

**Southwest Texas Junior College
Administrative Information Technology
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 1 Demonstrate an understanding of the necessary skills needed for professional development for the workforce.

Year: 2006

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will learn how to use a variety of media devices within our program.

Intervention: 1. Integrate media concepts in the curriculum.
2. Integrate the use of media devices, such as scanners and digital cameras in the curriculum.

Findings/Results: Multimedia-In the multimedia class for Fall 2006, students were given an electronic portfolio project to be completed at end of semester. As you can see, 56% of students made use of digital cameras and scanners to integrate into their projects. The project was a bit more focused on original work created by the student using multiple softwares versus the use of digital cameras/scanners. Although 100% of the students complied, the assessment and project need to be modified to either become more focused on the use of digital cameras and scanners or completely be disregarded as part of this learning outcome. In this class, the objectives really are related more to the use of different multimedia softwares versus use of equipment. On another note, the class also experienced trouble with FTP to our local server, therefore it took away from the full effect of their electronic portfolio. Â Â ESG

Desktop Publishing-75% of students were able to use the scanner and digital cameras successfully based on a semester project assessment. The instructor did not provide sufficient practice exercises for the students to grasp a better understanding of the procedures on integrating these devices.

Actions/Changes: 1. Integrate media concepts in the curriculum.
2. Integrate the use of media devices, such as scanners and digital cameras in the curriculum.

Changes for Multimedia class project are being evaluated to better fit this learning outcome. Â Â ESG

Desktop Publishing-Changes will be made by integrating the use of more media devices more closely. By analyzing the semester projects more thoroughly, will allow the instructor to verify the student's weaknesses and strengths of the understanding of the integration of these devices.

Year: 2006

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will learn the skills and competencies that are required in high-demand careers in a computerized workplace.

Intervention: 1. Re-evaluate program competencies through the process of DACUM. 2. Acquire the assistance of DACUM facilitator (Lasche McRorey)
3. Form a committee from Advisory Committee and potential employers of AIT students.

Findings/Results: DACUM scheduled for August 13 - 14, 2007.

Actions/Changes: Assessment has not yet taken place.

Year: 2007

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will learn how to use a variety of media devices within our program.

Intervention: Integrate media concepts in the curriculum.
2. Integrate the use of media devices, such as scanners and digital cameras in the curriculum.

Findings/Results: 80 percent of the AIT students successfully used a scanner during their semester project. 70 percent of the AIT students successfully used a scanner during their semester project.

Actions/Changes: 1. Integrate media concepts in the curriculum.
2. Integrate the use of media devices, such as scanners and digital cameras in the curriculum.

Year: 2007

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will learn the skills and competencies that are

required in high-demand careers in a computerized workplace.

Intervention: Re-evaluate program competencies through the process of DACUM. 2. Acquire the assistance of DACUM facilitator (Lasche McRorey)
3. Form a committee from Advisory Committee and potential employers of AIT students.

Findings/Results: Lasche McRorey held a DACUM to find skills needed in the AIT program. The DACUM was not well planned. Attendees to the DACUM received late notice to attend.

Actions/Changes: The DACUM attendees reported basic skills used on a daily basis. Software needs were not addressed.

Year: 2007

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: Demonstrate an understanding of the role and responsibilities of an effective team member.

Intervention: An assessment will be used in the Administrative Office Procedures course.

Findings/Results: Results will be available at the end of Spring 2008.

Actions/Changes:

Year: 2007

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will learn how to use a variety of media devices within our program.

Intervention: 1. Integrate media concepts in the curriculum.
2. Integrate the use of media devices, such as scanners and digital cameras in the curriculum.

Findings/Results:

Actions/Changes:

Year: 2009

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will learn how to use a variety of media devices within our program.

Intervention: 1. Integrate media concepts in the curriculum.
2. Integrate the use of media devices, such as scanners and digital cameras in the curriculum.

Findings/Results:

Actions/Changes:

Program Outcome 2 Understand, utilize, and master program (Word, Excel, & Database) applications.

Year: 2006

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: Understand, utilize, and master program (Word Processing, Spreadsheets, & Database) applications.

Intervention: Students will be given a project to be completed at the end of the semester that will integrate wordprocessing, spreadsheets, and database concepts.

Findings/Results: Database/ITSW 1307 was a 6% mastery on the semester project. The thing that most students had difficulty with is the design and structure of a database. Creating reports and forms were easy tasks, but when it came to not only design and structure, students struggled with macro building and SQL queries as well.Â Â ESG

Spreadsheets/Although POFI 1349, spreadsheets, had a 43% mastery it truly reflected a much improved progress from the beginning of the semester which was at a 6%. Students are for the most part weak in math and therefore because of financial functions and formula building, spreadsheets is complex and involves quite a bit of problem solving and critical thinking.Â Â ESG

WordProcessing/POFI 2301 resulted with a 80% mastery from an semester project assessment. Some of the students were weak in learning some of the concepts and functions of WordProcessing. Therefore, the instructor will need to provide more emphasis on the understanding and structure of some of the more complex functions of WordProcessing.

Actions/Changes: Database-Some of the changes for ITSW 1307 would be to provide more examples of database design and structure. Provide reinforcement exercises throughout semester by having a 10-15 minute group/class discussion at the beginning of class before starting the new lesson.Â Â ESG

Spreadsheets-Changes for POFI 1349 is to implement

the highest level of Math remedial as a pre-requisite and also consider POFT 1325, Business Math, to be a pre-requisite. The stronger the student is in math, the more successful they will be in implementing formulas into their spreadsheets.Â Â ESG

WordProcessing-Eventhough WordProcessing had a 80% mastery, changes will be provided at the very beginning of the semester by providing a good design to provide a better understanding, which will result with strong fundatmentals of the WordProcessing functions.

Year: 2007

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: Understand, utilize, and master program (Word Processing, Spreadsheets, & Database) applications.

Intervention: Students will be given a project to be completed at the end of the semester that will integrate wordprocessing, spreadsheets, and database concepts.

Findings/Results:

Actions/Changes: Word processing and database projects assigned in fall classes; assessments done. Spreadsheets taught in spring; assessment results not yet available.

Year: 2009

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: Understand, utilize, and master program (Word Processing, Spreadsheets, & Database) applications.

Intervention: Students will be given a project to be completed at the end of the semester that will integrate wordprocessing, spreadsheets, and database concepts.

Findings/Results: Thirteen students took the MCSA Excel Exam. No students passed the exam, however, several were close to passing.

Actions/Changes: Assessing project at end of the semester is too late for improving student success. A variety of assessments throughout the semester will be more effecient and condusive to student learning the nessessary skills. Textbooks will be changed to provide more focus on required skills and not walk the student through each assignment step by step. Students need to become more dependent of learning each skill and not

continually referring to the textbook. More hands on projects will be implemented. Exams will be skill oriented not multiple choice.

Program Outcome 3 Student will demonstrate competency skills in financial business functions: creating & analyzing financial and bank statements, performing accounting and payroll functions, and demonstrate competency skills in basic and complex business math scenarios.

Year: 2013

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Administrative Information Technology program outcome 'Student will demonstrate competency skills in financial business functions: creating & analyzing financial and bank statements, performing accounting and payroll functions, and demonstrate competency skills in basic and complex business math scenarios'.

Intervention: Provide more real world financial examples and assessments for students including tools such as Excel that will help the student learn to solve financial problems independently.

Findings/Results: Student success remained the same. Need increased emphasis on business financial functions and their uses and allow students to practice these.

Actions/Changes: Increase emphasis on business financial functions and their uses and allow students to practice these.

Program Outcome 6 Student will demonstrate proficient use of word processing software.

Year: 2011

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Administrative Information Technology program outcome: Students will demonstrate proficient use of word processing software.

Intervention: Students will be required to complete test prep software (online) in addition to their regular in-class curriculum.

Findings/Results: Although we provided a copy of Certiprep test-prep software to each student so that they could install it at home as well as use it on campus, the students did not spend appropriate time on the software.

Actions/Changes: In subsequent semesters, we will continue to provide each student a copy of Certiprep test-prep software, but the instructor will build grading requirements into the syllabus so that students are required to use and practice-test on the certiprep test-prep software.

Year: 2012

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Administrative Information Technology program outcome 'Student will demonstrate proficient use of word processing software'.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Administrative Information Technology program outcome 'Student will demonstrate proficient use of word processing software'.

Intervention: Test-prep software for the Microsoft Office Specialist (MOS) certification in Microsoft Word/Excel/Access has been utilized previously, but only at the student's discretion. Beginning with the 2012-2013 academic year, students will have numerous grade requirements throughout the semester(s) for meaningful use of the test-prep software.

Findings/Results: Our percentage of passing the MOS (Microsoft Office Specialist) Certification Exams for Word, Excel and Access are still very low. Only the highest achieving students are capable of passing the MOS. Student conversations with instructor have reflected that low levels of knowledge of vocabulary have negatively affected the students' ability to pass the MOS along with the stress of the test being timed.

Actions/Changes: In the coming semesters, the instructors will utilize the MOS objectives to center all learning and periodic instructor-led reviews of the tested skills and objectives.

Year: 2012

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Administrative Information Technology program outcome 'Student will demonstrate proficient use of word processing software'.

Intervention: Instructor will use "MOS Study Guide 2010 for Word, Excel, Powerpoint and Outlook" by Cox and Lambert, ISBN 9780735648753, to target areas that are tested. Mini-lectures specifically on MOS testing will be a daily class activity. The Study Guide will be a recommended purchase for students.

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Administrative Information Technology program outcome 'Student will demonstrate proficient use of word processing software'.

Intervention: Beginning with the 2013-2014 year, courses will incorporate a minimum of 3 instructor-led reviews of MOS objectives which will be required of students for participation and attendance.

