

**Southwest Texas College  
2021-2024 Strategic Plan Initiatives  
All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Administrative	Office of the President	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	SWTJC will use the momentum established during our 2021-2026 Strategic Planning effort to strategically reorganize the functions of the college.	To better serve our community and meet the evolving needs of our students, we are undertaking a reorganization of our organizational structure. This initiative will focus on realigning several of the administrative functions.	Strategically create and fill several administrative positions including Chief of Staff and Dean of Instructional Services & School District Partnerships.	Met	The Chief of Staff position was created and filled. The departments in the Chief of Staff unit currently include Office of Institutional Effectiveness, Data Management & Integration, and all Grant Programs. This move places an emphasis on data collection, analysis, integrity, and usage while also bringing together departments that work together frequently. The Dean of Instructional Services and School District Partnerships position was created and filled. The unit consists of Dual Credit Programs (formerly Outreach) and Professional Development while also placing emphasis on a centralized location for relationship building with our partner school districts.	Monitor for success and possible change including further reorganization.
Administrative	Office of the President	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	SWTJC will designate two division chairs for additional oversight of dual credit courses/faculty, promoted a new academic/technical dean.	To better serve our community and meet the evolving needs of our students, we are undertaking a reorganization of our organizational structure. This initiative will focus on realigning the Academic Leadership Team to enhance responsiveness and effectiveness.	SWTJC growth demand to be more responsive to community/student needs, in order to respond to effectively we'll realign Academic Leadership Team designating two division chairs.	Met	In an effort to meet the growing demand for skilled professionals in various industries, we were excited to announce the development and expansion of several key programs within our institution: Surgery Tech Program, Construction Science, expanding Diesel Tech, Truck Driving, Powerline, Automotive & HVAC EP, Welding HVAC DR. These initiatives reflected our commitment to providing high-quality education and training that aligns with industry needs, ultimately contributing to workforce development and economic growth.	After implementing surveys throughout the SWTJC community, we were able to designate the two Division Chair positions.
Administrative	Office of the President	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	SWTJC will increase the dialog to move the community forward through ONE seminar per year with experts and Robb impacted families.	Support our Mission Statement working with community leaders and impacted families to help bridge differences among the community. The goal is to increase the dialog to move the community forward. In Southwest Texas Junior College (SWTJC) recognizes its vital role in assisting with the rebuilding and healing of our community.	The effects of the May 2022 tragedy at Robb elementary have severely impacted Uvalde, the college has a role in assisting the rebuilding of our community. I will engage leaders to help bring the community back to a position of working together for our community.	Met	By facilitating open dialogue and encouraging active participation, we aimed to rebuild trust and strengthen the bonds that hold our community together. Through these efforts, we worked to transform the pain and loss into a renewed commitment to collective progress and resilience. SWTJC is dedicated to being a cornerstone of support, providing the resources and leadership necessary to help Uvalde heal and move forward. Together, with the engaged efforts of our community leaders and members, we can bring Uvalde back to a position of strength, unity, and hope.	Assisting the rebuilding of our community was a successful strategy. SWTJC engaged leaders to help bring the community back to a position of working together for our community. Organize a comprehensive conference with families to align resources and initiate the creation of synergies focused on recovery and rebuilding efforts. These events served as a collaborative platform where family members, community leaders, local authorities, and relevant organizations can come together to discuss and coordinate their resources, knowledge, and efforts.
Administrative	Chief of Staff	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Reorganization of the OIE department will improve SWTJC's ability to move forward strategically post-COVID.	OIE was moved into the Chief of Staff's unit recently. As a result, I am working to learn what each staff member does, what is required of the office, and how projects are managed. A reorganization of responsibilities and tightening up of many of the processes is needed.	Interview each staff member separately and together to gain an understanding of their work philosophy/ethic, their views of OIE and how they believe OIE is viewed by others, what they see as the primary functions and responsibilities of OIE, etc. I will also research OIE offices at other colleges and universities to gain an understanding of what others are doing in terms of institutional research and effectiveness. Then I will develop a reorganization plan and present it to the President for approval.	Met	All OIE staff expressed concern with the level of collaboration they receive from other college departments. They said that they find issues, but lack the support needed to make changes. This is especially apparent in their state and federal reporting projects. They also believe there to be a lack of support in general that has resulted in OIE being considered the "data police" which then results in further lack of collaboration and cooperation. In my research of other colleges and in discussions with two former OIE deans, I found a couple of models that make sense for SWTJC. I used all of the information gathered to develop the reorganization plan that will create a Data Management & Integration Department separate from OIE, rename OIE as Strategic Innovation & Research, and incorporate the Grant Team with OIE.	Reorganization plan was approved and executed. Will monitor and make changes as necessary.
Administrative	Chief of Staff	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Improved data collection processes will enhance our abilities to analyze data and tell our story.	Data collection is largely ad-hoc. As a result, we sometimes struggle to gather data to analyze. Identifying, analyzing, and cleaning up 3 data collection processes will provide a starting point for better data integrity and institutional effectiveness.	3 data collection processes will be identified, analyzed, and cleaned up	Met	The data collection processes for the drop-list, dual credit, and TRIO-SSS were analyzed and improved.	Will continue the strategy for another year, if successful, incorporate into regular business practices.
Administrative	Chief of Staff	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Improved data collection processes will enhance our abilities to analyze data and tell our story.	Data collection is largely ad-hoc. As a result, we sometimes struggle to gather data to analyze. Identifying, analyzing, and cleaning up 3 data collection processes will provide a starting point for better data integrity and institutional effectiveness.	3 data collection processes will be identified, analyzed, and cleaned up	Met	The data collection processes for the enrollment dashboard, cohort study, and strategic plan dashboard were analyzed and improved.	Incorporate the strategy into the regular functions of the unit.
Administrative	Dean of Applied Sciences and Liberal Arts	2022-2023		No SPI available due to college-wide reorganization.					

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Administrative	Dean of Applied Sciences and Liberal Arts	2023-2024	Objective 2-2: Increase one-year persistence rate	The Dean's office will receive Perkins Basic funding to support students with transportation in the form of gas vouchers and subsidizing the SWART transit fee paid by the college, childcare funds, and textbook funds to impact student completion. Increasing resources for our students will alleviate some of the burdens of attending college and likely will help students complete their goals by earning certificates, licensures, and degrees.	The Dean of Applied Sciences and Liberal Arts Office aims to align with SWTJC's Strategic Plan for 2021-2026 by focusing on Strategic Objective 3-1b. This objective involves increasing the 3-year completion rate of part-time FTIC students from 19% (60) to 27% (84) by 2026. The office acknowledges that SWTJC primarily serves students from special population demographic groups, such as individuals with disabilities, those from economically disadvantaged families, and single parents. In recognition of the need for additional support, the office plans to continue to annually apply for Carl D. Perkins funding as specified by the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), signed into law on July 31, 2018, and to maintain state records and reporting in order to continue to receive funds.	The Dean's office will continue to apply for Perkins Basic funding to support students with transportation in the form of gas vouchers and subsidizing the SWART transit fee paid by the college, childcare funds, and textbook funds.	Met	Reported by the SIR Office: Progress: Objective 3.1b started with a baseline completion rate of 18.8% in 2020-21. By 2021-22, significant progress was made, with the rate rising to 27.4%, nearing the 2026 goal. Data for 2022-23 and 2023-24 is not yet available, as the required 3 year period has not yet passed. This upward trend suggests steady progress towards meeting the goal. Reported by the Dean of Applied Science and Liberal Arts Office: Progress: The college received Perkins funding: 2022-2023 academic year, awarded approximately \$280,000 2023-2024 academic year, awarded approximately \$236,000	The office will continue this strategy for another year to support the strategic goal of increasing the 3 year completion rate of part-time FTIC students.
Administrative	Dean of Instructional Services & School District Partnerships	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Reorganize the strategic management of the Outreach Department to support the applicable objectives of the 2021-2026 SWTJC Strategic Plan	The Outreach Department has consistently registered dual credit students in a manner that lags behind internal priority dates which impacts compliance reporting and instructional integrity.	Redesign and refocus of the four full-time Outreach staff for better operational efficiency that will impact dual credit student registration rates as measured by the Estudios database.	Met	Job descriptions were updated and responsibilities were restructured during the late Fall 2021 and early Spring 2022 period. The Fall 2022 pace of registration demonstrated a 30% increase in on-time completion. The staff compensation time accumulation dropped by 70% compared to previous Fall registration periods.	Restructuring plan was approved and executed. Will monitor and make changes as necessary.
Administrative	Dean of Instructional Services & School District Partnerships	2022-2023	Objective 1-1: Increase the efficiency and capacity of student enrollment	Reduce time to register dual credit students with the implementation of a Batch Registration process.	Supports 2021-2026 SWTJC Strategic Plan Objectives 2-1d and 3-4	Research and acquire a Batch Registration application compatible with Collegue. Facilitate ongoing training and registration goals to the two Dual Credit Coordinators responsible for registering dual credit students.	Met	All dual credit students were registered (19) days before Census for Fall 2022 and (50) days before Census in Spring 2023 representing a more than "69% reduction in the time the same amount of staff took to complete registration. "The comparison is to the Fall 2021 and Spring 2022 registrations. The Fall 2021 completed registration was (9) days before Census. The Spring 2022 completed registration was (14) days before Census.	Batch registration will continue with monitoring for improvement as necessary.
Administrative	Dean of Instructional Services & School District Partnerships	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Actualize a transition plan for the Instructional Leadership Functions of the Instructional Services Office.	Historically the Division Chairs and the Professional Development Director have not participated in the direct oversight of adjunct faculty or the creation of Technical Dual Credit Program Agreements despite the fact that these are a part of their responsibilities. 2021-2026 SWTJC Strategic Plan Objectives 2-1d and 3-4	The Technical Division Chairs and the Dual Credit Programs Director were assigned to weekly sessions with the Dean during the Spring 2024 semester to collaboratively create the Technical Dual Credit Program Agreements. All Four Division Chairs and the Professional Development Director were mentored regularly by the Dean in appropriate methods designed to allow them to assume and complete at least 10% of the adjunct faculty oversight activities.	Partially Met	Twelve Adjunct Faculty Evaluations were completed by Division Chairs and Professional Development Director in 2023-2024. The number represents slightly more than 10% of the total possible. However, ten of the twelve completed evaluations were from the Professional Development Director. Only one of the four Division Chairs completed the task (completion of two Adjunct Faculty Evaluations). 100% of the Technical Dual Credit Program Agreements to be used in the 2024-2025 academic year were completely redesigned before July 2024.	Activity will continue until it reaches full implementation.
Administrative	VP of Academic Affairs	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	VP's Administrative Assistant will reduce the time required to prepare contracts for Adjunct Faculty Pay and Overload Pay for FT Faculty	Preparation of Overload pay documents typically requires two weeks of the Assistant's time. Reducing the time will allow her to attend to other duties. Additionally, the shorter time will reduce frustration among faculty while they wait for notice of extra pay.	Create a "live" spreadsheet which contains formulae allowing far less data entry by Aracely Ruiz to compute an individual's overload pay	Met - VP of Academic Affairs developed fundamental EXCEL sheet but enlisted help from a Division Chair and a Faculty Member to create accurate formulae	While the time needed to calculate overload pay was reduced by several days, data entry is still dependent on accurate Faculty Load Sheets. Aracely still must check Load Sheets for true "load" classes vs true "overload" courses. The live EXCEL sheet fundamentally runs off of the difference.	The need was discovered to compel faculty to submit accurate Load Sheets, with reasonable indications of "load" vs "overload"
Administrative/ Administrative	VP of Academic Affairs	2022-2023	Objective 1-1: Increase the efficiency and capacity of student enrollment	Use Multiple Measures Assessment (MMA) to advise students holistically, thereby placing them on a more accurate, efficient path to complete any Dev. Ed. requirement. Participate as data-submission school to state study on validity of MMA	Reducing student time to complete Dev Ed requirements should produce more completers in fewer semesters than currently are needed; ancillary effect should be fewer drops and less student frustration/anxiety	Choose measures/factors additional to TSIA scores to advise students. Choice will be affected by findings from state study; study may direct decision	SWTX staff from Academic Affairs and Student Success calculated a minimum HS GPA for transfer students to use to allow students to enter a transfer Math or English course without concurrent enrollment in Dev Ed. Decision was informed by CAPR findings on data submission; replicated other state studies, which found HS GPA by far the best indicator of college success	Advising using the HS GPA still on-going. Not enough students as of Fall 2024 to permit conclusions	
	VP of Academic Affairs	2023-2024	Objective 2-1: Increase the number and percentage of students achieving 15 credits/30 credits/core complete	Students granted SCH overloads will maintain all extra hours and maintain overall GPA with a TBA margin	Students requesting SCH overloads typically do so to complete a secondary credential. Allowing these attempts potentially increases the number of awarded credentials	Track the performance of students granted SCH overloads during academic years 2021, 2022, and 2023. Determine success in terms of GPA, withdrawals, and 'Incompletes'	Still tracking		Findings may impact the variables by which permissions are granted/denied

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Administrative	VP of Administrative Services	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	The VP of Administrative Services will receive at least 80% of the surveys back with positive feedback. Positive feedback will be evaluated as a summation of the returned survey.	Each Administrative Leader will meet and discuss a Leadership chapter from John Maxwell's 21 Irrefutable Laws of Leadership. Every first Friday of the month, our Team will read a chapter and answer and discuss questions at the end of the chapter.	The survey questions will resemble leadership questions: 1. Self-Awareness-what are your strengths and weaknesses as a leader? how have you handled challenges and setbacks? has a chapter in the book helped with a specific problem? 2. Communication-how effectively do you communicate your vision and goals with your team? how do you build and maintain positive relationships with your team members? has a chapter in the book helped with a specific problem?3. Decision making and problem solving-describe your approach to decision making as a leader? how do you prioritize task and allocate resources? has a chapter in the book helped with a specific problem?	Met	The concept is to increase our knowledge of leading teams. Different personalities and leading others was/is the challenge. I desire the team to come closer together and build relationships/connections to help increase work ethic and work productivity. Meeting with my team leaders and understanding the daily work and processes helps.	I desire to implement the 21 Irrefutable Laws of Leadership with our team leaders. We have collected information on and of the daily processes and now leadership training and getting better.
Administrative	VP of Administrative Services	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	The VP of Administrative Services will receive at least 80% of the surveys back with positive feedback. Positive feedback will be evaluated as a summation of the returned survey.	Each Administrative Leader will meet and discuss a Leadership chapter from John Maxwell's 21 Irrefutable Laws of Leadership. Every first Friday of the month, our Team will read a chapter and answer and discuss questions at the end of the chapter.	The survey questions will resemble leadership questions: 1. Self-Awareness-what are your strengths and weaknesses as a leader? how have you handled challenges and setbacks? has a chapter in the book helped with a specific problem? 2. Communication-how effectively do you communicate your vision and goals with your team? how do you build and maintain positive relationships with your team members? has a chapter in the book helped with a specific problem?3. Decision making and problem solving-describe your approach to decision making as a leader? how do you prioritize task and allocate resources? has a chapter in the book helped with a specific problem?	Met	The score results of Question #8 How do you rate our Leadership Training up to this point?The results scored at a 4.33 out of 5. It may seem that this result is a positive step in our leadership abilities.	We will expand our leadership training by including personnel who is not leadership. We will also meet as whole teams/units at least once a year. InDiscussion and feedback for enriching lives and professional growth for better service.
Administrative	VP of Del Rio Campus	2022-2023	Objective 1-1: Increase the efficiency and capacity of student enrollment	Increase recruiting and engagement efforts on campus while including community organization's participation, to promote students connection to SWTX	After the pandemic, students need to feel a sense of connection to campus. Activities needed for students to connect, areas needed for student to utilize. Adding community organizations to events enables student to learn what local resources are available. Create meeting/studying spaces on campus for students to utilize during their down-time	Increase campus activities promoting engagement and connection for students and community: Library workshops, Tranfer Tuesdays, COVID Vaccine Drives, Meningitis and Flu Vaccine Clinics, Resouse Fair, Student Success Centers Destressers, Pizza with the President, Wellness and Stress Relief Activities. Work with the Del Rio Early College High School to schedule events to improve the attendance. Install better technology access for classrooms and outdoor spaces.	Met	Student on-campus engagement was increased. Del Rio ECHS students attended events which did not conflict with high school activities. Students attended more events as the number of events and community involvement increased.	Will continue the process and incorporate into regular business practices for the Del Rio Campus
Administrative	VP of Del Rio Campus	2023-2024	Objective 1-1: Increase the efficiency and capacity of student enrollment	Increase recruiting and engagement efforts on campus to include community organization's participation, to promote students connection to SWTX	Students need to feel a sense of connection to campus. Activities needed for students to connect, areas needs for student to utilize. Adding community organizations to events enables student to learn what local resources are available. Create meeting/studying spaces on campus for students to utilize during their down-time.	Increase campus activities within different departments promoting engagement and connection for students and community.: Library workshops, Transfer Tuesdays, Meningitis and Flu Vaccine Clinics, Recourse Fair, Student Success Centers Distressers, Pizza with the President, Wellness and Stress Relief Activities. Addition of Frontera Room (study room) or students to utilize during their down-time. Redesigning Building B Student lounge with more seating and better technology access.	Met	Student on-campus engagement was increased. Students attended more events as the number of events and community involvement increased.	Will continue the process of adding new activities and incorporate into regular campus practices for the future.
Administrative	VP of Eagle Pass Campus	2022-2023		No SPI available due to college-wide reorganization.					
Administrative	VP of Eagle Pass Campus	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	1. Strengthen the sense of connection and belonging among our campus community. 2. Enhance the community's sense of connection and pride in Southwest Texas College's mission and programs.	By supporting current student clubs/organizations and implementing new clubs on campus we will empower students to take an active role for building campus community. Creating gathering spaces for students to connect, relax, and collaborate will establish a sense of connection within the campus. Establishing events/activities that support student's well being will help students connect with campus and local resources. Enhancing partnership with local ISD and universities will raise awareness of SWTX College mission and programs. Strengthening SWTX College community presence through media outlets will help highlight our vision and program offerings.	Q1. Implemented three new student clubs- 1. Student Ambassadors 2. Creative Writing Club 3. Book Club. Created a more functional space for the student lounge. Established a more inviting, visually appealing Student Success Center and library. Supported student well being by establishing the Zen Den, pop-up food distribution event, flu and meningitis vaccine drives, & Spring into Health resource fair Q2. Launched an initiative to establish an Automotive, Carpentry, & Welding dual enrollment program with EPISD. Assisted in reinstating partnership with TAMU. Hosted and collaborated in community events such as the Easter Egg Hunt, Safety Week, Love My Credit Score student & community workshops, Apply Texas Application and Financial Aid workshops, SWTJC Lecture Series, International Women's Day, Candles for Life and HEB Thanksgiving Feast. Enhance overall media presence (public relations) through local media outlets (newspaper ads, coverage of events, and interviews with media outlets)	Met	Increased student engagement during campus activities, student enrollment, and utilization of student services such as the Student Success Center and Student Lounge. Effectively established Auto and Welding dual enrollment program for EPISD for the 24-25 school year.	I will continue to incorporate strategies that foster a sense of connection and belonging throughout our campus and local community. I will also continue to enhance partnerships with ISD's and International educational Institutions by highlighting the college's mission and program offerings.

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Administrative	VP of Finance	2022-2023		No SPI available due to college-wide reorganization.					
Administrative	VP of Finance	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Align tuition projection model with HB8 dual credit rates to more accurately project tuition outcomes.	At \$55/SCH, the HB8 rates significantly decrease the tuition revenue as well as the offsetting discounts allowed for our dual credit population. It is essential that these changes be considered when developing a balanced budget.	Edit tuition projection spreadsheet for HB8 dual credit rate changes.	Met	While the HB8 rate changes helped to more accurately project tuition income for dual credit students, it became apparent that the mix of in-district, out of district, and out of state for traditional (non-dual credit) students is a determining factor in the model as well.	I will use the knowledge from my findings to fine tune the projection model for the upcoming budget cycle.
Administrative	VP of Student Services	2022-2023		No SPI available due to college-wide reorganization.					
Administrative	VP of Student Services	2023-2024	Objective 2-2: Increase one-year persistence rate	Creating a more efficient way of processing academic and technical scholarships. 50% of the scholarship management system will be processed by the end of July.	The process for awarding scholarships is cumbersome and disorganized resulting in inefficient management of scholarship awards. Obtaining a scholarship management software will increase efficiency.	In bringing in a scholarship management system there must be a selection of a platform that will fit SWTX unique needs. The process will include in calling and setting up demonstrations with a selected team that will include members of the scholarship committee. At least 3 management platforms will be selected to conduct demonstrations and proposal for pricing. One will be selected. Selection has been made in June in cabinet and approved by Service Operations Committee on June 21. Contract has been sent and revisions need to be made. AwardSpring was the Scholarship Management platform that was chosen. Update: AwardSpring scholarship has started implementation as of July 22, 2024 and hopefully be ready by January.	Not Met	Located and attended demos for 2 scholarship management software programs. Submitted them to our Information Security Officer and IT for vetting. AwardSprings is the clear winner on product features and price. Will take steps to implement for 2024-2025.	Waiting on approval and implementation. Implementation process is set to begin sometime in July. \n\nContract with AwardSprings scholarship management was signed by the President on July 10, 2024.
Administrative	Business Office	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Increase purchasing card spending from \$1.8M/year to \$2.6M/year to increase rebate amount to \$29k/year to \$60k/year by 8/31/2023.	Increase yearly spend to 2.6M year and increase rebate amount to 60k year.	Business office will download from general ledger.	Not Met	Increase purchasing card spending by \$400k. Goal was \$800k.	Continue to increase P-Card spending total by adding new vendors.
Administrative	Business Office	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	By end of fiscal year 2024, all employee phone stipend reimbursements will be direct deposit.	Currently no employee Accounts Payable reimbursements are direct deposit. By end of the fiscal year, all will be direct deposit to increase efficiency.	Run report from Colleague to determine accounts payable reimbursements were electronic and not paper checks.	Met	We were able to deposit al phone stipends via direct deposit instead of issue paper checks.	Next year include the travel reimbursement and meal stipend as a direct deposit.
Administrative	Campus Police	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	100% of the buildings checked in Uvalde Campus.	A Standard Response Protocol Survey was done at numerous buildings to determine if each building and or Dept. was safe and that Students, Faculty & Staff in each building was informed on the properly informed on the SRP. However, during this period the SRP was changed so therefore it required us to return to the areas that we had already covered to inform everyone of the new SRP. During this period it was found that there was inadequate lighting in several areas, doors that would not lock, Evacuations plans were not understood, a need for larger first aid kits, Windows that need to be blocked in. More training on the SRP was a big request. A total of 28 surveys were done out of the 28 we had set as a goal.	Determine if each building in Uvalde Campus, 28, is safe and if the staff is aware of the safety protocols.	Met	We checked all the buildings directly spending an average of 45 minutes, verifying doors, windows, locks and emergency equipment. We noticed that staff needed additional training.	We'll start in July the training for staff.
Administrative	Campus Police	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	Target reach is from 0% to 40% for the end of the academic year.	Determine areas of concern with current safety practices and Safety Compliance that include state protocol and procedures. Safety practices will be geared toward evaluating SWTJC faculty.	Training will consist of going over current safety measures and procedures to determine any misinformation or confusion about the measures or procedures in place. Also, we will be doing practical skills regarding safety measures to be taken during a routine day to Faculty and Staff, once per year.	Met	Training all the Faculty and Staff is taking 2 hours per building, we started last year and we finished.	We'll wait to visit the last buildings so we can finish and update the safety information.
Administrative	Campus Police	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	100% of the dorms at night to minimize any criminal activity and safety issues.	Will increase Patrol of the Hubbard Hall dorms at night time from 2 per 6 hour shift to 3 per 6 hours shift to cut down on noise and parties thus allowing students to study in a quiet environment.	Three patrol officers are monitoring the dorm area that have insufficient lighting once every two hours.	Met	Providing safety at night in the patrol shift for the dorm area has been successful in deterring any safety issues.	Patrol dorm area during shift will deter any possible situations.

