester to those who did not register.		
Service	Advising-Counseling	2015	2	More students will enroll in MATH 1314 directly after completing MATH 0303.	Many students are delaying enrolling in MATH 1314 after completing MATH 0303 with the result that they retain less content and are not as successful.	Student Planning module of Colleague is utilized for course planning. This module helps students plan courses for the next 2 years and helps student visualize timely degree completion. In addition, advisors will collaborate with instructors to promote, encourage and motivate students to register for a college level math during early registration.	The comparison baseline is the percent of students who completed MATH 0303 in Fall 2014, came back in Spring 2015, and who enrolled in MATH 1314. The same data will be obtained for Fall 2015 and Spring 2016 for comparison.		

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Service	Advising-Counseling	2015	3	More students will enroll in ENGL 1301 directly after completing ENGL 0302.	Many students are delaying enrolling in ENGL 1301 after completing ENGL 0302 with the result that they retain less content and are not as successful.	Multiple steps include the following: (1) at midterm, students who have a "B" or better in ENGL 0302 are sent an email that ENGL 1301 will be their follow-up in the next semester. (2) Set up E-Advising so that the students above must register in ENGL 1301 unless they get an advisor's approval.	The comparison baseline is the percent of students who completed ENGL 0302 in Fall 2013, came back in Spring 2014, and who enrolled in ENGL 1301. The same data will be obtained for Fall 2014 and Spring 2015 for comparison.		
Service	Advising-Counseling	2015	4	Improve communication in the Advising Department through professional development.	After the review of the Council for the Advancement of Standards in Higher Education (CAS) committee it was concluded the advising department was lacking more professional development.	The Director of Advising & Counseling will conduct a Advisors/Counselors meeting with all advisors at the beginning of each semester. According to Council for the Advancement of Standards in Higher Education (CAS) all advisors must engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect their programs and services.	A survey will be conducted to determine if the advisors/counselors found the meetings and professional development workshops useful.		
Service	Business Office	2013	1	The Business Office will decrease the expenditures related to check printing through the use of a print management system.	Due to funding decreases the budget needs to be cut by 10%. Through visual observation, it is noted that the amount of paper and printing in the office is excessive.	A print management system will be identified in order to reduce the costs of printing checks and the inefficiency of using a dot-matrix printer.	Compare this year's copying and paper supply costs to last year's.	Softdocs was installed. Check printing software in place and training accomplished. However, our target.....	Account payable will continue to use Softdocs to print our own checks and will expand Softdocs use to purchase orders. Our assessment is that we are still printing too many small amount checks.
Service	Business Office	2013	2	Increase the number of students paying back Texas Public Education Grant(TPEG) loans.	Providing financial assistance to students in need can impact their retention and success. In addition, the state requires distribution and repayment of the available fund to help keep the grant program viable.	Students with an inability to pay, will be referred to the VP of Finance for eligibility for Texas Public Education Grant (TPEG). If a student is nearing 15/30 semester credit hours and has at least a 2.5 grade point average, they will be consider for this grant.	Track TPEG repayments. Track student commitment to agreement by keeping notes in Estudios.	(VP Tarski looked up every student (on Estudios) while making decisions about giving a student more financial leeway. Over 60% of these students succeeded.)	There will be an effort to involve more decision makers in the Business Office with the Estudios program.
Service	Business Office	2013	3	The college will have a reliable system to identify current students and provide students with a debit card.	College needed a reliable way to identify students. We had an old system that did not have the ability to track student. We also needed a system to facilitate financial debit features.	Provide a more robust and organized Business Office orientation to students. Begin using the SmartCard for Identification and closed-loop debit card.	Monitor usage	The SWTJC SmartCard was introduced to employees and students. The card allows Estudios to have a picture of the student, which is quite helpful when looking up students. Also the students can put money on the closed-loop debit card to use in the cafeteria. Along with this program, the cafeteria can now accept credit cards.	We will continue to roll out the SmartCard program. The libraries will begin using it instead of cash and the student services personnel will begin recording which students they are serving using the card.

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Service	Business Office	2014	1	Reduce the amount of Accounts Payable checks written in a year.	Assessment indicates that we are still printing too many small amount checks. The cost of checks and the time involved to process them is to large.	The BO implemented a credit card program that consolidates a great deal of checks in one "wire" bank transfer.	Track number of accounts payable checks written and the amount of the "wire" transfers for accounts payable transactions.		The wire transfers have proven successful and manageable. The BO will continue to expand efficiencies through use of wire transfer for employee reimbursement.
Service	Business Office	2015	1	Reduce the amount of Accounts Payable checks written in a year.	The cost of checks and the time involved to process them is to large. The wire transfer process used in 2014-15 has proven successful and manageable. The BO will attempt more efficiencies through use of wire transfer for employee reimbursement as well.	Conduct an analysis of the number and size of employee reimbursements to determine feasibility. The BO will try to consolidate the number of employee reimbursements into as few "wire" bank transfers as possible.	Track number and size (per employee) of reimbursements for the past 2 year. Determine average dollar check amount for feasibility. Compare dollars saving for employee reimbursements by process. Each wire transfer is a \$20 fee.		
Service	Campus Police	2013	1	Students will be better prepared for emergencies and feel more secure.		Improve siren coverage areas.	Extent of the coverage will be measured.		
Service	Campus Police	2013	2	People and buildings security will be enhanced.		Install security cameras at all facilities and buildings.	Extent of the coverage will be measured.		
Service	Campus Police	2013	3	Students will improve learning related to the Safety and Security Literacy program outcome 'Demonstrate knowledge of emergency response'.	Emergency response is becoming an ever-increasing concern at campuses nationwide.	Design and construct flipcharts containing emergency response information and install them in each classroom.	Embedded questions during orientation.		

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Service	Disability Support Services	2014	1	Increase overall institutional awareness of recent changes to laws affecting students with disabilities and post-secondary education and new implementations to the Disability Support Services (DSS) department.	The structure of Disability Support Services (DSS) was reorganized and a Tutorial and Disability Support Services Coordinator was hired. With these changes came a need for increased awareness and education for faculty, staff, and students.	Increased efforts toward awareness and education by providing resources, strategies, and professional development opportunities, including, but not limited to PD session at Spring convocation, brochures, accessible website, and Faculty letters.	Improved self-assessment results based on pre and post responses from surveys administered to faculty, staff, and students	Data was not collected for fall semester due to beginning the intervention late in the semester. Therefore, post surveys would have created insufficient data. Additionally, due to new staff, emphasis was placed on development in those areas. The Disability Support Services website, forms, and handbooks were updated in the Spring, but widespread promotion of these changes were communicated. Additional research into educational materials was conducted, but not purchased due to limited funding.	The Disability Support Services (DSS) team will continue the effort in 2015-2016 to ensure dissemination of pre and post surveys across the institution. Additionally, increased communication regarding changes/updates to DSS materials will be implemented.
Service	Disability Support Services	2014	2	Increased retention rates and overall success of students enrolled in Disability Support Services (DSS).	Increased and more focused engagement with students enrolled with Disability Support Services is known to increase their retention rates.	Students enrolled in DSS will be monitored academically through an Individual Academic Plan (IAP).	Grades of "C" or better in coursework, retention rates from early registration, overall improvement	Data was not collected for fall semester due to beginning the intervention late in the semester. Data was insufficient and ineffective because of the low response rate and limited involvement from the DSS advisors. Additionally, those students who were unsuccessful were non-compliant in the IAP process.	The initiative did not yield sufficient data, but will be continued during the 2015-2016 academic year. DSS Advisors will develop and implement a new form and similar process for DSS students, but separate from the Individual Academic Plan initiative conducted by the Student Success Centers.
Service	Disability Support Services	2014	3	Develop clearer transition expectations from high school to postsecondary education for students who meet ADA/504 guidelines	Students and parents have misguided expectations regarding the Disability Support Services (DSS) provided at the college level. In general, they expect the process and services to be very similar to special education services at the high school level.	Establish a presence with local high school students and counselors aimed at easing the transition to SWTJC.	Number of new students enrolled in DSS; Number of students pre-registered for Fall semester. Number of high school meetings and/or presentations attended	During the spring and summer semesters, the DSS Advisors attended various dual-credit orientations to promote awareness of the DSS office. Additionally, in Eagle Pass, the DSS advisor attended the End of Year meeting for outgoing seniors at the high school to discuss transition to higher education and the availability of DSS services at SWTJC. The application for services was revised to include questions on how they heard about DSS. A transition chart and handout was added to the student handbook and on the website.	The Dual-credit orientations were an effective way to target those students and will be a continued effort of the DSS department. However, increased efforts toward pre-registration of dual-credit students is necessary. Advisors will continue increased efforts toward establishing and/or maintaining contacts at local high schools.