Findings/Results: Two methods of improvement for MOS Testing were implemented beginning in Spring 2014 due to 0% MOS Word 2010 passing score in Fall 2013:

1. Assignments from the textbook curriculum were maximized. Previously, student assignments had been reduced in order to put more focus on MOS practice testing, when we were using Certiprep for practice. However, this method showed a reduction in the number of passing students, so assignments were again maximized.
2. GMetrix practice tests were purchased by the college and 11 practice tests were required and valued in the course syllabus. Students reported and I found the GMetrix practice tests to be very comprehensive and targeted to the MOS objectives. The practice tests were very effective. **The MOS Word 2010 testing before GMetrix in Fall 2013 had a 0% passing rate (0 of 20 students passed). The MOS Word 2010 testing**

after GMetrix was incorporated into the course shot up to 67% passing (4 of 6 students passed)! Additionally, MOS Excel 2010 testing results shot up to 29% passing (4 of 14 students passed). Previous Excel 2010 MOS passing rates were 8% and 4%.

Actions/Changes: These two methods of improvement should definitely be continued. Additionally, we will be changing curriculum in Fall 2014 to MOS-aligned curriculum, moving to Office 2013, and we have added a student tuition fee to fund the GMetrix software for future students.

Program Outcome 7 Student will demonstrate proficient use of spreadsheet software.

Year: 2011

Planning Unit: Administrative Information Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Administrative Information Technology program outcome: Students will demonstrate proficient use of spreadsheet software.

Intervention: 1. Students will have more time during the semester on Certiprep, a test-prep software that helps prepare the student to pass the Microsoft Office Specialist certification exam. Students will be required to spend time using Certiprep within the classroom lab hours. 2. POFI 1349 Spreadsheets syllabus will emphasize the importance of passing the MOS certification exam by specific grading criteria establishing a high standard and/or a large number of points awarded to the student by passing the MOS.

Findings/Results: Although we provided a copy of Certiprep test-prep software to each student so that they could install it at home as well as use it on campus, the students did not spend appropriate time on the software.

Actions/Changes: In subsequent semesters, we will continue to provide each student a copy of Certiprep test-prep software, but the instructor will build grading requirements into the syllabus so that students are required to use and practice (test) on the certiprep test-prep software.

**Southwest Texas Junior College
Adult Basic Education**

Unit Action Planning Beginning 2013 To Present

Summary Report By Outcome

Program Outcome 1 Students will demonstrate knowledge of basic math.

Year: 2013

Planning Unit: Adult Basic Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Adult Basic Education program outcome 'Students will demonstrate knowledge of basic math'.

Intervention: Increase computer skills and use of computer based instruction. All students will be required to use and demonstrate computer competency. Instruction will be a combination of lecture and computer lab time. Computer lab requirement is 4 hours per week.

Findings/Results:

Actions/Changes:

Program Outcome 4 Students will demonstrate basic knowledge in language arts.

Year: 2013

Planning Unit: Adult Basic Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Adult Basic Education program outcome 'Students will demonstrate basic knowledge in language arts'.

Intervention: Currently the core content standards (which were aligned to high school) help instructors to develop and align course lesson plans. When the new Texas state standards (aligned to college level) are approved, instructors will modify lesson plans and assess accordingly. These new standards will be moving away from Bloom's Taxonomy and using Webb's Depth of Knowledge.

Findings/Results:

Actions/Changes:

No program outcomes exist for 'Advising Literacy'

Southwest Texas Junior College Air-Conditioning-Refrigeration Technology Unit Action Planning Beginning 2007 To Present Summary Report By Outcome

Program Outcome 1 Practice safe techniques when servicing and testing HVAC/R systems.

Year: 2007

Planning Unit: Air-Conditioning-Refrigeration Technology [View Plan](#)

Expected Outcome: Students will practice safe techniques when servicing and testing HVAC/R systems.

Intervention: An assessment will be used in the capstone course.

Findings/Results: Al and Richard will look at and revise the rubric instrument used this year and make some improvements for the 08-09 school year.

Actions/Changes:

Year: 2009

Planning Unit: Air-Conditioning-Refrigeration Technology [View Plan](#)

Expected Outcome: Increase lab safety for students.

Intervention: Instructors emphasize the wearing of safety glasses in hands-on-lab at all times and follow all other lab safety rules as included on the syllabus.
Also added two new lab assistants to assist in lab rule enforcement.

Findings/Results: Summarize results (what happened) and your findings.

Actions/Changes: All students are to wear safety glasses when in the lab environment. Safety glasses were purchased and distributed to all students at the beginning of the Fall 2009. This rule was added to the course syllabus.

Program Outcome 3 Use tools and equipment to service and /or test HVAC/R systems

Year: 2006

Planning Unit: Air-Conditioning-Refrigeration Technology [View Plan](#)

Expected Outcome: Student will use proper tools and equipment to service and/or test HVAC/R systems.

Intervention: A hands-on lab environment assessment will be used in the capstone course.

Findings/Results: An increase from 50% to 75% mastery was recorded.

Actions/Changes: Instructors should continue to increase their skills and knowledge in the use of digital meters as well as spending more time in lecture and lab on the proper use of these meters.

Program Outcome 4 Select equipment to install for a HVAC/R system

Year: 2010

Planning Unit: Air-Conditioning-Refrigeration Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Air-Conditioning-Refrigeration Technology program outcome 'Select equipment to install for a HVAC/R system'. Specifically, students will be exposed to the new mini-split residential air conditioning system.

Intervention: Student will be exposed to the installation and trouble shooting applications. They will physically install the mini-split system and also be able to troubleshoot.

Findings/Results: Slightly less than half (the target) mastered the application.

Actions/Changes: The department will order open display cases to implement in the second year program. This will allow students to work on light commercial equipment in the lab. Additional readings (electrical troubleshooting books/troubleshooting HVAC) have arrived for use in the lab. These books are relatd to the employment ready tests.

Year: 2012

Planning Unit: Air-Conditioning-Refrigeration Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Air-Conditioning-Refrigeration Technology program outcome: Understand HVAC/R electrical theory, safety and diagrams.

Intervention: The faculty will incorporate the HVACR Electrical Troubleshooting Manual in the classroom. Powerpoints

of the same manual will be used in class as well. This is the first year this instructional material has been incorporated.

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Air-Conditioning-Refrigeration Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Air-Conditioning-Refrigeration Technology program outcome: Understand HVAC/R electrical theory, safety and diagrams.

Intervention: The faculty will incorporate the HVACR Electrical Troubleshooting Manual in the classroom. Powerpoints of the same manual will be used in class as well. This is the first year this instructional material has been incorporated.

Findings/Results:

Actions/Changes:

Program Outcome 5 Estimate HVAC/R repair cost and order parts.

Year: 2009

Planning Unit: Air-Conditioning-Refrigeration Technology [View Plan](#)

Expected Outcome: Student will demonstrate mastery in skills related to estimating, cost repair, and filling out repair order forms.

Intervention: We have implemented cost estimate rules and work order forms into the course and require students to fill out work orders or invoices for each project they work on in the lab. All work invoices are then kept on file. All students will fill out repair order forms on all work completed in the lab. A final work order form will be used to assess student mastery.

Findings/Results: Summarize results (what happened) and your findings.

Actions/Changes:

**Southwest Texas Junior College
Automotive Body Repair Technology**

Unit Action Planning Beginning 2012 To Present Summary Report By Outcome

Program Outcome 2 Explain and apply different paint systems and their additives

Year: 2012

Planning Unit: Automotive Body Repair Technology [View Plan](#)

Expected Outcome: Student will understand the different paint systems and their additives.

Intervention: Student will demonstrate knowledge of paint systems while mixing paint at the Spies Hecker paint mixing machine using up to date techniques and equipment. To purchase newer additives and equipment.

Findings/Results: Fifteen of 17 students mastered this outcome, for a total of 88%.

Actions/Changes: The use of the latest materials is being explained in class and utilized in lab for hands-on practice. This will be continued as part of the program.

Program Outcome 3 Properly remove, install and align structural and non-structural body panels according to the manufacturer.

Year: 2010

Planning Unit: Automotive Body Repair Technology [View Plan](#)

Expected Outcome: Students will use an computerized measuring to better determine analyze structural damage.

Intervention: A new computerize measuring system will be purchased and installed. Instructors will be trained in the use of the new equipment and new skilss will be added to the curriculum and assessed.

Findings/Results: The installation was completed last year but not in time to be fully utilized.

Actions/Changes: The implementatiion of the new computerized alignment system will be continued in the 2011-12 UAP.

Year: 2011

Planning Unit: Automotive Body Repair Technology [View Plan](#)

Expected Outcome: Students will use an computerized measuring to better

determine analyze structural damage.

Intervention: A new computerize measuring system will be purchased and installed. Instructors will be trained in the use of the new equipment and new skills will be added to the curriculum and assessed.

Findings/Results: Based on an analysis of assessment results the department believes that the computerized measuring system have significantly improved the students' understanding of the importance of measuring a vehicle properly in order to repair a vehicle to factory specifications correctly.

Actions/Changes: The department will continue to utilize and update computer software for student use.

Year: 2012

Planning Unit: Automotive Body Repair Technology [View Plan](#)

Expected Outcome: Students will use an computerized measuring to better determine and analyze structural damage.

Intervention: A new computerize measuring system will be purchased and installed. Instructors will be trained in the use of the new equipment and new skills will be added to the course curriculum and assessed.

Findings/Results: Three of the four students in the course mastered the outcome.

Actions/Changes: The computerized system, updated with changes for the latest vehicles, is being incorporated into the curriculum. The old methods, while less accurate, are still in use in the industry and will still be taught.