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Administrative	Data Management & Integration	2021-2022	Objective 1-1: Increase the efficiency and capacity of student enrollment	Software support for the Curriculum Management Office functions and Customers timelines.	Previous measurement: SA Valet Application Version 2.12 User Interface Application Version 5.3 Self-Service Application Version 2.13.1 WebAPI Application Version 1.13.1 WebAdvisor Application Version 3.2.0 Payment Gateway Application Version 1.6.1	Upgrading to the latest software update allows users more functionality with the ERP system	Met	Upgraded Colleague Applications to current Versions	Continue migration from Web Advisor to Self-Service
Administrative	Data Management & Integration	2021-2022	Objective 1-1: Increase the efficiency and capacity of student enrollment	1-1a Increase the efficiency of enrollment management	Colleague Webadvisor was going to be end of life June 2022. The solution was to upgrade to Elucian Self-Service. The project was done in a phased approach.	Intervention: The migration from WebAdvisor to Colleague Self Service will improve student success by having the information in one central location in order for the students to accomplish their educational goals. Whether it is Financial Aid, Degree Audit/ Advising, Registration, Grades, Financial Information or Graduation. This will also give faculty and staff a more cohesive site to support our students.	Met	Colleague Webadvisor was going to be end of life June 2022. The solution was to upgrade to Elucian Self-Service. The project was done in a phased approach: 1. Student Module install 2. Staff Module install 3. Faculty Module Install	Now students, staff and faculty can go to a centralized location to obtain general or specific information about Financial Aid, Degree Audit/ Advising, Registration, Grades, Financial Information or Graduation.
Administrative	Data Management & Integration	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	100% Project Target Completion Date Summer 2023	Will Integrate Elucian Experience Portal which will gain access to a centralized hub that displays tasks, alerts, updates, and other SWTJC information. This personalized digital dashboard that organizes what your students, faculty, and staff need to know and accomplish daily. It's a personalized, branded, and intuitive experience of what today's users expect.	ERP along with Elucian Consulting will complete the following for Go-Live Summer 2023 make Ethos API connections to Experience, Configure Single Sign-on (Prod/Non Prod), Configure User Roles and User Access, Populate roles and access, Complete delivered content and cards, complete admin training, complete Experience toolkit training, add Custom Cards.	Not Met	Project completion status is at 85% complete for Go Live. 85 % complete. Project will be moved to 2023-2024 year We had to many redirecting swtjc.edu links on the cards. Needed more real time customization on the Individual cards with relevant data.	The plan is to finish the customized the user cards, so this will be implemented in 23-24. The project worked how we expected.
Administrative	Data Management & Integration	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	90% Project Target Completion Date Fall 2024.	ERP Will Integrate Elucian Experience Portal which will gain access to a centralized hub that displays tasks, alerts, updates, and other SWTJC information. After targeted that College members needed a personalized, branded, and intuitive experience as a team we decided to personalize a digital dashboard that organizes information related to students, faculty, and staff.	ERP along with Elucian Consulting will complete the following for Go-Live Fall 2024 make Ethos API connections to Experience, Configure Single Sign-on (Prod/Non Prod), Configure User Roles and User Access, Populate roles and access, Complete delivered content and cards, complete admin training, complete Experience toolkit training, add Custom Cards	Not Met	Project completion status is at 85% complete for Go Live. 85 % complete. Project will be finish by Fall 24.	Department is working to Update card and user cards.
Administrative	Day Care	2021-2022	Objective 1-2: Enhance students' sense of connection to SWTJC	SAFETY FOR PARENTS AND CHILDREN	The families and children of SWTJC child care facility will be safe when dropping off or picking up children at our child care center when unacceptable weather occurs.	GET 3 BIDS AND FIND A CONTRACTOR WHO CAN MAKE US A COVERED DRIVEWAY AREA FOR THE FACILITY.	Not Met	IN THE 7 YEAR THAT I HAVE BEEN EMPLOYED HERE AT THE CHILD CARE FACILITY. I'VE HAVE SEEN PARENTS RUNNING TO TRY TO GET THERE CHILDREN OUT OF GETTING SOAKED. WEATHER PERMITTING	FIND 3 CONTRACTORS THAT WILL BUILD THE DRIVEWAY THAT WIL BE SAFE FOR THE PARENTS AND CHILDREN AT PICK UP OR DROP OFF.
Administrative	Day Care	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	The furniture was purchased and the majority of it was delivered in Aug. we are expecting more in October.	WE received child care relief fund money and with this we plan to spend it on new furniture for all 6 classrooms and the kitchen	we looked at each classroom with a Kaplan representative to make a plan to purchased what was needed in each classroom, that was safe for all students	Met	we met it by purchasing the new furniture for all 6 classrooms the furniture that we purchased was new shelves, cots, toys, book shelf, high chairs, changing station tables, tables and chairs for all classroom, cots for the children to nap on, and carpets.	we received 80% of the furniture and the 20% was received in 2024.
Administrative	Day Care	2023-2024	Objective 3-1: Increase completion rate	we already help 25 children attend daycare at a low cost, and want to increase the spots so more families have the opportunity to concentrate and graduate from school with out the stress of child care fee.	We want to increase spots at our facility and other contract daycare to be able to help more students out with child care fees. So students can concentrate on finishing and graduating from college.	at the moment we help 25 students, but want to help 35 students with childcare fees	Met	Our capacity at our childcare center has been met with 100% enrollment in each classroom, the children we serve are students, faculty, staff, and community. 10 spots have been filled with either students, faculty and staff of SWTJC.	All spots for all ages have been filed, we are hoping to find a grant to help us hire more staff to be able to give all our children atleast more one on one.
Administrative	Dual Credit Program ISDs	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Reorganize the Outreach Department to support the Strategic Plan.	Redesign and refocus of the four full-time Outreach staff for operation efficiency that impacts student/ISD success rates as measured by state data sources such as State Accountability reports and SWTJC Goals for Student Success.	The Outreach Staff will meet weekly with Administration for planning improvements.	Met	September 1, 2021 - July 31, 2022. The Outreach Department staff assignments were analyzed and then completely reallocated by percentage. Job Descriptions have been updated as well. The synopsis of the change was submitted to the VP of Academic Affairs for approval-approval was granted for Fall 2022 implementation	
Administrative	Dual Credit Program ISDs	2021-2022	Objective 1-1: Increase the efficiency and capacity of student enrollment	Increase the number of dual credit students who self register by 10% this academic year.	Enrollment is vital to the college. Having Dual Credit students self-register will provide them with the information they need to keep track of their progress thru student planner. Dual Credit students are meeting with a college advisor through out their college career pairing both of these initiatives will help with keeping retention of students.	Outreach will work with 6 districts to implement student self-registration in Student Planner. We will go to their campus and provide hands on traing for students and counselors if possible. If on site registration training is not possible zoom sessions, video tutorial and step by step directions will be provided. Outreach Coordinator will monitor students registration.	Not Met	September 1, 2021- July 1, 2022. As of June 2022 no discernable change in the amount of self-registering students has been achieved because of organizational restraints. Because of the restraints the leadership engaged Elucian to automate the registration process currently used in order to facilitate the ISD stakeholder engagement to further Student Planner Self Registration	
Administrative	Dual Credit Program ISDs	2022-2023	Objective 1-1: Increase the efficiency and capacity of student enrollment	The number of 12th grade dual credit students registered for classes at an IHE will increase by 50 as compared to the 2021-22 academic year.	Increase the transfer literacy of 12th grade dual credit students who have completed at least 15 SCH.	The assigned Outreach staff will identify and eliminate specific obstacles hindering the successful transfer of 50 potential students.	Not Met	The target goal to increase the number of dual credit students who transfer to a IHE by 50 was not met. A baseline was not found and an increase was not pursued.	Additional data is needed to find a baseline and resources/tools to track students.

**Southwest Texas College  
2021-2024 Strategic Plan Initiatives  
All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Administrative	Dual Credit Program ISDs	2022-2023	Objective 1-1: Increase the efficiency and capacity of student enrollment	Increase the percentage of high schools registered from 12% (3 Schools) to 32% (8 Schools) two weeks before the first class day of Fall 2022 (August 22, 2022).	Fully implement an automated roster process for dual credit student registration to increase the efficiency of enrollment management.	An automated roster process will be piloted beginning August 2022. All high school dual credit contacts and departmental staff will be trained to use the digital roster process to submit class rosters for registration. Attached is a sample of the roster format to be used. Fall 2022 registration of schools will be compared to Fall 2021 registration of schools.	Met	The Dual Credit Department exceeded our registration goal of registering 8 (32%) schools two weeks before the first day of class. A total of 10 (40%) schools were registered Fall of 2022.	Based on the results the department plans to continue utilizing the automated registration process for the 2023-2024 academic year. The automated registration process has enabled faculty to have classes registered faster, allowed staff to recognize errors sooner, and increased the capacity to prioritize other task.
Administrative	Dual Credit Program ISDs	2022-2023	Objective 1-1: Increase the efficiency and capacity of student enrollment	Increase the number of dual credit students who self-register via student planner by 10% for the 2022-2023 academic year. The baseline is 0%; no dual credit students currently self register.	Increase the number of dual credit students who self-register via student planner by 10% for the 2022-2023 academic year.	The assigned Outreach staff and a collaborative team from the success coach department will engage 4 school districts (Uvalde CISD, Eagle Pass ISD, Nueces Canyon ISD, and Comstock ISD) with monthly college advising and engagement of students through Student Planner. Documentation summarizing the collaboration effort with secondary school partners/students and the number of students enrolled and/or self registered will be collected and posted internally.	Not Met	The target to increase the number of dual credit students who self-register via student planner by 10% for the 2022-2023 academic year was not met. The baseline is still 0%.	Collaborative and streamlined processes amongst Admissions, Success Coaches, and Dual Credit will help achieve dual credit student self registration.
Administrative	Dual Credit Program ISDs	2023-2024	Objective 1-1: Increase the efficiency and capacity of student enrollment	The Dual Credit Department in collaboration with the Student Success Department will improve the advising efficacy by 50% at 3 high schools where students historically have not achieved 15 SCH or more by high school graduation.	The Dual Credit Department in collaboration with Student Success Department will identify and rectify the high school sites where students historically have not achieved 15 or more college hours by high school graduation.	Uvalde High School, D'Hanis High School, and Sabin High School have been identified as locations who have not achieved 15 SCH or more by high school graduation. The collaborative team (Dual Credit Department Member, Success Coach Member, and high school Counselor) will modify the schedule/pathways to reduce student 15 SCH completion obstacles. We will work to improve advising at different levels in the high schools. Baseline number of visits for advising was approximately four for 2022-2023.	Met	Based on the results the Dual Credit Programs Department and Success Coaches will continue to improve and extend advising efficacies with all SWTXC high school partners. The Dual Credit Department focused on advising high school staff on scheduling, provided advising to parents through parent meetings, and advised student with classroom presentations. Success Coaches increased advising efforts by being available to meet weekly with students at the three high school locations.	During the 2024-2025 academic year the Dual Credit Department plans to maintain the assessment strategy implemented by utilizing the interaction log for all schools. The departments will build and focus on advising efficacies with school district partners by establishing a prescribed 15 HR course sequence.
Administrative	Dual Credit Program ISDs	2023-2024	Objective 1-1: Increase the efficiency and capacity of student enrollment	Create and implement a report accessible to high school partners to reduce the number of accuracy and compliance issues.	Based on the documented and assessed need from 2022-2023 the Dual Credit Department will implement a report accessible to high school partners to reduce the number of accuracy and compliance issues.	Based on the assessed need from the 2022-2023 SPI the Dual Credit Department will collaborate with the Enterprise Applications & Information Technology department to create and implement a report accessible to high school partners to reduce the number of accuracy and compliance issues. The accuracy and compliance issues targeted include student overloads, section capacities, active major, student holds, and student academic standing.	Met	The Dual Credit Department met the target goal in creating and implementing a Student Status Report accessible to high school partners to aid in decreasing the number of accuracy and compliance issues. High School Partners are now able to review student information in bulk to help make informed decisions on future student registrations. Collaborative effort between the Enterprise Applications & Information Technology Department and the Dual Credit Programs Department contributed to the successful creation of the Student Status report.	Based on the results the department plans to continue utilizing the Student Status Report process for the 2024-2025 academic year and all future registrations. The Student Status Report has enabled counselors to quickly recognize students who do not meet registration requirements and allowed staff to identify student compliance errors sooner.
Administrative	Grant Team	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	One grant proposal will be submitted for funding.	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development to increase non-traditional revenue.	The grant writing team will be created and they will search for and develop one grant proposal.	Met	Two proposals were located, developed and submitted. Those two proposals were Basic Needs for Postsecondary Students (Adelante) and Developing Hispanic Serving Institutions (VIDA).	Neither project was funded in the 2021-2022 academic year. Update - the VIDA project was funded down the slate in spring of 2023 to begin in fall of 2023.
Administrative	Grant Team	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	One grant proposal will be submitted for funding.	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development to increase non-traditional revenue.	The grant writing team will search for and develop at least one grant proposal.	Met	The team worked with Congressman Tony Gonzales' office to develop a Community Project Funding Request for a Regional Law Enforcement Training Facility. The proposal was not funded due to the appropriate federal budget accounts not being available for this year.	We will resubmit the request next year with more robust collaboration with local law enforcement agencies and only if the appropriate accounts are available.
Administrative	Grant Team	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	The Grant Team will have a more organized process for seeking funding opportunities.	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development to increase non-traditional revenue.	A co-chair for the team will be named and we will gain access to a grant search website so we can more readily locate and develop grant proposals. At least one grant proposal will be developed and submitted.	Met	A co-chair was named (Xavier Haynes) and she gained access to a grant search engine. She identified two grants from private foundations - The Lowe's-Gable Foundation and The Greater Texas Foundation - and one grant from the Department of Education - Basic Needs for Postsecondary Students (Adelante). Grant proposals were then developed for all three grants by the Grant Team. The Greater Texas Foundation Emergency Aid grant was funded at \$150,000 over three years.	While neither the Lowe's-Gable Foundation grant nor the Basic Needs grants were funded, the Grant Team gained valuable feedback from readers' comments and we plan to resubmit when the grants become available again.
Administrative	Help Desk	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Keeping 90% of the response times in under 1 hour.	Description	Keeping 90% of the response times in under 1 hour.	Not Met	We have a reporting system within Service Desk+ that can track response times and time elapsed while a ticket is open. We have a custom report set up that will track the average for each technician. There are a few exceptions on a few tickets that we manually have to go through and take out due to not being able to remove weekends in the report. Some tickets over the 1 hour mark were input on the weekend, we do not have any technicians that work on the weekends so the tickets don't get assigned and replied to till Monday.	If we automate password resets for weekend tickets.
Administrative	Help Desk	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Maintain a 75% approval rating on all surveys for tickets we receive.	Maintain a 75% or above approval rating on all surveys following tickets.	Maintain a 75% approval rating on all surveys for tickets we receive. Running weekly reports to check survey results for all service desk technicians.	Met	We have reached 89% of surveys at excellent rating which is above the 75% goal.	We achieved our goal and are looking to continue doing the same action for future survey.

**Southwest Texas College  
2021-2024 Strategic Plan Initiatives  
All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Administrative	Help Desk	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Keeping 90% of the response times in under 1 hour.	Help desk will track the time the response for users implementing Service Desk + t program.	Help desk is an area that it's essential in SWTJC, will implement the Help Desk Tickets Response Time under 1 hour due to the importance of faculty and staff activities.	Met	Help desk + is a strategy that improves services in all campuses in time. We have reached 89% of surveys at excellent rating which is above the 90% goal.	We achieved our goal 90 % of serve the community students, staff and faculty in all campuses .
Administrative	Information Technology	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Upgrade Crystal City LAN switches and fiber backbone to provide faster, more reliable access to critical services such as applications, internet, and distance learning.	Assessments indicate that improvement is needed in this key function due to the fact that our CC LAN backbone is antiquated and requires an improved design with segmentation of various network resources to achieve better network traffic flow.	Purchase network equipment and fiber installation to support 10Gigabit connectivity .	Met	The IT Department and Telephones Unlimited were able to successfully install new SM Fiber, new switches, to existing core switch with 1Gb connectivity.	Will continue to monitor LAN performance to ensure 1Gb throughput.
Administrative	Information Technology	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Student success will improve due to help-desk improving weekly service requests closure from 80% to 85%.	With improved service request closure rates, students will benefit from having fully functional hardware and software.	Reduce duplication of applications, increase awareness and training of available software/modules, improving weekly service requests closure from 80% to 85%.	Met	In ensuring a quicker resolution time, customer satisfaction was improved.	
Administrative	Information Technology	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	80% of old Access points replaced on all campuses.	Replace outdated access points and add new access points for better WIFI coverage on all Campuses.	We will replace at least 80% of the old access points.	Met	84% of access points needing replaced were replaced on all campuses in 12 months	84% completed need more time to get to 100%
Administrative	Information Technology	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	100% of the computer labs with computers older then 5 years refreshed in 12 months on all campuses.	Replace all computers in labs with computers older then 5 years.	Need to check age of computers in all labs to see which ones need to be replaced with Desktop Central. Then order the computers for the labs. Then Computers will need to be Imaged and placed in the labs .	Met	100% of labs selected were refreshed following the protocol.	Every year we will have a Computer Refresh for labs, Faculty, and Staff based on computer ages.
Administrative	Instructional Facilities Services	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	The goal of the Crystal City campus library is to achieve a 40% increase in the number of population utilizing its services. This ambitious objective reflects the library's commitment to enhancing its role as a vital academic resource for the student body.	The Crystal City campus is providing library services from 8:00 am to 8:00 pm, allowing students ample time to access a wide range of resources. The library building is equipped with a sophisticated door detector system that accurately counts the number of students utilizing their services each day. This system helps the library staff to monitor and analyze the usage patterns, ensuring that the facility is adequately staffed and resources are efficiently managed to meet the needs of the student body. The extended hours aim to accommodate students' diverse schedules, supporting their academic success by providing a conducive environment for study and research.	This ambitious objective reflects the library's commitment to enhancing its role as a vital academic resource for the student body and the community. To reach this target, the library has implemented extended service hours, offering access from 8:00 am to 8:00 pm, and introduced a sophisticated door detector system to accurately monitor usage patterns. By analyzing this data, the library staff can ensure that the facility is adequately staffed and resources are effectively managed. The goal is to create a welcoming and supportive environment that meets the diverse needs of students, ultimately fostering their academic success and encouraging greater engagement with the library's extensive resources.	Met	The library currently has incomplete data because the tracking period will conclude in June 2024. Until this date, the data collected on student usage remains provisional. The sophisticated door detector system continues to gather valuable information daily, which will be fully analyzed once the tracking period ends. This comprehensive analysis will provide insights into usage patterns, helping the library staff to make informed decisions about resource allocation and staffing to better meet the needs of the student body. The goal is to use this complete data set to assess the effectiveness of current initiatives and identify areas for further improvement in library services.	The library detector is effectively serving its purpose by accurately monitoring the number of students using the library services. With this system successfully in place, the current goal is to expand on student activities, presentations, and overall student involvement. The library aims to become more than just a place for study and research by offering a variety of programs and events designed to engage the student community. These initiatives may include workshops, guest speaker presentations, collaborative projects, and interactive activities that foster a sense of community and enhance the overall student experience. By promoting greater student participation, the library seeks to create a dynamic and inclusive environment that supports both academic and personal growth.
Administrative	Life Safety	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	80 percent completion of office tags will be placed above each door in order to provide essential information to first responders and civilians.	Attach room number tags to internal in each office at Uvalde campus.	In the Uvalde Campus Life Safety dept. relies on tags to identify rooms based on building room numbers. Life safety names buildings and rooms according to emergency maps provided to1st responder entities .	Met	After identifying offices in Uvalde Campus, we printed and placed 98% of tags in each office/classroom.	The strategy was successful and will provide tags to the sister campuses. Eagle Pass, Del Rio, Crystal City.
Administrative	Life Safety	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	80 percent completion of office tags will be placed above each door in order to provide essential information to first responders and civilians.	In the Uvalde Campus Life Safety dept. relies on tags to identify rooms based on building room numbers. Life safety names buildings and rooms according to emergency maps provided to1st responder entities .	In the Uvalde Campus Life Safety dept. relies on tags to identify rooms based on building room numbers. Life safety names buildings and rooms according to emergency maps provided to1st responder entities .	Met	Following the same strategy from last year, it was easier to complete the SPI to in Del Rio.	The same strategy will be applied to the following year in the Eagle Pass campus.
Administrative	Maintenance	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Replacing 100% of existing fences in the new construction.	secure property fences throughout all campuses	Identify old fence and add new fences to the new expansion to provide esthetic.	Met	Replaced fences at both day cares from a four foot high fence to five foot high fence.Fence is of commercial grade galvanized metal with matching line and corner post.Hot dipped 1/4"X1/4" galvanized wire mesh(snake preventive) was also installed Snake fence at president's house repaired.Cable fence around campus was repaired with concrete on corner post.All the fences belong to President's House, Day Care, Uvalde Campus and Eagle Pass AEL campus.	For next year we'll verify the fence in Eagle Pass in order to determine if the fence belongs to SWTJC.
Administrative	Maintenance	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Replacing 100% of existing fences in the new construction.	secure property fences throughout all campuses	Identify old fence and add new fences to the new expansion to provide esthetic.	Not Met	Tech expansion fence has been completed in two sections, one section is game fence, and the other is chain-link fence.We are still working on the first section and are missing the gates.	Tech Expansion fence has been built but are missing the gates and add more time to this project.

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Administrative	Personnel/Payroll	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	We will create an electronic Authorization form to onboard student employees. This initiative aims to enhance the efficiency of our authorization process, making it more convenient for both students and the administrative team involved in onboarding. We aim to transition to a 100% electronic Authorization Form system by August 31, 2024.	Create an electronic authorization form to onboard student employees 100% by August 31, 2024.	Develop a new Student Employee Authorization Form designed to enhance and simplify our hiring process. We will utilize Dynamic Forms, this innovative tool will empower us to efficiently onboard student employees, making the entire process smoother and more user-friendly.	Met	Increase student employee's direct deposit enrollment by 100%.	Personnel will keep using excel sheets to monitor direct deposits in the future, this strategy allows to track, filter and organize the information.
Administrative	Personnel/Payroll	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	We will create an electronic Authorization form to onboard student employees. This initiative aims to enhance the efficiency of our authorization process, making it more convenient for both students and the administrative team involved in onboarding. We aim to transition to a 100% electronic Authorization Form system by August 31, 2024.	Create an electronic authorization form to onboard student employees 100% by August 31, 2024.	Develop a new Student Employee Authorization Form designed to enhance and simplify our hiring process. We will utilize Dynamic Forms, this innovative tool will empower us to efficiently onboard student employees, making the entire process smoother and more user-friendly.	Not Met		
Administrative	Professional Development	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	Create a Professional Development Webpage	Dedicated Professional Development webpage for purposes of communication and dissemination of PD related material.	The creation of a dedicated faculty professional development webpage will provide a centralized platform for faculty members to access information about upcoming training sessions, conferences, workshops, and other opportunities related to their professional development. The Professional Development webpage will also help to create a sense of community among faculty members and provide them with the necessary resources to enhance their teaching and research skills. By implementing, we will create a sustainable structure for faculty professional development that will enhance their skills and contribute to the overall success of the organization.	Met	Creation and publication of webpage <a href="https://www.swtjc.edu/faculty-and-staff/professional-development.html">https://www.swtjc.edu/faculty-and-staff/professional-development.html</a>	Modification and revision of webpage is part of ongoing PD responsibilities
Administrative	Professional Development	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	1.\tCreate a Canvas Course \n2.\tCreate scheduled announcements and reminders for upcoming deadlines.\n3.\tCreate Modules which cover areas pertinent to new faculty onboarding	To develop and sustain an organizational structure for strategic innovation and development by creating a dedicated new faculty onboarding course.	The creation of a dedicated New Faculty Orientation course will provide a centralized platform for faculty members to access information regarding institutional processes which are required in their instructional capacity and/or support their teaching. The New Faculty Orientation course will also help to create a sense of success and competency by providing instructional videos and timelines for prompt submission and completion of tasks. By implementing, we will create a sustainable structure for New Faculty Orientation which will provide support to faculty and contribute to the overall success of the organization.	Met	The successful establishment of a Professional Development Webpage has been achieved, and faculty engagement is being closely monitored. Key aspects of user engagement, such as page views, unique visitors, and duration of webpage visits, are being tracked. Additionally, the participation of faculty in professional development opportunities advertised through the webpage is being monitored. In the forthcoming academic year, after faculty members have had sufficient time to familiarize themselves with and utilize the professional development webpage, a survey will be conducted. This survey aims to gather feedback from faculty members regarding the efficacy of the webpage, as well as their satisfaction with its content and usability. This data will provide valuable insights into the effectiveness of the webpage in meeting the professional development needs of faculty members and inform potential enhancements or adjustments to improve its utility and user experience.	SPI closeout once the Department is staffed appropriately (estimated 10/31/23)
Administrative	Professional Development	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	1.\tCreate a Canvas Course \n2.\tCreate scheduled announcements and reminders for upcoming deadlines.\n3.\tCreate Modules which cover areas pertinent to new faculty onboarding	To develop and sustain an organizational structure for strategic innovation and development by creating a dedicated new faculty onboarding course.	The creation of a dedicated New Faculty Orientation course will provide a centralized platform for faculty members to access information regarding institutional processes which are required in their instructional capacity and/or support their teaching. The New Faculty Orientation course will also help to create a sense of success and competency by providing instructional videos and timelines for prompt submission and completion of tasks. By implementing, we will create a sustainable structure for New Faculty Orientation which will provide support to faculty and contribute to the overall success of the organization.	Met	Course shell has been created Announcement shell has been created 90% of Modules complete Course will launch Spring 2025, delay due to SWTX branding and url timelines	