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Service	Disability Support Services	2015	1	Expanded institutional awareness of recent changes to laws affecting students with disabilities and post-secondary education and DSS policies and procedures.	The structure of Disability Support Services (DSS) was reorganized and a Tutorial and Disability Support Services Coordinator was hired. With these changes came a need for increased awareness and education for faculty, staff, and students.	The DSS team will create and disseminate pre and post surveys/questionnaires across the institution. Additionally, increased communication regarding changes/updates to DSS materials will be implemented through division chairs, directors, and DSS student email.	Self-assessment results based on pre and post responses from surveys administered to faculty, staff, and students.		
Service	Disability Support Services	2015	2	Increased retention rates and overall success of students enrolled in Disability Support Services (DSS).	Increased and more focused engagement with students enrolled with Disability Support Services is known to increase their retention rates.	DSS Advisors will develop and implement a new form and process similar, but separate from the Individual Academic Plan (IAP) initiative conducted by the Student Success Center for DSS Students. Additional advising and interventions will be placed for at-risk students, such as tutoring and monitoring.	DSS student participation rate, rate of improved/increased GPA, retention rates.		
Service	Disability Support Services	2015	3	Facilitate Disability Support Services accessibility for dual credit students and clearer transition expectations from high school to post-secondary education.	Students and parents have misguided expectations regarding the Disability Support Services (DSS) provided at the college level. In general, they expect the process and services to be very similar to special education services at the high school level.	Advisors will continue attending Dual Credit orientation events. Additionally, advisors will continue increased efforts toward establishing and/or maintaining contacts at local high schools to increase the number of students who enroll in DSS.	Number of Dual Credit Orientation events attended; number of new high school contacts established; number of students enrolled with DSS		
Service	Distance Education	2013	1	Students will improve learning related to the Distance Education Literacy program outcome 'Demonstrate on-line course taking skills'.	Early learning of these skills is important to class success.	Develop and implement an mandatory on-line orientation course.	Students will take an end of on-line orientation course assessment. Students will have mastered the course when scoring 80% or greater on the assessment.		
Service	Distance Education	2013	2	Increase the quality of instruction in on-line courses thereby improving student success and retention.	Previously on-line instructors have not been certified. This has resulted in wide variation in the quality of instruction.	Establish an on-line instructor training/certification process.	Track the number of certified instructors. First year at least 50% of on-line instructors will be trained and certified.		

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Service	Distance Education	2013	3	Improve access to student services for distance education students.	While on-line services are available, there is a need to centralize and improve access.	Centralize student services information using the college website. Incorporate this information in the new on-line orientation course.	Monitor hits on the webpage.		
Service	Facilities and Maintenance	2013	1	Increased quality and efficiency of work completed.	To address F2-8. Provide sufficient facilities and equipment to support the colleges' programs and services	Expand the use of "School Dude" Work Order System by using additional features such as tracking and reports.	Track the number and extent of work orders completed per month.	The training was not completed	Reschedule training for Summer 2015.
Service	Facilities and Maintenance	2013	2	Custodial staff will be more consistent in what they do.	F2-8. Provide sufficient facilities and equipment to support the college's programs and services	Develop a custodial handbook.	Use a checklist used by supervisor to determine quality of custodial work.	Handbook was developed but not yet implemented	Will training staff and use procedures developed in handbook.
Service	Facilities and Maintenance	2014	1	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.					
Service	Financial Aid	2013	1	The students will learn the importance of completing the FAFSA at an earlier date.	The number of students completing early is insufficient and this is effecting the choice of college and early registration.	The FA office will conduct financial aid nights at high schools and on campus where information will be presented and disseminated. Meet with counselors to schedule followup meetings to complete FAFSAs. These meetings will be expanded to include the entire service area.	Direct count of FAFSAs received by April 30th and the number of followup meetings at high schools. Students will complete a questionnaire with questions related to FA literacy.	There was an increase overall of the percent of student who completed their application by April 30th. The increase in presentation and lab comes with a cost for travel and staff traveling during evening hours. Survey measuring student and parent FA literacy did not take place.	We will combine our presentation and lab night into one event therefore reducing travel time and expenses.

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2013-2015 Unit Action Plans

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Service	Financial Aid	2013	2	Students will avoid financial aid problems so that they can reach the 30 SCH goal.	There is an institutional effort to reduce the number of FA students on suspension.	Develop a systematic way to identify students who are likely to not meet the 67% completion rate early and communicate the consequences for not completing their course work.	Measure the number who are failing to complete their 67% completion rate.	This intervention did not occur. Students are identified when a SAP is run, twice a year once 1 year certs and once a year two year program. The SAP identifies students who do not meet the GPA 2.0 and 67% completion rate. A process was not identified that could predict who would likely be found on the SAP.	None at this time. The FA office will consult with other schools on how they track students.
Service	Financial Aid	2013	3	Students will avoid financial aid problems so that they can reach the 30 SCH goal.	There is an institutional effort to reduce the number of FA students on suspension.	Develop a systematic way to identify students who are likely to not meet the 2.0 GPA and communicate the consequences for not maintaining the GPA.	Measure the number who are failing to reach a 2.0 GPA.	This intervention did not occur. Students are identified when a SAP is run, twice a year once 1 year certs and once a year two year program. The SAP identifies students who do not meet the GPA 2.0 and 67% completion rate. A process was not identified that could predict who would likely be found on the SAP.	None at this time. The FA office will consult with other schools on how they track students.
Service	Financial Aid	2014	1	Decrease Default Rate and make student loan borrowers what is involved/their responsibility in receiving a student loan. Financial Aid Literacy classes and using a third party, WISS.		A Literacy class. Students will be required to attend this class once a year in order to receiving any updated information.	A short test will be given to the students at the end of the session and also a survey on how we have done.		
Service	Housing	2013	1	Students will improve learning related to the Resident Life and Social Skills program outcome 'Demonstrate life and study skills'.	Previously no dorm space was designated for "study" and students who wanted to study found it difficult.	Designate separate spaces for study and entertainment. Arrange for personnel and tutors from Student Success Center to work with students. Offer incentives for dorm students to be tutors.	Pre and post survey/test covering study habits.		
Service	Housing	2013	2	Student retention will improve with greater access to internet in the dorm rooms.	Currently students are not able to access internet from their dorm room.	Provide internet access via WIFI or other methods to all dorm rooms.	Track dorm resident retention rates.		

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Service	Housing	2013	3	Student retention will improve with enhanced security in the dorm buildings.	Providing a safe environment is fundamental to learning and student success.	Provide security cameras in and around dorm common areas.	Track incident reports.		
Service	Information Technology - Colleague	2013	1	The college purchasing and accounts payable process will be more efficient.	Employees are having to create; manual purchase requisitions, having them physically signed and approved, and physically deliver to the Purchasing Department.	Purchase and implement the Colleague WebAdvisor purchase, requisitions, request a payment and approval workflows.	Use a pilot group to test the new workflows of purchase requisitions, request a payment and on-line approvals.	Implementation and testing the WebAdvisor workflows of the purchase requisitions, request a payment and approvals was successful for the Pilot Group. The new process has reduced the physical printing of forms, decreased the processing time for requisitions and has saved on costs. Efficiency has greatly improved with the implementation of these workflows.	Implementation of the Colleague WebAdvisor purchase requisitions, request a payment and approval workflows will be rolled out to remaining departments.
Service	Information Technology - Colleague	2013	2	Increase the efficiency of the student admissions application process.	The Active Apply On-Line Application module has reached end of support. we need to replace this module with a custom version of Apply Texas. To reduce the manual review of each admission application to result in a more timely acceptance of the application.	Purchase and implement custom programming services from Ellucian to provide import capabilities for Apply Texas for information regarding legal residence and student types.	This will be measured by the Registrar. Utilizing pre and post data figures time on task will be measured as well as time to acceptance.	Due to the end-of-life for the current Active Apply Online Application another online application was implemented. Custom programming from Ellucian for the Apply Texas Online Application provided a process in which the legal residence and student types were automatically assigned to applicants. This new programming process reduced the manual review of the legal residency and student types for application allowing the Registrar's Office to complete the application process in a timely manner.	Implementation of the custom programming purchased from Ellucian will be monitored for any necessary modifications, upgrades or improvements.

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Service	Information Technology - Colleague	2014	1	The College will have improved access to data and more efficient reporting capabilities.	The College struggled with the Colleague query tool for reporting. A user friendly system is needed to help access data and generate reports.	The Information Technology dept (I.T.) will purchase and install the Informer Reporting Tool (IRT) and Microsoft server. I.T. will receive training on the administration of the Informer Reporting Tool and learn to make the background processes that will make the Colleague Data available to the Colleague end users. I.T. will offer training to end user as needed. Purchase the Informer Reporting Tool (\$28,000) and the Server including Backup System (\$3,800). I.T. staff to implement, train and to do the survey.	Record successful installment of 25 licensed users. I.T. will do a satisfaction survey of the end users with questions that will measure the success of the Informer Reporting Tool deployment and training.	The Informer Reporting Tool is installed, training occurred and reports are being generated. Based on the results of the survey we have determined that the Informer Reporting Tool training was a success. 16 Users that attended the Informer Reporting Training were surveyed on the following questions: 1. I was well prepared for the training by attending the "Getting Started with Informer" session and viewing the training videos recommended. 58% agreed 2. The training was easy to understand and follow. 72% agreed 3. The training experience will be helpful in my work. 100% agreed 4. The instructor was knowledgeable about the training topics covered. 100% 5. The instructor was well prepared. 100%	We will continue to monitor the training needs of the users and will offer training as needed.
Service	Information Technology - Colleague	2014	2	Successful deployment of the Colleague Student Planning module.	Module was implemented in 2013 with a pilot group but it has not been completely tested by the Advisors/Counselors.	I.T. will meet with the Director of Counseling to get a Deployment Plan with a time-line. I.T. will follow-up on their progress and report the findings to the Vice President of Student Affairs to keep the project in the time-line. The Student Planning Module has already been purchased so the resources needed will be I.T. Staff spending time to make sure the project progresses according to the time-line, generating the numbers and doing the survey.	A meeting with the Director of Counseling will establish a baseline with the goal of percentage of students successfully using the Student Planning Module by the end of the time-line given. A count of the percentage of students that actually used the Student Planning Module will be generated to measure the success of the goal. Also a satisfaction survey of the students using the Student Planning Module will be done to measure the success of the Student Planning Module.	The goal determined by the Director of Counseling was that the number of student education plans would be doubled from the 2013-14 pilot group total, which was 173 students. The result was an increase of 651 students which is 238% of the goal of 346. At this time we were unable to survey the students and will follow up with a satisfaction survey for the 2015-16 Unit Action Plan.	Monitoring of the Student Planning Module for the 2015-16 year to see if we reach the goal of every non-developmental education student to be enrolled in a Student Education Plan will be turned over to the Registrar.
Service	Information Technology - Colleague	2015	1	The College will have improved access to data and more efficient reporting capabilities.	The College struggled with the Colleague query tool for reporting. A user friendly system is needed to help access data and generate reports.	IT staff will assess department needs and provide Informer Reporting Tool training to departments through out the college.	I.T. will do a satisfaction survey of the end users with questions that will measure the success of the Informer Reporting Tool training and report design assistance by department. Track number of annual reports created and used by department		