Year: 2013

Planning Unit: Automotive Body Repair Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Body Repair Technology program outcome 'Properly remove, install and align structural and non-structural body panels according to the manufacturer'.

Intervention: New fasteners and the tools to apply them will be incorporated into several courses. Different metals and plastics are being used in the latest vehicles.

Findings/Results: I was able acquire special tools and purchase different types of fasteners that are being used on the latest model vehicles. The students was able to visually identify which special tool needed to used with the different shapes and sizes of the fasteners. Remove and Install time was increased and the understanding

of the importance of special tools being offered in the market.

Actions/Changes: I will continue to maintain our special tool section in our training lab with up to date equipment so students may increase knowledge and skills needed for the latest vehicle repairs as well as for older vehicles.

Program Outcome 5 Choose proper tools and methods to remove body damage.

Year: 2013

Planning Unit: Automotive Body Repair Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Body Repair Technology program outcome 'Choose proper tools and methods to remove body damage'.

Intervention: Latest equipment (including a squeeze-type resistance spot welder) must be purchased and utilized in the lab, to be introduced in ABDR 1307 and further practiced in ABDR 2441.

Findings/Results:

Actions/Changes:

Program Outcome 8 Communicate ideas and information effectively both orally and in writing.

Year: 2010

Planning Unit: Automotive Body Repair Technology [View Plan](#)

Expected Outcome: Convince more students to stay to completion to improve retention in the program.

Intervention: The faculty will direct students to tutorial help in reading and math early in the program to increase success rates in the department classes and other college classes. The unit also changed the options to include a two year certificate of completion rather than require the Associates in Applied Science degree. The faculty will also teach students about the academic support services available.

Findings/Results: Many of the first-year students were pursuing a certificate only and showed no interest in the additional tutoring. Students have a difficult time staying in school because they have to work. They often elect to take a certificate and go to work the second year.

Actions/Changes: Try to establish a night program for second year students so that they can finish in two or three years going at night only.

**Southwest Texas Junior College
Automotive Technology
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 1 Practice safety precautions, to protect yourself, others, and the environment.

Year: 2006

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Decrease the number of safety violations Automotive Technology I & II.

Intervention: Using Daily Safety Log.

Findings/Results: Safety was not established.

Actions/Changes: Establish safety log ASAP.

Year: 2007

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Monitor safety violations for Automotive Technology I & II.

Intervention: Using Daily Safety Log.

Findings/Results: Safety log is on file. Students are being monitored on all safety aspects.

Actions/Changes: Safety procedures will be enforced for all students in the Automotive Technology program.

Year: 2008

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Automotive faculty will develop a 3-year plan for replacement and repair of facilities and equipment including cost and safety considerations.

Intervention: The Automotive Program will solicit and accept

proposals from contractors on the following items: garage doors, windows, heating and ventilation systems. These items are a safety issue. The Automotive Department will also solicit and accept quotes on equipment needed to stay updated with the Auto industry.

Findings/Results: Quotes have been received. The quotes were submitted to director of maintenance department.

Actions/Changes: Still in progress and under review, no action has been taken after 3 years.

Year: 2009

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students and faculty will demonstrate understanding of creating a safe auto technology learning environment.

Intervention: The faculty will give lectures, videos, assign the reading of manuals, and have students fill out reports related to safety.

Findings/Results: The department found that most students mastered the safety lessons. However, those that don't must show mastery in some form.

Actions/Changes: The students who did not master the safety test are now required to complete a three page written report covering the same safety issues as the safety test.

Year: 2010

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students and faculty will demonstrate understanding of creating a safe auto technology learning environment.

Intervention: The faculty will give lectures, videos, assign the reading of manuals, and have students fill out reports related to safety. Safety procedures/rules are reviewed at the beginning of each instructional block (course). A written safety test is administered in each course (six per year).

Findings/Results: Students have improved on their observation of safety regulations. Target was met with 81% of students demonstrating mastery.

Actions/Changes: The safety emphases will continue to be implemented.

Program Outcome 2 Demonstrate skills in repairing suspension and steering.

Year: 2012

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in repairing suspension and steering'.

Intervention: Purchase modern installation tools and a tire changer to enhance the student learning experience in the areas of suspension and steering.

Findings/Results: Despite efforts to enhance student mastery of this outcome, the pass rate declined from 75% to 67%.

Actions/Changes: Outdated equipment is a problem; a new alignment machine will be requested which should help improve instruction and student mastery.

Year: 2013

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in repairing suspension and steering'.

Intervention: A new alignment machine has been requested; this will help students master the current skills they need to succeed.

Findings/Results:

Actions/Changes:

Program Outcome 5 Demonstrate skills in manual transmissions.

Year: 2011

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in manual transmissions'.

Intervention: Increase the use of training aids in teaching this segment. More modern equipment needs to be used so that students can practice on something close to what they'll be working on.

Findings/Results: A training board were used for electrical systems and a training station was employed for AC systems. Mockups (cutaway view of transmission and a disassembled transmissions) were also employed. These training aids provided students with the

experience needed to develop their skills and achieve a 100% pass rate on the NATEF exam.

Actions/Changes: The training board, station, and mockups will continue to be used as they were very effective in improving student learning.

Program Outcome 6 Demonstrate skills in engine performance.

Year: 2012

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.

Intervention: Purchase new Verus diagnostic scanner and build electrical circuit board; this is industry-standard equipment and will enhance the students' preparation for the workplace and help students better understand engine performance.

Findings/Results: Student mastery rate improved to 71%; not up to target but an improvement from last year.

Actions/Changes: Efforts to improve student mastery of engine performance will be continued; updated diagnostic scan tools will be requested.

Year: 2013

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.

Intervention: An update for existing diagnostic scan tools will be requested. This update will provide students with a more up-to-date experience in this area.

Findings/Results:

Actions/Changes:

Year: 2014

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 8 Demonstrate skills in engine performance.

Year: 2012

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.

Intervention: Purchase new Verus diagnostic scanner and build electrical circuit board; this is industry-standard equipment and will enhance the students' preparation for the workplace and help students better understand engine performance.

Findings/Results: Student mastery rate improved to 71%; not up to target but an improvement from last year.

Actions/Changes: Efforts to improve student mastery of engine performance will be continued; updated diagnostic scan tools will be requested.

Year: 2013

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.

Intervention: An update for existing diagnostic scan tools will be requested. This update will provide students with a more up-to-date experience in this area.

Findings/Results:

Actions/Changes:

Year: 2014

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Automotive Technology program outcome 'Demonstrate skills in engine performance'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 9 Demonstrate skills in automatic transmissions and transaxles.

Year: 2010

Planning Unit: Automotive Technology [View Plan](#)

Expected Outcome: Increase the number of second year students' mastery skills in the new automatic transmissions.

Intervention: Two new vehicles (2006 Chevy Cobalts) were donated as training aids for the program. The department has acquired the new transmissions and special tools. The instructors will direct students to assemble and disassemble the transmissions using the new tools (working in teams of two).

Findings/Results: Students did not meet the target on this occasion, with only 50% mastering the tasks.

Actions/Changes: Investigate additional equipment purchases to enhance further the students' hands-on experience with automatic transmissions.

**Southwest Texas Junior College
Business Administration (FOS)
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 1 Apply knowledge of business concepts to solve business problems.

Year: 2006

Planning Unit: Business Administration (FOS) [View Plan](#)

Expected Outcome: Assess Program Outcome: Apply knowledge of business concepts to solve business problems.

Intervention: A "elast page tear off" assessment will be added to final exams of all sections of discipline's core courses.

Findings/Results: Assessment was not done on this semester. Will be done SPRING 08

Actions/Changes:

Year: 2006

Planning Unit: Business Administration (FOS) [View Plan](#)

Expected Outcome: Increase the knowledge of basic accounting terminology.

Intervention: Questions will be embedded in Mid-term and Final Exam in all accounting classes to test knowledge of basic accounting terminology.

Findings/Results: Assessment was not done this year. It will be done Spring 08.

Actions/Changes:

Year: 2007

Planning Unit: Business Administration (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of business concepts to solve business problems.

Intervention: A "œlast page tear off" assessment will be added to final exams of all sections of discipline's core courses.

Findings/Results:

Actions/Changes:

Program Outcome 2 Apply knowledge of application software to solve business problems.

Year: 2006

Planning Unit: Business Administration (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of application software to solve business problems.

Intervention: A "œlast page tear off" assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 64 Mastering Outcomes: 50
Percent Mastery: 78%

Actions/Changes: Instructor will continue with the teaching techniques (utilizing Business Case Studies/Scenarios for class/lab projects) and utilize the new software release with Microsoft Office 2007 for Fall 2007.

Year: 2007

Planning Unit: Business Administration (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of application software to solve business problems, (Assessed Fall 2006 & Spring 2007).

Intervention: A "elast page tear off" assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Learning objective assessed in Fall 2006 & Spring 2007.

Actions/Changes:

Program Outcome 3 Analyze and interpret business financial statements.

Year: 2013

Planning Unit: Business Administration (FOS) [View Plan](#)

Expected Outcome: Students will improve learning related to the Business Administration (FOS) program outcome 'Analyze and interpret business financial statements'.

Intervention: In ACCT 2401, the concept of financial statements is introduced early in the semester and its foundational nature continues to be emphasized throughout the semester, through homework and practice problems. My Accounting Lab is used for the student assignments, and immediate feedback is provided.

Findings/Results: Student assessments of the financial statements improved from the prior year.

Actions/Changes: No action taken, as we will continue with our current teaching strategy due to the improvement noted.

Program Outcome 5 Demonstrate an understanding of business ethics.

Year: 2012

Planning Unit: Business Administration (FOS) [View Plan](#)

Expected Outcome: Students will improve learning related to the Business Administration (FOS) program outcome 'Demonstrate an understanding of business ethics'.