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Administrative	Public Information	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	The PIO is committing to increasing SWTJC social media engagement by increasing engagement from 573,193 to 659,171.	The PIO is committing to increasing SWTJC social media engagement by increasing engagement from 573,193 to 659,171.	The target is increasing SWTJC social media engagement by increasing engagement from 573,193 to 659,171 using Facebook, Instagram, Twitter and YouTube.	Not Met		
	Public Information	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	Each campus will have its mascot suit for events.	TEX the Cowboy is the new SWTJC mascot	The mascot suit will be purchased for every campus.	Not Met	Only one mascot suit was purchased, so the three campuses are sharing it until a better-quality suit is found.	We will continue with this target; plan to purchase a mascot for each campus with new branding.
	Public Information	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	The PIO is committing to increasing SWTJC social media engagement by increasing engagement from 573,193 to 659,171.	The PIO is committing to increasing SWTJC social media engagement by increasing engagement from 573,193 to 659,171.	The target is increasing SWTJC social media engagement by increasing engagement from 573,193 to 659,171 using Facebook, Instagram, Twitter and YouTube.	Not Met	Reviewing the numbers we have achieved 343,093 engagements as of May 21, 2024. We are continuing to collect data for the current year.	Currently the engagement number is at 343,093. We continue to collect data for the next three months.
	Purchasing	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	5 faculty requisitions per semester to purchase equipment for teaching in the classroom	training faculty how to utilize Cooperatives to purchase instructional equipment	Target the needs of faculty and to direct them to the correct link of Cooperatives and help them utilize. The instruction will be measured with the rate of complete requisitions.	Met	After I provided the guidance to the facility, 100% of goal was met with the 5 requisitions complete. That will reflect improvement in cost effective of purchases on equipment in classrooms.	Cooperative guide was successful, we'll try to expand this practice to more programs.
Administrative	Smart Classroom	2022-2023	Objective 2-2: Increase one-year persistence rate	90% of the faculty will be trained by Smartboard section.	Smartboard section will provide effective technology for users to enhance their instructional or academic experience.	Smartboard section will introduce new technology and provide training on their use to instructors. Digital resources on the technology's use will also be made available. Additional training and a demonstration on their use will also be shown during the annual convocation.	Met	One of the most common issues found in the current smart class set up is the audio aspect; the ability to for instructors and students to clearly hear one another.	The new technology and training provided will assist the ongoing audio issue.
Administrative	Smart Classroom	2023-2024	Objective 2-2: Increase one-year persistence rate	90% of the faculty will be trained by Smartboard section	Smartboard section will provide effective technology for users to enhance their instructional or academic experience.	Smartboard section will introduce new technology and provide training on their use to instructors. Digital resources on the technology's use will also be made available. Additional training and a demonstration on their use will also be shown during the annual convocation.	Met	One of the most common issues found in the current smart class set up is the audio aspect; the ability to for instructors and students to clearly hear one another.	
Administrative	Strategic Innovation & Research	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	80% of staff and faculty will update their information in Watermark System regarding to SPI's 23-24.	SIR Department will provide different training regarding to Strategic Planning and use of Watermark System.	SIR Department will provide training regarding to the use of Watermark system in Planning and Self-study module in order to finish the SPI 22-23.	Met	Following the delivery of specialized training by various Divisions and Departments, we aim to achieve an 80% completion rate of the Strategic Performance Indicators (SPIs) among faculty and staff. This goal reflects our commitment to professional development and continuous improvement within our institution. .	SIR Department will keep proving trainings, but we'll add videos and modules in Canvas for next year in order to provide better learning experience.
Administrative	Strategic Innovation & Research	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	80% of staff and faculty will update their information in Watermark System regarding to SPI's 23-24.	SIR Department will provide different training regarding to Strategic Planning and use of Watermark System.	SIR Department will provide training regarding to the use of Watermark system in Planning and Self-study module in order to finish the SPI 22-23.	Met	The successful implementation of the Watermark system through this training will enable the institution to maintain high standards of accountability and continuous improvement, ensuring that all strategic objectives for the academic year are met. This initiative reflects the department's commitment to supporting faculty and staff in their professional development and promoting a culture of excellence within the institution.	
Administrative	Transportation	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Beginning at 20% to 80% tracking fuel per Maintenance department.	Tracking fuel in the EKOS Fuel Management system to reduce fuel costs in specific departments, vehicles, and employees for the 2023-2024 year.	Run monthly reports in the EKOS Fuel Management System to track fuel usage.	Not Met	The EKOS Fuel Management system was not fully installed until Spring 2023, due to issues with delivery, installation and gathering of the data. Will be fully implemented 2023-2024.	Due to the late implementation(delivery and installation was delayed) of the EKOS Fuel Management system we only gathered 2 months of data.
Administrative	Transportation	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Beginning at 20% to 80% tracking fuel per Maintenance department.	Tracking fuel in the EKOS Fuel Management system to reduce fuel costs in specific departments, vehicles, and employees for the 2023-2024 year.	Run monthly reports in the EKOS Fuel Management System to track fuel usage.	Met	Tracked the Maintenance department fuel usage for 80% during September to March. The Ekos Fuel Management system provided the monthly Maintenance fuel usage.	The data was collected and will continue tracking Maintenance fuel usage for the future, later will implement to another department.
Instruction	Adult Education and Literacy	2022-2023	Objective 3-1: Increase completion rate	EOY MSG Target Rate will equal or be greater than 42.72%	Meet or exceed MSG Performance Target for 2022-2023 program year.	EOY Monthly Performance Report resulted in an MSG Rate of 63.81%, which was 21% points above target. The achieved rate was also well above the state average rate of 40.33%	Met	The program did very well in the MSG category. EOY Monthly Performance Report resulted in an MSG Rate of 63.81%, which was 21% points above target. The achieved rate was also well above the state average rate of 40.33% Suggest that another outcome be explored for next year for continuous improvement.	State another area of improvement for next program year.
Instruction	Adult Education and Literacy	2022-2023	Objective 3-1: Increase completion rate	Program will meet or surpass state Performance Target for Educational Functioning Level (EFL) gains [collective average] of 44.84%.	Meet or exceed the state Performance Target for program year 2023-2024.	Average of ESL level gains, ABE level gains, and ASE level gains will be combined for a collective program average and compared against the state average.	Met	The objective was exceeded and AEL secured another Best In Class award for meeting or exceeding Performance Targets.	Create new program measure for 2024-2025 year.

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Adult Education and Literacy	2023-2024	Objective 3-1: Increase completion rate	Program will meet or surpass state Performance Target for Educational Functioning Level (EFL) gains [collective average] of 44.84%.	Meet or exceed the state Performance Target for program year 2023-2024.	Average of ESL level gains, ABE level gains, and ASE level gains will be combined for a collective program average and compared against the state average.	Met	As of the February YTD Monthly Performance Measure report the program average of 88.03% exceeds the annual target by approximately 44% points. In addition, the YTD results are well over the 67.18% state average standing. Needless to say, the program is on tract to exceed the measure by the EOY results.	Create new measure for next program year.
Instruction	Air-Conditioning-Refrigeration Technology	2022-2023	Objective 3-1: Increase completion rate	90% of the students will receive the guidance to graduate on time.	Before graduating or advancing to the next program, our students will receive a comprehensive guide on job training through the coordinator of the program. This initiative was designed to equip them with the skills and knowledge necessary to excel in their A/C profession.	A/C program will provide information from License Contractors to find employment so it will help them.	Met	A/C achieved the goal of 90% of students completing the internship.	In 23- 24 A/C program will give the same service to all the students.
Instruction	Air-Conditioning-Refrigeration Technology	2023-2024	Objective 3-1: Increase completion rate	90% of the students will receive the guidance to graduate on time.	Before graduating or advancing to the next program, our students will receive a comprehensive guide on job training through the coordinator of the program. This initiative was designed to equip them with the skills and knowledge necessary to excel in their A/C profession.	A/C program will provide information from License Contractors to find employment so it will help them.	Met	Finish	Staying with present outcome (finish)
Instruction	Aircraft General Maintenance	2022-2023	Objective 3-1: Increase completion rate	70% of the students will pass their FAA exams after program completion	The department plans to have at least 70% of students that take the FAA tests will pass the first time.	As part of Aircraft General Maintenance Program, we will commit to ensure our students' success through the offer of FAA exam preparation classes as an integral part of our program. These classes are designed to provide students with the necessary knowledge and skills to excel on the FAA certification exams, both during and after their coursework with us. Throughout their academic journey, students have the opportunity to attend FAA exam preparation classes in each semester.	Not Met	No feedback from the FAA as of yet.	Contact FAA regularly to gather the results of student exams.
Instruction	Aircraft General Maintenance	2023-2024	Objective 3-1: Increase completion rate	70% of the students will pass their FAA exams after program completion	The department plans to have at least 70% of students that take the FAA tests will pass the first time.	As part of Aircraft General Maintenance Program, we will commit to ensure our students' success through the offer of FAA exam preparation classes as an integral part of our program. These classes are designed to provide students with the necessary knowledge and skills to excel on the FAA certification exams, both during and after their coursework with us. Throughout their academic journey, students have the opportunity to attend FAA exam preparation classes in each semester.	Not Met	By offering these classes as part of our program, we are hoping that 70% of the students will succeed on the FAA exams, the Aircraft General Maintenance is still waiting for the results, as soon will get the information will be released it.	Aircraft General Maintenance is waiting for the last information for the FAA test 23-24.
Instruction	Applied Sciences & Liberal Arts	2022-2023	Objective 3-1: Increase completion rate	Increase the 3-year completion rate of part-time FTIC students to 28% (120 students) to 28% (179 students) by 2026.	Outcome Rationale: The Dean of Applied Sciences and Liberal Arts Office aims to align with SWTJC's Strategic Plan for 2021-2026 by focusing on Strategic Objective 3-1b. This objective involves increasing the 3-year completion rate of part-time FTIC students from 19% (60) to 27% (84) by 2026. The office acknowledges that SWTJC primarily serves students from special population demographic groups, such as individuals with disabilities, those from economically disadvantaged families, and single parents. In recognition of the need for additional support, the office plans to continue to annually apply for Carl D. Perkins funding as specified by the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), signed into law on July 31, 2018, and to maintain state records and reporting in order to continue to receive funds. \n\n\n\n	Reported by the SIR Office:Progress: Objective 3.1b started with a baseline completion rate of 18.8% in 2020-21. By 2021-22, significant progress was made, with the rate rising to 27.4%, nearing the 2026 goal. Data for 2022-23 and 2023-24 is not yet available, as the required 3 year period has not yet passed. This upward trend suggests steady progress towards meeting the goal. Reported by the Dean of Applied Science and Liberal Arts Office:Progress: The college received Perkins funding: 2022-2023 academic year, awarded approximately \$280,0002023-2024 academic year, awarded approximately \$236,000	Met	Although the 3 year time period to measure completion rate has not passed yet, the Dean's Office is optimistic that the college will meet the 2026 target. The college applied for Perkins Basic funding and has been granted about \$236,000 to support students with transportation in the form of gas vouchers and subsidizing the SMART transit fee paid by the college, childcare funds, and textbook funds.	Since I am tracking a 3 year time period, I will keep the same measures for one more year.

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Applied Sciences & Liberal Arts	2023-2024	Objective 3-1: Increase completion rate	Increase the 3-year completion rate of part-time FTIC students from 18.8% (120 students) to 28% (179 students) by 2026.	Outcome Rationale: The Dean of Applied Sciences and Liberal Arts Office aims to align with SWTJC's Strategic Plan for 2021-2026 by focusing on Strategic Objective 3-1b. This objective involves increasing the 3-year completion rate of part-time FTIC students from 19% (60) to 27% (84) by 2026. The office acknowledges that SWTJC primarily serves students from special population demographic groups, such as individuals with disabilities, those from economically disadvantaged families, and single parents. In recognition of the need for additional support, the office plans to continue to annually apply for Carl D. Perkins funding as specified by the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), signed into law on July 31, 2018, and to maintain state records and reporting in order to continue to receive funds.	Reported by the SIR Office-Progress: Objective 3.1b started with a baseline completion rate of 18.8% in 2020-21. By 2021-22, significant progress was made, with the rate rising to 27.4%, nearing the 2026 goal. Data for 2022-23 and 2023-24 is not yet available, as the required 3 year period has not yet passed. This upward trend suggests steady progress towards meeting the goal.  Reported by the Dean of Applied Science and Liberal Arts Office-Progress: The college received Perkins funding: 2022-2023 academic year, awarded approximately \$280,0002023-2024 academic year, awarded approximately \$236,000	Met	Although the 3 year time period to measure completion rate has not passed yet, the Dean's Office is optimistic that the college will meet the 2026 target. The Dean's office will continue to apply for Perkins Basic funding applied for Perkins Basic funding to support students with transportation in the form of gas vouchers and subsidizing the SWART transit fee paid by the college, childcare funds, and textbook funds.	Since I am measuring a 3 year completion, I will keep measure for 1 more year.
Instruction	Automotive Technology	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	95% of the Brake class in the Dual Credit Technology that accomplish the Brake Module will participate in a personal workshop.	The department plans to enhance students' sense of connection by encouraging them to participate in events that are on-going at our campus. We add intra-program sporting events, and further instill pride, ownership, & identity by letting them service their own vehicles.	After the students passes the brake module and hardware and master their skills the students who accomplish the task will be able to bring their own car.	Met	After teaching the Brake Module the students brought their own vehicles, the other 5% didn't a car. This strategy helped them to engage with our Program and themselves.	Next year Automotive program will keep the same strategy due the results and connection by encouraging them to participate in events, this case was personal, but it engaged students to finish and pass the module.
Instruction	Automotive Technology	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	95% of the Brake class in the Dual Credit Technology that accomplish the Brake Module will participate in a personal workshop.	The department plans to enhance students' sense of connection by encouraging them to participate in events that are on-going at our campus. We add intra-program sporting events, and further instill pride, ownership, & identity by letting them service their own vehicles.	After the students passes the brake module and hardware and master their skills the students who accomplish the task will be able to bring their own car.	Met	After teaching the Brake Module the students brought their own vehicles, the other 5% didn't a car. This strategy helped them to engage with our Program and themselves.	Next year Automotive program will keep the same strategy but now applying engine performance, repair suspension, steering, air conditioning and heating.
Instruction	Biology	2021-2022	Objective 2-2: Increase one-year persistence rate	Students will be able to apply the information learned in class regarding nutrients and utilize this information as found on a standard food label to calculate calories from the information provided	Assessments indicate that improvement is needed in this program outcome. Students have shown the need for improvement in this particular concepts. The ability to perform this calculation demonstrates a true grasp of the concept and application of knowledge acquired from the course	Students will participate in classroom lead discussion, interactive lecture activities, group activities, and in class learning that highlight active learning. These will also be incorporated in the online course. Will attempt one active learning activity per week.	Not Met		
Instruction	Biology	2021-2022	Objective 2-2: Increase one-year persistence rate	Increase student mastery on a pre-post test comparison. Success will be measured as a 25% increase from pre to post test measurement	Survey of the faculty indicates that students struggle with this important foundational biological concepts in science and technology and how it relates to the world they live in. The 2019-2020-2020 UAP has now been revised to include the coverage of basic biological concepts. This builds upon last year's UAP with an inclusion of basic biological concepts in all courses across the biological curriculum to include the previous concepts of genetics	Instructors will incorporate active learning activities, along with instructional interventions, to assist students in mastering of basic biological concepts in each of the biology courses. Instructors will engage students in a minimum of 5 active learning activities a semester, with the goal of incorporating at least one active learning activity a week.	Not Met		
Instruction	Biology	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	The Biology Department is going to target Strategic Objective 2-1e. Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. Biology 1306, 1307, 1308, 1309, 2401, and 2402 are part of the general education core; by completing BIOL 1306, 1307, 1308, 1309, 2401, or 2402 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan.	Intervention/Assignment 2. 60% of students who attempted the assignment will score a min. of 70% on the student quantitative assessment. Faculty will use a grading rubric for the assessment.	The department plans to accomplish this by presenting students with opportunities to hone quantitative and critical thinking skills that enable them to research and think critically about current scientific issues. Two scaffolding assignment will be given during the semester, which will foster student understanding of how to conduct thorough scientific research and then be able to make educated decisions based on the research.	Met	100% of students who attempted the assignment scored a min. of 70% on the student quantitative assessment. Faculty used a grading rubric for the assessment.	60% of students who attempted the assignment will score a min. of 70% on the student quantitative assessment. Faculty will use a grading rubric for the assessment.

**Southwest Texas College  
2021-2024 Strategic Plan Initiatives  
All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Biology	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. Biology 1306, 1307, 1308, 1309, 2401, and 2402 are part of the general education core; by completing BIOL 1306, 1307, 1308, 1309, 2401, or 2402 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan.	Intervention/Assignment 2. 60% of students who attempted the assignment will score a min. of 70% on both the student critical thinking and the quantitative assessment. Faculty will use a grading rubric for the assessment.	The department plans to accomplish this by presenting students with opportunities to hone quantitative and critical thinking skills that enable them to research and think critically about current scientific issues. Two scaffolding assignment will be given during the semester, which will foster student understanding of how to conduct thorough scientific research and then be able to make educated decisions based on the research.	Met	60% of students who attempted the assignment will score a min. of 70% on the student quantitative assessment. Faculty will use a grading rubric for the assessment.	60% of students who attempted the assignment will score a min. of 70% on the student quantitative assessment. Faculty will use a grading rubric for the assessment.
Instruction	Business Management	2022-2023	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	Measure: At end of semester, instructors will report the number of students that pass the course with a grade of 75% or higher as a percentage of students enrolled in the course. Our goal: 75% of students who are enrolled in the course pass with a minimum grade of 75%.	Develop an institutional framework for mapped student pathways to include identification monitoring student progress, and placement in a progressive advancement of a job or academic standing – Continually monitor student progress. The department plans to accomplish this by monitoring student progress. Instructors will identify and reach out to students with a grade average of less than 80% and provide information about resources such as the Student Success Center, Writing Center, and CARE referrals. In	Develop an institutional framework for mapped student pathways to include identification monitoring student progress, and placement in a progressive advancement of a job or academic standing – Continually monitor student progress. The department plans to accomplish this by monitoring student progress. Instructors will identify and reach out to students with a grade average of less than 80% and provide information about resources such as the Student Success Center, Writing Center, and CARE referrals. Our goal: 75% of students who are enrolled in the course pass with a minimum grade of 75%.	Met	3/4 = 75% metMeasure: At end of semester, instructors will report the number of students that pass the course with a grade of 70% or higher as a percentage of students enrolled in the course. Our goal: 75% of students who are enrolled in the course pass with a minimum grade of 70%.	Will maintain Measurement of 75% of students will complete the course with a minimum grade of 75%.
Instruction	Business Management	2023-2024	Objective 2-2: Increase one-year persistence rate	75% of students who complete the assignment will score a min. of 75% on the assignment "Explain the Five Major Functions of Business Management". Faculty will use a grading rubric for the assessment.	The department plans to accomplish the one-year fall to fall graduation and retention in the same program rate this by presenting students with opportunities to develop a basic understanding of the Five Major Functions of Business Management. Multiple scaffolding assignments will be presented to students during the semester	The department will presenting students with opportunities to develop a basic understanding of the Five Major Functions of Business Management. Multiple scaffolding assignments will be presented to students during the semester which will introduce reinforce and apply the Five Major Functions of Business Management. These will support student growth and offer instructor feedback to students before completing the Assignment – Explain the Five Major Functions of Business Management (Planning, Staffing, Organizing, Controlling, Directing)Intervention/Assignment Explain the Five Major Functions of Business Management	Met	24/25 = 92%Met SPI requirement of:75% of students who complete the assignment will score a min. of 75% on the assignment "Explain the Five Major Functions of Business Management". Faculty will use a grading rubric for the assessment. Assessment will be changed to minimum score of 70% for the 2024-2025 academic year due to more realistic expectations.	Revise measurement to state that 75% of students will complete the course with a minimum score of 70%.
Instruction	Business Management	2023-2024	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	Measure: At end of semester, instructors will report the number of students that pass the course with a grade of 75% or higher as a percentage of students enrolled in the course. Our goal: 75% of students who are enrolled in the course pass with a minimum grade of 75%.	Develop an institutional framework for mapped student pathways to include identification monitoring student progress, and placement in a progressive advancement of a job or academic standing – Continually monitor student progress. The department plans to accomplish this by monitoring student progress. Instructors will identify and reach out to students with a grade average of less than 80% and provide information about resources such as the Student Success Center, Writing Center, and CARE referrals. In	Develop an institutional framework for mapped student pathways to include identification monitoring student progress, and placement in a progressive advancement of a job or academic standing – Continually monitor student progress. The department plans to accomplish this by monitoring student progress. Instructors will identify and reach out to students with a grade average of less than 80% and provide information about resources such as the Student Success Center, Writing Center, and CARE referrals. Measure: At end of semester, instructors will report the number of students that pass the course with a grade of 75% or higher as a percentage of students enrolled in the course. Our goal: 75% of students who are enrolled in the course pass with a minimum grade of 75%.	Met	25/33 = 76% of students in BMGT 1327 class passed with a minimum score of 75%. Measurement will be revised 224-2025 academic school year due to more realistic expectations.	Measurement will be revised students will pass with a 70% for 2024-2025 academic year due to more realistic expectations.
Instruction	Business Office Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Student will demonstrate proficient use of word processing software	Using Industry standard certification exams mapped to specific knowledge and skills provides a very accurate measure of a student's ability. Further, it allows each student the opportunity to gain certification which significantly increases their marketability for employment opportunities.	Students will take microsoft Office Specialist (MOS Exam Mo-100: Microsoft Word (Word and Word 2019-2020) Certification Exam. This is an industry level certification exam provided by Microsoft through Certport. A passing score is 700 out of 1000 points. It is a timed test and allows 50 minutes.		100% of students passed the certification exam MO-100 Word 2019-2020 and became certified. 7 students tested. 7 students passed.	Keep Gmetrix practice tests and keep using requirement for students to take a minimum of 14 practice tests using several trainings/tests as significant grades, using the total of 14 requirement as 25% of their semester grade, and using the certification exam results as another 25% of their semester grade.

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Business Office Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Student will demonstrate proficient use of spreadsheet software.		Students will take Microsoft Office Specialist (MOS) Exam MO-100: Microsoft Word (Word and Word 2019-2020) Certification Exam. This is an industry level certification exam provided by Microsoft through Certipoint. A passing score is 700 out of 1000 points. It is a timed test and allows 50 minutes.		50% passing rate 10 students tested 5 students passed and 3 of them passed on the second attempt. Excel is one of the most sought after certifications and is very important for businesses and creates a lot of marketability for the students who passed.	Continue as current, using GMetrix for practice tests, requiring a minimum of 14 for 25% of semester grade and numerous GMetrix assigned for regular assignments that are high value. Additionally continue using MOS Excel score for 25% of semester grade. Consider increasing number of GMetrix used for high point assignments.
Instruction	Business Office Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Student will demonstrate proficient use of Database software		Students will take Microsoft Office Specialist (MOS) Microsoft Office Specialist (MOS) Exam MO-500: Microsoft Access Expert (Access and Access 2019-2020) Certification Exam. This is an industry level certification exam provided by Microsoft through Certipoint. A passing score is 700 out of 1000 points. It is a timed test and allows 50 minutes.		33% of students passed the Access certification exam. 12 students tested. 4 passed. 33% passing rate. Due to the COVID-19 pandemic, students had to test for certification from home instead of at our testing center. The at-home test looks and reacts differently according to the student's screen size, which is varied among students.	Current methods of using GMetrix practice tests for students to prepare for certification exams is recommended to continue. GMetrix continues to be the very best prep for these certification exams. Using a requirement for 14 GMetrix practice tests for 25% of final semester grade is recommended to continue. Using GMetrix practice trainings/tests as high point value assignments within the course is recommended to continue.
Instruction	Business Office Technology	2022-2023	Objective 2-2: Increase one-year persistence rate	10% of students will pass the course with a D or higher.	The department plans to design assignments that articulate the knowledge, skills, demanded in the Business Office real world.\n	Skills demanded in real scenarios will be placed in different categories of assignments toward to develop critical thinking planning and problem solving.	Met	Creating the catalog of assignments was useful because it allowed us to aligned skills with real needs.	We'll expand the strategy to other areas as financial business functions and word processing.
Instruction	Business Office Technology	2023-2024	Objective 2-2: Increase one-year persistence rate	10% of students will pass the course with a D or higher.	The department plans to design assignments that articulate the knowledge, skills, demanded in the Business Office real world.\n	Skills demanded in real scenarios will be placed in different categories of assignments toward to develop critical thinking planning and problem solving.	Met	The catalog provided to the students new opportunities to develop an understanding of business concepts by investigating real-world experiences.	The department accomplished this by presenting students with opportunities to develop an understanding of sociological concepts by investigating real-world experiences.
Instruction	Chemistry	2022-2023	Objective 2-2: Increase one-year persistence rate	60% of students will achieve 70% or greater.	Enrolled students will learn to write and research in reliable sources in the world of Chemistry.	Use grading rubric	Met	Training worked. Students used reliable research sources to complete their work. The average sources used was 2 of recently published articles.	The training consisted of a rubric (mandated by the state of Texas) and expectations for the final paper during the first lecture at the beginning of the semester. All the characteristics of assignments and the sources that can be used.
Instruction	Chemistry	2023-2024	Objective 2-2: Increase one-year persistence rate	60% of students will achieve 70% or greater.	Enrolled students will learn to write and research in reliable sources in the world of Chemistry.	Use grading rubric	Met	Out of 71 students, 67.6% of the students scored 70% or above.	Raise to 70% of the students to get 70% or higher.
Instruction	Child Development	2021-2022	Objective 3-1: Increase completion rate	Increase Associate degrees in Child Development.	Increase student enrollment rate for the Associates degree for the 2020-2021-2022 academic year.	Counseling with current and future students on the importance of an associates degree.		I did not make the target goal of increasing the associates degree for Child Development by 10%.	For the following year, I am going to contact the current group of students who received their Certificate in Child Development and make sure they continue their education and obtain their A.A.S.
Instruction	Child Development	2022-2023	Objective 2-2: Increase one-year persistence rate	Meet with at least 70% of the students 3 times during the 2023-2024 academic year.	Students will communicate with the instructor after every exam, data will be collected through the Canvas Assignment: Roll Call Attendance.	Students will communicate after every exam, data will be collected through the Canvas Assignment: Roll Call Attendance.	Met	Out of 111 students, 70 students met with me at least 3 times over the Spring Semester 2023.	I met 3 times per week with students and met 73% of my intended goal of 70%.
Instruction	Child Development	2023-2024	Objective 2-2: Increase one-year persistence rate	Meet with at least 70% of the students 3 times during the 2023-2024 academic year.	Meet with every student at least 3 times a semester.	Students will communicate after every exam, data will be collected through the Canvas Assignment: Roll Call Attendance.	Met	By having students comment after each exam, it hold them accountable for their grades.	For next year, I would like to continue with this strategy to help hold students accountable for their grades. In canvas, I had an announcement after each exam where students had to reply letting me know whether their grades were good or not good and what action to take to fix it before the next exam.
Instruction	Computer Information Systems	2021-2022	Objective 2-2: Increase one-year persistence rate	Assemble, troubleshoot and repair PC hardware.	OR #1 OR#2	Will be implementing Test Out software as part of course to see if it will result in more students passing the A+ certification exam.	Not Met	Beginning: 8% Target: 12% Ending:	