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Service	Information Technology - Network Administration	2013	1	Install Cisco secure wireless both indoor and outdoor to provide mobility to students, faculty and staff for the Eagle Pass campus.	There is a demand for wireless mobility on this campus. Students want to bring their own devices.	Purchase the wireless units have them mounted and configure the system to connect the Eagle Pass campus wireless to the network.	Effective wireless connectivity where there was not any secure wireless connectivity.	The actions taken were successful in accomplishing our objective. The installation of the indoor/outdoor wireless units provided all Students and Staff to have wireless capability across the entire Eagle Pass campus.	This project was deployed in November 2013 and will continue to be monitored for weak signal areas.
Service	Information Technology - Network Administration	2013	2	Connect the SWTJC main day care facility into our network so they will have telephone extensions that can be reached across campuses, and internet through the college.	The employees and users at the college main day care facility will have the ability to dial all campus locations by using our phone extension system. This will eliminate the need for long distance to Crystal City, Del Rio, Eagle Pass and other campus locations and provide the internet through our network. This will eliminate the need for Time Warner internet and the cost associated with it.	Since they are across the highway from the campus we will deploy a point-to-point directional wireless system. Install a Cisco Aironet 1310G RP-TNC wireless bridge unit to connect the Day Care facility directly to our network. This will eliminate the Time Warner internet cost and give the facility network connectivity to the main campus network and provide VOIP phones that will be able to use our campus extension system.	Use of the VOIP phones will determine if the extension phones work and internet connectivity is efficient.	This project was completed in March 2014 and was successful in meeting our objective.	The connectivity will continue to be monitored as needed.
Service	Information Technology - Network Administration	2013	3	Install commercial grade outdoor wireless units to the Uvalde campus to cover outdoor areas of the Uvalde campus.	Students, faculty and staff are in need of outdoor wireless connectivity throughout all areas of the campus.	The units will be uninstalled from the buildings in the Airport area and moved to the main campus where they will be installed and then configured to mesh with our network.	Determine by assessing connectivity in various outdoor locations around the Uvalde campus whether objective was successful.	The installation was successful. The installation of the outdoor wireless units provide for all Students and Staff to have wireless capability across the outdoor areas of the Uvalde campus.	Continue to monitor wireless connectivity on the Uvalde campus.
Service	Information Technology - Network Administration	2014	1	Increase the bandwidth of the college from the OC3 circuit at 155Mb to a circuit with more bandwidth.	The current bandwidth is being consumed	Determine the optimal bandwidth for current and future needs. Contact AT&T for pricing on greater bandwidth options.	The current bandwidth is being consumed. Once we have greater bandwidth the usage will show that we are not exceeding the bandwidth while utilizing packet shaping to control usage.	The objective was reached. We are using around 150Mb to 155Mb during semester. The increase in bandwidth to 500Mb allows us to grow. The users are experiencing faster connections to outside resources. There was a cost savings as the OC3 circuit was approximately \$6800 and the current cost is \$6,426.26.	We will continue to monitor upstream bandwidth for future updates.
Service	Information Technology - Network Administration	2014	2	The college will have access to 500Mb of bandwidth.	The practical limit on this unit has been reached. In addition it is a year away from end of life.	Investigate cost and process for installation of a new packet-shaper. Upgrade our packet-shaper to be capable of utilizing our entire bandwidth.	The college has access to 500Mb of bandwidth.	The new unit accommodates the bandwidth increase that we are using. This unit allows us to see in depth the type of traffic passing to our users.	The unit will continue to be monitored to insure bandwidth accommodates usage needs.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Information Technology - Network Administration	2014	3	To increase to 10Gb bandwidth capability from 1Gb to insure that there is no congestion on the network.	Pathway is necessary for increased/efficient bandwidth. Resulting users' phone calls that they were experiencing slowness in connecting to the servers. During peak activity the network is slow.	Contract with a cable installer to pull the fiber from the Library building into the Wagner Computer Center. The cable will be installed and terminated at both ends. Purchase and install Single Mode Fiber from the MDF to the Server room to provide a pathway for increased bandwidth to the server systems to eliminate congestions on the network. Purchase the equipment to run the 10Gb.	The single mode fiber is in place. The equipment is in place to accommodate the 10Gb connections.	The backbone to our server farm now has the capability of running several 10Gb connections to the core switch. This replaces the two 1Gb connections that are presently being utilized. Users will have the ability to utilize faster connections to our servers across the local area network once the hardware is in place.	The first part of the installation, the fiber, is in place and the hardware is yet to be purchased and in place. We will carry forward the hardware project into 2015.
Service	Information Technology - Network Administration	2015	1	To increase to 10Gb bandwidth capability from 1Gb to insure that there is no congestion on the network.	Pathway is necessary for increased/efficient bandwidth. Resulting users' phone calls that they were experiencing slowness in connecting to the servers. During peak activity the network is slow.	Purchase and install the equipment to run the 10Gb.	The equipment is in place to accommodate the 10Gb connections. Analysis of MRTG,(Multi-Router Traffic Grapher),will reveal that congestion is not an issue.		
Service	Information Technology - Support Services	2013	1	Students will improve learning related to the IT Support Program outcome 'Access and utilize SWTJC information systems (helpdesk)'.	Help students be more self-sufficient and reduce the number of calls to the SWTJC helpdesk.	Create and distribute a FAQ built upon the most frequently asked questions to helpdesk - trouble calls.	Track number of helpdesk calls by category related to FAQs.	No findings to report	No actions were taken within the time frame. Other projects prevented actions.
Service	Information Technology - Support Services	2013	2	Improve student retention by improving students' access and utilization to the college's information technology.	Too many people call in to helpdesk for user name and password information.	Create a FAQ website providing instructions regarding user name and password troubleshooting.	Track number of helpdesk calls related to username and password issues.	No findings to report	No actions taken due to higher priority projects
Service	Information Technology - Support Services	2013	3	Retention of workstudy students will be improved.	IT had an informal systems for improving skill levels of workstudy students. A formal system will be more effective.	Develop a formal skill building system for IT workstudy students.	Assessment of each skill level will include tickets completed and exam scores.	No findings to report	No actions taken due to higher priority projects

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Information Technology - Support Services	2013	4	Increase speed and efficiency of the helpdesk call center.	A need exists to increase the efficiency of the helpdesk.	Use a new helpdesk ticketing system (Spiceworks, a free ticketing system) including the built in inventory system that identifies PCs, networking equipment, mobile devices, printers and much more. By using this, the system has a more user friendly ticket system, the inventory system keeps track of computer health (including Antivirus software and it's updates) to help diagnose problems before the user has reported it.	Data collection which tracks the following information will be collected to evaluate the effectiveness of the new software: 1. Number of tickets logged broken down by specific issue and time engaged per call	Incomplete data due to only having a partial number of PC's which have been added to the inventory. Active directory is in the process of being implemented. Initial data from PC's which have been added is insufficient to make an assessment at this time	Experimenting with information gathered by spiceworks. Initial data indicates we are moving in the correct direction. We will continue to refine the process and move forward with campus wide implementation of Spiceworks. The objective to increase the speed and efficiency of the helpdesk call center remains a valid Objective and will be carried forward to the 2014-2015 UAP.
Service	Information Technology - Support Services	2013	5	Improve the process of purchasing PCs and other related hardware so that it is faster and more efficient	There exists a need to improve the purchasing process	By using a new process for purchasing technology implemented and enforced by the purchasing department in conjunction with adhering to specific brands and models from specific vendors.	Monitoring and documenting amount of time from request to delivery.	Before changes, requests for a single part on average would take 2 days to process and 2 days to order after approvals and an added 24 hours to ship with an expected delivery time of a week. Total: 2 weeks After changes; once a request is put in through the helpdesk, a quote can be rendered within 1 hour and after a response from customer the order can be made using the new P-Card and the part can be delivered in 1 week. Total: 1 week and 1 day. A replacement part can be installed in a little over a week's time. If the part needs to be rushed; 3 days total. Therefore the job can be completed in less than a week, as opposed to 2 weeks.	The new purchasing system is successful and will be monitored to ensure it is utilized in conjunction with all technology purchases.
Service	Library	2013	1	Library staff will increase the amount of information presented concerning plagiarism and the ethical use of information.	The ACRL (Association of College & Research Libraries) states in the Library Information Literacy Standards #5 "The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally."	Library staff will conduct library instruction on what plagiarism is, how to avoid it, and using information ethically and legally.	Statistics on the number of participants and instruction classes will be reviewed. The library will target a 10% increase in the number of sessions and participants over the last year.	Number of library instruction classes dropped from 58 in the 2012- Due to the drop in instruction sessions the total number of students participating in library instruction classes dropped as 2013 academic year to 24 in the 2013-2014 academic year. After discussion with instructors, it was discovered that students and faculty didn't like how information was being presented. This led to the reduction of instruction classes taking place. well. FY13=3109 students FY14=1286 students	A new instructional librarian was hired in February of 2014. Instructional videos were created and added to the LibGuides to assist students on demand. We will continue to monitor the number of instruction classes and participants with the expectation of an increase due to the hiring of the instructional librarian.