Intervention: Will administer a real world example in the BUSI 1301 video- conferenced class and have students discuss whether the case was in ethical or not in groups. I will not administer this case in my BUSI 1301 online in order to use those students as the control group. Treatment group - BUSI 1301 Videoconferenced section in Fall 2012 Control group - BUSI 1301 Online

section in Fall 2012

Findings/Results: The control group actually performed better than the treatment group. This may have been due to the possibility that the stronger business students were enrolled in my online class.

Actions/Changes: I will reevaluate this test in Spring 2014, as that is the next time I will have an online and treatment group to compare information.

Year: 2013

Planning Unit: Business Administration (FOS) [View Plan](#)

Expected Outcome: Students will improve learning related to the Business Administration (FOS) program outcome 'Demonstrate an understanding of business ethics'.

Intervention: Will administer a real world example in the BUSI 1301 video conferenced class and have students discuss whether the case was in ethical or not in groups. I will not administer this case in my BUSI 1301 online in order to use those students as the control group. Treatment group - BUSI 1301 Videoconferenced section in Spring 2014 Control group - BUSI 1301 Online section in Spring 2014

Findings/Results: Assessed in BUSI 1301 in a multiple choice exam format. 5 business ethics questions were administered, and the number correct was averaged for the class. The portal did not allow me to decipher individual students mastery, so averages had to be used. The control group/ online class did significantly better than the treatment group. This may be due to the fact that stronger students are taking the online course compared to the videoconferencing course.

Actions/Changes: Assessment measures need to be examined for the 2014-15 year, as the previous plan was not successful.

**Southwest Texas Junior College
Business Office Literacy
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 1 Manage financial and identification cards

Year: 2013

Planning Unit: Office of Finance [View Plan](#)

Expected Outcome: Students will improve learning related to the Business Office Literacy program outcome 'Manage financial and identification cards'.

Intervention: Provide a more robust and organized Business Office orientation to students.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Campus Life Involvement
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 1 Demonstrate leadership

Year: 2013

Planning Unit: Student Activities [View Plan](#)

Expected Outcome: Students will improve learning related to the Campus Life Involvement program outcome 'Demonstrate leadership'.

Intervention: One major student activity will planned by a student team with a designated leader. The guidelines for developing and follow through of event from beginning to end will be structured to assure leadership skills and development.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Carpentry
Unit Action Planning Beginning 2011 To
Present
Summary Report By Outcome**

Program Outcome 1 Practice Construction Safely

Year: 2011

Planning Unit: Carpentry [View Plan](#)

Expected Outcome: Students will improve learning related to the Carpentry program outcome 'Practice Construction Safely'.

Intervention: Review the CTE(Career & Technical Education) safety manual with students; finding MSDS for chemicals; use of fire extinguishers; different types of hard hats and which one to use under which circumstances.

Findings/Results: Students didn't realized that when they take a job, they had a safety obligation to thier employer, co-worker plus themselves.

Actions/Changes: Continue with all the safety programs. Emphasize to the students the role safety plays for the employer.

Year: 2012

Planning Unit: Carpentry [View Plan](#)

Expected Outcome: Students will improve learning related to the Carpentry program outcome 'Practice Construction Safely'.

Intervention: Review the CTE(Career & Technical Education) safety manual with students; finding MSDS for chemicals; use of fire extinguishers; different types of hard hats and which one to use under which circumstances.

Findings/Results: All students must pass the CTE safety test with 100% in order to advance in the program. On the first attempt, 73% (11 of 15) students achieved this score. All students eventually achieved 100%. The knowledge of this requirement seemed to motivate students to study harder in order to pass the test.

Actions/Changes: This review and testing process will be continued.

Program Outcome 2 Operate construction related tools

Year: 2007

Planning Unit: Carpentry [View Plan](#)

Expected Outcome: Increase hands-on experience on framing.

Intervention: Have Habitat for Humanity supply the materials needed to frame a house.

Findings/Results: Students framed a scaled down model home,using blueprints.The scale that was used was 1" = 1 ft. All framing members(studs, plates,trimmers,

cripples, corners, partition intersections, floor joist ceiling joist and rafters) were framed in place. Since all the framing of a house was done on a small scale, the student knew the procedures, when framing the actual size. Students also framed a 14 X 24 small house, and a mock living area for Windham's electrical class.

Actions/Changes: Activity will remain the same the difference will be, that only the most experience students will be cutting materials so small, for safety purposes. In addition, each group used a different blueprint.

Year: 2007

Planning Unit: Carpentry [View Plan](#)

Expected Outcome: Student will demonstrate sawing skills efficiently.

Intervention: Replacing older framing nailers and circular saws with new ones. Improve carpentry shop safety by replacing worn out tools.

Findings/Results: With the proper tools students were able to work at a more comfortable pace and with more confidence.

Actions/Changes: Students were able to cut square and compound miters angles. This activity worked fine and will be continued.

Program Outcome 3 Interpret blueprints to construction projects

Year: 2011

Planning Unit: Carpentry [View Plan](#)

Expected Outcome: Students will improve learning related to the Carpentry program outcome 'Interpret blueprints to construction projects'.

Intervention: Students are provided with a blueprint and are required to adhere to it precisely in completing the building project.

Findings/Results: By working with an actual blueprint throughout the semester, the student is able to understand blueprint reading better.

Actions/Changes: A complete blueprint reading class was added to the curriculum for next year.

Year: 2012

Planning Unit: Carpentry [View Plan](#)

Expected Outcome: Students will improve learning related to the Carpentry program outcome 'Interpret blueprints to construction

projects'.

Intervention: Students are provided with a blueprint and are required to adhere to it precisely in completing the building project. A new class (CNBT 1400) was added that specifically addresses blueprint reading.

Findings/Results: Eighty-six percent of students achieved mastery on this outcome. The new class (CNBT 1400) was helpful in improving outcomes.

Actions/Changes: CNBT 1400 will continue to be part of the program.

Year: 2013

Planning Unit: Carpentry [View Plan](#)

Expected Outcome: Students will improve learning related to the Carpentry program outcome 'Interpret blueprints to construction projects'.

Intervention: In the past, students built scale models and a partial structure which then had to be dismantled. This year, approval has been granted for the construction of complete building, which will allow students more hands-on practice in construction, use of tools (such as air gun), and finishing.

Findings/Results: The fact that they do not need to convert measurement to a scale model they seem to understand better and don't get lost in the conversion. They are working with actual size dimensions.

Actions/Changes: The models and structure seem to help in understanding in the (how and why) thing are the way they are.

Program Outcome 4 Demonstrate measurement and layout practices

Year: 2013

Planning Unit: Carpentry [View Plan](#)

Expected Outcome: Students will improve learning related to the Carpentry program outcome 'Demonstrate measurement and layout practices'.

Intervention: In the past, students built scale models and a partial structure which then had to be dismantled. This year, approval has been granted for the construction of complete building, which will allow students more hands-on practice in construction, use of tools (such as air gun), and finishing.

Findings/Results: We are building a structure that will be moved out, and not torn down. However the contract to donate the

structure has not been drawn up, so we are behind schedule.

Actions/Changes: We are going to continue building another structure once this structure is moved out.

**Southwest Texas Junior College
Child Development
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 1 Identify characteristics of development.

Year: 2006

Planning Unit: Child Development [View Plan](#)

Expected Outcome: 90% of students will be able to describe characteristics of development.

Intervention: Child development instructors will highlight developmental characteristics through class lectures and field-based experiences.

Findings/Results: Students were strong in identifying characteristics for children ranging in ages 7-8 years, 12 months, and 3 years. They had greater difficulty amongst 2 and 4 year-olds.

Actions/Changes: Faculty will continue to address characteristics typical of age groups but focus more on 2 and 4 year-old developmental characteristics.

Year: 2007

Planning Unit: Child Development [View Plan](#)

Expected Outcome: 90% of students will be able to describe characteristics of development.

Intervention: Outcomes will be achieved through class lectures, instruction, and field-based experiences. Instructors will focus on the developmental characteristics of 2 and 4-year olds.

Findings/Results: The target rate for passing was 90%. The students passed with a 100% pass rate. Overall, gains were made and in particular, there was increase in the area of 2 and 4 year-olds as this was an area needing improvement from last year's assessment results.

Actions/Changes: We will continue to assess this area to make more gains for the following year. No changes will be made at this time. Continue to follow all areas of development so as to monitor strengths and weaknesses.

Year: 2010

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Identify characteristics of development'.

Intervention: Students will complete individual and group activities related to course content as well as gain hands-on experience through lab activities and Childcare Provider Coop classes. In addition, class lectures and readings will also inform students of developmental appropriateness in Child Development.

Findings/Results: Target was not met; only 77% (10 out of 13) of students passed the assessment. The low pass rate may be due to the small number of students.

Actions/Changes: This outcome will be considered for an intervention in a future UAP.

Program Outcome 2 Identify developmental domains.

Year: 2014

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Identify developmental domains'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 3 Explain features of a developmentally appropriate program for children.

Year: 2007

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will demonstrate mastery in concepts of confidentiality regarding pertinent information about students.

Intervention: Concepts are introduced and reinforced through lectures and case studies throughout the child development program.

Findings/Results: Through lectures and case studies about importance of confidentiality, students were able to demonstrate their understanding through the use of pseudonyms and in their given in the capstone course exam. The target measure was 100%; ending result being 100% mastery.

Actions/Changes: Students will continue to be assessed in the area of confidentiality as this is a major component in the area of education. Instructors will use same format for instruction.

Year: 2007

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will apply knowledge of a developmentally appropriate program.