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Computer Information Systems	2022-2023	Objective 3-1: Increase completion rate	Change the testing rate of students that take the test from 5% to 10% for the A+ certification.	Measure CompTIA PC Hardware test certification results to help student's success increase within the CIS program.	The CIS program will track the data that comes from a third party entity called CompTIA, to look at individual students results for year 2022–2023.	Not Met	12 students registered in the course. Only two tested, only one passed. Goal was not met, because there was no change in the number of students that tested.	Since the A+ is certification is attempted in the first semester, we still have 3 semesters within the CIS program to provide additional training. Right now there are two more students from that cohort getting ready to test, as soon as they test, those results will be added to the statistics
Instruction	Computer Information Systems	2023-2024	Objective 3-1: Increase completion rate	Change the testing rate of students that take the test from 5% to 10% for the A+ certification.	Measure CompTIA PC Hardware test certification results to help student's success increase within the CIS program.	The CIS program will track the data that comes from a third party entity called CompTIA, to look at individual students results for year 2022–2023.	Not Met	Out of 22 students, 1 student attempted the test and passed.	A practice exam for the A+ tests will be added so students can practice and understand where they are and lower their testing anxiety.
Instruction	Construction Science	2022-2023	Objective 2-2: Increase one-year persistence rate	A target of 100% of students achieving a grade of 70% or better throughout the various required course work.	A target of 100% of students achieving a grade of 70% or better throughout the various required course work.	Couse work offered will be presented through both lecture and lab skill exercises, in order to verify and evaluate that student's understanding of presented course materials.	Met	The goal was to ensure that 100% of students achieve a grade of 70% or better throughout their various required coursework. This ambitious target underscores the commitment to academic excellence and mastery of the subject matter. To reach this goal, a variety of support mechanisms we put in place, including personalized tutoring, regular feedback on assignments, comprehensive review sessions, and accessible study resources.	The objective was to create an educational environment where all students are given the tools and support they need to understand the material thoroughly and succeed in their studies, ultimately reflecting a high standard of academic performance across the board.
Instruction	Construction Science	2023-2024	Objective 2-2: Increase one-year persistence rate	A target of 100% of students achieving a grade of 70% or better throughout the various required course work.	The construction program will provide our students with standard construction industry skills and knowledge to facilitate in demand construction professionals.	Couse work offered will be presented through both lecture and lab skill exercises, in order to verify and evaluate that student's understanding of presented course materials.	Met	Student who meet / do not meet criteria will be counted towards evaluating whether we have met our program target requirements.	If we can not achieve our target result, we may need to promote a less ambitious goal of a 100% student pass rate.
Instruction	Cosmetology	2021-2022	Objective 2-2: Increase one-year persistence rate	Identify and analyze hair structure, composition, growth patterns, diseases and disorders of scalp and hair.	Assessments indicate that improvement is needed in this program outcome. In addition new state written exam is made of mainly of diseases and disorders. State Exam increased from 15 questions to 40 questions on the state written exam two years ago students are still struggling in this area year to year.	Instructors will continue to focus on bring more visible aids to the classroom that revolve on the disease and disorders for students to be more familiar with them. Forty questions on the state written exam consist of sanitation, diseases and disorders. With the new hour change our students will have less contact in the classroom and ever moment instructors will need to be engaging as possible to educate all students.		With changes that happen on the state written exam we ended 2019-2020-2020 at 70% this year we are closing at 80% reaching our measure. During Covid we were hybrid two days online and two days face to face. This gave us much more time for implementing theory and game related activities that really helped our students in retaining the information.	Moving forward would like to continue to use online games for reviewing chapters before testing and digital flashcards.
Instruction	Cosmetology	2022-2023	Objective 2-2: Increase one-year persistence rate	80% or more of the students will pass the assignment called portfolio.	Students are to create a portfolio of the year's progression in school.	During their tenure in the program, students will create a portfolio of the year's progression in school, it will be evaluated at the end of the semester.	Met	All students mastered completing the portfolio and the grading average was 82 overall. This will be an area we will continue to work on by growing our students' certificates and practical to show future employers.	Portfolio was developed and we met and we will continue to grow our certificates in the program.
Instruction	Cosmetology	2023-2024	Objective 2-2: Increase one-year persistence rate	80% or more of the students will pass the assignment called portfolio.	Students are to create a portfolio of the year's progression in school.	During their tenure in the program, students will create a portfolio of the year's progression in school, it will be evaluated at the end of the semester.	Met	All students mastered completing the portfolio and the grading average was 82 overall. This will be an area we will continue to work on by growing our students' certificates and practical to show future employers.	Assessment was met and we will continue to grow our certificates in the program.
Instruction	Criminal Justice	2021-2022	Objective 2-2: Increase one-year persistence rate	Increase the mastery of program outcome pertaining to obtaining the ability to compare and contrast the culpable mental states utilized by the Texas Penal Code from 63% to 80%.	Assessments indicate that improvement is needed in this program outcome, since only 66% achieved the mastery level for this subject area in CRJ 1310.	In each face to face Introduction to Criminal Justice (CRJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (compare and contrast the culpable mental states utilized by the Texas Penal Code), to increase the mastery level.		A total of 59 students from the CRJ 1301 classes participated in the intervention assessment or assignment. Of those students, 71.18% met or exceeded the minimum grade threshold of 70. With respect to the mastery level assessment in CRJ 1310, which was administered during the Spring 2021-2022 semester, 71.11% scored 70% or higher.	Due to the importance of the program outcome, this UAP goal and intervention should be carried forward into the next calendar school year.
Instruction	Criminal Justice	2021-2022	Objective 2-2: Increase one-year persistence rate	Increase the mastery of program outcome pertaining to obtaining the ability to assess the arguments for and against capital punishment from 76% to 80%.	Assessments indicate that improvement is needed in this program outcome. During the 2019-2020-20 school year, only 76% of students assessed obtained the target program outcome mastery score of 80% in the mastery/assessment level course.	In each face to face Introduction to Criminal Justice (CRJ 1301) class, the instructor will assign one project or administer one assessment, which pertains solely to the program outcome (assess the arguments for and against capital punishment), to increase the mastery level from 76% to 80%.		A total of 70 students from the CRJ 1301 classes participated in the intervention assessment or assignment. Of those students, 57.14% met or exceeded the minimum grade threshold of 70. The mastery level assessment will be administered in CRJ 2313 Correctional Systems & Practices in the Fall.	The intervention and assessment needs to be carried forward to the next calendar school year.
Instruction	Criminal Justice	2022-2023	Objective 3-1: Increase completion rate	70% of students completing CRJ 1307 will earn a final grade of 80 or above.	3-1a Increase the 2-year completion rate of full-time first-time in college (FTIC) students from 32% (249) to 40% (308) by 2026.	Contact three students weekly from CRJ 1307 (Fall) to check in with them on their progress and any issues they may have with the course. CRJ 1307 Crime in America is our criminology course, and students find it challenging because the course combines criminal justice, statistics, biology, psychology, and sociology in order to attempt to explain why crime occurs. Students who do poorly in this class typically struggle to complete the degree program.	Met	75% of student in CRJ 1307 earned a final grade of 80 or higher, which exceeded the target of 70%. Due to curriculum changes CRJ 1307 is no longer a required course for the Associate of Arts–Field of Study (FOS). Although the course is still required for the Associate of Applied Sciences degree program, the majority of students are in the FOS. So, enrollment will likely begin to decrease for CRJ 1307 lessening the impact on overall program completion. Therefore, going forward will focus our efforts on another foundational course, most likely CRJ 1310 Fundamentals of Criminal Law.	1. Contact three students weekly from CRJ 1310 to check in with them on their progress and any issues they may have with the course. 2. Utilize EdPuzzle to incorporate video quizzes for CRJ 1310 into course modules to enhance immediate feedback and to promote active viewing of course video material.

**Southwest Texas College  
2021-2024 Strategic Plan Initiatives  
All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Criminal Justice	2023-2024	Objective 3-1: Increase completion rate	70% of students completing the course will earn a final grade of 80 or above.	3-1a Increase the 2-year completion rate of full-time first-time in college (FTIC) students from 32% (249) to 40% (308) by 2026.	1.Contact three students weekly from CRIJ 1310 to check in with them on their progress and any issues they may have with the course.2.Utilize EdPuzzle to incorporate video quizzes into CRIJ 1310 course modules to enhance immediate feedback and to promote active viewing of course video material.Rationale: CRIJ 1310 Fundamentals of Criminal law is a foundational course, which focuses on the essential elements of criminal offenses. Students struggle with the element concepts of mens rea (culpable mental state) and actus reus (prohibited conduct). A lack of understanding of these foundational concepts negatively impacts the student ability to successfully complete future criminal justice courses in the criminal justice degree programs. Student who do poorly in this course generally do not complete the degree program.	Not Met	69% of the students completing the CRIJ 1310 during the 2023-24 school year met the goal of earning a final grade of 80 or above. The target was 70%. It appears the interventions utilized were beneficial to nearly achieving the desired target. Student mastery of this course enhances the probability student will successfully complete the degree program. Accordingly, the outcome and selected target will be carried forward to the 2024-25 school year. However, the student intervention dealing with student contacts will modified to focus on students who have missed one or more scheduled assignments/assessments.	Intervention #1 will be modified to contact 3 students per week who have previously missed an assignment
	Cybersecurity	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	90% of the students will be surveyed....	Student Canvassing and student results has resulted in change of class from a four week to 8 weeks structure	Cybersecurity Program will apply surveys to the students about the importance to have 4 week .... due solve absences ....	Met	After surveyed 90% of the students the results showed that is better to change the program to 4 week. (56% of the responses showed....) After the analysis....	After....
Instruction	Developmental English	2022-2023	Objective 2-2: Increase one-year persistence rate	70% of the students who turned in the Library Assessment with pass with a 70 or higher.	Student will use the SWTJC library databases to research an article of their choice.		Met	The students show how they used the databases in their final assignment. The department sent out the form with the required information needed to show how the students accomplished a passing grade.	The strategy was successful but for next year, we would like for all faculty who teach EDUC 1300 to participate with the data collection.
Instruction	Diesel Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Demonstrate proper shop and safety procedures		Will monitor and assess the students knowledge and retainment of shop safety procedures in OSHA.		We were able to assess and confirm through exam and observations that all students in the program were able to apply the proper shop and safety procedures.	continue stressing to students the importance of safety measures provided by OSHA.
Instruction	Diesel Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Locate, interpret, and apply information from service manuals and reference materials		Will have students look up service information on specific vehicle and/or part and test their ability to interpret.		The majority of our students showed/demonstrated a good ability to apply the information we gave them from service manuals and reference materials and apply them to their projects.	Plan is to maybe increase the exposure of students to more reference materials using latest technologies.
Instruction	Diesel Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Demonstrate knowledge and proper use of electronic scan tools		Assess the students ability to properly use and demonstrate knowledge of scan tool information.		After assessing the students and having added a second scanning tool helped improve the knowledge of the students proper use of scan tools. The majority had success but did have some that struggled.	Continue to implement and add more scenarios that will allow the students to have more practice repetitions using the new and existing scan tools.
Instruction	Diesel Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Troubleshoot and repair diesel engines		Will assess the student's ability to troubleshoot and repair various diesel engines.		The majority of the students showed an ability to troubleshoot and repair various diesel engines we have in the shop for practice. They were also exposed to a couple different live vehicles to further assess their ability.	More exposure to live situations would help in having more diversity in the students troubleshooting and repair experiences.
Instruction	Diesel Technology	2022-2023	Objective 2-2: Increase one-year persistence rate	Diesel program will contact and design personal activities 80% of the students to maintain the retention from first to second year enrollment	Diesel tech program will engage students to the program in order to keep the same number of students or increase.	Diesel program will design and implement activities to engage students that are already enrolled in the program as conversation, expositions in order to maintain the same number of students or extend our number of students in the future.	Met	Diesel tech program will compare DEMR 1423 fall 23 enrollment to fall 24 enrollment	Diesel Tech will improve the retention rates in 23-24 in second year enrollment
Instruction	Diesel Technology	2023-2024	Objective 2-2: Increase one-year persistence rate	80% retention from first to second year enrollment	Will work towards retaining 1 to 2 year students	Diesel tech program will compare DEMR 1423 fall 23 enrollment to fall 24 enrollment	Met	Fall 23 DEMR 1423 enrollment was at 10 students, fall 24 DEMR 1423 enrollment is at 20 students	Continue to inform students of the benefits of taking the 2nd year of the program to improve their career opportunities
Instruction	Economics	2021-2022	Objective 2-2: Increase one-year persistence rate	Demonstrate empirical and quantitative skills (E & Q) Students will improve learning related to the CORE outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends.	Reviewing last year data, targets were not met. Assessments indicate that improvement is needed in this program outcome. COVID19 took education by surprise and has altered the traditional educational environment. The Economics Department wants to ensure students are able to connect economic indicators to the overall health of the US economy.	Faculty will meet classes remotely and use at least one high impact practice in class each week to help students track past, present and future data predictions for unemployment, gross domestic product, and changes in the price level.This is a direct measure. By the end of the course, overall 70% of students will score 80% or better analyzing and interpreting current economic trends. The assessment will be a department wide quiz. The assessment results will continue to be disaggregated by Dual Credit and "Other" traditional students to determine difference.		Economics courses met the target mastery of 87% in overall percent of students mastering outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends' Beginning: 80% Target: 87% Ending: 87%. The results show 87.2% mastery (682 out of 782).Looking at the disaggregated data, dual credit students showed 86.7% mastery (526/607), which is just shy of the target.Percent of Dual Credit students mastering outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends' Beginning: 83% Target: 87% Ending: 86.7% "Other" traditional students showed 89.1% mastery (156/175), which just exceeds the target. Percent of "Other" students mastering outcome 'Demonstrate empirical and quantitative skills in analyzing and interpreting current economic trends' Beginning: 68% Target: 80% Ending: 89.1%	Although the overall target was just met, both dual credit and traditional students hovered right at target rates. Interventions will be continued to see if both groups can exceed targets. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021-2022. The Economics Department will meet at the fall convocation 2021-2022 to decide if another expected outcome for intervention and assessment will be added.

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Economics	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	65% of students who complete will score a minimum of 70% on the Service Learning Project	Intervention/Assignment 2. 65% of students who complete service learning will score a min. of 70% on the Service Learning Project. Faculty will use a grading rubric for the assessment. Timeline: 2022-2023	Students write about their experience as a volunteer. They analyze how their contributions helped both themselves and the entity they volunteered for. They also connect their volunteer work to concepts they learned in Economics class.	Met	91% of students who completed service learning scored a minimum of 70% on the Service Learning Project.	Assessment strategy method was maintained but measurement was changed from 65% of students will pass with a score of 70% to 75% of students who complete the research will score a min. of 75% on the Adam Smith Research Project. Faculty will use a grading rubric for the assessment.
Instruction	Economics	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	65% of students who complete the research will score a minimum of 70% on the Adam Smith Research Project.	The Economics Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. ECON 2301 is part of the general education core; by successfully completing ECON 2301, students earn credits towards their core, which impacts the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to develop a real-world understanding of the macroeconomy and their contributions as citizens to the global economy. Multiple scaffolding assignments will be presented to students during the semester which will introduce and reinforce research practices, data collection, and analysis. These will support student growth and offer instructor feedback to students before completing the Adam Smith Research Project.	Research a private sector company that supports social/civic responsibility. (Note: Government agencies and non-profit organizations are not private sector companies) Answer the following questions: Discuss Adam Smith and how his ideas relate to your research. (10 pts) What is the name of the company you researched and discuss what products or services they sell, etc. (15 pts) Which social project(s) does your company support? Explain at least two projects that your company supports and how the company implements them. What is your opinion of this project and why do you feel this way? Do not just simply list the projects... fully explain them. (20 pts) How do these social projects reinvest back into communities? In your answer include at least one of the following: equations, graph, diagram, table for support. You also need to discuss the graph, diagram, table or equation and fully explain what it means. Then make a calculation regarding the graph, diagram, equation or table and explain the calculation. You must show the calculation. (25 pts) Cite any resources using APA or MLA format. (10 pts)	Met	87% of students who completed the research scored a minimum of 70% on the Adam Smith Research Project.	Service Learning Project will not be used in the future as a SPI measurement. It will be replaced by a successful course completion measurement.
Instruction	Economics	2023-2024	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	Assignment 75% of students who complete the research will score a min. of 75% on the Adam Smith Research Project. Faculty will use a grading rubric for the assessment.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Economics Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. ECON 2301 is part of the general education core; by successfully completing ECON 2301, students earn credits towards their core, which impacts the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to develop a real-world understanding of the macroeconomy and their contributions as citizens to the global economy. Multiple scaffolding assignments will be presented to students during the semester which will introduce and reinforce research practices, data collection, and analysis. These will support student growth and offer instructor feedback to students before completing the Adam Smith Research Project.	Economics Department is going to target Strategic Objective 3-3: Develop an institutional framework for mapped student pathways to include identification monitoring student progress, and placement in a progressive advancement of a job or academic standing – Continually monitor student progress. The department plans to accomplish this by monitoring student progress. Instructors will identify and reach out to students with a grade average of less than 80% and provide information about resources such as the Student Success Center, Writing Center, and CARE referrals.	Met	Summary of Findings: Intervention/Assignment 1. 88.79% (475/535) of students who completed the research scored a min. of 75% on the Adam Smith Research Project. Beginning: ____ Target: 75% Ending: 88.79% Met 475 Not Met 60 Results: Target achievement met.	Reflection: The Economics Department will continue with these interventions. The scaffolding assignments accompanying the interventions allow students to gain knowledge in research, analyzing data, communication, and service. These transferable skills help them achieve scholastic goals, including core completion. Becoming core complete is the impetus for Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Economics	2023-2024	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	At end of semester, instructors will report the number of students that pass the course with a grade of 75% or higher as a percentage of students enrolled in the course. Our goal: 75% of students who are enrolled in the course pass with a minimum grade of 75%.	Outcome rationale: Reviewing SWTJCs Strategic Plan for 2021-2026, the Economics Department is'ngoing to target Strategic Objective 3-3: Develop an institutional framework for mapped student pathways to include identification monitoring student progress, and placement in a progressive advancement of a job or academic standing -- Continually monitor student progress. InThe department plans to accomplish this by monitoring student progress. Instructors will identify and reach out to students with a grade average of less than 80% and provide information about resources such as the Student Success Center, Writing Center, and CARE referrals. 'n	Reviewing SWTJCs Strategic Plan for 2021-2026, the Economics Department is going to target Strategic Objective 3-3: Develop an institutional framework for mapped student pathways to include identification monitoring student progress, and placement in a progressive advancement of a job or academic standing -- Continually monitor student progress. The department plans to accomplish this by monitoring student progress. Instructors will identify and reach out to students with a grade average of less than 80% and provide information about resources such as the Student Success Center, Writing Center, and CARE referrals.	Met	Summary Findings93.75% (555/592) of students enrolled in the course passed with a minimum score of 75%. Beginning: ____Target: 75%Ending: 93.75% Met 555 Not Met 27Results: Target achievement met.	Reflection: The Economics Department will continue with these interventions. The scaffolding assignments accompanying the interventions allow students to gain knowledge in research, analyzing data, communication, and service. These transferable skills help them achieve scholastic goals, including core completion. Becoming core complete is the impetus for Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026.
Instruction	Emergency Medical Services	2022-2023	Objective 2-2: Increase one-year persistence rate	80% of the students in the semester will incorporate their activities in a portfolio to demonstrate proficiency in psychomotor skills as describe in the student manual.	EMS will design activities for students that later they demonstrate proficiency in psychomotor skills as describe in the student manual, all the activities will be incorporated in a Portfolio to verify their consistency.	According to the student manual of EMS Non invasive skills are essential for the students, as a Program will require specific activities that demonstrate their learning and performance level.	Met	EMS Portfolio practice showed the performance and learning level of the students, by evaluating students on assessing skills proficiency, adherence to protocol standards, communication abilities, and overall performance in various scenarios.	After implementing the Portfolio in all EMS classes, we verified the learning level of the students maintaining the standards and communication abilities.
Instruction	Emergency Medical Services	2023-2024	Objective 2-2: Increase one-year persistence rate	80% of students in the semester will demonstrate proficiency in psychomotor skills in EMS.	Perform basic non-invasive skills - lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury.	In all semesters in each semester 80% of the students in the semester will demonstrate proficiency in psychomotor skills as describe in the student manual.	Met	Outcomes met.	The target was met so will be implementing next semester the same strategy.
Instruction	Engineering	2023-2024	Objective 3-1: Increase completion rate	65% of students will pass with a 70% or better on the project.	After covering the projectile motion unit the instructor will deliver instructions and template with the steps to complete the project. Sixty-five percent of PHYS 2325 students will pass with a 70% or better the Projectile motion project.	After the projectile motion unit is covered, the students will have three weeks to deliver the final project following requirements as laid out in the project description.	Met	75% of the students had a grade of 70% or better. This is above the expected 65%. Results are statistically insignificant due to the low number of students in the course (8 total).	In order to assist students, scaffolding assignments related to the project will be assigned to help students with research and experimental design.
Instruction	English	2021-2022	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	The department will reach out to all non-dual credit students in ENGL 1301,1302, 23XX except 2328 with upcoming class schedule to include meeting with his or her Success Coach to ensure which CORE courses are needed. Percent of students who register for subsequent English course in upcoming term. Beginning: ____ Target: 70% Ending: The department will reach out to all non-dual credit students in ENGL 2328 with upcoming class schedule to include meeting with his or her Success Coach to ensure English CORE courses are met. Percent of students who are CORE complete in English course at the end of the term. Beginning: ____ Target: 70% Ending: ____	The English Department embraces communication with students. Educating students about course offerings, schedule options and encouraging students to follow up with Success Coaches will support students as they work towards completing their CORE with SWTJC.	Intervention: To increase student CORE completion, instructors will reach out to students (email, Zoom, Canvas Announcements) in their respective classes. They will advise students about course offerings (purpose of 8-week courses, in person, Zoom, hybrid, online) and provide class schedules. Instructors will encourage students to work with Success Coaches to register for CORE classes.	Not Met	The English Department does not have the Institutional Data from OIE yet, but collectively contacted 285 non-dual credit students about enrolling in the next CORE course (ENGL 1301/1302/23XX) and contacted 8 non-dual credit students about being CORE complete in English.	The English Department's goal to help students become CORE complete was admirable. When the data comes in from OIE, we will be able to reflect further.
Instruction	English	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Measure the number of students who passed the ENGL 1301 course. \n\nThe target is taken into consideration after recording how many students passed the research essay with a 60% or better.	Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. ENGL 1301 is part of the general education core, by successfully completing ENGL 1301 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to develop writing and researching skills.	Measure the number of students who passed the ENGL 1301 course. The target is taken into consideration after recording how many students passed the research essay with a 60% or better.	Met	246 students out of 251 passed ENGL 1301. The strategic objective course we addressed is: Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. ENGL department met the objective and measurement goal. However, we realized we may have to meet a more specific target based on the measurement tool and the explanation by individuals helping at the SPI workshop. We realized that this strategic objective is not something we could actually measure as instructors, so we are brainstorming a new strategic objective.	The department plans to accomplish this by presenting students with opportunities to develop writing and researching skills.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	English	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Measure the number of students who passed the Research Essay with a 60% or higher using the LEAP Rubric.	Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. ENGL 1301 is part of the general education core, by successfully completing ENGL 1301 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to develop writing and researching skills.	ENGL 1301 gave students a research essay and used the Leap Rubric. Instructors measured how many students earned a 60% or better on the research essay. We did not attempt to meet a percentage of students to pass the research essay by 60% or better. Our measure was strictly to gather the passing rate for further study.	Met	ENGL department met the objective and measurement goal. However, we realized we may have to meet a more specific target based on the measurement tool and the explanation by individuals helping at the SPI workshop.	Maintain Assessment Strategy for 2023-2024.
Instruction	English	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Total Number of Students in ENGL 1301 who completed and scored a min. of 60% on Research Essay Assignment (evaluated using the LEAP rubric).	Outcome Rationale:\nReviewing SWTJCs Strategic Plan for 2021-2026, the English Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. ENGL 1301 is part of the general education core, by successfully completing ENGL 1301 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan.\nThe department plans to accomplish this by presenting students with opportunities to develop writing and researching skills.\n\nMeasured Outcome:\n\nTotal Number of Students in ENGL 1301 who completed and scored a min. of 60% on Research Essay Assignment (evaluated using the LEAP rubric) compared to the number of students passing the course.\n\nOutcome: Out of the 251 students (Total Number of Students in Course AFTER DROP DATE) 200 students completed and scored a min. of 60% using the LEAP rubric.	The English department is using the LEAP rubric to measure the number of students who complete and pass the Research project with a 60% or better. Below is an attached document of the ENGL department SPI document.	Met	407/535 students passed the Research project in Spring 2023-Fall 2024. After further training, a more specific and defined target is necessary to measure our objective better. We are not necessarily meeting a target percentage; we are solely documenting a passing rate for this measure. Of course, this training took place after our department had already planned and started their courses.	After further training, a more specific and defined target is necessary to measure our objective better. We are not necessarily meeting a target percentage; we are solely documenting a passing rate for this measure. Of course, this training took place after our department had planned and started their courses in Fall 2023.
Instruction	English	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Measure the number of students who passed the ENGL 1301 course. \n\nThe target is taken into consideration after recording how many students passed the research essay with a 60% or better.	Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. ENGL 1301 is part of the general education core, by successfully completing ENGL 1301 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to develop writing and researching skills.	Measure the number of students who passed the ENGL 1301 course. The target is taken into consideration after recording how many students passed the research essay with a 60% or better.	Met	436/535 students passed ENGL 1301.	Reviewing SWTJCs Strategic Plan for 2021-2026, the English Department is going to target Strategic Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing. \n\nThe department plans to accomplish this through student grade monitoring, mentoring, and presenting students with opportunities to develop writing and research skills.
Instruction	Fine Arts	2021-2022	Objective 2-2: Increase one-year persistence rate	Students will be able to apply the vocabulary of art (elements of art/principles of design) or Music (elements of Music) in an analysis of artwork or music. Beginning: 66.5% Target: 50% Ending: 71.6%	Previous assessments as well as subjective observations led the fine arts department to conclude that improvement was needed in this area. Having a basic working vernacular of the aspects of both music and art are critical to success in the courses and also provides the student with foundational knowledge to enhance their view of the world. Lasts years UAP will be built upon by increasing the mastery target as well as the implementation of various interventions.	Students will participate in active learning exercises exercises using respective vocabularies in art and music. The target measure of 75% was not met, but results have improved from previous years. Based on these results, the department will keep the objective; however, the intervention of reviewing the basic elements music or formal elements of art, bi-weekly will now be done daily. Specifically, these reviews will be part of class discussions, critiques or other high impact practices as well as include components of 4DX to incorporate with the students.	Met	71.6% of students were able to apply the vocabulary of art (elements of art/principles of design), Music (elements of Music) or Drama (elements of Drama) in a written critical analysis of artwork, in music, aurally recognize the basic elements of listening (melody, harmony, rhythm, form, and tone color) and in Drama, recognize and understand the elements in a performance.	Continue with interventions. Department will create a new essay to focus on the goals in Strategic Objective 1-2: Enhance students' sense of connection to SWTJC as identified by: Pride Ownership Culture Identity Inclusivity
Instruction	Fine Arts	2022-2023	Objective 2-2: Increase one-year persistence rate	Intervention/Assignment 1. 60% of students who attempted the assignment will score a min. of 70% on the student research paper or writing assignment. Faculty will use a grading rubric for the assessment.	Apply art terminology as it specifically relates to works of art.\n\n	2022-2023 FINE ARTS SPI Fall and Spring 2022-2023 Reporting Form is attached. Course section above does not let the identification of the courses.	Met	The Fine Arts Department will keep this same outcome measure and target measure for year 2023-2024 in order to gather more data. Instructors will give students in 8-week courses for time to work on their Critical Thinking assignments/essays.	