Southwest Texas Junior College
2013-2015 Unit Action Plans

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Service	Library	2014	1	Increase student and faculty use of library resources and participation in library instruction classes.	Student use of resources and services will contribute to their academic success.	The library staff will conduct seminars with faculty to demonstrate resources and services that are available to students and seek input from faculty about what else is needed to support curriculum needs in the library.	Current semester circulation reports and database usage reports will be compared to the previous semester. Count the number of library instruction sessions and total of students attending 1. number session provided for faculty 2. number of database hits	The sessions designed for faculty did not occur. However, the information regarding library resources was distributed more informally through emails, phone calls and face-to-face. Our statistics show an increase of 19% in materials circulation compared to last year. This shows that faculty are encouraging students to utilize the library's physical resources. Due to the budget cuts causing the removal of Films on Demand, there was a 0.04% decrease in overall database usage. FY14=69,539 FY15=69,510 The number of students who received library instruction increased by 139.8% from the previous year. We believe the dramatic increase is due to the addition of part-time librarians on the satellite campuses and the addition of a full-time instructional librarian on the main campus. FY14=940 FY15=2254	Based on the information gathered from faculty that indicated a need for Films on Demand and the subsequent decrease in the database usage, we attempted to reinstate this database to our collection. Due to continued budget cuts, we will be unable to provide access to this database. The library will continue to communicate with faculty to find alternative resources to meet their curricular needs. The increase seen in the number of students receiving library instruction justified the hiring of full-time librarians (2) on the satellite campuses beginning with the Fall 2015 semester. We will continue to monitor the number of students attending library instruction sessions.
Service	Library	2014	2	The library will provide current and relevant resources.	Current resources and services will contribute to student academic success. The area of concentration this year will be the 500's, the Natural Sciences and Math. This collection was chosen due to the changing nature of subjects in this area and that a new STEM program will be implemented.	In order to provide current and relevant resources, a collection analysis using the nationally researched method (CREW-Continuous Review Evaluation and Weeding) will be conducted in the fall of 2014 and aged and defective materials from the 500's (Natural Sciences and Math) will be properly discarded by the summer of 2015. We will purchase new materials to augment the collection.	The collection analyses from summer 2015 and fall 2014 will be compared to determine the age of the Natural Sciences and Math collection and reduce the average age by 20 years.	Starting with a collection of 3,033, 1,701 books were deleted using the CREW model, leaving 1,332 in the 500's. The collection analysis revealed a decrease in age of the 500's collection by 9 years. This falls short of our goal of 20 years but reaching our goal would significantly reduce the amount of resources available.	The library will purchase current electronic and physical resources to rebuild this section of the collection and continue weeding as new materials are added. The next collection to be weeded is the 300's (Social Sciences).
Service	Library	2015	1	Students will have access to electronic information and materials using library mobile devices.	Information learned from consultant Dr. Julie Todaro Library Evaluation Report dated Summer 2014 indicated a student need for mobile electronic devices. These devices will also increase students' ability to access library electronic resources.	The library will purchase Chromebooks with grant money acquired from the Texas State Library and Archives Commission. The library will conduct monthly seminars to inform students on the use of the devices. The library will circulate the devices to the students.	A bi-monthly survey will be sent to students who have used the Chromebooks asking questions relating to how they used the devices to access election information from the library and at what times they used the devices to measure how effective the Chromebook circulation is at allowing better access to library resources.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Library	2015	2	The library will provide current and relevant resources.	Current resources and services will contribute to student academic success. The area of concentration this year will be the 300's, the Social Sciences.	In order to provide current and relevant resources, a collection analysis using the nationally researched method (CREW-Continuous Review Evaluation and Weeding). The analysis will focus on the Social Sciences section (300-399) of the library collection starting Fall 2015 to determine materials in need of deselection. Materials older than 2000 will be removed. New physical and electronic books concerning the Social Sciences will be purchased and added to the collection for circulation.	Count the number of new resources purchased for the 500's Natural Sciences and Math. The collection analyses from Fall 2015 will be compared to determine the age of the Social Sciences collection and reduce the average age by 15 years.		
Service	Library	2015	3	Students will evaluate information and its sources critically.	The ACRL (Association of College & Research Libraries) states in the Library Information Literacy Standards #3 "The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system." Improving students critical thinking skills and information literacy is a focus the Quality Enhancement Plan, Library Strategic Plan (2015-2020), and the General Education assessment work.	An information literacy seminar will be created by the instructional librarian including lesson, pre and post tests, and schedule of implementation. Librarians at the three main campuses (Uvalde, Del Rio, and Eagle Pass) will conduct the information literacy seminars.	A pre and post test assessing the students' abilities to locate and evaluate creditable information will be conducted at each seminar session.		
Service	Outreach	2013	1	Dual Credit students will reach the 30 hours student success outcome before graduating from high school.	The time to complete a degree has increased over time.	Promote the \$10K Scholars Program in high schools. If Dual Credit students come here with 30 hours they are then eligible to complete the BS degree for the cost of no greater than \$10K.	Track the number \$10K Scholar Students.	There were no students to track this school year. The lack of availability of dual credit science classes being offered at the high was a road block.	We are looking at ways in order to offer the science classes to our districts. Uvalde CISD is offering Biology here on our campus and our new site Medina Valley has the capability to offer science classes.
Service	Outreach	2013	2	Increase the total number of awards for dual credit students(technical certificates).	As an extension of the dual credit process were are working with schools to enhance their career and technology programs through local articulation.	A marketing effort will include site visits, classroom presentations, parents nights and career fairs to identify possible CTE programs that qualify for local articulation/technical dual credit.	Track the number of local articulation/technical dual credit agreements.	We presently have 21 Local Articulation Agreements and we have 6 dual technical agreements with the surrounding districts. We have added 5 new dual credit welding programs; Crystal City, Uvalde, La Pryor, Pearsall and Cotulla.	We will continue to promote the technical programs. We held meetings and will begin new programs in Hondo, Brackett and Eagle Pass 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
Service	Outreach	2013	3	Students will improve learning related to the Outreach program outcome 'Use CampusCruiser (Portal) effectively'.	Students continue to experience difficulty in accessing the portal.	Provide more hands on experiences on a PC accessing the Portal during the mandatory dual credit student orientation. An assignment (scavenger hunt) will be designed to get students through the Portal features.	The scavenger hunt assignment will be rated on percent completion. Students that score eighty percent or higher have demonstrated proficiency on the assignment.	We provided a session at dual credit orientation that provides the students with portal training. We did not incorporate the scavenger hunt activity in. We do provide the students with a reference guide on how to use portal.	Our orientation process is constantly changing and growing in order to best meet the student's needs. We will continue to look for an activity that will be put in place that will be able to access the student's ability to use Portal.
Service	Outreach	2014	1	Implementing Senior Registration Days at area high schools to increase retention among dual credit students.	Retention is a vital aspect of the Dual Credit program	Outreach Staff will set up registration dates for the school districts. We will bring Financial Aid, Registration, counseling and other key personal in order to provide the students with the whole registration process. We will have a session on how to read a degree plan, then explain the registration process, they will be able to sit with a counselor and select their classes. Once they have registered they will have the opportunity to speak to Financial Aid. Students will have the opportunity to register for Summer or Fall semester.	This will be assessed by how many students return and attend classes in the Summer/Fall semester.	Results for this outcome are not yet available. The assessment of this outcome will continue when enrollment information is available for the Fall 2015. We will look at numbers of students from Fall 2014 and Spring 2015 and report the number who graduate high school and attend SWTJC in the Fall 2015.	The Outreach Dept will continue to monitor DC student retention rates.
Service	Outreach	2014	2	Enhancing the Dual Credit Adjunct Faculty orientation. This is a mandatory orientation that our high school faculty needs to attend. The objective is to keep faculty better informed and to ensure they maintain the integrity of the class.		The faculty orientation is being hosted the first week of August in order to avoid conflicts with school districts convocation. We will hold an information portion that will go over the portal, attendance and college deadlines. They will also have an opportunity to meet with our respective faculty. This will ensure they are following the same curriculum and using the same textbooks.	This will be assessed by having student and faculty evaluations at the end of the year to assess faculty satisfaction.	The survey was administered to the faculty. Result show the were satisfied with the orientation. Dual credit adjunct faculty indicated they would like to see more SWTJC faculty involvement and be more accessible to them.	The Outreach Dept will collaborate with the division chairs to get more SWTJC faculty to attend dual credit adjunct faculty orientation on the Uvalde Campus schedule at the beginning of the academic year.
Service	Outreach	2014	3	Increase total enrollment at the Briscoe unit.		By providing more course selection for the Briscoe unit we will be able to increase our enrollment numbers. We will also offer assistance in applying for FAFSA to help with cost of tuition.	This will be assessed by total enrollment of students.	The enrollment increased at the Briscoe unit from 105 to 123.	The methods used to increase enrollment were effective. The department will continue attempts to increase enrollment by bringing more services staff to the Briscoe unit to assist in financial aid and counseling.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Professional Development	2013	1	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.					
Service	Professional Development	2013	2	Student success will improve within the key function area 'No key function (Student Learning Planning Only)' as indicated by an assessment focused on 'No assessment focus chosen'.					
Service	Professional Development	2014	1	Faculty and staff will be provided with 1-2 opportunities for professional development each month in order to meet their 16 IEH hours	The institutional goal is to provide staff with opportunities to remain current on topics which will contribute to their professional development	Evaluations and surveys will help lead the focus of training topics needed for the year. A calendar will be developed with topics for each month and modified as other topics of need are reported to professional development office for the academic year.	Data regarding the number of trainings held throughout the academic year and completion of IEH hours in the professional development planner	Twenty-two training were held for the 2014-2015 academic year. This number fell short of the goal of twenty-four trainings.	This objective will be carried forward to the 2015-2016 academic year in an effort to ensure opportunities for professional development are provided for all staff and faculty.
Service	Professional Development	2015	1	Faculty and staff will be provided with 1-2 opportunities for professional development each month in order to meet their 16 IEH hours		Evaluations and surveys will help lead the focus of training topics needed for the year. A calendar will be developed with topics for each month and modified as other topics of need are reported to the professional development office for the current academic year.	Data regarding the number of trainings held throughout the academic year and completion of IEH hours in the professional development planner will be recorded.		