Intervention: Students will create a portfolio containing: 1. lesson plans 2. classroom layout 3. philosophy 4. documentation of trainings, e.g., CPR/First Aid

Findings/Results: Creating a portfolio in CDEC 2281-Cooperative Education III, students applied their knowledge of developmentally appropriate programs. Based on their own hands-on experience in the workplace or place of volunteering, students' understanding of a developmentally appropriate program further enhanced their knowledge of programs. The target measure of 100% was met.

Actions/Changes: The portfolios bring together what the students have learned throughout the Child Development Program. This method of evaluating their level of understanding will continue to be used as one measure of their mastery of knowledge of developmentally appropriate programs.

Year: 2008

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Explain features of a developmentally appropriate program for children'. Specifically, students will be able to identify appropriateness of programs for children in early childhood settings. They will demonstrate their understanding of the difference between age

appropriate and developmentally appropriate activities, schedules, expectations, and curriculum.

Intervention: Students will create a portfolio that contains sample lesson plans, activities, and programs they have participated in. The portfolio will be a demonstration of the application of the principles of developmentally appropriate programs on the part of the student.

Findings/Results: A total of 15 students were enrolled in the course 2281. Out of those, all students scored well above 75%.

Actions/Changes: Based on the findings the department is considering raising the mastery level from 75% to 85%.

Year: 2009

Planning Unit: Child Development [View Plan](#)

Expected Outcome: To increase student interest at the secondary level and increase enrollment in the program.

Intervention: The Child Development faculty will begin teaching Dual Credit courses at Uvalde High School. Three courses will be offered and taught by college faculty.

Findings/Results: A group of dual credit students materialized due to departmental efforts.

Actions/Changes: The plan to continue offering dual credit Child Development courses has been put on hold due to district budget cuts.

Year: 2010

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Explain features of a developmentally appropriate program for children'. Specifically, students will be able to identify appropriateness of programs for children in early childhood settings. They will demonstrate their understanding of the difference between age appropriate and developmentally appropriate activities, schedules, expectations, and curriculum.

Intervention: Students will create a portfolio that contains sample lesson plans, activities, and programs they have participated in. The portfolio will be a demonstration of the application of the principles of developmentally appropriate programs on the part of the student.

Findings/Results: All students successfully completed the portfolio. The portfolio is very useful to students in seeking employment, and they are highly motivated to complete

it.

Actions/Changes: The portfolio requirement is helpful will be continued.

Year: 2011

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Explain features of a developmentally appropriate program for children'.

Intervention: Students will do a lab activity to address each of three features of developmentally appropriate programs: schedules, curriculum, and age-appropriateness. This will take place in TECA 1311 (fall 2011) and CDEC 2281 (spring 2012).

Findings/Results: In TECA 1311, students demonstrated mastery of the "schedules" and "curriculum" activities. The students did not meet the target measures for "appropriateness" activities. In CDEC 2281 students demonstrated mastery of the "schedules" activity. However, the target measures were not reached for the "curriculum" and "age-appropriateness" activities.

Actions/Changes: For 2012-2013 more focus will be placed on curriculum and age-appropriateness. Specifically, students need more attention on the assessment portion of the curriculum and more clarity is needed on the difference between age-appropriateness and developmentally-appropriateness.

Year: 2012

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Explain features of a developmentally appropriate program for children'.

Intervention: Class lectures and labs will assist students in being exposed to developmentally appropriate programs.

Findings/Results: Students' as a whole, met the standard of 80% or more.

Actions/Changes: Instructors will continue using the same method of delivery as this was a successful method for improvement in this area.

Year: 2013

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Explain features of a developmentally appropriate program for children'.

Intervention: In CDEC 2281 (co-op class), students work in an early childhood facility and obtain hands-on practice in developmentally appropriate programs.

Findings/Results:

Actions/Changes:

Program Outcome 4 Describe types of early childhood programs.

Year: 2008

Planning Unit: Child Development [View Plan](#)

Expected Outcome: To increase enrollment in the Child Development program.

Intervention: Department will purchase recruiting supplies. Purchase a digital frame to show prospective child development students how students in the program are engaged. Recruiting will take place throughout the year at various high schools, college day, and the local job fair.

Findings/Results: The material(s) for recruiting were purchased. Materials purchased seem to have increased student interest and awareness in child development. We increases our enrollment to 30 FTIC students.

Actions/Changes: Due to student interest, we will continue to use this addition of visuals during student recruitment. Pictures will be periodically updated so that they are current.

Year: 2010

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Describe types of early childhood programs'. Specifically, students will describe the differences between the various types of early childhood programs including, home schools, daycares, center based daycares, public schools, etc.

Intervention: Students will be given class lectures and class assignments related to the elements of the different types of early childhood programs. Students will be assigned outside lab experiences in a variety of facilities.

Findings/Results: Target was met; all students met the criteria for mastery.

Actions/Changes: The current process appears to be successful and no changes are needed at this time.

Year: 2013

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Describe types of early childhood programs'.

Intervention: In TECA 1311, students are exposed to a variety of different experiences at public schools, private schools, head start, and day care centers. For example, students may interview a teacher from one facility and visit and observe at another.

Findings/Results:

Actions/Changes:

Year: 2014

Planning Unit: Child Development [View Plan](#)

Expected Outcome: Students will improve learning related to the Child Development program outcome 'Describe types of early childhood programs'.

Intervention:

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
College Literacy
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 2 Demonstrate a knowledge of college enrollment

Year: 2013

Planning Unit: Student Information Center and Recruitment [View Plan](#)

Expected Outcome: Students will improve learning related to the College Literacy program outcome 'Demonstrate a knowledge

of college enrollment'.

Intervention: Create a digital viewbook to replace the paper viewbook previously used.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Computer Information Systems
Unit Action Planning Beginning 2011 To
Present
Summary Report By Outcome**

Program Outcome 1 Design, implement, and troubleshoot a Ethernet Local Area Network.

Year: 2011

Planning Unit: Computer Information Systems [View Plan](#)

Expected Outcome: Students will improve learning related to the Computer Information Systems program outcome 'Design, implement, and troubleshoot a Ethernet Local Area Network'.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Computer Information Systems [View Plan](#)

Expected Outcome: Students will improve learning related to the Computer Information Systems program outcome 'Design, implement, and troubleshoot a Ethernet Local Area Network'.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Computer Information Systems [View Plan](#)

Expected Outcome: Students will improve learning related to the Computer Information Systems program outcome 'Design, implement, and troubleshoot a Ethernet Local Area Network'.

Intervention: Faculty will organize student led study groups to encourage student learning and motivation despite the difficulty of the networking material. The lead students are certified. The lead students will keep the focus on the networking material.

Findings/Results:

Actions/Changes:

Program Outcome 4 Write a computer program using procedural programming languages.

Year: 2013

Planning Unit: Computer Information Systems [View Plan](#)

Expected Outcome: Students will improve learning related to the Computer Information Systems program outcome 'Write a computer program using procedural programming languages'.

Intervention: The department chair will pilot the concept of having the student do their lecture time at home, and homework done in class, so tutoring is done on site, where students can ask questions on the particular topic that is not understood.

Findings/Results:

Actions/Changes:

Southwest Texas Junior College Computer Science (FOS) Unit Action Planning Beginning 2006 To Present Summary Report By Outcome

Program Outcome 1 Apply knowledge of computer technology to computer science problems.

Year: 2006

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of spreadsheet application software to solve problems.

Intervention: A last page tear off assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 302 Mastering Outcomes: 262
Percent Mastery: 86%

Actions/Changes: Instructor will continue with the teaching techniques (utilizing scenarios for class/lab projects) and utilize the new software release with Microsoft Office 2007 for Fall of 2007.

Year: 2007

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of database application software to manage business information.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Learning objective will be assessed Fall 2008 and Spring 2009.

Actions/Changes:

Year: 2007

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of spreadsheet application software to solve problems.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 302 Mastering Outcomes: 262
Percent Mastery: 86% Learning objective assessed
Fall 2006 & Spring 2007, will be assessed again after program cycle.

Actions/Changes: Instructor will continue with the teaching techniques (utilizing scenarios for class/lab projects) and utilize the new software release with Microsoft Office 2007 for Fall of 2007.

Year: 2007

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected *Outcome*: Demonstrates knowledge of computer science terminology.

Intervention: A 'last page tear off' assessment will be added to midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 383 Mastering Outcomes: 270 Percent Mastery: 70% Learning objectives assessed in Fall 2006 & Spring 2007 - will be assessed again after program cycle.

Actions/Changes: Instructor continue to explore new methods to help students retain information: notes for each chapter along with PowerPoint presentations posted on the campus cruiser portal (Spring 2007), introduce students to a variety of study tools and web links to support learning objectives.

Year: 2008

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected *Outcome*: Demonstrates knowledge of computer science terminology.

Intervention: A 'last page tear off' assessment will be added to midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 383 Mastering Outcomes: 270 Percent Mastery: 70% Learning objectives assessed in Fall 2006 & Spring 2007 - will be assessed again after program cycle.

Actions/Changes: Instructor continue to explore new methods to help students retain information: notes for each chapter along with PowerPoint presentations posted on the campus cruiser portal (Spring 2007), introduce students to a variety of study tools and web links to support learning objectives.

Year: 2008

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected *Outcome*: Apply knowledge of database application software to manage business information.

Intervention: A "last page tear off" assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 340 Mastering Outcomes: 281 Percent Mastery: 83% Learning objectives assessed in Fall 2008 & Spring 2009 - will be assessed again after

program cycle.

Actions/Changes: Instructor will continue utilizing scenarios for class/lab projects and utilize the new software release with Microsoft Office.

Year: 2008

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of spreadsheet application software to solve problems.