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Fine Arts	2023-2024	Objective 2-2: Increase one-year persistence rate	60% of students who attempted the assignment will score a min. of 70% on the student research paper. Faculty will use a grading rubric for the assessment.	The department plans to accomplish this by presenting students with opportunities to hone critical thinking skills that enable them to research and think critically by analyzing creative works in art and music. One scaffolding assignment/written assignment will be given during the semester, which will foster student understanding of how to conduct thorough research and analysis then be able to make educated interpretations based on the research.	The Fine Arts department plans to accomplish this by presenting students with opportunities to hone critical thinking skills that enable them to research and think critically about creative works in art and music. One scaffolding assignment will be given during the semester, which will foster student understanding of how to conduct thorough research and analysis then be able to make educated interpretations based on the research.	Met	Results:579 total students attempted the critical thinking assignment. 434 students mastered the outcome. This is a 75% score surpassing the target of 60%. This is a reflection of successful interventions implemented through each semester the the Fine Arts instructors. Moving forward,Outcome Rationale: Reviewing SWTJCs Strategic Plan for 2021-2026, the Fine Arts Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. Arts 1301, MUSI 1306. Intervention/Assignment 1.Final Exam/Final Project Questions on the elements of art/music.The Fine Arts department will modify their outcome and intervention for the 2024-2025 school year. The rationale supporting this change is based on the elimination of the TSI requirements by administration for the Fine Arts courses. Hence, the new outcome will be based on the first 10 questions of a final exam/final project that focuses on the elements of art/principles of design for art and the elements of music for music courses. The interventions will include visual/audible analysis exercises, activities, class discussions and quizzes on the elements mentioned above. The instructors will emphasize the elements and the principles throughout the semester. The instructors will use their specifically designed lessons and activities based on the application and understanding of these elements. The same target measure will be implemented for school year 2024-2025. 60% of students who attempted the Final Exam/Final Project will correctly answer 7 out of 10 (70%) of the selected Final exam/Final project questions focused on the elements of art/music.	Waiting for Spring 2024 results. The Fall targets were met at 60% or above.
Instruction	Government	2021-2022	Objective 2-2: Increase one-year persistence rate	Demonstrate critical thinking skills (CT) Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306). (course outcome #4)	Previous years' assessment results indicate the target percentage of students who reach the mastery level was achieved in GOVT 2305; therefore, the target percentage will remain at 70 percent the 2020-21 academic year. Previous years' assessment results indicate the target percentage was achieved in GOVT 2306 (64% instead of 57%); therefore, the target percentage will remain at 57% for the 2020-21 academic year. Although targets were met, the department wants to see if they can be sustained. COVID19 took education by surprise and has altered the traditional educational environment. The Government Department wants to ensure students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306).	Open educational resources, videos, high impact practices will be enhanced to support "Demonstrate critical thinking skills (CT) Students will demonstrate knowledge of the legislative, executive, and judicial branches of the federal government (Govt 2305) and the Texas State Government (Govt 2306). (course outcome #4)"		77 percent (170 out of 220) Government 2305 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the federal government. 80.2 percent (283 out of 353) Government 2306 students scored 70% or higher on the assessed questions that focused on student knowledge of the three branches of the Texas government. Both groups exceeded their targets.	The Government Department is encouraged by the outcomes. Although the overall target was met, the 2306 target was set rather low. 2306 targets will be increased and interventions will be continued to see if both groups can exceed targets. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021-2022. The Government Department will meet at the fall convocation 2021-2022 to decide if another expected outcome for intervention and assessment will be added.
Instruction	Government	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	70% of students will pass their research paper	Faculty will measure sense of belonging via the CORE SRPR paper that students will submit.	The government department will work with students and instructors to enhance students sense of belonging via the CORE SRPR research paper assignment	Met	Students achieved a passing rate exceeding our 70% goal. This was reached by having faculty use the government rubric to assure standard was met.	Students passed and showed a sense of belonging via the research paper about current events.
Instruction	Government	2023-2024	Objective 2-2: Increase one-year persistence rate	Students will complete CORE paper with a 70% completion rate	Students will complete the CORE Paper essay with a 70% or higher to show mastery of the subject.	Students will research two current event articles and submit a paper about the articles and their opinions on the article.	Met	Students in the department met the completion goal of 70% or more.	Students will use the CORE paper to create a sense of belonging.
Instruction	Government	2023-2024	Objective 2-2: Increase one-year persistence rate	70% of students will turn in an essay covering and summarizing two current news event articles.	Faculty will measure sense of belonging via the CORE SRPR paper that students will submit.	Students will look up two articles that are current. These articles will connect back to the class by relating to subjects discussed and talked about.	Met	Students gathered articles for essay as they related to class. Government department achieved it's goal of students passing the CORE paper with more than 70%	Students will pass the CORE Paper with 70% or more by connecting real world news to class, thus creating a sense of belonging.
Instruction	History	2021-2022	Objective 2-2: Increase one-year persistence rate	Demonstrate critical thinking skills (CT) Students will demonstrate the ability to analyze social, political, economic, cultural,and global forces on this period of United States history. (based on course outcome #3 - Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.)	Reviewing last year data, targets were met.Demonstrate critical thinking skills (CT) 83% However, COVID19 took education by surprise and has altered the traditional educational environment. The department will continue to assess this outcome to determine the sustainability of this level of student mastery. Students will demonstrate the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. (based on course outcome #3 - Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.)	Students will participate in critical and analytical exercises and processes through the use of historical documents in lectures, class discussion, group activities, and individual assignments in HIST 1301 and HIST 1302 courses.		86.2 percent (783 out of 908) History 1301 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. 90.1 percent (530 out of 588) History 1302 students scored 70% or higher on the assessed questions related students demonstrating the ability to analyze social, political, economic, cultural, and global forces on this period of United States history. Both groups exceeded their target rates.	Targets were again exceeded. These interventions will be institutionalized and the History Department will meet at fall convocation 2021-2022 to select another expected outcome for intervention and assessment. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021-2022. The History Department will consider this when developing a new outcome, intervention and assessment.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	History	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	65% of students will score a min. of 70% on the Social Responsibility assignment.	Reviewing SWTJCs Strategic Plan for 2021-2026, the History Department is going to target Strategic Objective 1.2: Enhance students' sense of connection to SWTJC as identified by pride, ownership, culture, identity, and inclusivity. The rationale for targeting this objective is to illustrate student connection and correlation to American society on a larger scale outside of the course by thinking critically on relevant topics and communicating their perspective. It will allow students to demonstrate their connection to the local community, particularly culture and identity, and how national issues can indeed impact them and their surroundings. The department plans to accomplish this by assigning the Social Responsibility assignment to HIST 1301 sections. HIST 1301 is part of the general education core, therefore by successfully completing HIST 1301 students earn credits towards their core which impacts the overall long term institutional goal presented in the strategic plan.	The department will utilize the assignment "Social Responsibility," which consists of two essay prompts in which the student is asked about societal issues tied to cancel culture and removing historical monuments that may be problematic to society now. The student is asked to provide their perspective and defend their stance. This assignment allows students to think about newsworthy issues and articulate their position. By completing this task, it will provide the opportunity for students to connect to society and think about the idea of inclusion, diversity, etc.	Met	The history department chose HIST 1301 sections as the intended audience for this measure. Therefore, only HIST 1301 students were surveyed and not 1302 students. Also, if a student did not complete the assignment, they were not included in the analysis, meaning they were not considered to be part of the students that "did not" meet the measure. There were 117 students that were included in the measure and only 17 did not meet the standard. The student had to receive at least a 70 in the assignment.	Because the targeted audience, which was 1301 students, overwhelmingly met the standard, the department decided to revise its target. Therefore, for the 2023-2024 year, the department will focus on HIST 1302 students to see if they achieve the same benchmark.
Instruction	History	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	65% of students who complete the Social Responsibility Assignment in HIST 1302 sections will score a min. of 70%.	Reviewing SWTJCs Strategic Plan for 2021-2026, the History Department is going to target Strategic Objective 1.2: Enhance students' sense of connection to SWTJC as identified by pride, ownership, culture, identity, and inclusivity. The rationale for targeting this objective is to illustrate student connection and correlation into American society on a larger scale outside of the course by thinking critically on relevant topics and communicating their perspective. It will allow students to demonstrate their connection to the local community, particularly culture and identity, and how national issues can indeed impact them and their surroundings. The department plans to accomplish this by assigning the Social Responsibility assignment into HIST 1302 sections. HIST 1302 is part of the general education core, therefore by successfully completing HIST 1302 students earn credits towards their core which impacts the overall long term institutional goal presented in the strategic plan.	The History department will utilize the assignment titled "Social Responsibility" to measure the outcome. This assignment consists of two essay prompts in which the student is asked about newsworthy, societal issues tied to the notion of "cancel culture" and removing historical monuments that may now be considered problematic. The student is asked to provide their perspective and defend their stance. This assignment allows students to reflect on current issues and articulate their position. By completing this task, it will also provide the opportunity for students to connect to their community and think about ideas of inclusion, diversity, etc.	Met	The history department chose HIST 1302 sections as the intended audience for this measure. Therefore, only these students were surveyed and not 1301 students. Also, it should be noted that we had a larger sample of students this year because last year the department only collected data from the Spring semester. This academic year we collected data from both semesters. For this analysis, if a student did not submit the assignment, then they were not included in the data. This means they were not considered to be a part of the students that "did not" meet the measure. There were 453 students that did submit the assignment, and therefore, included in the measure. Only 42 students did not meet the standard of receiving a 70% or higher on the assignment. Therefore, according to the data, the department did meet the standard that we set. Our goal was to have 65% of the students sampled to meet the standard. The data states that 90% of the students met the standard.	The History department will meet in the upcoming months, before the start of the Fall semester, to determine how to revise the SPI for the 2024-2025 year. As a department, we will decide whether or not to utilize a new assignment or potentially raise the standard that students have to meet.
Instruction	Humanities	2021-2022	Objective 2-2: Increase one-year persistence rate	CT Skill / 70% or better with embedded questions on final grade	Assessments indicate that improvement is needed in this program outcome.	Intervention: : To improve student demonstration of critical thinking and written communication, engage students in writing assignments that require text evidence as justification for interpretation and argument. Consistent use of writing format (answer, proof, explanation) with detailed rubrics for grading that format in a lower-stakes assignment (intervention) prepare students to build logical arguments in an independent essay (assessment). Writing-intensive courses are a high-impact practice (HIP) important to academic preparation, according to the AAC&U Report, and support the focus on student success and retention specified in Strategic Plan Objective 2.	Not Met	1.Demonstrate critical thinking skills (CT) Beginning: 83% Target: 70% Ending: 63.25% 2.Percent of students scoring 70% or better on Critical Thinking Project Beginning: 70% Target: 85% Ending: 63.25%	

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Humanities	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	60% of students who completed all 4 steps of the Gallery Walk assignment will score a min. of 70% on the culture evaluation product for the course. Faculty will use a grading rubric for the assessment of the Gallery Walk and the culture evaluation product.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Humanities Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. HUMA 1301 and HUMA 2323 are part of the general education core, by successfully completing HUMA 1301 or HUMA 2323 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan.\n\nThe department plans to accomplish this by presenting students with opportunities to hone critical thinking skills that make them more empathic citizens of the global community. Two scaffolding assignments will be presented during the semester which foster student understanding of the way that specific aspects of culture illustrate the values of that culture. \n	Instructors implement a peer evaluation checkpoint assignment before students submit their final draft of the student-driven research product. Students will participate in every step of the peer evaluation process to refine their own work and help classmates improve their critical thinking presentations.	Met	More than 60% of cumulative students who completed all steps of the peer evaluation assignment earned a 70 or higher on the Religion and Culture Presentation.	Instructors will continue this assessment strategy, continuing the process of data collection.
Instruction	Humanities	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	60% of students who attempt the assignment will score a min. of 70%. Faculty will use a grading rubric for the assessment.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Humanities Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. HUMA 1301 and HUMA 2323 are part of the general education core, by successfully completing HUMA 1301 or HUMA 2323 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan.\n\nThe department plans to accomplish this by presenting students with opportunities to hone critical thinking skills that make them more empathic citizens of the global community. Two scaffolding assignments will be presented during the semester which foster student understanding of the way that specific aspects of culture illustrate the values of that culture. \n	Instructors will assign critical analysis questions based on assigned learning materials.	Met	At least 60% of the students who completed the Critical Thinking assignment met the standard.	Instructors will continue this assessment strategy, continuing the process of data collection.
Instruction	Humanities	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	60% of students who completed all 4 steps of the Gallery Walk assignment will score a min. of 70% on the culture evaluation product for the course. Faculty will use a grading rubric for the assessment of the Gallery Walk and the culture evaluation product.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Humanities Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. HUMA 1301 and HUMA 2323 are part of the general education core, by successfully completing HUMA 1301 or HUMA 2323 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan.\n\nThe department plans to accomplish this by presenting students with opportunities to hone critical thinking skills that make them more empathic citizens of the global community. Two scaffolding assignments will be presented during the semester which foster student understanding of the way that specific aspects of culture illustrate the values of that culture. \n	Instructors implement a peer evaluation checkpoint assignment before students submit their final draft of the student-driven research product. Students will participate in every step of the peer evaluation process to refine their own work and help classmates improve their critical thinking presentations.	Met	The target was met for all HUMA 1301 Peer Evaluation interventions, but the group with the lowest performance was the 8-week online course. The 16-week online course (largely dual credit students) met the standard with 100%.	The intervention works to promote student success on the Critical Thinking CORE Artifact. \n\nTo assure students understand the purpose of critical thinking over the course, instructors will include a question about the purpose of critical thinking in the course reflection.
Instruction	Humanities	2023-2024	Objective 2-2: Increase one-year persistence rate	60% of students who attempt the assignment will score a min. of 70%. Faculty will use a grading rubric for the assessment.	Instructors will assign critical analysis questions based on assigned learning materials.	Instructors will assign critical analysis questions based on assigned learning materials.	Met	All course formats met the standard for the Critical Analysis intervention. This assignment works as a first checkpoint assignment for the final draft of the Critical Thinking CORE Artifact.	Instructors will continue to use the Critical Analysis assignment as a checkpoint assignment for the Critical Thinking CORE Artifact assignment. To assure students understand the purpose of critical thinking over the course, instructors will include a question about the purpose of critical thinking in the course reflection.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Law Enforcement Academy	2021-2022	Objective 2-2: Increase one-year persistence rate	Crisis intervention training (CIT) - mental health code.	Law enforcement officers act as first responders across the nation which includes encounters with persons in mental health and addictions crisis. Mental illness has been shown to be a factor in a large number of law enforcement confrontations where deaths have occurred. We must equip cadets to properly recognize mental health challenges among their peers and in their communities in order to be effective when they enter the workforce.	Cadets having issues grasping the concept will receive remedial training.	Met	Cadets were able to recognize specific signs and symptoms displayed by consumers with mental illnesses. The ability to recognize these symptoms allows officers to approach the situation in a different manner in order to produce a better, safer outcome.	Cadets will continue to be trained in crisis intervention in order to better service the community.
Instruction	Law Enforcement Academy	2021-2022	Objective 2-2: Increase one-year persistence rate	Cadets will be trained in the skill of De-Escalation	Law enforcement officers are expected to possess almost extraordinary levels of professionalism, patience, and tolerance in stressful situations. De-escalation techniques are used as a strategy to reduce use-of-force incidents promoting a better resolution. Cadets will be trained in this skill to be better prepared to enter the workforce.	Cadets having issues grasping the concept will receive remedial training.	Met	Cadets were trained in De-Escalation Techniques in order to minimize the need to use force in making arrests.	Cadets will continue to be trained in De-Escalation Techniques in future academies.
Instruction	Law Enforcement Academy	2022-2023	Objective 2-2: Increase one-year persistence rate	100% of enrolled students will receive ALERRT Level I Training	In reviewing SWTJC's Strategic Plan for 2021-2026, the Law Enforcement Academy will target Strategic Objective 1.2: Enhancing students' sense of connection to SWTJC. The department plans to achieve this by providing cadets with opportunities to participate in SWTJC events, helping them establish a connection to our college community. 100% of cadets will write a personal reflection essay detailing their experiences. Additionally, all enrolled students will receive ALERRT Level I Training.	All cadets will attend a 16hr ALERRT Level I course in person training.	Met	Law Enforcement Department presented to enrolled students opportunities to Finish a course personally in order to get a better understanding of the categories of ALERRT and different situation, 100% of the students completed and passed the ALERRT Level I Training.	We will continue to implement ALERRT Level I Training in the next year.
Instruction	Law Enforcement Academy	2023-2024	Objective 3-1: Increase completion rate	80% of students who complete program	100% of the enrolled cadets will participate in SWTJC events in order to establish a sense of connection to our college community. Each cadet will write a personal reflection essay detailing their experiences.		Not Met		
Instruction	Law Enforcement Academy	2023-2024	Objective 2-2: Increase one-year persistence rate	100% of enrolled students will receive ALERRT Level I Training	In reviewing SWTJC's Strategic Plan for 2021-2026, the Law Enforcement Academy will target Strategic Objective 1.2: Enhancing students' sense of connection to SWTJC. The department plans to achieve this by providing cadets with opportunities to participate in SWTJC events, helping them establish a connection to our college community. 100% of cadets will write a personal reflection essay detailing their experiences. Additionally, all enrolled students will receive ALERRT Level I Training.	All cadets will attend a 16hr ALERRT Level I course in person training.	Met	100% of the students are receiving ALERRT Level I Training completed task on April 14, 2024.	ALERRT Level I will be a mandatory module in the Basic Peace Officer Course. We intend to continue monitoring student progress.
Instruction	Learning Frameworks	2023-2024	Objective 2-2: Increase one-year persistence rate	70% of the students taking Learning Frameworks classes that turn in the assignment will pass with 70 or higher.	Students will use SWTJC databases to complete Library Assignment.	The purpose of this assignment is to introduce the student to the campus library. This is a free service provided to students to receive help in locating resource information for essays and research assignments. The College Library has rooms available to reserve where students can gather to work on group project assignments or work alone. There are Chromebooks available for checkout. Friendly Library Staff are ready to provide face-to-face and remote help to students when needed.	Met	LF met the target in all classes the library assignment, teachers will model the different steps of the assignment to meet expectations.	LF program has been successful implementing the assignment, for next year will increase the percentage to 75% passing in order to meet a new higher goal.
Instruction	Mathematics	2021-2022	Objective 2-2: Increase one-year persistence rate	Demonstrate empirical and quantitative skills (E&Q) 70 or above on their core assignment project	Technical writing skills are essential to communicate effectively in math and science. The math department has identified these skills as lacking evaluation of the assessments of the core curriculum in the years past.	The math department will incorporate an emphasis in building models A new focus on additional real-world modeling applications will be demonstrated in various contexts including but not limited to: linear, polynomial, rational, exponential and logarithmic models. This will include an emphasis on the use of technology for these applications.	Not met	Targets were not met.	Intervention should be reviewed by the department and modified.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Mathematics	2022-2023	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	At least 70% of students attempting the project will demonstrate what is required to meet their personal and professional career goals by completing a valid report. (measure by a passing grade based on a common rubric when assessing the final report).	Project	Project	Met	For the academic year 2022-2023, 860 students attempted the Quantitative Project, with 693 scoring 70% or better for a success rate of 80.6 %	Continue the project for next year since the students are meeting the goal.
Instruction	Mathematics	2023-2024	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	At least 70% of students attempting the project will demonstrate what is required to meet their personal and professional career goals by completing a valid report. (measure by a passing grade based on a common rubric when assessing the final report).	Project	70% passing rate on the project in all math classes.	Met	For the academic year 2023-2024, 775 students attempted the Quantitative Project, with 648 scoring 70% or better for a success rate of 83.6 %	Continue the project for next year since the students are meeting the goal.
Instruction	Patient Care Technician	2021-2022	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	Student will be able to successfully pass the National Certification Exams for Certified Clinical Medical Assistant (CCMA), Certified Phlebotomy Technician (CPT), Certified Electrocardiogram Technician (CET), Certified Patient Care Technician/Assistant (CPCT/A). In addition, they will be able to successfully pass the State Certification Exam for Certified Nurse Assistant (CNA).	The plan is necessary to get a base start for the newly developed Patient Care Technician Program.	Instructor's will have didactic and clinical procedures to cover the learning objectives and program outcomes. In addition, the instructor's will tutor individuals who fall below an 80 average in the classroom. (9/1/2018-5/1/2019-2020)	Not Met	National and State Certification exams will be used to measure this UAP. Beginning: 0% Target: 80% Ending: 0%	
Instruction	Patient Care Technician	2022-2023	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	1) Student nurse aide certification exam results will increase to 62% or greater	Implement advanced instruction of skills and knowledge to the instructors	Instructors will better prepare and practice for the Texas nurse aide certification exams so that they can instruct their students effectively.	Met	The instructors were able to implement their nurse aide knowledge to gain better pass rates.	Continue with trainings to keep the instructors knowledgeable in the classes they instruct.
Instruction	Patient Care Technician	2023-2024	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	50% of students will obtain certification in nurse aide	The students will have an increased pass rated in the nurse aide training portion of the program. There will be a pass rate of 65% or greater this academic year.	Students must pass both the written portion and clinical skills portion	Met	Results will not be available until August 1, 2024 due to continued testing throughout the summer	Continued instructor training
Instruction	Philosophy	2021-2022	Objective 2-2: Increase one-year persistence rate	Increase student ability to present logically persuasive argument	Reviewing last year data, targets were met. However, communication is a vital component to success in the real world. This is a critical skill that students will need to nurture not only for this course but throughout their academic career. Students will need to be able to create logical arguments in academic courses as well as "real-life" situations. COVID19 took education by surprise and has altered the traditional educational environment. The Philosophy Department wants to ensure students are able to communicate effectively in this fast-paced, everchanging world	Student will be given a grading rubric to help guide their efforts in composing a logical argument essay.		Philosophy 1301 and 2306 students exceeded target. 77% (402/521) of students were able to complete and score 70% or better on at least 1 lower-stakes argument assignment during the semester to get instructor feedback on the quality of their argument before the essay.	Although the target was met, interventions will continue to see if higher success can be achieved. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021-2022. The Philosophy Department will meet at the fall convocation 2021-2022 to decide if another expected outcome for intervention and assessment will be added.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Philosophy	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	60% of students who completed the Checkpoint assignment will score a min. of 70% on the high-stakes grade for the course. Faculty will use a grading rubric for the assessment of the Checkpoint and the high-stakes grade.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Philosophy Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. PHIL 1031 and PHIL 2306 are part of the general education core, by successfully completing PHIL 1301 or PHIL 2306 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to develop real world understanding of the concepts in Philosophy and their contributions as citizens to the global community. Two scaffolding assignments will be presented during the semester which demonstrate student understanding of key concepts, arguments, and terminology as the concepts apply to scenarios outside the classroom.	Students will participate in every step of the checkpoint assignment to refine their own work in preparation for the final draft of a high-stakes grade.	Met	More than 60% of cumulative students who completed all steps of the peer evaluation assignment earned a 70 or higher on their critical thinking presentation.	Instructors will maintain assessment strategy.
Instruction	Philosophy	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	60% of students who attempted the assignment will score a min. of 70% on the student discussion. Faculty will use a grading rubric for the assessment.	Students will be required to apply ideas encountered in the course to a topic or question.	Students will be required to apply ideas encountered in the course to a topic, question or discussion.	Met	60% of students scored a min. of 70% on the student discussion.	Students met goals. We intend to continue monitoring student progress. Discussion assignment was designed to give the students an opportunity to demonstrate their understanding of the Philosophy field.
Instruction	Philosophy	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	60% of students who attempted the assignment will score a min. of 70% on the student discussion. Faculty will use a grading rubric for the assessment.	Students will be required to apply ideas encountered in the course to a topic or question.	Students will be required to apply ideas encountered in the course to a topic, question or discussion.	Met	All PHIL sections met the 60% standard with 84% or above, except 1 8 week section. This result suggests that the 63% course (which still met the standard) was an outlier in overall performance.	Instructors will continue to use the Idea Application Assignment or Discussion. Because of increased student use of AI to complete the course assignments, the checkpoint assignment should be modified to include measures that prevent or identify AI use.
Instruction	Philosophy	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	60% of students who completed the Checkpoint assignment will score a min. of 70% on the high-stakes grade for the course. Faculty will use a grading rubric for the assessment of the Checkpoint and the high-stakes grade.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Philosophy Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. PHIL 1031 and PHIL 2306 are part of the general education core, by successfully completing PHIL 1301 or PHIL 2306 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to develop real world understanding of the concepts in Philosophy and their contributions as citizens to the global community. Two scaffolding assignments will be presented during the semester which demonstrate student understanding of key concepts, arguments, and terminology as the concepts apply to scenarios outside the classroom.	Students will participate in every step of the checkpoint assignment to refine their own work in preparation for the final draft of a high-stakes grade.	Met	All sections of PHIL met the target with 85% to 100%, which suggests that the intervention assignment is an effective scaffold to student success on a high-stakes assignment.	Instructors will continue to use the checkpoint assignment leading into a high-stakes assessment. Because of increased student use of AI to complete the high-stakes assessments, the checkpoint assignment should be modified to include measures that prevent or identify AI use.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Philosophy	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	60% of students who attempted the assignment will score a min. of 70% on the student discussion. Faculty will use a grading rubric for the assessment.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Philosophy Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. PHIL 1031 and PHIL 2306 are part of the general education core, by successfully completing PHIL 1301 or PHIL 2306 students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan.  The department plans to accomplish this by presenting students with opportunities to develop real world understanding of the concepts in Philosophy and their contributions as citizens to the global community. Two scaffolding assignments will be presented during the semester which demonstrate student understanding of key concepts, arguments, and terminology as the concepts apply to scenarios outside the classroom.	Students will be required to apply ideas encountered in the course to a topic or question.	Met	All PHIL sections met the 60% standard with 84% or above, except 1 8 week section. This result suggests that the 63% course (which still met the standard) was an outlier in overall performance.	Instructors will continue to use the Idea Application Assignment or Discussion. Because of increased student use of AI to complete the course assignments, the checkpoint assignment should be modified to include measures that prevent or identify AI use.
Instruction	Physical Education	2021-2022	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	Demonstrate personal responsibility (PR) 94% of Physical Education students will increase their personal fitness levels and awareness for physical activity through active participation in physical activities by measuring pre and post fitness skill levels.	Reviewing last year data, targets were met. Demonstrate personal responsibility (PR) 95%94% of Physical Education Students will increase their fitness levels and awareness during the semester. Progress is measured by comparing pre and post fitness skill levels. N=128, 95%However, personal health is an important component of success at the college and for a quality life. Students who learn how to adhere to a personal fitness program will be able to continue improving their health. COVID19 took education by surprise and has altered the traditional educational environment. The Physical Education Department wants to ensure students are able to understand and experience the benefit of exercising for overall health, especially during a pandemic.	Students will increase individual physical fitness through activity participation in exercise based on the principles of physical fitness. Students will have opportunities to participate in group and individual activities, interval training, progression exercises and adaptation principles related to hands on exercise activities.		Scores indicate that 81% (130 out of 159) of students who actively participated in Physical Education classes demonstrated an increased level of fitness base on the success scores posted from Pre-Fitness Test and Post-Fitness Test assessments. 81% indicates a drop from last year's score of 94.5%, roughly 14% decrease year to year.	Due to the decrease in success, the Physical Education Department will continue this intervention of pre/post testing. Interventions will be continued to see if students can again meet targets. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021-2022. The Physical Education Department will meet at the fall convocation 2021-2022 to decide if another expected outcome for intervention and assessment will be added.
Instruction	Physical Education	2022-2023	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	Intervention/Assignment 2. 60% of students will score a min. of 70% on the Core Reflection Analysis. Faculty will use a grading rubric for the assessment.	Intervention/Assignment 2. 60% of students will score a min. of 70% on the Core Reflection Analysis. Faculty will use a grading rubric for the assessment.	Core Reflection Assignment – is a major project and is 100 points of your grade. Your goal is to develop a detailed analysis that demonstrates your understanding of key principles learned in this course. You will display this in a written analysis for each question. For each question provide descriptive details to express your understanding and content learned throughout this course. The assignment will be evaluated on grammar, writing style, spelling, MLA citation if any, examples, and content of information for each response question. 250 min word count each response.	Met	Based on data Core Reflection assignments met objective criteria. Data demonstrates SPI-2 Core Reflection met. The measurement tool for next year will change d to a redesign of this assignment with IDesign. The PHED department will maintain current numbers to reevaluate new assignment and student success.	The PHED department will maintain current numbers to reevaluate new assignment and student success.