Service	Registrar	2013	1	Students will enroll for classes in a more timely manner.	In the past, students came in whenever they wanted producing bottlenecks and confusion in the enrollment process.	Time permits are issued to students during a pre-screening process so that students (1) will come in to enroll at a specific time and (2) will have the proper documents needed.	Review the advisor's log to determine if students come properly prepared to enroll.	We found out that time permits worked better for our off-campus than at Uvalde Campus. We instituted a more open door policy but every student is required to stop with admissions office to be cleared of any holds or missing documents before proceeding to register with an advisor. The improvements we have made and awareness students have received with online registration has really reduced a lot of the bottle necks we had as well.	We no longer do time permits at the Uvalde Campus. Each student is however required to be cleared at the admissions office where they will receive a copy of updated degree plan as well as told of any holds they may have. This allows advisor to spend more time advising the student than figuring out what holds or missing documents a student has.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Registrar	2013	2	Increase number of awards.	Many students are unaware they are eligible for graduation. They have the necessary credits to receive an award but often transfer without applying for graduation and receiving the award.	The Registrar's office staff review student records and find those eligible. Then students are contacted and encouraged to follow through on the graduation process. There will be an incentive to include waive the fee for the diploma.	Compare previous years data to see the number of students who could have graduated but did not and track the decrease in unclaimed awards over time.	We were able to conclude that there were students that were not aware they had to apply for graduation. We also found out they sometimes were limited by the deadlines for application submission.	We have become more flexible with deadline and now accept applications all the way to up to a month before end of semester instead of 2 months. We were able to increase the overall number of awards by about 5%. We have gradually added more graduates so that we will not have a big jump and initiate an audit by the state.
Service	Registrar	2013	3	Students class attendance behavior will improve.	Historically student attendance behavior was poor and the institution did not regularly enforce the policy. Attendance is important and students need to be accountable for their behavior.	Attendance is taken at the 3rd and 8th week and reports are submitted to the registrar's office identifying those who have attendance issues (stopped, irregular and never attended). Registrar contact these students and requires them to visit with instructor(s).	Track number of students with attendance issues.	We found flaws in our original attendance reporting and dropping procedure. This was causing much confusion with instructors. The modification has given a clearer picture to all parties involved. Reporting has become an online form accessible by faculty.	The lists that have been received by Registrar's office have decreased. Students are becoming more aware that attendance is a big factor and they indeed will be dropped if they are not attending. Financial aid is also being notified and some students are having to pay back money for lack of attendance.
Service	Registrar	2014	1	Review and improve processes that will allow online registration to Dual Credit Students		Review current registration rules in SIS system as well as policies that are in place.	Provide number of successful registrations by dual credit students online.		
Service	Registrar	2014	2	Students will be provided with transfer assistance and guidance		Currently setting up Transfer/Career Center that will have computer, transfer materials, career exploration, and transfer advisor throughout the year.	Track number of students visiting transfer center and how many have transferred.		
Service	Registrar	2014	3	Raise awareness of FERPA regulations and requirements.		Poll students how much they know about FERPA and also notify students each semester of their FERPA rights and responsibilities.	Will compare results of initial survey to survey at end of year.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Registrar	2015	1	All non-developmental education students will have a Student Education Plan.	All students (excluding developmental and dual credit) are required to have education plan and as of last year, only 346 students had one.		Track the number of students with an educational plan.		
Service	Student Activities	2013	1	Students will be knowledgeable of SWTJC resources and services.	The better informed students are of campus services the more likely they will use them.	Redesign New Student Orientation and make it mandatory in the first semester.	New designed program will be operational in the Spring.	Although, the staff member responsible for this planning outcome left suddenly in the middle of the year, New Student Orientation at the Uvalde campus was redesigned for the Fall 2014 semester. Students attended a 2 hour session prior to the start of the semester where they received a binder full of resources, a campus tour, coaching for Portal log in, and informational mini-sessions. In addition, students were required to utilize those resources to complete seven assignments during the Fall semester.	New staff is now in place to continue work toward an Orientation class that will meet the needs and requirements of the students. A focus group made up of fall 2014 Orientation students will be commenced to get further feedback from students regarding their Orientation experiences.
Service	Student Activities	2013	2	Students will improve learning related to the Campus Life Involvement program outcome 'Demonstrate leadership'.	Leaderships skills are important in the development of a successful person.	One major student activity will be planned by a student team with a designated leader. The guidelines for developing and follow through of event from beginning to end will be structured to assure leadership skills and development.	The team will conduct a self-evaluation and document areas for improvement for the next event plans. The guidelines created by SA director will be also considered during the evaluations.	Staff left SWTJC suddenly in the middle of the year. After investigation of files and talking with students, there was no evidence that planning or implementation for this intervention took place.	This plan will not be pursued for the 2014-2015 year as new staff has several new plans and ideas for Student Activities/Life.
Service	Student Activities	2014	1	Increased communication between Student Activities Coordinators and alignment of activities and events across three main campuses.	Reorganization and realignment of duties for specific personnel revealed a need for more open lines of communication and alignment of events and activities.	Student life coordinators at 3 main sites will meet monthly to plan and debrief activities and events.	Number of monthly meetings; documentation of meetings/debriefings; number of aligned activities	Coordinators communicated via email consistently, but were unable to coordinate for monthly in person meetings across campuses. However, all main campuses aligned and implemented new activities. Del Rio hosted their first Fall Fiesta, in alignment with the events in Uvalde and Eagle Pass. Eagle Pass and Del Rio departments traveled to the Uvalde campus to participate in the second annual Grillin' with the President Cook Off. In addition, all campuses held activities for Spring Break Safety Week, Kick off/Welcome back for Fall & Spring semesters, and Spring Awards Banquet.	Each of the new and/or aligned events were successful at each campus, so continued implementation will occur for 2015-2016. Coordinators have established a set schedule to conference monthly and will meet before each long semester for planning.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Activities	2014	2	Increased student engagement and event participation that allows insightful learning and relationship building between students, staff, and faculty.	Reorganization and realignment of duties for specific personnel revealed a need for a more integrated and well-thought out planning process for regarding student events and activities.	Implement additional student engagement opportunities through various events; promote event participation to students, faculty, and staff; utilize results of Fall 2014 post surveys to implement student input for Spring 2015 semester activities.	Conduct surveys/focus groups after 2 activities per semester to gain students' insight and feedback and/or suggestions for future planning	<p>Survey data was not collected; however informal focus groups were conducted on a regular basis. In addition Conversations with the President at all campuses yielded a good deal of qualitative data that has informed decision making regarding student activities.</p> <p>Kick Off/Welcome back events at each campus had much larger attendance. Uvalde Kick off during Fall had several community sponsors and attendees. Cook off event had 19 teams participate, including 3 teams from EP & DR campuses. Many students expressed their enjoyment and desire to return. Each campus held separate Spring Awards Ceremonies in conjunction with the Palms Fest tradition.</p>	Implemented new activities at each campus, but did not assess events formally. All campuses will continue events and keep initiative for 2015-2016 to incorporate post-event surveys.
Service	Student Activities	2014	3	Increased student activity opportunities for residential students on Uvalde campus	Over the last two years, the college president in conjunction with the Eta Beta Chapter of Phi Theta Kappa, has conducted monthly Conversations with the President. At these meetings, it was revealed that residential students have few opportunities to participate in activities especially during the evening and on weekends.	Collaborate with Residential Advisors and dorm residents to plan and implement additional opportunities for on-campus student life.	Focus group consisting of residential advisors and dorm residents	<p>Student Life Coordinators plan and attend all Conversations with the President events. This allowed resident students an opportunity to voice their concerns and ideas and Student Life Coordinators to gather qualitative data. This data resulted in a complete overhaul of the Student Lounge and outdoor space surrounding the dorms as well as an evening and weekend transportation program for residential students.</p>	Through the Conversations, President Gonzales allowed the Eta Beta Chapter of Phi Theta Kappa to develop a proposal for increased student activities on the Uvalde campus, particularly those geared toward residential students. The president approved the proposal and it is on schedule for full implementation by September 15, 2015. Uvalde Coordinators will continue working with Phi Theta Kappa and VP Barker to ensure appropriate implementation and maintenance of the project. Additionally, all campuses will continue the Conversations with the President events and utilize the communication to drive activities and decisions for Student Life.
Service	Student Activities	2015	1	Continued alignment of activities and events across three main campuses.	Reorganization and realignment of duties for specific personnel revealed a need for more open lines of communication and alignment of events and activities.	Student Life Coordinators at 3 main sites will meet the 2nd Tuesday monthly to plan and debrief activities and events.	Number of monthly meetings; documentation of meetings/debriefings; number of successfully aligned activities and events		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Activities	2015	2	Continued implementation of engagement activities and events that promote student, faculty, and staff interaction in problem solving, leadership, and educational development outside of the classroom through interactive events throughout the calendar year.	Reorganization and realignment of duties for specific personnel revealed a need for a more integrated and well-thought out planning process for regarding student events and activities.	Involve faculty and staff in the development, planning, and implementation stages of events. Utilize Faculty Association and all-staff emails to maintain open communication and involvement. Each coordinator will choose 1 event per long semester to distribute post-event surveys.	Post-event survey/focus group data, event fliers, sign in sheets, and qualitative documentation.		
Service	Student Activities	2015	3	Increased student activities for residential students on Uvalde campus - continued.	Over the last 2.5 years, the college president in conjunction with the Eta Beta Chapter of Phi Theta Kappa, has conducted monthly Conversations with the President. At these meetings, it was revealed that residential students have few opportunities to participate in activities especially during the evening and on weekends.	Uvalde coordinators will continue working with Phi Theta Kappa and VP Barker to ensure appropriate implementation and maintenance of the Phi Theta Kappa project, in addition to implementation of one new weekly event. Additionally, all coordinators will continue Conversation with the President events to allow for open communication with students, staff, faculty, and administration.	Focus group consisting of residential students; residential student survey		
Service	Student Activities	2015	4	Increased student involvement through club participation.	Club advisors have indicated that they need additional support and more opportunities to promote their clubs at campus wide events.	Student Life Coordinators will provide support to club advisors by maintaining open communication and follow up on club activities, involvement, and available opportunities.	Review of documentation, such as sign in sheets, club activity forms, and kick off participation to demonstrate success rates.		
Service	Student Information Center and Recruitment	2013	1	Improve community awareness of college programs and services through new methods distributing college information.	Students will use mobile devices and the digital viewbook to view information on our college programs.	Create a digital viewbook to replace the paper viewbook previously used.	Community and students will use the digital viewbook to set up campus tours and use the registration feature to enroll for dual credit.	The viewbook was utilized by students to request information, and campus visits. Furthermore, registering for College Day and Dual Credit Orientation events.	We found that some areas that need improvement will be in working with the Director of Counseling to figure out better tracking/survey ways to use for students registering for classes. Keeping the view book updated is also key feature in the process. Having the most up to date information will be beneficial to the student.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Information Center and Recruitment	2013	2	To increase the number of students transferring to colleges and universities.	Holding a fall and spring transfer event (TACRAO) to show case other colleges and universities will increase the transfer rate.	Build on the Fall event and add more colleges and universities. Create a spring Crossroads event and invite at least 5 universities to participate.	Track the transfer rate of students who attend the Crossroads event.	At least 5 Universities attended all crossroads events and 17 Universities attend TACRAO transfer day. Approximately 600 students were present at all these events. Students were very receptive to this event. They would like to see more universities at the crossroads event. IPEd's transfer rate has increased from 12% for 2010 cohort to 15% for the 2011 cohort as of Fall 2014.	We would like to increase the amount of universities that attend this event. This will give the students more opportunities to view different universities.