Intervention: A "last page tear off" assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 302 Mastering Outcomes: 262
Percent Mastery: 86% Learning objective assessed
Fall 2006 & Spring 2007, will be assessed again after program cycle.

Actions/Changes: Instructor will continue utilizing scenarios for class/lab projects and utilize the new software release with Microsoft Office 2007 for Fall of 2007.

Year: 2009

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Demonstrates knowledge of computer science terminology.

Intervention: A 'last page tear off' assessment will be added to midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 50
Mastering Outcomes: 39
Percent Mastery: 78%

Actions/Changes: The target measure for this objective is 75% and the results show that out of 50 students assessed 39 met the objective for a 78% mastery.
Beginning with the fall of 2009 - all the learning outcomes will be assessed each year instead of at the end of the 3-year cycle (this will provide more accurate data for analysis).

Year: 2009

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of database application software to manage business information.

Intervention: A last page tear off assessment will be added to a

project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 44
Mastering Outcomes: 40
Percent Mastery: 91%

Actions/Changes: The target measure for this objective is 70% and the results show that out of 44 students assessed 40 met the objective for a 91% mastery.

No Action Taken.

Year: 2009

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of spreadsheet application software to solve problems.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 46
Mastering Outcomes: 38
Percent Mastery: 83%

Actions/Changes: The target measure for this objective is 75% and the results show that out of 46 students assessed 38 met the objective for an 83% mastery.

No Action Taken.

Year: 2010

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Students in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students.

Findings/Results: 60 Students Assessed, 45 Mastered Outcome, 75% Percent Mastered, 75% Target Percent Mastery
Students demonstrate mastery of the outcome examined at the target level. This activity positively affected student learning with the knowledge of

computer science technology. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Students in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 60 Students Assessed, 41 Mastered Outcome, 68% Percent Mastered, 75% Target Percent Mastery. Students did not demonstrate mastery of the outcome examined at the target level. Although target mastery was not achieved this activity positively affected student learning with the knowledge of computer science technology. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve the core assessment results.

Year: 2012

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Student learning will improve with regard to field of study outcome 1: Demonstrate knowledge of computer science technology. Each Student taking this course

will demonstrate mastery by achieving a score of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 48 Students Assessed, 35 Mastered Outcome, 73% Percent Mastered, 75% Target Percent Mastery. Although the target mastery was not met 73 % did demonstrate mastery of the outcome examined at the target level. Although target mastery was not achieved this activity positively affected student learning with the knowledge of computer science technology. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: No action taken at this time.

Year: 2013

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 60 Students Assessed, 50 Mastered Outcome, 83% Percent Mastered, 75% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of computer science.

Actions/Changes: None at this time.

Year: 2014

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Program Outcome 2 Create a Word document.

Year: 2010

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 5): Apply knowledge of word processing application software to produce business documents. Students in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business documents.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents utilizing tables & charts using Word.

Findings/Results: 50 Students Assessed, 37 Mastered Outcome, 74% Percent Mastered, 80% Target Percent Mastery Students did not demonstrate mastery of the outcome examined at the target level. Though the target level was not attained, this activity positively affected student learning with the skills to create business documents. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 5): Apply knowledge of word processing application software to produce business documents. Students in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business documents.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents utilizing tables & charts using Word.

Findings/Results: 50 Students Assessed, 38 Mastered Outcome, 76% Percent Mastered, 80% Target Percent Mastery. Students did not demonstrate mastery of the outcome examined at the target level. Though the target level was not attained, this activity positively affected student learning with the skills to create business documents. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students starting in the Fall of 2012. Students will also be encouraged/required to make use of the Writing Lab available on the Uvalde, Eagle Pass, and Del Rio campuses. It is believed that these instructional activities will help improve the core assessment results.

Year: 2012

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 5): Apply knowledge of word processing application software to produce business documents. Each student taking this course will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business documents.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents

utilizing tables & charts using Word. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 44 Students Assessed, 34 Mastered Outcome, 77% Percent Mastered, 80% Target Percent Mastery. Although the Target Percent Mastery was not met, 77%, an increase of 1% from last year, did demonstrate mastery of the outcome examined at the target level. Though the target level was not attained, this activity positively affected student learning with the skills to create business documents. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: No action taken.

Year: 2013

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 5): Apply knowledge of word processing application software to produce business documents. Each student in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business documents.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents utilizing tables & charts using Word. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 51 Students Assessed, 41 Mastered Outcome, 80% Percent Mastered, 80% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of word processing.

Actions/Changes: None at this time.

Year: 2014

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome

(No. 5): Apply knowledge of word processing application software to produce business documents. Each student in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business documents.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents utilizing tables & charts using Word. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Program Outcome 3 Develop an Excel spreadsheet.

Year: 2010

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 4): Apply knowledge of spreadsheet application software to solve problems. Students in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business spreadsheets.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel.

Findings/Results: 58 Students Assessed, 48 Mastered Outcome, 83% Percent Mastered, 80% Target Percent Mastery Students demonstrate mastery of the outcome examined at the target level. This activity positively affected student learning with the development of business spreadsheets. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve

the core assessment results.

Year: 2011

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 4): Apply knowledge of spreadsheet application software to solve problems. Students in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business spreadsheets.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel.

Findings/Results: 56 Students Assessed, 45 Mastered Outcome, 80% Percent Mastered, 80% Target Percent Mastery. Students demonstrate mastery of the outcome examined at the target level. This activity positively affected student learning with the development of business spreadsheets. There is a slight decrease in mastery from the previous year but it is not believed to be significant.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students starting in the Fall of 2012. It is believed that these instructional activities will help improve the core assessment results.

Year: 2012

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 4): Apply knowledge of spreadsheet application software to solve problems. Each student taking this course will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business spreadsheets.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel. Skill Assessment Manager Software will be used to

reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 41 Students Assessed, 32 Mastered Outcome, 78% Percent Mastered, 80% Target Percent Mastery. Although the Target Percent Mastery was not met, 78% did demonstrate mastery of the outcome examined at the target level. This activity positively affected student learning with the development of business spreadsheets. There is a slight decrease in mastery from the previous year but it is not significant.

Actions/Changes: No action taken.

Year: 2013

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 4): Apply knowledge of spreadsheet application software to solve problems. Each student in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business spreadsheets.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 54 Students Assessed, 43 Mastered Outcome, 80% Percent Mastered, 80% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of spreadsheets.

Actions/Changes: None at this time.

Year: 2014

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 4): Apply knowledge of spreadsheet application software to solve problems. Each student in the Computer Science classes will demonstrate mastery of (80%) on class/lab projects/exams with the preparation of business spreadsheets.

Intervention:

Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Program Outcome 4 Develop an Access database

Year: 2010

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 6): Apply knowledge of database application software to manage business information. Students in the Computer Science classes will demonstrate mastery of (70%) on class/lab projects/exams with the development of database management systems.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the designing of database management systems utilizing tables, forms, queries, & reports using Access.

Findings/Results: 53 Students Assessed, 45 Mastered Outcome, 85% Percent Mastered, 70% Target Percent Mastery Students demonstrated mastery of the outcome examined exceeding the target level. This activity positively affected student learning with the skills to create database management systems. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 6): Apply knowledge of database application software to manage business information. Students in the Computer Science classes will demonstrate mastery of (70%) on class/lab projects/exams with the development of database management systems.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the designing of database management systems utilizing tables, forms, queries, & reports using Access.

Findings/Results: 53 Students Assessed, 42 Mastered Outcome, 79% Percent Mastered, 70% Target Percent Mastery. Students demonstrated mastery of the outcome examined exceeding the target level. This activity positively affected student learning with the skills to create database management systems. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students starting in the Fall of 2012. It is believed that these instructional activities will help improve the core assessment results.

Year: 2012

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 6): Apply knowledge of database application software to manage business information. Each student taking this course will demonstrate mastery of (70%) on class/lab projects/exams with the development of database management systems.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the designing of database management systems utilizing tables, forms, queries, & reports using Access. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 42 Students Assessed, 37 Mastered Outcome, 88% Percent Mastered, 70% Target Percent Mastery. The

Target Percent Mastery was met as 88% did demonstrate mastery of the outcome examined at the target level. This activity positively affected student learning with the skills to create database management systems. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: No action taken.

Year: 2013

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 6): Apply knowledge of database application software to manage business information. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the development of database management systems.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the designing of database management systems utilizing tables, forms, queries, & reports using Access. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 49 Students Assessed, 45 Mastered Outcome, 92% Percent Mastered, 70% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of database.

Actions/Changes: None at this time.

Year: 2014

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 6): Apply knowledge of database application software to manage business information. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the development of database management systems.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft

Office Application Software will be utilized to train students with the designing of database management systems utilizing tables, forms, queries, & reports using Access. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Program Outcome 5 Create a Powerpoint presentation

Year: 2010

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 2): Communicate information orally utilizing presentation graphics. Students in the Computer Science classes will demonstrate mastery of (90%) on class/lab projects/exams with the preparation of presentation graphics.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Applications Software will be utilized to train students with the development of presentation graphics with media using PowerPoint.

Findings/Results: 46 Students Assessed, 41 Mastered Outcome, 89% Percent Mastered, 90% Target Percent Mastery Students did not demonstrate mastery of the outcome examined at the target level. Though the target level was not attained. This activity positively affected student learning with the development of presentation graphics. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve the core assessment results.

Year: 2010

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science

technology. Students in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students.

Findings/Results: 60 Students Assessed, 45 Mastered Outcome, 75% Percent Mastered, 75% Target Percent Mastery Students demonstrate mastery of the outcome examined at the target level. This activity positively affected student learning with the knowledge of computer science technology. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 2): Communicate information orally utilizing presentation graphics. Students in the Computer Science classes will demonstrate mastery of (90%) on class/lab projects/exams with the preparation of presentation graphics.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Applications Software will be utilized to train students with the development of presentation graphics with media using PowerPoint.