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Instruction	Physical Education	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Increase from 8% to 18% by 2026. PHED 1304 is part of the general education core curriculum.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Physical Education Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. PHED 1304 is part of the general education core; by successfully completing PHED 1304, students earn credits towards their core, which impacts overall long-term institutional goal presented in the strategic plan.\n\nThe department plans to complete this by presenting student with opportunities to develop a real world understanding of personal health and their contributions as a citizen to community wellness. Students will develop a customized health plan based on scaffolding assignment completed in each module, including research, personal fitness and wellness evaluation, and impacts on community health \n\nIntervention/Assignments \n\n1.\n\nCustomized Health and Wellness Plan\n	Increase the percentage of academic students who become core complete at the by successfully completing PHED 1304, students earn credits towards their core, which impacts overall long-term institutional goal presented in the strategic plan.	Met	Students earned credits towards their core, which impacts overall long-term institutional goal presented in the strategic plan.	Customize Health Plan was helpful to the student and also, we achieve department goal. We'll working aligned to the Strategic Plan.
Instruction	Physical Education	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Intervention/Assignment 1. 60% of students will score a min. of 70% on the Customized Health and Wellness Plan. Faculty will use a grading rubric for the assessment. Add...	Reviewing SWTJCs Strategic Plan for 2021-2026, the Physical Education Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. PHED 1304 is part of the general education core; by successfully completing PHED 1304, students earn credits towards their core, which impacts overall long-term institutional goal presented in the strategic plan.\n\nThe department plans to complete this by presenting student with opportunities to develop a real world understanding of personal health and their contributions as a citizen to community wellness. Students will develop a customized health plan based on scaffolding assignment completed in each module, including research, personal fitness and wellness evaluation, and impacts on community health \n\nIntervention/Assignments \n\n1.\n\nCustomized Health and Wellness Plan\n	Reviewing SWTJCs Strategic Plan for 2021-2026, the Physical Education Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. PHED 1304 is part of the general education core; by successfully completing PHED 1304, students earn credits towards their core, which impacts overall long-term institutional goal presented in the strategic plan.\n\nThe department plans to complete this by presenting student with opportunities to develop a real world understanding of personal health and their contributions as a citizen to community wellness. Students will develop a customized health plan based on scaffolding assignment completed in each module, including research, personal fitness and wellness evaluation, and impacts on community health \n\nIntervention/Assignments \n\n1.\n\nCustomized Health and Wellness Plan\n	Met	Based on data calculated. The PHED Department has met target - 60% of students will score a min. of 70% on the Customized Health and Wellness Plan. As a result of MET status the PHED department will maintain strategy, and increase the target percentage by 5% for the 2024 - 2025 year the PHED Department will work to accomplish 65% of students will score a min. of 70% on the Customized Health and Wellness Plan.	The projects have worked.....
Instruction	Psychology	2021-2022	Objective 2-2: Increase one-year persistence rate	To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Assessments indicate that improvement is needed in this program outcome. COVID19 took education by surprise and has altered the traditional educational environment. The Psychology Department wants to ensure students are able to identify the concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic) that provide a framework for understanding the foundation of this course. In addition to course content covered in lecture and class activities, online resources will be utilized. This will include the use of Open Educational Resources and/or other online resources. Instructors will also use case studies to teach concepts related to behaviorism.	In addition to course content covered in lecture and class activities, online resources will be utilized. This will include the use of Open Educational Resources and/or other online resources. Instructors will also use case studies to teach concepts related to behaviorism.		Students exceeded the target as 88.5% (487/550) Psychology 2301 students scored 70% or higher on the 20 assessed questions with related concepts that serve as the foundation for the modern theoretical approaches (psychobiological, cognitive, behavioral, sociocultural, humanistic, psychoanalytic, evolutionary, and eclectic).	Although the overall target was met, the Psychology Department would like to see if this is sustainable. Interventions will be continued. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021-2022. The Psychology Department will meet at the fall convocation 2021-2022 to decide if another expected outcome for intervention and assessment will be added.

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Instruction	Psychology	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	65% of students who complete the core assignment will score a minimum of 70%.	Reviewing SWTJCs Strategic Plan for 2021-2026, the Psychology Department is going to target Strategic Objective 2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. Psychology 2301 is part of the general education core; by completing PSYC 2301, students earn credits towards their core, which impacts the overall long-term institutional goal presented in the strategic plan. Through their work with the public service announcement or volunteer service, students will work towards building and demonstrating the following core competencies: critical thinking, communication, and social responsibility so that they acquire the skills necessary to complete the course. Students will be introduced to public service and the 3Ws with videos, in-class examples, brainstorming, and various class activities. 2. Service Learning Assignment: students can create a PSA or SLP Project.	Faculty will use a grading rubric for the assessment.	Met	Fall 2022 Dept. Totals: 226/315 passed (72%) Spring 2023 Dept. Totals: 224/291 passed (77%)	According to the findings, we achieved higher than the intended target for both semesters.
Instruction	Psychology	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	65% of students who complete the core assignment will score a minimum of 70%.	65% of students who complete the core assignment will score a minimum of 70%.	Faculty will use a grading rubric for the assessment.	Met	Fall 2023 Dept. Totals: 279/378 passed (74%) Spring 2024 Dept. Totals: 218/274 passed (80%)	After reaching our goal, we will continue to use this assessment strategy.
Instruction	Radiologic Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Perform radiographic procedures correctly.	Assessments indicate that improvement is needed in this program outcome. Outcome data for 19-20 shows a 71% success rate in this outcome. The target of 80% was not met.	The new, modern, more user-friendly lab equipment will allow for greater utilization to expose phantoms and having students critique resulting images and increase demonstration by faculty with return demonstration by students. Online component was added to the program (RadTechBootCamp) which includes specific modules relating to procedures. Module videos, quizzes and assessments are assigned for grades.		87% of students performed radiographic procedures correctly. The beginning percentage from the previous UAP was 71%. The target was 80%. Ending results exceeded the target.	Continue to monitor.
Instruction	Radiologic Technology	2021-2022	Objective 2-2: Increase one-year persistence rate	Retain and graduate 100% of the students that begin the Fall 2020 semester at the end of the spring 2021-2022 semester.	The previous program cohort (2017-2019-2020) was able to achieve a 100% retention, RADR course completion and graduation rate. History has shown if a student can successfully complete the first year and return for the second year, their success rate to graduation is very good, as was demonstrated in the previous cohort.			100% of the students that began the fall 2020 semester were retained and graduated at the end of the spring 2021-2022 semester.	Continue to monitor and focus on retention of students.
Instruction	Radiologic Technology	2022-2023	Objective 2-2: Increase one-year persistence rate	90% of the students will be retained through the 23-24 academic year by tracking their overall average (75% or higher) at the end of the semester.	Radiology Tech Program will monitor academic progress throughout the semester in order to keep 100% (16) students throughout the course of the academic year.	Program faculty will utilize Canvas to track student grades throughout each semester.	Met	Program faculty successfully utilized Canvas to track and assess student progress and 100% (16 students) of the students achieved 75% or higher for the 2022-2023 academic year.	Program faculty will work with students to assist students in maintaining a 75% or higher grade average.
Instruction	Radiologic Technology	2023-2024	Objective 2-2: Increase one-year persistence rate	90% of the students will be retained through the 23-24 academic year by tracking their overall average (75% or higher) at the end of the semester.	Radiology Tech Program will monitor academic progress throughout the semester in order to keep 100% (16) students throughout the course of the academic year.	Program faculty will utilize Canvas to track student grades throughout each semester.	Met	Faculty were able to successfully track student progress in Canvas and able to retain 95% (19 students) with a 75% or higher for the 2023-2024 academic year.	Program faculty will maintain current assessment strategy
Instruction	Registered Nursing	2021-2022	Objective 2-2: Increase one-year persistence rate	Implement the standards of care as designated by the Board of Nursing Examiners for the State of Texas in a variety of health care settings.	The purpose of the ATI RN Comprehensive Predictor (CP) Exam is to evaluate the predicted probability of passing NCLEX-RN on the first attempt. It also assesses the standards of care by providing scenario type questions from acute care, pediatrics to geriatrics, maternal/newborn, mental health, and community health.	During the last semester four weeks before graduation students will complete the ATI RN Comprehensive Predictor (CP). After graduation during the months of May through October the students will complete their 1st NCLEX-RN exam. The Tx BON provides a summary by the end of October.		ATI RN CP exam grade for spring 2021-2022 70.1%. The targeted numeric score was 70.0%. Outcome met	Increase the target to 73% by spring 2022 with the next graduating cohort

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Instruction	Registered Nursing	2021-2022	Objective 2-2: Increase one-year persistence rate	Implement the overall scores of the RN Comprehensive Predictor ATI Exam Adjusted Group Score to evaluate the progress of the program's pass rates for the 1st time NCLEX-RN test takers.	The ATI RN CP exam provides an Adjusted Group Score with a numeric indication of the likelihood of passing the NCLEX-RN at the students current level of readiness. The director and faculty will review the Exam Adjusted Group Score to evaluate the readiness of the cohort to succeed in the NCLEX-RN test.	The student and faculty will coordinate and integrate the ATI products purchased every semester (617.00 \$): 1. Tutorials; Simulations; Quizzes 2. Practice Assessments A and B before the proctored assessment 3. Proctor Assessments. The use and sequence of the ATI products as indicated 1., 2., and 3. will prepare the student throughout the semesters to culminate in an increase of the RN Comprehensive Predictor ATI Exam Adjusted Group Score.		There are several important notes to add to this year's ATI RN CP. 1. We provided the CP twice instead of just once compared to last years 2020 cohort 2. An important part to our testing strategies was at home CP testing (due to C-19) 3. The CP was monitored by a secure testing website Proctorio. Even though students at monitored at home there is always possibility of the exam scores being compromised.	Since C-19 is beginning to be controlled and PPE is readily available so from now on we will provide the ATI RN CP in the class setting and not via a secured testing website. This will help us control the element of cheating.
Instruction	Registered Nursing	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	The students will participate in three community service educational projects.	Community based learn students will have increased engagement by participating in community health events	The ADN students participated in an elementary school project. They were able to teach 2nd, 3rd, and 4th grade students the importance of brush teeth correctly. The students participated in a college Blood Drive with Texas Blood and Tissue Center. The students set up a table at the Matthew's Student center and provided blood pressure checks for students and faculty.	Met		The three events worked perfect and there were all met.
Instruction	Registered Nursing	2022-2023	3-1a: Increase the 2-year completion rate of full-time FTIC students	The RN program will retain 75% of all students in the 22-23 cohort.	Strategic Goal 3.1A Increase the completion Rate of the LVN Program in college students from 72.4 to 75%	The SWTJC faculty provide student evaluations at mid-term and at the end of each semester. They provide a conference for every student that scores below an 80 on an exam. A virtual tutors is available to review exams with students. We offer tutoring as needed.	Met	According to the 2022-2023 Texas Board of nursing (BON) Program Information Survey for Professional Programs, the ADN Program admitted a total of 40 applicants to the program. In 2023 a total of 39 candidates graduated from the program. 40 admitted/ 39 graduated = 97.5 %	
Instruction	Registered Nursing	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	The students will participate in three community service educational projects.	Community based learn students will have increased engagement by participating in community health events	The ADN students participated in an elementary school project. They were able to teach 2nd, 3rd, and 4th grade students the importance of brush teeth correctly. The students participated in a college Blood Drive with Texas Blood and Tissue Center. The students set up a table at the Matthew's Student center and provided blood pressure checks for students and faculty.	Met	50% of students participated in community Health events in the Fall of 2024.	50% of students participated in activities at the college;
Instruction	Sociology	2021-2022	Objective 2-2: Increase one-year persistence rate	Demonstrate critical thinking skills (CT) Students will distinguish key characteristics associated with the sociological theoretical perspectives.	Assessments indicate that improvement is needed in this program outcome. COVID19 took education by surprise and has altered the traditional educational environment. The Sociology Department wants to ensure students are able to "Demonstrate critical thinking skills (CT) Students will distinguish key characteristics associated with the sociological theoretical perspectives". Based on 2019-2020-20 results (a fall from 83.7% to 67% mastery), the department will continue with the current intervention to verify if the improvement is achievable.	Instruction of the sociological theoretical perspectives will be presented through delivery of visuals. i.e. diagrams, videos, etc. Based on the 2019-2020-20 results, the department will continue to review theoretical perspectives and expand group activities.		73% (54 out of 74) Sociology 1301 students scored 70% or higher on the ten questions pertaining to the sociological theoretical perspectives embedded into the final exam. This does meet the target rate of 70%.	Although the overall target was just met, interventions will be continued to see if targets can be exceeded once again. The college is investing in SMART Technology to add to all classrooms (remote and face to face) starting Fall 2021-2022. The Sociology Department will meet at the fall convocation 2021-2022 to decide if another expected outcome for intervention and assessment will be added.
Instruction	Sociology	2022-2023	Objective 2-2: Increase one-year persistence rate	70% of the students enrolled in 1301 Sociology will pass the essay related Environmental Project.	1.\Students will be presented with endangered bodies of water and their effects through discussion forums, videos, and current articles to develop a better understanding and perspective of the social problems. 1.\Students will be presented with an environmental problem such as endangered bodies of water or solid waste, plastic pollution, fashion pollution, air pollution, rain forests, global warming, declining biodiversity, or invasive species	Students will need to submit an essay that answers the questions provided. The essay should include an introduction, body and a conclusion. Please use 12-point font, black ink, 1-inch margins, MLA style and document your resources on the resource page. The essay should be one page in length 500- 600 words.\n\n your paper answer the questions:	Met	Students were to research an endangered body of water and present their findings in an essay. Students were evaluated on how well they presented their findings to the class. Students showed a PPT through Zoom and discussed how the endangered body of water was affecting the environment and what it will mean for the people who depend on the water.	Strategy worked 70% of the student showed learning and competence. In 23-24 will change the project due....
Instruction	Sociology	2023-2024	Objective 2-2: Increase one-year persistence rate	70% of the students enrolled in 1301 Sociology will pass the essay related Environmental Project.	1.\Students will be presented with endangered bodies of water and their effects through discussion forums, videos, and current articles to develop a better understanding and perspective of the social problems. 1.\Students will be presented with an environmental problem such as endangered bodies of water or solid waste, plastic pollution, fashion pollution, air pollution, rain forests, global warming, declining biodiversity, or invasive species	Students will need to submit an essay that answers the questions provided. The essay should include an introduction, body and a conclusion. Please use 12-point font, black ink, 1-inch margins, MLA style and document your resources on the resource page. The essay should be one page in length 500- 600 words.\n\n your paper answer the questions:	Met	Intervention/Assignment 1. 70% (186/205) of students who completed the research scored a min. of 70% on the Student Research Paper. Beginning: 205__Target: 70%Ending: 90.73% N=205	Essays showed increased awareness of environmental problems. The scaffolding assignments accompanying the interventions allow students to gain knowledge in research, analyzing data, communication, and demonstration of data utilization. These transferable skills help them achieve scholastic goals, including core completion.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Speech	2021-2022	Objective 2-2: Increase one-year persistence rate	Students will be proficient and accurate in completing a Persuasive Speech Outline using Monroe's Motivated Sequence.	Professors' observations indicate improvement is needed in the organization process of delivering a persuasive speech.	Instructional methods that include lecture, power point and active learning activities. Students will have the option to seek additional assistance outside of class, utilizing student/instructor engagement. A minimum of 5 active learning activities a semester will be implemented.	Not Met		
Instruction	Speech	2022-2023	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Students will complete Monroe's Motivated Sequence outline. The goal is to have 60% of students score 60 or above.	SWTJC's Strategic Plan for 2021-2026, the SPEECH Department is going to target Strategic Objective 2-1: Increase the number and percentage of students completing 15 credits/30 credits core complete. 2-1e Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. Students earn credits towards their core which impacts the overall long-term institutional goal presented in the strategic plan.	Students will complete Monroe's Motivated Sequence outline. The goal is to have 60% of students score 60 or above. The department plans to accomplish this by presenting students with two assignments that gauge institutional readiness for college graduates entering the workforce. Studies prove that retention rates are directly related to career success.	Met	SPI-Monroe's Motivated Sequence Outline for Persuasive Speech (MET) outcome objective: goal is to have 60% of students score 60 or above.	Based on data results - SPCH Department will continue measurement tool
Instruction	Speech	2023-2024	2-1e: Increase the percentage of academic students who become core complete at the end of their second fall semester	Intervention/Assignment. Students will complete Monroe's Motivated Sequence outline. The goal is to have 60% of students score 60 or above. Faculty will use a grading rubric for the assessment.	Outcome Rationale: Reviewing SWTJC's Strategic Plan for 2021-2026, the SPEECH Department will target Strategic Objective 2-1: Increase the number and percentage of students completing 15 credits/30 credits core complete. 2-1e Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. Students earn credits towards their core, impacting the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to refine critical thinking and communication skills that enhance job readiness in the real world. One scaffolding assignment will be given during the semester, fostering student understanding of communication through organize research of a persuasive speech outline using educated interpretation based on the Monroe's Motivated Sequence. Intervention/Assignments 1. Outline Persuasive Speaking using the Monroe's	Outcome Rationale: Reviewing SWTJC's Strategic Plan for 2021-2026, the SPEECH Department will target Strategic Objective 2-1: Increase the number and percentage of students completing 15 credits/30 credits core complete. 2-1e Increase the percentage of academic students who become core complete at the end of their second fall semester from 8% (62) to 18% (133) by 2026. Students earn credits towards their core, impacting the overall long-term institutional goal presented in the strategic plan. The department plans to accomplish this by presenting students with opportunities to refine critical thinking and communication skills that enhance job readiness in the real world. One scaffolding assignment will be given during the semester, fostering student understanding of communication through organize research of a persuasive speech outline using educated interpretation based on the Monroe's Motivated Sequence. Intervention/Assignments 1. Outline Persuasive Speaking using the Monroe's	Met	Based on the data presented the SPCH Department has met SPI of 60% of students successfully complete the Monroe's Motivated Sequence outline with a score of 60 or above. Based on success rate of 90%, the SPCH Department will maintain measure met tool/strategy and increase the percentage of student success to 65% of students will score a 65 or above.	
Instruction	Truck Driving	2021-2022	Objective 3-1: Increase completion rate	Align our lessons and evaluations to the published material by the Texas Department of Public Safety for Commercial Driving license to ensure our students meet and exceeded the minimum standards for a commercial driving license.	By focusing on the skills required by the department of public safety, we increase the likelihood of the student passing the three parts of their driving test and attaining their license. By attaining a driver's license, the student can enter the workforce with gainful employment.	The instructors align our curriculum with the published materials from the department of public safety and set the appropriate driving skills and safety procedures for a student to attain a license.	Not Met		
Instruction	Truck Driving	2021-2022	Objective 3-1: Increase completion rate	Have students complete Class "A" permit preparation didactic training and attain a Commercial Learner Permit (CLP) with in the first 40 hours of instruction.	By mastering this objective, students will be able to move on to the lab portion of their training promptly.	The instructor aligns and develops assessment instruments to increase the pass rate of the Commercial Learner Permit (CLP) exams.	Not Met		