Service	Student Information Center and Recruitment	2013	3	Improve retention rates of FTIC students.	High engagement has high impact on retention.	Provide highly engaging motivational speaker in the fall and spring at College Day. Also providing opportunities for students to engage in social media, tweets & polls.	Track the students who attend College day a later enroll. Track retention rates both, Fall to Spring and Fall to Fall retention rates.	No real change in FTIC fall to spring retention. We provided highly engaging motivational performer, Magician Tim St.John, in the Fall 2013 and Spring 2014 College Days. Engaged with students in social media, tweets and poll during a session on College Day. We have tracked the students who attended College Day but need to complete prospect setup in colleague to be able to pull accurate count.	In order to get more participation next year we will create a #tag event. Students will be able to win an electronic device. We will also have students fill out the prospect card prior to arriving to ensure that we have received the correct information.
Service	Student Success Centers	2013	1	Students who regularly visit the Student Success Center will be better able to navigate educational resources.	A common problem among new students who come to the Student Success Centers is they are not fully aware of the educational resources available to them. Even when aware of resources they are not good at selecting and using the resources.	Develop and distribute a new student resource guide to a cohort consisting of all IAP students.	Compare course success rates of previous IAP students who have visited at least three times.	Students were introduced to services and resources offered at the college. Students were placed on an Individual Academic Plan (IAP) that required them to attend a specified 3hrs per week of tutoring and monthly advisor visits. This required students to utilize resources from Student Success Center/Writing Center/Student Support/Library and other resources available on campus. Based on IAP students established for success measures: Total # of students from all campus:362 Total # Successful: 265 Overall: 73% Success 73% of the students in the IAP cohort were successful in achieving established IAP for student success.	Due to limited funding and transition of personnel new resource guides were not implemented; however, the target was reached and exceeded by 3%. Although we did not have the resources to produce the guide, we were able to provide extended support for IAP students. The IAP advising, tutoring services, and other supports will continue as noted above.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Success Centers	2013	2	The students engaged by the Student Success Center graduation activities will have a higher graduation rate.	Now with performance measures being used the Success Center wants to actively plan for and participate in initiatives increasing graduation rates.	Graduation activities include: contact students nearing graduation, conduct graduation campaigns, and one-on-one advising sessions.	Assessment methods will be based on a comparison of increased graduation applications from 2012-2013 to 2013-2014.	Due to limitations in assessments we found it was challenging to measure the direct impact of our interventions. Measures for 2012-2013 to compare 2013-2014 pending from Registrar's Office. Additionally, transition in Uvalde staff resulted in a failure to deploy this initiative.	Changes observed from interventions was students graduation awareness increased therefore a greater result in students reaching out to student success center advisors for graduation advising.
Service	Student Success Centers	2013	3	Improve the number of students who successfully complete MATH-0303 and enroll in MATH-1314.	Success Center staff have noticed that student avoid enrolling in MATH-1314.	Assign tutors to MATH-0303 lab.	Tutors will be assigned to some Math labs. Use of a control group will help determine if the tutors had an affect on math learning outcomes.	Intervention was implemented on Del Rio campus for Fall 2013 semester. Eagle Pass campus began the intervention but due to scheduling issues in the classroom intervention was not applicable. Due to the transitioning of personnel in Uvalde planning outcome was unable to be implemented.	Due to the mean final grade point average between the intervention and control group only being a .10% difference the intervention was not continued to the next semester.
Service	Student Success Centers	2014	1	Students will receive a "C" or better in Math-0303 by attending weekly tutor review sessions.	Student Success Centers (SSC) work closely with faculty to identify areas in which students need tutoring. Math 0303 is a consistent area of concern.	A specified tutor from the Student Success Center will conduct weekly review sessions for Math-0303 students. Cohorts will be created by selecting one (1) instructor per campus to implement in their classes.	Outcomes will be assessed by measuring final course grade of a "C" or better then compared to non-intervention group.	Due to time constraints, the SSC was unsuccessful in scheduling review sessions for the entire class so full participation would be possible for this intervention. As a result, students in these sections of Math 0303 were contacted and encouraged to visit the SSC to work with tutors. From the 70 students established for this math cohort, 49 passed with a C or better and of those students 21 visited the SSC for tutoring. Overall, results were 70% of the students passed the course and of those passing 43% visited the SSC for tutoring.	The Student Success Centers (SSC) will continue to visit Math 0303 students and encourage them to visit with tutors or SSC staff in order to increase course completion. By maintaining a close rapport with students and faculty in math 0303, the SSC believes that more students will pursue tutoring therefore help increase success rates in the near future.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Success Centers	2014	2	Students nearing graduation will engage with Student Success Advisors for graduation advising and application completion to increase # of graduation candidates.	Observations indicate that students nearing graduation are sometimes not aware that they can, in fact, graduate. As a result, the Student Success Centers (SSC) contact these students and inform them of their status and potential for graduation and then walk them through the necessary processes.	Graduation activities include: contact students nearing graduation, conduct graduation campaigns, and one-on-one advising sessions.	Assessment methods will be based on a comparison of increased graduation applications from 2013-2014 to 2014-2015.	Students with 50 or more credits and a GPA greater than a 2.0 were contacted. Emails, letters and phone calls were made in addition to campus set ups to promote the graduation campaign established for this initiative. As a result, out of the 194 students contacted, as potential graduates, 152 applied and graduated with SWTJC which give us a 78% success rate.	Due to findings, the Student Success Centers feels efforts were effective therefore shall adopt procedures as a continued initiative for the Centers in hopes to continue growing graduation rates. Institutional data shows graduation rates are at 25% which demonstrates a true need for continuing efforts.
Service	Student Success Centers	2014	3	Students will engage with faculty and staff for greater STEM awareness	The STEM Coordinator approached the Student Success Centers (SSC) to help him promote STEM majors and careers. Since students majoring in STEM fields are often tutors in the SSCs, there is potential for a high level of collaboration.	The Student Success Center will create STEM opportunities for increased awareness such as seminars, video showings, trips, invite guest speakers and faculty/staff engagement activities. Centers will also engage with STEM Coordinator (Oscar Gaytan) for STEM activities.	Assessment measures will include sign-in sheets from events and/or activities, increased number of A.S. degrees and enrollment into higher level math & science.	The Student Success Center held events to promote STEM on each individual campus. Events such as Fall Fiesta, Fall Involvement Fair, and College Crossroads were hosted during which information regarding majors and careers were provided. Student clubs such as its Phi Theta Kappa, CHEM Squad, STEM club and SWTJC STEM Coordinator were also invited to conduct demonstrations. For fall events conducted, 420 students were reached and for spring 450. As a way to measure success, the SSC compared 2013-2014 graduates and 2014-2015 graduates with A.S. degrees and data shows a 1% decrease (314 students Year 1 & 311 students Year 2).	Efforts had a minimal impact on A.S. degree completion when data was reviewed. One factor that flaws data is that many students who are STEM majors are still pursuing an A. A. degree therefore it is difficult to truly get an accurate result on impact. Since, the need to increase the number of STEM majors is crucial to our institution, SWTJC has created a STEM Coordinator position of which Oscar Gaytan now occupies and is working closely with SSC to grow the STEM population within our campuses.
Service	Student Success Centers	2015	1	Students will utilize Upswing as an additional tutoring resource.	Dual credit and online students require access to tutoring services.	The Student Success Center will conduct classroom visits, meet with faculty and staff, email students and send postcards home to encourage the use of Upswing.	Successful completion rate for courses student seeked tutoring. Students who achieve a "C" or higher will be considered successful in achieving course completion. Student results will then be compared to peers who didn't use Upswing to determine overall success of software.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Success Centers	2015	2	Students with a GPA below a 2.00, but not yet on suspension will be contacted for an Academic Success Agreement Form.	Students on academic probation require intervention before they fall below the satisfactory academic progress standards.	An Estudios report will be generated to identify students who are currently enrolled for Fall 2015 (then Spring 2016) and hold a GPA below a 2.00 therefore considered on academic probation. Groups targeted will be those students on each SSC coordinator letter cut. In Uvalde, SSC coordinator will team up with DSS Coordinator to visit with at-risk students since UV SSC coordinator does not have a letter cut. An Academic Success Agreement form will be created by SSC Coordinators and sent for approval by Director before implementation.	Each student will be evaluated on an individual bases for course success therefore GPA increase.		
Service	Student Success Centers	2015	3	The Student Success Center (SSC) will contact students taking distance learning courses to promote SSC services.	Observations indicate that students in distance learning courses, especially on the "off-sites" struggle to stay engaged. Therefore, SSC staff will contact students in distance learning courses to promote and provide services.	Using Estudios, a cohort of students will be identified on each campus who are scheduled to take a distance learning course.	Students will be evaluated for course success based on completion and compared to a non-chort distance learning course within the same discipline.		
Service	Student Support Services	2013	1	Provide math tutoring to more of the college service area.	Currently math tutoring in limited to the Uvalde campus.				
Service	Student Support Services	2013	2	Have Fall 2013 FTIC SSS Students - developmental math students college ready in one year.	Having students enrolling in developmental math courses in semester sequences will strengthen their math skills leading to college level math readiness	SSS advisor will plan out each student's academic plan to meet timeline.	students that enroll in a math gatekeeper course in the 2014 Spring, Summer, and Fall	19 students were enrolled in a developmental math in Fall 2013 and 9 are college ready = 47% college readiness	SSS will continue with this objective for the 2014-15 fiscal year and compare findings to this year.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Student Support Services	2013	3	SSS student retention will be increased by students connecting with support staff.	Students who are engaged or connected with support staff are more likely to stay enrolled.	Intervention will consist of providing students with the resources needed to succeed in college. Resources include Academic and transfer advisement, tutoring, computer lab usage, financial and academic workshops, university tours and cultural activities.	comparing students who have two or more contacts with support staff to those who have one or no contact on a yearly basis.	2 or more contacts = 169 students contacted and 106 currently enrolled (63% returned rate for Fall 2014). Students with 1 or less contacts = 341 and 98 currently enrolled (29% returned rate for Fall 2014)	SSS support staff reached out and provided services in tutoring, academic & transfer advising, assistance in completing FAFSA, financial literacy workshops, campus tours, cultural activities, and resource lab.
Service	Student Support Services	2014	1	Students will improve learning related to the Success Skills-SSS program outcome 'Complete admissions, financial aid and transfer process '.		SSS support staff will administer Financial Literacy Workshops to its students	Pre-test, Post-test on Financial Literacy Workshop material as well as certificates of completion	Objective was changed on WhippleWare. Objective in WhippleWare states other services other than financial literacy	
Service	Student Support Services	2014	2	Increase SSS FTE developmental math students to college ready in one year.		SSS advisor will plan out each student's academic plan to meet timeline.	Compare 2013 Cohort to 2014 Cohort to see if SSS increased the number of FTE Dev. ed math students to college ready within one Yr.	In the 2012 cohort SSS had 29 FTE math Dev Ed students in which 14 students were college ready for the 2013 cohort. The 2014 Cohort SSS had 26 FTE math Dev Ed students from previous cohort in which 13 were college ready.	SSS will continue to use and improve current objective for the 2015 - 16 UAP.