Findings/Results: 53 Students Assessed, 45 Mastered Outcome, 85% Percent Mastered, 90% Target Percent Mastery. Students did not demonstrate mastery of the outcome examined at the target level. Though the target level was not attained. This activity positively affected student learning with the development of presentation graphics. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will

utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Students in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 60 Students Assessed, 41 Mastered Outcome, 68% Percent Mastered, 75% Target Percent Mastery. Students did not demonstrate mastery of the outcome examined at the target level. Although target mastery was not achieved this activity positively affected student learning with the knowledge of computer science technology. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. These instructional activities will help improve the core assessment results.

Year: 2012

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 2): Communicate information orally utilizing presentation graphics. Each Student taking this course will demonstrate mastery by achieving a score of (90%) on class/lab projects/exams with the preparation of presentation graphics.

Intervention: Students will complete a series of class/lab projects

during the semester to measure mastery. Microsoft Office Applications Software will be utilized to train students with the development of presentation graphics with media using PowerPoint. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 42 Students Assessed, 36 Mastered Outcome, 86% Percent Mastered, 75% Target Percent Mastery. Although the target mastery was not met 86% did demonstrate mastery of the outcome examined at the target level. Although target mastery was not achieved this activity positively affected student learning with the knowledge of computer science technology. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: No action taken at this time.

Year: 2012

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Student learning will improve with regard to field of study outcome 1: Demonstrate knowledge of computer science technology. Each Student taking this course will demonstrate mastery by achieving a score of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 48 Students Assessed, 35 Mastered Outcome, 73% Percent Mastered, 75% Target Percent Mastery. Although the target mastery was not met 73 % did demonstrate mastery of the outcome examined at the target level. Although target mastery was not achieved this activity positively affected student learning with the knowledge of computer science technology. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: No action taken at this time.

Year: 2013

Planning Unit:

Computer Science (FOS) View Plan

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 2): Communicate information orally utilizing presentation graphics. Each student in the Computer Science classes will demonstrate mastery of (90%) on class/lab projects/exams with the preparation of presentation graphics.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Applications Software will be utilized to train students with the development of presentation graphics with media using PowerPoint. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 46 Students Assessed, 37 Mastered Outcome, 80% Percent Mastered, 90% Target Percent Mastery. Target was not met with demonstrate mastery of the outcome examined. This activity however, positively affected student learning with the knowledge of presentation graphics.

Actions/Changes: None at this time.

Year: 2013

Planning Unit: Computer Science (FOS) View Plan

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 60 Students Assessed, 50 Mastered Outcome, 83% Percent Mastered, 75% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of computer science.

Actions/Changes: None at this time.

Year: 2014

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 2): Communicate information orally utilizing presentation graphics. Each student in the Computer Science classes will demonstrate mastery of (90%) on class/lab projects/exams with the preparation of presentation graphics.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Applications Software will be utilized to train students with the development of presentation graphics with media using PowerPoint. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Year: 2014

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 1): Demonstrate knowledge of computer science technology. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the knowledge of computer science technology.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Instructor lectures, web links, and videos will communicate technology to the students. Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Program Outcome 6 Develop a JAVA computer program.

Year: 2009

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Design and develop a computer application program.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 14
Mastering Outcomes: 9
Percent Mastery: 64%

Actions/Changes: The target measure for this objective is 70% and the results show that out of 14 students assessed 9 met the objective for a 64% mastery.

The target was missed so the approach will be modified to include a group project that will dedicate an entire class period to writing and submitting a computer program. The class and various locations will be divided into small groups and given a challenge problem at the beginning of the class. It must be completed and submitted by the end of class. This will be scheduled twice in the 5th or 6th week of class and again in the 13th or 14th week of class.

Year: 2010

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 3): Design and develop a computer application program. Students in the Computer Science classes will demonstrate mastery of (70%) on class/lab projects/exams with the creation of a computer program.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. JAVA software will be utilized to train students with the design and development of a computer program.

Findings/Results: 4 Students Assessed, 3 Mastered Outcome, 75% Percent Mastered, 70% Target Percent Mastery
Students demonstrate mastery of the outcome examined at the target level. This activity positively affected student learning with the skills to develop computer programs. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the JAVA software for training the COSC 1336 students. These instructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 3): Design and develop a computer application program. Students in the Computer Science classes will demonstrate mastery of (70%) on class/lab projects/exams with the creation of a computer program.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. JAVA software will be utilized to train students with the design and development of a computer program.

Findings/Results: 14 Students Assessed, 14 Mastered Outcome, 100% Percent Mastered, 70% Target Percent Mastery. Students demonstrate mastery of the outcome examined at the target level. This activity positively affected student learning with the skills to develop computer programs. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the JAVA software for training the COSC 1336 students. These instructional activities will help improve the core assessment results.

Year: 2012

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 3): Design and develop a computer application program. Each Student taking this course will demonstrate mastery by achieving a score of (70%) on class/lab projects/exams with the creation of a computer program.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. JAVA software will be utilized to train students with the design and development of a computer program.

Findings/Results: 6 Students Assessed, 6 Mastered Outcome, 100% Percent Mastered, 70% Target Percent Mastery. Target mastery was achieved at 100% in this activity positively affected student learning with the knowledge of computer science technology. There is identifiable improvement in areas related to the Computer Science Field of Study Curriculum.

Actions/Changes: No Action taken

Year: 2013

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 3): Design and develop a computer application program. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the creation of a computer program.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. JAVA software will be utilized to train students with the design and development of a computer program.

Findings/Results: 2 Students Assessed, 2 Mastered Outcome, 100% Percent Mastered, 70% Target Percent Mastery. Target was met with demonstrate mastery of the outcome examined. This activity positively affected student learning with the knowledge of programming.

Actions/Changes: None at this time.

Year: 2014

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Assess the Computer Science Field of Study Outcome (No. 3): Design and develop a computer application program. Each student in the Computer Science classes will demonstrate mastery of (75%) on class/lab projects/exams with the creation of a computer program.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. JAVA software will be utilized to train students with the design and development of a computer program.

Findings/Results:

Actions/Changes:

Program Outcome 8 Communicate ideas and information effectively both orally and in writing.

Year: 2006

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Communicate information orally utilizing presentation graphics.

Intervention: Assessment will be added to a class exercise, lab

project, or midterm exam.

Findings/Results:

Actions/Changes:

Year: 2007

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Communicate information orally utilizing presentation graphics.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 508 Mastering Outcomes: 400
Percent Mastery: 79%

Actions/Changes: The target measure for this objective is 90% and the results show that out of 508 students assessed 400 met the objective for a 79% mastery. Instructors will focus more on communication with the delivery & content of the presentation.

Year: 2007

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of word processing application software to produce business documents.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 524 Mastering Outcomes: 402
Percent Mastery: 77%

Actions/Changes: The target measure for this objective is 80% and the results show that out of 524 students assessed 402 met the objective for a 77% mastery. Instructors will focus more on writing skills with grammar usage, research skills in technology & the use of the MLA format for the research essays.

Year: 2008

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of word processing application software to produce business documents.

Intervention: A "last page tear off" assessment will be added to a project, midterm or final exams of all sections of

discipline's core courses.

Findings/Results: Students Assessed: 524 Mastering Outcomes: 402
Percent Mastery: 77% Learning objectives assessed in
Fall 2007 & Spring 2008 - will be assessed again after
program cycle.

Actions/Changes: The target measure for this objective is 80% and the
results show that out of 524 students assessed 402
met the objective for a 77% mastery. Instructors will
focus more on writing skills with grammar usage,
research skills in technology & the use of the MLA
format for the research essays.

Year: 2008

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Communicate information orally utilizing presentation
graphics.

Intervention: Assessment will be added to a class exercise, lab
project, or midterm exam.

Findings/Results: Students Assessed: 508 Mastering Outcomes: 400
Percent Mastery: 79% Learning objectives assessed in
Fall 2007 & Spring 2008 - will be assessed again after
program cycle.

Actions/Changes: The target measure for this objective is 90% and the
results show that out of 508 students assessed 400
met the objective for a 79% mastery. Instructors will
focus more on communication with the delivery &
content of the presentation.

Year: 2009

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Apply knowledge of word processing application
software to produce business documents.

Intervention: A 'last page tear off' assessment will be added to a
project, midterm or final exams of all sections of
discipline's core courses.

Findings/Results: Students Assessed: 46
Mastering Outcomes: 39
Percent Mastery: 85%

Actions/Changes: The target measure for this objective is 80% and the
results show that out of 46 students assessed 39 met
the objective for an 85% mastery.

No Action Taken.

Year: 2009

Planning Unit: Computer Science (FOS) [View Plan](#)

Expected Outcome: Communicate information orally utilizing presentation graphics.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: Students Assessed: 54
Mastering Outcomes: 49
Percent Mastery: 91%

Actions/Changes: The target measure for this objective is 90% and the results show that out of 54 students assessed 49 met the objective for an 91% mastery.
No Action Taken.

**Southwest Texas Junior College
Cosmetology
Unit Action Planning Beginning 2011 To
Present
Summary Report By Outcome**

Program Outcome 1 Demonstrate different cosmetology skills, and the ability to specialize within the field.

Year: 2011

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will improve learning related to the Cosmetology program outcome "Communicate ideas and information effectively both orally and in writing."

Intervention: Students will develop a portfolio through out the program with check points in:
CSME 1443: Manicuring & pedicuring
CSME 1248: Skin Care & Makeup
CSME 2439: Advanced Hairstyling
CSME 1453: Permanent Waving
CSME 2401: Hair Coloring
CSME 2310: Haircutting
In each of these courses, students will take one or more before-and-after pictures of their work as performed on a client or another student.