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Vocational Nursing	2021-2022	Objective 2-2: Increase one-year persistence rate	The Vocational Nursing Program will continue to promote and maintain patient Health and Disease Prevention	1. Assessments indicate that improvement is needed in this program outcome. Students must demonstrate the ability to provide patient assessments by collecting data on all patients they provide care for. The purpose of collecting a complete, relevant database is required in order for the student to develop a nursing diagnosis and an individualized plan of care. 2. One of our greatest challenges in this fast paced VN program is student retention. Many students withdraw for multiple reasons. Our goal is to work with students and to try to determine when a student is having problems and is not able to keep up with the demands of the program.	We implement this plan by teaching the steps of the nursing process during class, the students carry the theory into the lab and practice patient care. They watch videos, review patient scenarios on how to identify actual or potential health care problems, we write and work on desired outcomes, practice the delivery of specific interventions to help them understand how to solve patient problems and how to prevent potential problems. We teach them the importance of involving the patient and the health care team in the stages of the nursing process for better success. Once the student understand the concept of the Nursing Process and how to promote and maintain patient health they are required to carry this information into the clinical setting by writing a comprehensive plan of care for their patient. The student is required to follow the steps and ultimately evaluate the caregiving provided and determine whether outcomes have been achieved.	Not Met	The findings in the Comprehensive Predictor for Health Promotion and Maintenance indicate a score of 68.8% which is lower than the beginning score.	As faculty we will continue to stress the importance of promoting and maintaining health to our students. This has been an area that we have struggled with.
Instruction	Vocational Nursing	2021-2022	Objective 2-2: Increase one-year persistence rate	Promote and maintain patient health	Assessments indicate that improvement is needed in this program outcome. Students must demonstrate the ability to provide patient assessments by collecting data on all patients they provide care for. The purpose of collecting a complete, relevant database is required in order for the student to develop a nursing diagnosis and an individualized plan of care.	In order to Promote and maintain patient health the student must be able to think critically and have clinical judgment. We assign a nursing care plan to each student for every clinical day. This process requires a head to toe assessment of the patient at least twice per shift. The student must demonstrate purposeful, informed, and outcome focused care. This requires careful identification of patient problems, issues, and risks, and they must make accurate decision about what is happening, what needs to be done, and what the priorities are for patient care.	Met	Based on the ATI comprehensive Predictors Assessment 65.7 % of the students in our class demonstrated the ability to Promote and maintain patient health.	The recommendation is that we continue to focus on stressing health promotion/disease prevention, cultural awareness, sensory/perceptual alterations, therapeutic communication, the developmental stages and transitions, lifestyle choices, aging process, the teaching process. All this information is necessary for the students to understand how to promote and maintain patient health.
Instruction	Vocational Nursing	2021-2022	Objective 2-2: Increase one-year persistence rate	The vocational nursing program will increase retention in 2020 from 68 to 75%.	One of our greatest challenges in this fast paced VN program is student retention. Many students withdraw for multiple reasons. Our goal is to work with students and to try to determine when a student is having problems and is not able to keep up with the demands of the program.	We are trying to target students early to see if there is something we can do to assist. Can we refer the student to financial aid, or counseling, or if it is academic, can we assist?	Not Met	During COVID-19 we were able to retain more students; our rational was that we were able to spend more time in lab with less students than we typically do. We had half of the class in the lab on Monday and half on Tuesday. The rest of the time we were at home. Students were allowed to call us at any time from 8-5 to review exams, for questions, one-on-one conferences. We also had a weekly meeting with the three campuses. We lectured via Teams and recorded our lectures. We also provided blueprints for all our exams. We will Continue to work on student retention this is a continuous goal for this program.	
Instruction	Vocational Nursing	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	All VN students participated in 3 community events.	Community based learn students will have increased engagement by participating in community health events	The students attended Uvalde Elementary School and did a presentation to students on how to correctly brush teeth; they provided blood pressure readings at the Matthew's student center to students, and faculty; At Amistad Nursing and Rehab they provided a presentation to residents on "Patient Safety."	Met	The students met 100% of requirements in Student Engagement.	
Instruction	Vocational Nursing	2022-2023	3-1a: Increase the 2-year completion rate of full-time FTIC students	Increase from 72.5 to 75% in 2022- 2023 per cohort.	Strategic Goal 3.1A Increase the completion Rate of the LVN Program in college students from 72.4 to 75%	Vocational Nursing Program provides tutoring, one on one counseling, review exam below 80% for all courses.	Met	Vocational Nursing Program met the target (75%) due the activities that the Program implemented in time and consistently.	VN Program will keep the same strategy because we can reach out the students in time and we are able to provide tutoring, counseling and one on one support.
Instruction	Vocational Nursing	2023-2024	3-1a: Increase the 2-year completion rate of full-time FTIC students	Increase from 72.5 to 75% in 2022- 2023 per cohort.	Strategic Goal 3.1A Increase the completion Rate of the LVN Program in college students from 72.4 to 75%	Vocational Nursing Program provides tutoring, one on one counseling, review exam below 80% for all courses.	Met	The VN program had a 2023-2024 retention rate of 87.27%	The VN program will maintain an 87% retention rate in 2024-2025.
Instruction	Vocational Nursing	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	All VN students participated in 3 community events.	Community based learn- students will have increased engagement by participating in community health events	The students attended Uvalde Elementary School and did a presentation to students on how to correctly brush teeth; they provided blood pressure readings at the Matthew's student center to students, and faculty; At Amistad Nursing and Rehab they provided a presentation to residents on "Patient Safety."	Met	The VN students met this outcome by engaging and participating in 3 community health events.	The VN students will participate in 3 college functions in order to feel engaged in the college community. In 70% of VN students will demonstrate a sense of engagement with SWTJC based on a survey administered in May of 2025.
Instruction	Welding Technology	2021-2022	Objective 3-3: Develop an institutional framework for mapped student pathways to include identification, monitoring student progress, and placement in a progressive advancement of a job or academic standing	Set up and safely operate associated tools and equipment including acetylene torch, plasma torch, grinders, drill press and cutoff saw.	Assessments indicate that improvement is needed in this program outcome. OSHA expansion and required training in job market.	Provide 10-hour OSHA training to all students enrolled in Welding program.	Not Met	Beginning: 0% Target: 50% Ending:	

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Welding Technology	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	Monitor 100% of the team designing, in order to finish Project according to the demand in Christmas. Monitor 100% of the design team and ensure the project is completed on time for Christmas.	Create specific ornaments every year for Christmas at the College. Creating the ornaments in which ever style gives the students the opportunity to understand the demand for a welder not only do we take on the school projects but we also take on projects for the city as well, so the student understand that we as welders have to produce in order to keep the work coming and have a job.	Verify the designs for Christmas to ensure they meet the required specifications	Met	After monitoring the groups we achieved 100% of the target set so for next year will bring the people that showed better drive.	After evaluating all the students involved we detected who needed more specific training.
Instruction	Welding Technology	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	Monitor 100% of the team designing, in order to finish Project according to the demand in Christmas. Monitor 100% of the design team and ensure the project is completed on time for Christmas.	Create specific ornaments every year for Christmas at the College. Creating the ornaments in which ever style gives the students the opportunity to understand the demand for a welder not only do we take on the school projects but we also take on projects for the city as well, so the student understand that we as welders have to produce in order to keep the work coming and have a job.	Verify the designs for Christmas to ensure they meet the required specifications	Met	In the plasma table engagement we can measure effective teaching methods counting how many products the students created, that is helping us to understand their struggles so we can finish in time.	Ornaments projects is working well so we are monitoring how the students are understanding the CNC plasma and developing new skills in plasma, we are still selecting members to get in the team.
Instruction	Wildlife Management	2021-2022	Objective 2-2: Increase one-year persistence rate	Apply GPS and GIS technologies in the development of a wildlife management plan.		More class time will be allotted to step 2 of the map making process (creating shapefiles using GIS software. This step has many sub-steps and is thus harder to retain all sub-steps needed to convert GPS waypoint to a shapefile. More repetition will be implemented to gain greater retention of this step.	Not Met, but progress made	Students continue to exceed course measures in GIS 1302 and GIS 1321. This is a result of implementing a classroom setting where the instructor as well as other knowledgeable students can help other students that require individual assistance. This type of setting allows for individual growth in understanding the process of completing the of desired outcome in the GIS software. This also strengthens the assisting students in communication and enhances greater knowledge in GIS.	Future assessment measures will be developed to assess progression in GIS application of data in a wildlife management plan.
Instruction	Wildlife Management	2021-2022	Objective 2-2: Increase one-year persistence rate	Demonstrate the ability to identify native vegetation important to specific wildlife populations.		Students will be introduced to the various brush species on weekly field trips to local ranches. Students will be provided a vegetative ID power point developed by faculty) for use as an instructional supplement. A plant id app will also be introduced.	Met	A total of 22 students were evaluated on their ability to identify native vegetation. The class average test score was 75%.	Recommend students that excel in identifying native vegetation, to assist students having difficulties. Students that devote time to assist students will obtain extra credit. Students will also be required to complete a digital herbarium. This exercise will require students to familiarize themselves with native vegetation on their own time.
Instruction	Wildlife Management	2021-2022	Objective 3-1: Increase completion rate	Write a wildlife management plan.		The importance, relevance, design, development, and implementation of a management plan is discussed throughout the course in class and in the field. Discussions with land owners and other professionals is incorporated in these class activities.	Met	A total of 15 out of 16 (94%) students successfully completed the wildlife management plan. The average wildlife management plan score for the class was 77%.	Establish scheduled 1 on 1 meetings with students to discuss their outline, goals, objectives, and recommendations in the wildlife management plan.
Instruction	Wildlife Management	2022-2023	Objective 3-2: Increase the three-year transfer rate of transfer eligible FTIC students	50% of 2022-23 graduates will transfer to a 4-year institution or become employed in the wildlife management field.	We developed a post-graduation student survey to better understand student transfer and job placement following the completion of the wildlife management program. We utilize this student survey to monitor the wildlife management program effectiveness in continuing student careers in wildlife professions.	A survey will be sent to all graduates to monitor student progress. The survey will ask questions such as current employment status or entrance to a Bachelor's career pathway.	Met	Of 15 students that completed an Associates of Applied Science for 2022-23, 11 (73%) successfully continued their education (9, 60%) or started working in wildlife management (2, 13%).	Continue prioritizing students completing the Associates Degree in Wildlife Management.
Instruction	Wildlife Management	2023-2024	Objective 3-2: Increase the three-year transfer rate of transfer eligible FTIC students	50% of 2022-23 graduates will transfer to a 4-year institution or become employed in the wildlife management field.	We developed a post-graduation student survey to better understand student transfer and job placement following the completion of the wildlife management program. We utilize this student survey to monitor the wildlife management program effectiveness in continuing student careers in wildlife professions.	A survey will be sent to all graduates to monitor student progress. The survey will ask questions such as current employment status or entrance to a Bachelor's career pathway.	Met	Of 9 students that completed an Associates of Applied Science for 2023-24, 9 (100%) successfully continued their education (3, 33%) or started working in wildlife management (6, 66%).	Continue prioritizing students completing the Associates Degree in Wildlife Management. Additionally, Monitor their progress through the wildlife management field.
Instruction	Workforce Education	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	80% of students who complete the survey will answer "agree" or "strongly Agree" to the question I feel like I belong at SWTX College.	Workforce Development finds that involvement with community outreach and campus engagement events enriches the workforce students' sense of belonging and community which leads to retention. The department has actively increased students' participation in community, career, and graduation events.	Students will answer a survey assessing their sense of belonging at SWTX College.	Met	56.3% of SWTX College students who responded to the survey strongly agree that they feel like they belong 31.3% of SWTX College students who responded to the survey agree that they feel like they belong.	We will continue to collect data to assess the students' sense of belonging correctly and measure the effectiveness of our actions.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Instruction	Workforce Education	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	80% of students who complete the survey will answer "agree" or "strongly Agree" to the question I feel like I belong at SWTJC College.	Link to Strategic Objective 1-2: Enhance students' sense of connection to SWTJC as identified by: Pride in Ownership Culture Identity Inclusivity Workforce Development finds that involvement with community outreach and campus engagement events enriches the workforce students' sense of belonging and community which leads to retention. The department has actively increased students' participation in community, career, and graduation events.	Students will answer a survey assessing their sense of belonging at SWTJC College.	Met	56.3% of SWTJC College students who responded to the survey strongly agree that they feel like they belong. 31.3% of SWTJC College students who responded to the survey agree that they feel like they belong.	We will continue to collect data to assess the students' sense of belonging correctly and measure the effectiveness of our actions.
Service	Admissions/Registrar	2021-2022	Objective 1-1: Increase the efficiency and capacity of student enrollment	Continue to collaborate with Academic Advising department to work on Pathways for student graduation and transfer. Student Planning resource is the primary tool to have students plan and register for classes. Utilization goal for Student Planning has been set at 100%. Graduation rate is anticipated to continue increasing as further collaboration with OIE department and Zogotech are working with Registrar's office to use Estudios report to cross reference student academic progress with all institutional academic programs.	A review of the report that was provided and demonstrated by Zogotech and OIE department indicates that student graduation rates can increase. Report will provide list of potential graduates that have been cross referenced with other programs in addition to currently active programs selected by students.	Collaboration between Registrar's Office, Academic Advising, and OIE department to cross reference information from Estudios report. Student Planning is the primary tool that academic advisors will use to demonstrate and teach students to use for their academic pathway. This resource reflects the degree plan electronically as a self-service tool. Objective is to identify additional potential graduates that meet requirements, close program via graduation, and add to CBM 009 state report.	Met	External report via Estudios indicated that additional graduates were found by cross-referencing student records against other degree programs.	Results from findings will increase number of graduates per fiscal year to add into the CBM 009 (Graduate Report) for state reporting.
Service	Admissions/Registrar	2022-2023	Objective 1-1: Increase the efficiency and capacity of student enrollment	50% increase of onboarding applicants cleared for registration	Reduce number of student record holds for Admission Requirements by 75%. Staff will communicate (Phone, text, email, chat, and personal interaction) with students regarding incomplete admission requirements to reduce restrictions pertaining to class registration, official SWTJC transcript requests, and graduation diplomas.	Clear registration holds for students apply for admissions	Met	Goal of 50% met for onboarding of students for enrollment and registration.	TSIA2 Programming and discussion of additional personnel
Service	Admissions/Registrar	2022-2023	Objective 3-1: Increase completion rate	Increase 10% target graduation completion rate, overall for academic year 2023-2024 when compared to 2022-2023.	Informer graduation report data will be used to compare current academic year to previous academic year. Student record review will be in cooperation with student success coaches for degree plan completion. The graduation period each academic year which are December, May, and August.	Informer graduation report data will be used to compare current academic year to previous academic year. Student record review will be in cooperation with student success coaches for degree plan completion. The graduation period each academic year which are December, May, and August.	Not Met		
Service	Admissions/Registrar	2023-2024	Objective 3-1: Increase completion rate	Increase 10% target graduation completion rate, overall for academic year 2023-2024 when compared to 2022-2023.	Informer graduation report data will be used to compare current academic year to previous academic year. Student record review will be in cooperation with student success coaches for degree plan completion. The graduation period each academic year which are December, May, and August.	Informer graduation report data will be used to compare current academic year to previous academic year. Student record review will be in cooperation with student success coaches for degree plan completion. The graduation period each academic year which are December, May, and August.	Not Met	Three graduation periods during academic year (December, May, August). The completion rates by percentage is increasing approximately by 5% and we are using Informer reporting and reverse transfer to maximize graduation as per House Bill 8. Currently, pending May 2024 and August 2024 graduation. December 2023 graduation already completed.	Currently increased graduation in December 2023. However, May 2024 and August 2024 graduation period are still pending.
Service	Disability Support Services	2021-2022	Objective 2-2: Increase one-year persistence rate	This intervention will provide increased awareness and resources for students seeking services from Disability Support Services (DSS).	At current time, faculty provide accommodations as required; however, DSS staff seeks to develop further understanding and feedback in the pursuit of stronger partnerships with faculty regarding Disability Support Services.	Coordinators will integrate professional development sessions at faculty and adjunct faculty convocations to assist in training and facilitating DSS requirements. Coordinators will seek feedback from faculty for process improvement/management from faculty via surveys.	Met	Beginning: 62% Target: 70% Ending: 100%	

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Service	Disability Support Services	2021-2022	Objective 2-2: Increase one-year persistence rate	This intervention will facilitate and increase Disability Support Services accessibility for dual credit students/early college high school students who meet ADA/504 guidelines. It will also provide clearer transition expectations between the disability services provided at the high school level and the disability services provided at the college level. Beginning: 3 Target: 15	1. DSS staff members have established good relationships with counselors in their home town or surrounding areas; however, DSS staff would like reach out and spread awareness of services to all Dual Credit/ECHS ISD's to better inform them of the process. 2. DSS staff has always worked hard at reaching out to active DSS students to be sure they are requesting and utilizing their accommodations. However, some students seem to fall between the cracks because they forget to request their accommodations, or because they don't realize that their instructors still haven't put them in place. In an attempt to help students succeed to the best of their ability, DSS staff will reach out to all eligible students rather than active students.	Coordinators will work to establish relationships with dual credit/early college high school counselors, 504 coordinators, and SWTJC Outreach Department to promote and resolve misunderstandings surrounding Disability Support Services for dual credit/early college high school students.	Met	Beginning: 3 Target: 15 Ending:24	
Service	Disability Support Services & Mental Health	2022-2023	Objective 2-2: Increase one-year persistence rate	Maintain the success rate of students enrolled in disability support services through outreach and inclusion in 90% in all campuses.	The Disability Support and Mental Health team worked with their respective students to check in with them during crucial dates throughout the semester to ensure they were receiving the proper support in and out of class. Students were recognized for their improvements and success and sometimes schedules were adjusted to fit their abilities. As a result of these check-ins, the DSS representatives were able to build a healthy relationship with their students and this played a crucial role in student success. \n\nDel Rio had 28 active students, and 2 of those 28 were below a 2.0 but one of the two improved their GPA; Eagle Pass had a total of 18 active students, and 6 of those students were below a 2.0 but two of those students improved their GPA; Uvalde had a total of 53 active students and 5 of the 53 were below a 2.0 GPA but two of those five improved their GPA.	DSS Representatives will document each student's GPA before Fall begins, and compare it to their final GPA after the Spring semester. Throughout the fiscal year, DSS representatives will communicate with students during designated dates to ensure they are receiving the proper accommodations and support. They will discuss other resources with students who are struggling and praise students who are doing well.	Met	Del Rio had 28 active students, and 2 of those 28 were below a 2.0 but one of the two improved their GPA; Eagle Pass had a total of 18 active students, and 6 of those students were below a 2.0 but two of those students improved their GPA; Uvalde had a total of 53 active students and 5 of the 53 were below a 2.0 GPA but two of those five improved their GPA. With those results, I created a chart to show these percentages. The students who started with a GPA lower than 2.0 but still improved their GPA toward this goal are considered to be successful. This left us with a 92% success rate and 8% not met.	DSS will communicate with students during designated dates to ensure they are receiving the proper accommodations and support, one of the SWTJC goals is provide services through outreach and inclusion.
Service	Disability Support Services & Mental Health	2023-2024	Objective 2-2: Increase one-year persistence rate	Disability Support Services representatives will monitor by semester the percentage or number of students that successfully complete their courses with passing grades and increase or maintain a GPA above a 2.0.	Disability Support Services section will monitor by semester the percentage or number of students that register in this office.	The DSS office created a timeline to contact students enrolled with the DSS Office during specific times in the fall and spring semesters. Each DSS representative worked with their respective student cohort to check in during crucial dates to ensure they received the proper support in and out of class. Students were praised for maintaining a passing grade average of 70 or higher and those that were struggling were referred to campus or local resources for assistance. As Success Coaches, DSS representatives work with their student cohort to register for classes best suited for their abilities and adjust schedules as needed. As a result of these check-ins, DSS representatives built strong relationships with their students and this played a crucial role in student success. Crystal City had 5 enrolled students, one student was below 2.0 GPA (80% pass rate); Del Rio had 31 enrolled students, three of the 31 were below a 2.0 GPA (90% pass rate); Eagle Pass had a total of 41 enrolled students, six students were below a 2.0 (85% pass rate); Uvalde had a total of 64 enrolled students and 8 students were below a 2.0 GPA (87% pass rate).	Met	The DSS office created a timeline to contact students enrolled with the DSS Office during specific times in the fall and spring semesters. Each DSS representative worked with their respective student cohort to check in during crucial dates to ensure they received the proper support in and out of class. Students were praised for maintaining a passing grade average of 70 or higher and those that were struggling were referred to campus or local resources for assistance. As Success Coaches, DSS representatives work with their student cohort to register for classes best suited for their abilities and adjust schedules as needed. As a result of these check-ins, DSS representatives built strong relationships with their students and this played a crucial role in student success. Crystal City had 5 enrolled students, one student was below 2.0 GPA (80% pass rate); Del Rio had 31 enrolled students, three of the 31 were below a 2.0 GPA (90% pass rate); Eagle Pass had a total of 41 enrolled students, six students were below a 2.0 (85% pass rate); Uvalde had a total of 64 enrolled students and 8 students were below a 2.0 GPA (87% pass rate).	Scholar year finishes....
Service	Financial Aid	2022-2023	Objective 1-1: Increase the efficiency and capacity of student enrollment	Increase FAFSA (Free Application for Federal Student Aid) completion rates among enrolled students by 16% during the 2022-2023 academic year.'not yet completed the application	Financial Aid Section will monitor through a dashboard number of students enrolled for FAFSA.	By the end of the 2022-2023 academic year, at least 16% more enrolled students will complete the FAFSA compared to the previous year, resulting in a total of 450 students completing the FAFSA. The increased FAFSA completion rate will be achieved through a combination of targeted outreach efforts, workshops, and individualized support to students who have not yet completed the application process.	Met	Financial Aid section complete the target by 51.62%, the estimated was 16% and the final numbers showed increased of the enrollment to FAFSA program. Financial Aid section monitored weekly the dashboard in order to communicate with students missing and encouraged them to be enrolled.	Dashboard tool was monitored weekly, so we'll implement the same strategy for next year.

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Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Service	Financial Aid	2023-2024	Objective 1-1: Increase the efficiency and capacity of student enrollment	Increase FAFSA (Free Application for Federal Student Aid) completion rates among enrolled students by 16% during the 2022-2023 academic year. Not yet completed the application	Financial Aid Section will monitor through a dashboard number of students enrolled for FAFSA.	By the end of the 2022-2023 academic year, at least 16% more enrolled students will complete the FAFSA compared to the previous year, resulting in a total of 450 students completing the FAFSA. The increased FAFSA completion rate will be achieved through a combination of targeted outreach efforts, workshops, and individualized support to students who have not yet completed the application process.	Met	Through dedicated efforts, including personalized counseling sessions, informative workshops, and consistent follow-up communications, the FA Department successfully guided 225 of these students to complete their FAFSA forms. This achievement represents a significant milestone, resulting in a 50% increase in FAFSA completion rates among the initially identified group. The increase not only demonstrates the effectiveness of the department's strategies but also highlights the commitment to ensuring that students have access to the financial resources necessary to support their education. This success reflects positively on the department's mission to enhance student enrollment and retention by removing financial barriers and promoting access to available aid.	FA planned to help systematically 450 students to complete a FAFSA for increase of 50%, as a result, we created a dashboard in order to keep track of the number of students who needed help.
Service	Food Service	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	The Family Dinner event will provide meals for around 80% of dorm students. The event will tally student attendance during each event.	Creative and Delicious Meals for the Campus Community. To encourage and facilitate Culture within the student body.	The Food Service Department aims to foster a stronger sense of community among students and enhance their overall college experience through a recurring event that offers delicious and creative meals. This initiative not only encourages students to connect with each other but also helps them develop a stronger bond with the college. We hope these events can also facilitate student club recruitment within the Uvalde campus. We have chosen to refer to these events as "Family Dinners". In hopes to enhance our SPIs goals we will be reaching out to Student Engagement to see if they would provide some entertainment and games. The Goal is to reach 80% of dorm students.	Met	After coordinating resources we are ready to execute our "Family Dinner" Next Year.	We are ready to take action for our event.
Service	Food Service	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	The Family Dinner event will provide meals for around 80% of dorm students. The event will tally student attendance during each event.	Creative and Delicious Meals for the Campus Community. To encourage and facilitate Culture within the student body.	The Food Service Department aims to foster a stronger sense of community among students and enhance their overall college experience through a recurring event that offers delicious and creative meals. This initiative not only encourages students to connect with each other but also helps them develop a stronger bond with the college. We hope these events can also facilitate student club recruitment within the Uvalde campus. We have chosen to refer to these events as "Family Dinners". In hopes to enhance our SPIs goals we will be reaching out to Student Engagement to see if they would provide some entertainment and games. The Goal is to reach 80% of dorm students.	Met	Attendance: Approx. 35 Students on Board Plan 20 Students not on Board Plan 20 Staff/Faculty	We want to collaborate with the Student Activities Department. We will speak to the head of the department to see if they want to collaborate.
Service	Gymnasium	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	Implementing DSE Recreation software to track the increment of users in Fitness & Swim Center for second year. We want an attendance total of our average semester total of (1,613) and increase it by 5% for the 2023-2024 academic year.	Raised interest/awareness of the SWTJC Fitness Center and its events.	Starting from (1,613) in 22-23 we want to increase by 5% (1694) to reflect the service activities and facility access hours available to students, faculty / staff and community.	Met	First Year added to SPI - data tracking through DSE Recreation software: Facility data usage will be tracked using online web check-in. All facility request are documented and added in count. Facility Request forms include request from institution groups, and community groups are included in data count. Areas in use (swimming pool, basketball court, softball field, Fitness Center workout space).	Activity and Attendance count will be maintained for 2023-2024. Growth can be determined in the next academic year due to first time data collected for gymnasium.
Service	Gymnasium	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	Increase it by 5% for the 2023-2024 academic year attendance total of our average semester	Gymnasium will offer services and activities to facility access hours available to students, faculty / staff and community.	Base on the hours that faculty and staff stay in campus we'll add hours available to students, faculty / staff and community.	Met	We implemented web check-in forms to count the institution groups, and community groups, some services that we increased were swimming pool, basketball court, softball field, Fitness Center workout space.	DSC software gave us the numbers Starting from (1,613) in 22-23 we want to increase by 5% (1694), meaning that we provided service to staff and faculty.
Service	Gymnasium	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	Implementing DSE Recreation software to track the increment of users in Fitness & Swim Center for second year. We want an attendance total of our average semester total of (1,613) and increase it by 5% for the 2023-2024 academic year.	Raised interest/awareness of the SWTJC Fitness Center and its events.	Starting from (1,613) in 22-23 we want to increase by 5% (1694) to reflect the service activities and facility access hours available to students, faculty / staff and community.	Met	Overall Fitness/Swim Center attendance for Fall / Spring 23-24: 2,857: Fall 2023 data count is 2,201 at the gym facility 1. Includes intramurals, community events, etc. 656 at the pool facility 2. Includes intramurals, community events, high school swimming, etc. Spring data count will go down due to modified Fitness and Swim Center hours due to resignation of Fitness Center Facilitator. Cancellation of events took place due to modified hours and lack of staffing.	Due the seasonal activities of the College we want to revise how the attendance is affected by different events...due to assistant...
Service	Housing/Residence Life	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	80% of students will receive a survey where we will provide information about what they would like to see on the menu.	Residence Life will provide free meal to 80% of residents in Garner and Hubbard Hall.	Survey will give 3 options of what they would like to see on the menu. The final menu will be 50% of the answers provided	Met	The survey was successful and met well with student who proved information.	Collaborate with Food service department.