	Student Support Services	2015	1	FTE SSS participants will receive mentoring to improve retention and academic success.		SSS advisors and second year SSS students will construct and conduct mentoring sessions to FTE SSS participants	Compare grades and enrollment status on students that participated in the mentoring sessions to those that didn't		
	Student Support Services	2015	2	FTE SSS participants will receive transfer advising to increase SSS transfer rates.		SSS advisors will develop transfer plans based on students' majors and administer transfer activities to four year institutions, advisors will also continue to assist students with their transfer applications	Use National Student Clearinghouse and compare transfer results to 2014 cohort		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Testing Center	2013	1	Testing Center meets the state mandated requirements to administer the Texas Success Initiative (TSI) placement test.	The state of Texas designed a new placement test. This requires the Testing Center to make changes to operations.	Train Testing Center staff and proctors. Prepare test computers at all sites. Coordinate with VP of Academic Affairs and Registrar to provide the required on-line pre-assessment.	TSI assessment administered.	The Texas Success Initiative (TSI) placement exam is in place and is being administered at all testing sites.	This outcome is complete and no further actions are needed.
Service	Testing Center	2013	2	Testing services will be more accessible to potential students.	Previously the testing has been primarily concentrated in Uvalde where testing facilities exist. Testing in Eagle Pass and Del Rio has been on a limited basis, primarily on weekends. Expanding testing in these centers has become a priority of the college.	Locate funding to support the increased staff and computers needed at Del Rio campus. Repurpose space on campus.	Track the number of tests taken.	There were not enough tests taken at the Del Rio Campus to justify a dedicated space and staff needed to have a full service testing center.	The Testing Center staff will continue to accommodate student testing needs on a "as needed" basis. At this time, plans for a Del Rio Testing Center is not needed nor feasible.
Service	Testing Center	2014	1	Students enrolled in the Phlebotomist program through the SWTJC Workforce Development program will be able to test for certification through the SWTJC Testing Center.	Observations and planning with the Workforce Development offices show that the National Health Career Association certification exam for Phlebotomist should be offered at the Uvalde Testing Center. Currently students are required to drive to San Antonio to test for certification after completing the SWTJC program.	Complete the process for becoming a National Health Career Association testing site, certify proctors, and set up the electronic testing platform for medical certification exams including the Phlebotomist exam. Provide testing services to students in the Phlebotomist program through the Workforce Development program.	Analyze the number of students testing for the Phlebotomist certification with a goal of gathering baseline data for use in subsequent planning years.	There were 23 potential candidates for the Phlebotomist certification exam. Fifteen (65%) of the 23 potential candidates tested for certification through the SWTJC Testing Center. The lines of communication between the Workforce Development program and the Testing Center are operating more efficiently. Testing Center staff were trained to proctor National Health Career Association (NHA) exams and use the NHA electronic testing platform.	Certification testing through the SWTJC Testing Center for the Phlebotomist program will continue on the NHA electronic testing platform. Further analysis regarding the 8 students that did not test is needed and will be performed in the 2015-2016 academic year by Testing Center staff.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Testing Center	2014	2	Increased number of GED and Texas Success Initiative-TSI tests administered.	The Testing Center has operated for many years as an island of sorts with very little communication with other student services. In order to improve both communication with the larger SWTJC community and achieve greater operational efficiency, Testing Center staff seeks to operate the Testing Center Advisory Committee.	The Testing Center Advisory Committee will develop a written plan that reflects consensus on the needs and requirements of the SWTJC Testing Center. Representatives on the committee will provide insight as to focus areas for increased and or more efficient testing administration. The Testing Center Advisory Committee (TCAC), comprised of student services representatives, will be assembled to guide the Testing Center to reach its goal of serving the community with the very best possible testing services, customer service, and facilities. The committee will advise and support the Testing Center initiatives and goals.	Track number of test administration dates and test takers.	<p>1. Weekend GED testing 4 Testing Dates occurred. We did not meet our target of 5 dates.</p> <p>2. Weekday GED testing dates 41 testing dates 36% increase over 2013-2014</p> <p>3. Paper pencil TSI for prison program 61 tests administered 42% increase over 2013-2014</p>	The Testing Center Advisory Committee (TCAC) will continue to meet in order to discuss and implement goals and initiatives that will increase operational efficiencies for the SWTJC Testing Center. Testing Center staff will collaborate with TCAC to increase testing opportunities for the CLEP (College Level Exam Program)exam.
Service	Testing Center	2015	1	Increased number of GED (weekend administrations) and College Level Exam Program (CLEP) tests administered.	The Testing Center has operated for many years as an island of sorts with very little communication with other student services. In order to improve both communication with the larger SWTJC community and achieve greater operational efficiency, Testing Center staff seeks to operate the Testing Center Advisory Committee. Testing Center staff received an award from the xxxxxx in recognition of quality service for the CLEP exam. We seek to continue at a high level of quality while serving more students.	Testing Center staff will implement the plan developed by The Testing Center Advisory Committee. More CLEP dates will be scheduled and focused marketing will be implemented.	Track number of test administration dates and test takers. Track average number of test takers per GED weekend administration and CLEP exams to inform future decisions on number of testing dates required to meet students needs. Target a 10% increase in CLEP exams test takers.		
Service	Testing Center	2015	2	The Testing Center will meet students' testing needs.	With the help of the Testing Center Advisory Committee (TCAC) that was formed in 2014, the Testing Center has made several improvements to operations. As a result of the continued work by the TCAC, Testing Center staff recognized that data coupled with increased communication via the TCAC can further improve Testing Center operations and make testing services more efficient.	Identify, create, and utilize Testing Center usage reports.	Track number of reports utilized. Administer a student satisfaction survey and/or conduct focus groups. Survey technical program coordinator/faculty and inquire about student testing logistics.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Transportation	2013	1	College vehicles will be operated in safer and more efficient manner	F 3.3 Identify and utilize areas of operational efficiency	Install GPS units on all vehicles.	Track driving behavior.		
Service	Transportation	2013	2	College vehicles will be operated in safer and more efficient manner	F 3.3 Identify and utilize areas of operational efficiency	Initiate random drug testing policy for all college vehicle drivers.	Track drug/alcohol testing results		
Service	Writing Center	2013	1	Students will successfully complete the writing gateway course ENGL-1301.	Evidence suggests that students who attend the center are more successful but more would attend if there were specific referrals.	In selected ENGL-1301 classes, students who score below a B on the first essay assignment will be referred to the Writing Center.	Track the students who were referred and attend as compared to those referred and did not attend.	Del Rio Writing Center Fall 2013 semester: 33 students (treatment group) in two English 1301 courses were referred to the Writing Center based on grades below a B for their first essay. 12 students attended the Writing Center for intervention. 11 of the 12 students received a C or better in their final grade in English 1301. Overall success rate: 91% Spring 2014 semester: 32 students (treatment group) in two English 1301 courses were referred to the Writing Center based on grades below a B on their first essay. 20 students attended the WC for intervention. 15 of the 20 students received a C or better on their final grade in English 1301. Overall success rate: 75% Eagle Pass Writing Center	Due to the outcome's positive impact, Writing Centers will continue this process in the 2014-2015 school year.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Writing Center	2013	1					<p>Fall 2013 semester: 5 students from one English 1301 class, who received below a B in their first essay, were referred to the Writing Center. 5 out of 5 students received a C or better in English 1301. Overall success rate: 100%</p> <p>Spring 2014 semester: 6 students from three different English 1301 classes, who received below a B in their first essay, were referred to the Writing Center. 4 out of the 6 students received a C or better in English 1301. Overall success rate: 67%</p>	
Service	Writing Center	2013	2	Students will improve learning related to the Writing Competency program outcome 'Apply strategies to improve writing skills'.	Students who spend more time reviewing their own work require less attention and time with tutoring staff thus freeing them up to serve more students.	Distribute and require the use of the student "Self-Edit Checklist" prior to tutoring session.	A review of grades from students who used the Self-Edit Checklist will be performed. Use of a control group will help determine if the Self-Edit Checklist had an affect on learning outcomes.	This outcome was unsuccessful in all Writing Centers. Students often seemed daunted by the self-edit checklist and either avoided it or filed out only a portion of the document. Tutors also expressed that giving the checklist to students led to redundancy, since they had to explain the document to students and then continue on with the session.	Writing Centers in all locations have decided not to continue with this initiative.
Service	Writing Center	2013	3	Students will improve learning related to the Writing Competency program outcome 'Complete writing assignments successfully'.	The Writing Center services should to be broadly distributed regardless of where a class originates.	Create a virtual Writing Center. Establish a WC email address and promote its use through the distance learning population (faculty,staff and students).	Success of distance learning students who submit work through the virtual Writing Center will be reviewed and compared to a control group.	<p>During the 2013-2014 year, the Virtual Writing Center was set up and tutoring services became available to different outreach sites and students enrolled in internet courses.</p> <p>The following courses were given access to this service: English 1301 English 1302 Humanities 1301 English 2332 Philosophy 2306</p> <p>Tutors corresponded with students via email.</p> <p>The virtual Writing Center rendered services to students who would otherwise not be able to attend our physical locations, and thus, proved to be a successful method</p>	Writing Centers in all locations will continue developing the Virtual Writing Center.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
								of engaging and assisting this particular population.	
Service	Writing Center	2014	1	Students will successfully complete the writing gateway course ENGL 1301.	Although, the Writing Centers are very well attended at all campuses, there are students who do not successfully complete ENGL 1301. A strong referral system is needed so that students who are performing poorly on their essays are formally referred to the Writing Center at the beginning of the semester.	In selected ENGL-1301 classes, students who score a C or below on the first essay assignment will be referred to the Writing Center.	Track the grades of those students who referred and attended the WC via Estudios and compare them to those who did not attend.	Data was not collected for fall semester due to beginning the intervention late in the semester. In Spring 2015 semester, 10 students were referred to the Writing Center based on grades below a C for their first essay. All 10 students had 3 or more sessions in the Writing Center for the intervention. Seven of the 10 students received a C or better on their final grade in English 1301. Intervention group success rate: 70% Control group success rate: 33%	As a result, objective should be continued for 2015-2016, but on a broader scale to cover more disciplines and to increase the response rate. The findings revealed that the instructors found it time consuming to write referrals for those students who received a C or below. Revising this initiative should allow the instructor to refer students at their discretion.
Service	Writing Center	2014	2	Students will become independent, self-confident learners.	Observations of student behavior and research on Writing Centers revealed that students' assessments of their own writing skills are very good indicators of services that can be provided by tutors.	Writing Centers will distribute and require the use of the student "Self-Assessment" during the last two months of each semester.	Evaluate survey results and continue to track the students who attend versus those who do not.	Fall 2014 semester Del Rio had 23 respondents, Spring 2015 semester Del Rio had 13 respondents. All students who filled out the self-assessment agreed, when working with a WC tutor, new strategies to promote development and success as a writer were learned. They also believed that the WC has helped them change as a writer. Surveys were not deployed in Eagle Pass or Uvalde.	To improve this practice the self-assessment questions will be added to the end of semester survey to reduce the different forms students are required to fill out. All campuses will implement additional efforts to promote survey responses in the 2015-2016 academic year.