**Southwest Texas College  
2021-2024 Strategic Plan Initiatives  
All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Service	Housing/Residence Life	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	80% of students will receive a survey where we will provide information about what they would like to see on the menu.	Provide students an opportunity to eat a monthly dinner family style.	Student who live in the dorm will fill out the survey to see what kind meal or food they would like to eat.	Met	The survey results revealed improvement in the food selection offered during the monthly family dinner, due a positive response to the efforts made to enhance the experience. The respondents reported information in the variety of options, Overall, these findings suggest that the changes made to the food selection have been well-received by members in SWTJC. experience.	Collaborate with Food service to provide more food options.
Service	Library	2021-2022	Objective 1-2: Enhance students' sense of connection to SWTJC	Students will have access to electronic information and materials using library mobile devices	Current resources and services will contribute to student academic success. The areas of concentration include journals, non-fiction, biographies, fiction, and children's & YA collections	The library will develop ways to provide virtual services to student, faculty, and staff.	Met	The college provided additional Chromebooks and laptop for students to use; the library processed the items in order to have them ready to go for the fall. Additional databases we added to accommodate virtual learning. Library provided curbside services for picking up and dropping off library materials, and provided printing services to all student who needed documents printed. Library made special arrangements for student who need accommodation after hours. Provided information to students via email, social media, and additional chat/phone services	The library did its best to provide its usual services to meet the needs and demands of the students during the pandemic
Service	Library	2021-2022	Objective 1-2: Enhance students' sense of connection to SWTJC	The library will create innovative way to reach our students, faculty, and staff using virtual platforms.	Students will be more effective when working on research and using information literacy.	The Library will develop ways to provide virtual services to students, faculty, and staff by May 20, 2021-2022	Met	Library purchased screencastify in order to create virtual tours and how to videos; to replicate an in person feel and for students to have a visual reference for after hour help. The Videos were created in English and Spanish to meet the needs of our diverse student body.	adding monies to the budget to keep our screencastify licenses
Service	Library	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	Attend student events, orientation, or faculty communication 0-2 per year	The library will provide an opportunity for stakeholders to provide feedback once a semester regarding aspects of the libraries to see where improvements/changes are needed by May 30, 2024	To have active communication between Sul Ross and SWTJC. We as the library want to make our presence known to the RGC campus to let the students know we are here to provide the resources and services they need.	Met	After 3 years of asking to attend orientation sessions, campus events, and faculty meetings, we were finally able to do so this past year, but the motive of open communication was not a gain/advantage. It was to better organize themselves to split from us. While we did not meet the raise of a 10% increase in usage, we did meet the goal of attending at least one meeting.	Our partnership with Sul Ross has ended.
Service	Library	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	Host one event per semester	Offer two presentations regarding professions per semester by May 30, 2024	Expose Students to professionals, specialists, or experts in various fields of study	Met	We hosted two authors one per semester Fall Kimberly Garza on November 21, 22 Total of 20 students/ faculty talked about her book and childhood growing up in Uvalde - Big thanks to Philip B who helped with the event as well by bringing water and a goodie bag for the author. Spring We hosted Courtney Maum who presented to about 28 faculty and students. This was a joint effort by the library and Student Recruitment and Engagement We thank both Philip's for making this a successful event and Mrs. Escamilla for being a moderator.	Successful because they lasted over an hour, attendance was good, and the authors provided good feedback.
Service	Library	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	Host one event per semester	Offer two presentations regarding professions per semester by May 30, 2024	Expose Students to professionals, specialists, or experts in various fields of study	Met	Library had a total of 8 Guest speakers across the campuses. Exposed students to guest speakers for Tax Preparation, Mental Health, Art, and women's History	Next year will be implementing the same strategy but the measure will be different due to the difficulty to have a reliable speaker.
Service	Library	2023-2024	Objective 1-2: Enhance students' sense of connection to SWTJC	Attend student events, orientation, or faculty communication 0-2 per year	The library will provide an opportunity for stakeholders to provide feedback once a semester regarding aspects of the libraries to see where improvements/changes are needed by May 30, 2024	To have active communication between Sul Ross and SWTJC. We as the library want to make our presence known to the RGC campus to let the students know we are here to provide the resources and services they need.	Met	Conducted a survey and revised 203 surveys back. The students stated that they wanted more tables with outlets (more outlets to plug into. Book: More fiction, classic books, trending books large print books, books on various languages More study rooms ( space issue), Bigger Library spaces Faster Computers	The libraries work on meeting the needs/ requests of the students.
Service	Rodeo	2022-2023	Objective 2-2: Increase one-year persistence rate	The target is 80% of rodeo athletes passing with a 2.00 GPA or higher by semester for the academic year.	The Rodeo athletes will have 4 week grade checks completed by Student Success Center.	The survey will be administered every 4 weeks per semester to assist Rodeo athletes GPA's and course grades . The goal is to ensure each athlete has a 2.00 GPA to remain eligible in the Fall and Spring semesters. The Student Success Coach reaches out to each athlete's faculty member for a report. The report submitted is then sent on to the Rodeo Coach. The Coach makes contact with each athlete whether good or bad grades, and reminds them of the GPA of 2.00 for competition.	Met	The goal is to ensure that 80% of rodeo athletes achieve a Grade Point Average (GPA) of 2.00 or higher each semester throughout the academic year. This target emphasizes the importance of maintaining academic standards while participating in athletic activities, aiming for a balance between academic success and athletic performance.	Monitoring the academic success of rodeo athletes involves systematically tracking and evaluating their academic performance throughout the academic year.
Service	Rodeo	2023-2024	Objective 2-2: Increase one-year persistence rate	The target is 80% of rodeo athletes passing with a 2.00 GPA or higher by semester for the academic year.	The Rodeo athletes will have 4 week grade checks completed by Student Success Center.	The survey will be administered every 4 weeks per semester to assist Rodeo athletes GPA's and course grades . The goal is to ensure each athlete has a 2.00 GPA to remain eligible in the Fall and Spring semesters. The Student Success Coach reaches out to each athlete's faculty member for a report. The report submitted is then sent on to the Rodeo Coach. The Coach makes contact with each athlete whether good or bad grades, and reminds them of the GPA of 2.00 for competition.	Met	The original goal is to ensure that 80% of rodeo athletes achieve a Grade Point Average (GPA) of 2.00 or higher each semester throughout the academic year. This target emphasizes the importance of maintaining academic standards while participating in athletic activities, aiming for a balance between academic success and athletic performance.	This monitoring process includes regular assessments of their grades, attendance, and overall progress in their coursework.

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Service	Special Programs (Includes former departments: Student Success Centers and Writing Centers)	2022-2023	Objective 2-1: Increase the number and percentage of students achieving 15 credits/30 credits/core complete	Increase the number of students who completed the survey and reported being "satisfied" with the Student Success Center tutoring services from 4 to 40 by May 31, 2023.	Increase the number of survey	The Student Success Center tutors will ask students to complete a Tutor Satisfaction Survey about their experience at the end of each session. Evaluation will be based on students who complete and report being "satisfied" with the Student Success Center tutoring services. Surveys will be documented in Microsoft Forms. Student Success Center Coordinators will evaluate survey feedback at the end of each semester and will determine the overall success of our campus-wide tutoring services.	Met	A total of 80 students completed the survey, and 79 of those students indicated they were satisfied.	This data will assist in the future development of course curriculum for Tutor Training.
Service	Special Programs (Includes former departments: Student Success Centers and Writing Centers)	2023-2024	Objective 2-1: Increase the number and percentage of students achieving 15 credits/30 credits/core complete	The Writing Center will track students enrolled in INRW 0301 (fall 2023 & Spring 2024, 1st 8-week format) who utilize the Writing Center from 0 to 52, by May 31, 2024.	Provide Writing Center Services in the Writing Center staff with the assistance of writing tutors to students in need.	Evaluation will be based on the number of students enrolled in INRW 0301 who utilize the Writing Center Services. Writing Center staff with the assistance of writing tutors will proactively communicate with students regarding tutoring services such as: classroom presentations, tabling at campus-wide events, hosting several "Meet the Tutors" series, emails, and phone calls.	Met	SSC staff proactively communicated with students regarding Writing Center tutoring services (classroom presentations, "Meet the Tutors" WVC event, emails, and phone calls). A total of 129 students were enrolled in INRW 0301 course during the fall 2024, 1st 8 weeks, and spring 2024, 1st 8 weeks. 82 of those students utilized the writing center tutoring services.	A total of 129 students were enrolled in INRW 0301 course during the fall 2024, 1st 8 weeks, and spring 2024, 1st 8 weeks. 82 of those students utilized the writing center tutoring services.
Service	Student Activities	2021-2022	Objective 1-2: Enhance students' sense of connection to SWTJC	Increased involvement in campus events.	Low to average student participation in campus events seems to be common place. This initiative is aimed at increasing awareness and participation in events by all members of the campus communities.	SLC's will create and promote Snapchat and its filters at three event: Fall Kick Off, Christmas at the College, and Grillin' w/the President. SLC's will encourage students to document their involvement at the campus event by utilizing the personalized filter on Snapchat or Facebook. SLC's will promote videos, on campus events, and virtual events through Facebook as our primary social media account.	Not Met		
Service	Student Success Centers	2021-2022	Objective 2-1: Increase the number and percentage of students achieving 15 credits/30 credits/core complete	Increase number of students who utilize TutorMe and receive a C or higher in corresponding coursework from 45 to 52 (15%).	Student to be able to utilize 24/7 online tutoring services and available to them on demand.	SSC Staff will reach out to students through classroom visits, campus events, student seminar, and emails.	Met	Beginning: 57 % (45/77 were successful). Target: 10 % increase Ending:15% increase	Department was folded into Special Programs during college-wide reorganization
Service	Student Success Coaching	2022-2023	Objective 1-2: Enhance students' sense of connection to SWTJC	Increase 1% of communication/appointments/email with students. 2021-2022-15,338 appointments therefore incase appointments by 1% (153 more for 2022-2023).	Building better communication and engagement with students by updating them with important deadlines, advising activities and resources starting Fall 2022 through Spring 2023.	Communication and engagement activities will be assessed/evaluated by number of texts sent, emails sent, Setmore appointments generated, event sign-in sheets, and official college social media platforms.	Met	Setmore Appointments: 16,254 appointments (across all sites both virtual and in-person). Text Campaigns: 6 Text Aim Campaigns Estudias Contacts: Fall 2022 - 3008 students and Spring 2710 students. Initiatives/Activities: Fall 2022 - 22 initiatives/activities and Spring 2023 - 24 initiatives/activities Compared to Fall 2021 and Spring 2022, we had 956 more appointments with students.	Success Coaches will continue to carry out activities to ensure communication continues to grow between student and Success Coach to help the student achieve academic goals.
Service	Student Success Coaching	2022-2023	Objective 2-1: Increase the number and percentage of students achieving 15 credits/30 credits/core complete	To increase 5% of students GPA's who are FTIC non-dual credit students who completed 6-30hrs with a cumulative GPA of 2.0-2.49.	To increase 5% of students GPA's who are FTIC non-dual credit students who completed 6-30hrs with a cumulative GPA of 2.0-2.49.	Estudias report will be generated of students who are FTIC non-dual credit students who completed 6-30hrs with a cumulative GPA of 2.0-2.49 to implement a STARS Plan with each student to increase GPA.	Met	164 students were contacted of which 18 students accepted to participate in our STARS Plan Initiative. Of those who participated, 61% achieved a GPA above a 2.49 and 72% increased their GPA.	Success Coaches will realign outcome to meet the needs of success outcomes now outlined by the institution.
Service	Student Success Coaching	2023-2024	Objective 2-1: Increase the number and percentage of students achieving 15 credits/30 credits/core complete	All students (dual credit included). Success Coaches will target enrolled students for Fall 2023 and Spring 2024. Data will be requested from SIR Office to determine target percentage and base.	Success Coaches will advise students through student planning and advising appointments to target 15hr enrollment and completion in the 2023-2024 academic year. In assisting students to enroll and complete, Success Coaches will collaborate with the Student Success Centers, Writing Center, TRIO and Dual Credit.	Will use Estudias to identify student population both dual and non-dual credit students. With report with schedule visits to high school or via Setmore to discuss degree plan and course planning for registration.	Met	Population included Dual Credit/Early College and College Students. Students were advised using Student Planning to help them plan, register and complete 15hrs in the 2023-2024 school year. Success Coaches sent emails and communicated with students regularly to provide support. Welcome email introducing Success Coach and list of resources sent in the semester. Fall registration numbers per Estudias show Fall 2023-3197 registered students and Spring 2024-2865 registered students. We do not have a baseline number to compare for growth as data/reporting is being established. Based on the best Estudias data to draw information. Registered students for both fall 2023 and spring 2024 who accomplished achieving 15hrs based on Estudias data of Enrolled Fall 2023 and Spring 2024 with Dual Credit included having less than 20 hrs but at least 15hrs with at least 2.00 GPA (to help track completion) totals show 384 students.	Success Coaches currently working to develop accurate report of students to target for 15hr completion.
Service	Testing Center	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Students will gain the ability to sign-up for mid-terms and finals administered in the Testing Center with single sign-on services through integration between the Canvas Learning Management System and the Register Blast online appointment system.	Currently the Canvas and Register Blast systems are not integrated. As a result, students take their courses through Canvas, but then must log-in on Register Blast separately to sign-up for mid-terms and finals.	Coordinate with SWTJC Information Technology and Register Blast staff to integrate Register Blast into the Canvas single sign-on system	Not Met	We were unable to integrate RegisterBlast and Canvas. This was a project that was created and worked on by Mr. Conde and I.T. but it was deemed that the project would not be beneficial to the students and was scrapped.	

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Service	Testing Center	2021-2022	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Access to remote testing will increase the ability of students to enroll at SWTJC.	The COVID-19 pandemic provided the perfect catalyst for development of remote TSI testing.	Testing Center staff will develop and implement a process for administering the TSI placement via remote means thus giving students access to the placement exam from home.	Not Met	We have not exceeded our goal of increasing the amount of exams but we have maintained the same amount. Hopefully, with the new staff we are gaining we will be able to increase our numbers.	We are gaining new employees to replace a full-time and part-time employee we have lost. With the restrictions enforced during COVID no longer in place we are hoping to increase our number of seat availability.
Service	Testing Center	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Update 50% of computers in Lab 1, which has a total of 21 computers. Computers are used for all exams currently offered.	Testing Center will update the computer lab in order to provide better service to the students.	Computers are currently being used for exams and need to be updated as they are slowing down performance wise. We have analyzed that four PCs have to be replaced since they are not functioning correctly for the exams.	Met	We have 21 PCs in Computer Lab 1 of the Testing Center that are old and slowing down. They are no longer responding as needed for the exams we give. We have been slowly ordering new PCs and configuring them for use in our lab. We have currently replaced 6 computers and have requested a quote for 4 more. We plan to order at least 8 more computers next fiscal year.	Both new employees have been trained and received their certifications to administer exams given at the Testing Center. Re-certifications will be every year.
Service	Testing Center	2022-2023	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Train and get certifications for both new full-time employees to be able to offer the usual amount of exams.	The Testing Center had two full-time staff leave and we just hired two new employees to fill their positions. One employee joined in October 2022, and the other in April 2023. I am to train and certify both employees so that we can continue our normal operations. We have had to lower seats made available to students since we did not have enough staff.	Since we had two trained and certified employees leave the Testing Center, we have had to lower our normal number of seats offered for all exams. My goal is to hire and train the two new full-time employees so that we can return to our normal number of seats being offered for exams.	Met		Training was completed
Service	Testing Center	2023-2024	Objective 3-4: Develop and sustain an organizational structure for strategic innovation and development	Update 50% of computers in Lab 1, which has a total of 21 computers. Computers are used for all exams currently offered.	Testing Center will update the computer lab in order to provide better service to the students.	Computers are currently being used for exams and need to be updated as they are slowing down performance wise. We have analyzed that four PCs have to be replaced since they are not functioning correctly for the exams.	Met	After determining the four computers needing replacement urgently, we were able to update the computers with new computers ordered. We will achieve our goal 100%.	Through our analysis we have ordered two more computers to continue upgrading the computer lab.
Service	Transfer and Career Center	2022-2023	Objective 3-2: Increase the three-year transfer rate of transfer eligible FTIC students	Total of Transfer Students 206: Fall 2021: 115, Spring 2022: 59, and Summer 2022: 32	Setmore Appointments- Transfer Appointments\n\nSul Ross Registration Days and Sul Ross Representative on campus once a month\n\nDiscuss their degree completion planning through student planning, and career pathway\n\nIdentify transfer students in order to setup Sul Ross transfer pathway\n\nProvide student list to SRSU enrollment specialists for recruitment/ admissions and enrollment assistance\n\nIdentify those who are 24 hours complete to setup on pathway to Sul Ross\n\nIdentify those who have completed 48+ hours to start admission process to Sul Ross	Transfer fairs\n\nTransfer Tuesdays\n\nIdentifying students interested in SRSU and setting up registration days to allow smooth transition from SWTJC to SRSU\n\nTransfer and Career survey to identify students\n\nE-mails to contact students regarding transfer universities on campus\n\nE-mail reminders to students regarding transfer and career events	Not Met	The initiative was not met, the data was not accurate and not given in a timely manner. We will need to refer to NSC and institutional surveys for better reference.	NSC data is one year behind, so there is a delay for SPI reporting.
Service	Transfer and Career Center	2022-2023	Objective 3-2: Increase the three-year transfer rate of transfer eligible FTIC students	Increase the percentage of FTIC students who transfer from SWTJC to a four year university from 22% (39) to 32%(56) by 2026.	Creating dashboard in Estudios to identify transfer students\n\nSetmore Appointments- Transfer Advising\n\nDiscuss their degree completion planning through student planning, and career pathway\n\nIdentify transfer students in order to setup transfer pathway\n\nIdentify those who are 24 hours complete to setup on pathway\n\nIdentify those who have completed 48+ hours to start admission process	Transfer fairs\n\nTransfer Tuesdays\n\nIdentifying students interested in transferring and setting up registration days to allow smooth transition from SWTJC to a 4-year university\n\nTransfer and Career survey to identify students\n\nE-mails to contact students regarding transfer universities on campus\n\nE-mail reminders to students regarding transfer and career events	Not Met	Working with the SIR office to get the data to get a better measurement on FTIC transfer students as well as the transfer rates.	Changed action to prioritize transfers by 2%
Service	Transfer and Career Center	2022-2023	Objective 3-2: Increase the three-year transfer rate of transfer eligible FTIC students	Targeting students who graduated with AA from 2021-2022 by 2%	Organize a Transfer week in Fall and Spring, the process is to E-mail students of Transfer and Career Events (Fall and Spring), Job Fairs (Spring only), Transfer Tuesdays, bringing in Transfer University reps to speak with students on campus and virtually (Fall and Spring). Campus tour (comparison would be Fall 2023 to Spring 2024)\n\n	Carrer Center rate transfer will monitor by campus, and by event outcomes	Not Met	There was a difference of 81 students who did not apply for the 2022-2023 school year. This year was the first year we began to track the number of attendees for events.	would like to better track the number of attendees and in the future better track transfer students

**Southwest Texas College**  
**2021-2024 Strategic Plan Initiatives**  
**All Units**

Type	Unit Name	Academic Year	Strategic Objective Supported	Expected Outcome	Outcome Rationale	Activity	Measure Status	Findings	Use
Service	Transfer and Career Center	2023-2024	Objective 3-2: Increase the three-year transfer rate of transfer eligible FTIC students	Targeting students who graduated with AA and where they transferred to any university from 2022-2023 by 2%	\n\n\tcreate dashboard in Estudios to identify transfer students \n\n\tDiscuss their degree completion planning through student planning, and career pathway \n\n\tIdentify transfer students in order to setup transfer pathway \n\n\tProvide student list to enrollment specialists for recruitment/admissions and enrollment assistance. \n\n\tIdentify those who have completed 48+ hours to start admission process\n\n\tE-mailing students of Transfer and Career Events (Fall and Spring)\n\n\tJob Fairs (Spring only)\n\n\tCampus tours (Fall and Spring)\n\n\tTransfer Tuesdays, bringing in Transfer University reps to speak with students on campus and virtually (Fall and Spring)\n\n\tAssist with transfer admission application \n\n\tAssist with mock job interviews, resumes, and career closet\n\n	Monitor by campus, by event outcomes.	Not Met		
Service	Transfer and Career Center	2023-2024	Objective 3-2: Increase the three-year transfer rate of transfer eligible FTIC students	Targeting students who graduated with AA from 2021-2022 by 2%	Organize a Transfer week in Fall and Spring, the process is to E-mail students of Transfer and Career Events (Fall and Spring), Job Fairs (Spring only), Transfer Tuesdays, bringing in Transfer University reps to speak with students on campus and virtually (Fall and Spring).Campus tour (comparison would be Fall 2023 to Spring 2024)\n\n	Carrer Center rate transfer will monitor by campus, and by event outcomes	Not Met	Graduation Applications are still in progress to have final number of applicants.This year the numbers show as decreasing for in the Fall Transfer week for example the 2023-2023 year there was a total 237 Del Rio, and 304 Uvalde; for the 2023-2024 year 166 for Del Rio, and 214 for Uvalde. The Spring Transfer events no longer included High School Students and it shows as a decline.There was an increase on number of attendees for the Fall Transfer Week in Eagle Pass only, for example the 2023-2023 year there was a total of 272 Eagle Pass, for the 2023-2024 year 287 for Eagle Pass. There was also an increase on the number of attendees for the Campus Tours Fall there was a total of 126 students to attend campus tours,and in the Spring there was a total of 195 students to attend Campus Tours.	waiting for the final number of Graduation applications in order to place results into findings.
Service	TRIO-Student Support Services	2022-2023	Objective 3-1: Increase completion rate	Students who complete required activities will demonstrate higher completion rates than students who do not complete required activities.	TRIO SSS participants complete the New Participant Orientation when they join the program. These students will be required to complete various activities: two meetings with their TRIO advisor per semester, one meeting per academic year with the Project Coordinator, and participate in one TRIO event per semester.		Not Met	Of the group of students who completed the New Participant Orientation, only one completed all required activities. The completion rate of this student was below the overall completion rates of students who did not complete required activities.	For 2023-24 we are continuing to engage student but have implemented different activities.
Service	TRIO-Student Support Services	2023-2024	Objective 2-2: Increase one-year persistence rate	75% of New Summer Participants will persist from Fall 2023 to Fall 2024.	TRIO SSS will provide services to the 2023 New Summer Cohort participants including: priority registration campaigns, 2024-25 FAFSA events, Student Planning and Bank/Mobile workshops, scholarship events, and advising check-ins following midterms and finals.		Met	Seventeen students from the 2023 New Summer Participant Cohort persisted from Fall 2023 to Fall 2024 while two did not.	Verify enrollment for the Fall 2024 semester following census date to confirm persistence from 2023 to 2024.
Service	Writing Center	2021-2022	Objective 2-1: Increase the number and percentage of students achieving 15 credits/30 credits/core complete	Provide tutoring assistance to students.	Although Writing Center Coordinators collaborate with faculty who teach writing intensive courses, observations indicate that a deeper understanding of instructors' expectations of writing assignments is needed in order to increase student success in said courses.	Coordinators will require tutors to complete a total of 2 grammar refresher modules per month. This will enhance credibility and ensure tutor development.	Not Met		Department was folded into Special Programs during college-wide reorganization
Service	Writing Center	2021-2022	Objective 2-1: Increase the number and percentage of students achieving 15 credits/30 credits/core complete	Student success will improve in writing intensive courses.	Trials and observations have indicated that it is difficult if not impossible to provide monthly, in-person tutor trainings. As a result, Writing Center Coordinators opted to utilize online tutor training resources that can be completed at any time, and in any place.	Writing center tutors will collaborate with faculty to establish an understanding of instructors expectations for future assignments.	Not Met		Department was folded into Special Programs during college-wide reorganization