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Writing Center	2014	3	Students will improve critical thinking, writing, and research skills by partaking in events and workshops offered by the Writing Center.	Research indicates that students who are engaged in outside of the classroom activities are more successful. As a result, the Writing Centers plan to host several workshops and presentations pertaining to writing.	Writing Centers will collaborate with other student services departments, faculty, and staff to hold events and workshops that pertain to research and writing. [i.e. Research Symposium, Brown Bag Lunch Workshops, and course specific workshops targeting gateway writing courses]	Track the grades of those students who attended these events/workshops and compare their performance to others who did not attend.	In fall 2014 semester, 17 students participated in an event held in collaboration with a community organization at the Writing Center on October 30, 2014. Sixteen out of 17 students have a GPA of 2.5 or higher. In the spring 2015 semester, overall 20 students participated in a Writing Center event in which a local artist gave instruction to create a Haiku on canvas, 10 were SWTJC students. Four Brown Bag workshops were held on the Uvalde campus and yielded an average of 8 students per session out of a 15 student capacity. All campuses promoted and participated in the Annual Halloween Short Story Contest. There were a total of 27 entries from both students of SWTJC and RGC.	Making connections with the community to come in and engage with our students was an accomplishment. Making a comparison of GPA's was not feasible. Continued efforts will be made to engage with faculty and community for events/workshops at the Writing Center.
Service	Writing Center	2015	1	Students will successfully complete writing intensive courses.	Although, the Writing Centers are very well attended at all campuses, there are students who do not successfully complete ENGL 1301. A strong referral system is needed so that students who are performing poorly on their essays are formally referred to the Writing Center at the beginning of the semester.	In select writing intensive courses, instructors will refer struggling students to the Writing Center.	Course grades of students who were referred and attended the WC three or more times will be assessed to evaluate overall success of referral process.		
Service	Writing Center	2015	2	Students will become independent, self-confident learners. Pilot program on the Del Rio campus.	Observations of student behavior and research on Writing Centers revealed that students' assessments of their own writing skills are very good indicators of services that can be provided by tutors.	Writing Centers will distribute and require the use of the student "Self-Assessment" during the last two months of each semester. Self-assessment questions have been added to electronic surveys disseminated at the end of each semester.	Evaluate survey results and compare response rate and overall rating from previous data.		
Service	Writing Center	2015	3	Students will improve critical thinking, writing, and research skills by partaking in events and workshops offered by the Writing Center. Pilot in Eagle Pass and Uvalde.	Research indicates that students who are engaged in outside of the classroom activities are more successful. As a result, the Writing Centers plan to host several workshops and presentations pertaining to writing.	Writing Centers will continue collaboration with other student services departments, faculty, and staff to hold events and workshops that pertain to research and writing. [i.e. Research Symposium, Brown Bag Lunch Workshops, and course specific workshops]. In addition, coordinators will distribute surveys to participants at various events.	Track workshop attendance and overall satisfaction with events offered.		

Southwest Texas Junior College
2013-2015 Unit Action Plans

type	unit name	plan year	outcome #	expected outcome	outcome rationale	activity	assessment	findings	use
Service	Writing Center	2015	4	Effective Writing Center services for students through appropriate tutor development.	Tutor performance should be evaluated by students receiving tutoring services.	Writing Center tutors will distribute post-session surveys to guarantee that students are receiving adequate services according to the tutor handbook.	Analyze survey data to determine overall student satisfaction with services provided by the individual tutor and the Writing Center as a whole.		
Service	Writing Center	2015	5	Expanded tutoring services through the use of technology.	Dual credit and online students need accessible tutoring services.	Tutors and staff will promote and refer students to utilize Upswing for online tutoring in Writing.	Review utilization rates of Upswing and its impact on overall course success.		