Findings/Results: None of the courses met the target, with only CSME 1453 almost meeting the target response with 77%.

Two courses had zero participation.

Actions/Changes: This intervention will be attempted again, with the portfolio pictures being part of the course grade in each of the classes leading up to the capstone.

Program Outcome 4 Identify and analyze hair structure, composition, growth patterns, diseases and disorders of scalp and hair.

Year: 2007

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Program outcome #13. Students will show mastery in knowledge and skill in: Identify and analyze hair structure, composition, growth patterns diseases and scalp disorders of the scalp and hair.

Intervention:

Findings/Results: Of the 7 students assessed in the cosmetology tutor a 70% has mastery of this outcome

Actions/Changes: Satisfied with students mastery of program outcome. Analyze the Tutor test to see areas that need improvement.

Year: 2010

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will improve learning related to the Cosmetology program outcome 'Students will be able identify opportunities for professional development in the workforce'. Specifically, students will know how to keep abreast of the latest styles and techniques.

Intervention: In COSM-2439, students will do research on salon management and record regional and statewide area hair shows and other opportunities that will be offered during the academic year. In addition, student will also identify their "dream hair show" and describe why this particular show is their most desired. Students will write a research paper reporting on the hair shows that they have investigated.

Findings/Results: Students apparently enjoyed learning about hair shows and salon management and all submitted acceptable research papers.

Actions/Changes: This assignment was shown to be very effective and will be used on a regular basis in the future.

Year: 2013

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will improve learning related to the Cosmetology program outcome 'Demonstrate skills needed to obtain and maintain employment as a professional cosmetologist'.

Intervention: Give some extra attention to the chapter on scalp disorders; also emphasize the section in Cosmetology Tutor (a computerized review program for state board exams) that deals with this topic. This will be done in CSME 1405 in 2013-14 and reinforced in later coursework.

Findings/Results:

Actions/Changes:

Program Outcome 5 Perform appropriate safety and sanitation procedures.

Year: 2010

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will improve learning related to the Cosmetology program outcome 'Perform appropriate safety and sanitation procedures'. Specifically, students will demonstrate knowledge and skill in regards to following appropriate practices.

Intervention: Students complete a worksheet addressing safety and sanitation issues as relevant to each course. The courses that are involved all sections of CSME 2439, CSME 1405, CSME 2337, CSME 1443, CSME 1248, CSME 2343, CSME 2401, and CSME 1453.

Findings/Results: Every class met the target (80% and above passing the quiz). The overall passing rate was 93%. The quizzes helped raise student awareness of the importance of safety and sanitation practices. This knowledge should be helpful in enhancing workplace competencies.

Actions/Changes: This intervention will continue to be implemented as a regular component of each course.

Program Outcome 6 Demonstrate skills needed to obtain and maintain employment as a professional cosmetologist.

Year: 2011

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will improve learning related to the

Cosmetology program outcome: "Demonstrate skills needed to obtain and maintain employment as a professional cosmetologist."

Intervention: Cosmetology clients will be asked to complete a form evaluating the services they have received. This will take place during the second week in February and the second week in April. All clients will be asked to complete a brief survey after receiving services. The stylist will not be identified by name in the survey.

Findings/Results: A total of 31 completed surveys were collected. Surveyed clients indicated 100% satisfaction with stylist attitude, courtesy, etc. Not all clients indicated that the stylist offered a follow-up or additional services (70%).

Actions/Changes: Upselling and follow-up will be targeted in future surveys and emphasized more in the classroom.

Year: 2012

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will improve learning related to the Cosmetology program outcome: "Demonstrate skills needed to obtain and maintain employment as a professional cosmetologist."

Intervention: For students in all cosmetology classes, especially the more advanced classes, an increased emphasis will be placed on customer service. Aspects of customer service such as maintaining records, upselling, rescheduling, and product recommendations are examples of techniques that are covered.

Findings/Results: Students received 100% satisfactory ratings in all areas except follow-up, for which the average was 70%.

Actions/Changes: The survey will be continued to target areas for improvement.

Year: 2013

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will improve learning related to the Cosmetology program outcome 'Demonstrate skills needed to obtain and maintain employment as a professional cosmetologist'.

Intervention: Intervention: Students will develop a portfolio throughout the program with check points in: CSME 2439: Advanced Hairstyling CSME 1453: Permanent Waving CSME 2401: Hair Coloring CSME 2310: Haircutting In each of these courses, students will take one or more

before-and-after pictures of their work as performed on a client or another student. It will be emphasized that the portfolio picture will be part of the student's grade for each course. Students will be encouraged to take pictures of multiple clients so that they can choose their best for the final portfolio.

Findings/Results: Current year findings were below designated target. All areas were very low in student participation. Students were given 5 extra points for the before and after pictures for their portfolio, that is due at the end of the course.

Actions/Changes: For the 2014-2015 Unit Action Plan, this assignment is going to change to a major test grade for student participation. Students need to be aware of the importance for the portfolio for successful employment.

Program Outcome 7 Demonstrate proper application and techniques in chemical service.

Year: 2007

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will show mastery (80%) on proper procedure applications by answering correctly embedded questions on the final exam in CSME 2401.

Intervention: Early alerting of student about the information that they will need to master by final. Have students research and prepare a procedure listing of steps and checklist as an assignment and to be used by students as a quick reference guide.

Findings/Results: Did not meet the target measure of 80%.

Actions/Changes: Analyze for the common weakness and put emphasis on those areas.

Year: 2008

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will demonstrate mastery skills in hair coloring techniques, application and formulation by achieving 80% or better score in skills set assessment.

Intervention: Students will keep a daily journal of classroom activities. They will refer to their documentation in the journal to then perform the color application.

Findings/Results: Helped the students keep organized and was a good reference for information that they learned. This test and rubric helped students stay organized and served

as a reference; however, the test instrument and rubric need to be improved and strengthened to maximize student performance.

Actions/Changes: Students improved test scores with the references and information in the journal as a quick reference. Will continue to require students to keep a journal. When students are preparing to apply color, they can have quick access and reference this material. The improved test will involve more questions and listings.

Year: 2009

Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will increase their understanding and skill in haircolor mixing and application.

Intervention: Students will keep a daily journal of classroom activities. Competency will be assessed with an objective test.

Findings/Results: Due to the end findings of mastery in 3 of 4 assessments, only one needs further evaluation. The students mastered color wheel, four basic rules to hair color results, and hair color formulations and application procedures. The students demonstrated below mastery (64%) in name the color level, tonal value and developer assessment.

Actions/Changes: When teaching CSME 2401 in the future, more structure needs to be added to focus on mastery of the color levels, tonal values, and developer mixtures. This will provide a positive approach and higher mastery in this assessment.

Program Outcome 8 Educate clients in the appropriate use of cosmetology retail products.

Year: 2014

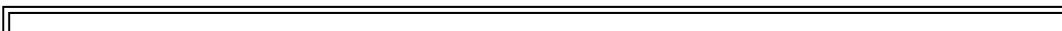
Planning Unit: Cosmetology [View Plan](#)

Expected Outcome: Students will improve learning related to the Cosmetology program outcome 'Educate clients in the appropriate use of cosmetology retail products'.

Intervention:

Findings/Results:

Actions/Changes:



**Southwest Texas Junior College
Criminal Justice (FOS)
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 1 Explain the functions and purpose of the three component agencies in the American criminal justice system - police, courts and corrections.

Year: 2006

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Explain the functions and purpose for the three component agencies in the American criminal justice system - police, courts and corrections.

Intervention: Questions embedded on exam in CRIJ 1307.

Findings/Results: Did not meet the target of 80%. Only 77% of students answered the question on the exam correctly.

Actions/Changes: (**Review this program outcome and determine the most appropriate course for assessing. Determine if a common assessment imbedded in multiple course (1301 and 1307) would be desired.**) Plan to rewrite the wording of this question on the exam. The way the question was worded could have been confusing for newer students.

Year: 2009

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Students will successfully analyze the court process from the committing of a crime through post conviction.

Intervention: Faculty lecture will be the primary method used to deliver instruction to the students. Students will also have access to Course Connect which provides additional lesson presentations and various student activities for each chapter covered within the class.

Findings/Results: The integration of the intervention and assessment is problematic in CRIJ 2328 because of the structure of the course (law enforcement specific not philosophical) and this was the reason that it was moved to CRIJ 1306 which this reporting is based on. The student mastery level (25 out of 35 mastered) indicates that

student learning was more effective in this class. The faculty thinks that the real-life experience perspective and point by point analysis of actual cases led to greater student learning and achievement levels.

Actions/Changes: The department will incorporate technology (audio speakers/AV equipment) to better understand cases. The department will also assign students the responsibility of witnessing actual court proceedings. The aforementioned will generate greater student interest and application which should improve learning and mastery levels.

Year: 2009

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Students will accurately define key terms related to the justice system.

Intervention: Faculty lectures will be the primary method used to deliver instruction of the key terms to the students. Students will also have access to Course Connect which provides additional lesson presentations and various student activities for each chapter covered within the class that incorporates the key terms.

Findings/Results: The department has found that Course Connect gets more student involvement and understanding of the key terms. Course Connect encourages students to use higher order thinking with the key terms.

Actions/Changes: The department will use Course Connect more for the learning and application of the key terms (more in-class use and faculty-directed assignments--online discussion) to facilitate greater student learning of the objective. The department will award greater amounts of extra credit to those students who achieve mastery to enhance student learning levels.

Year: 2010

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Students will accurately define key terms related to the justice system.

Intervention: Faculty lectures will be the primary method used to deliver instruction of the key terms to the students. Students will also have access to Course Connect which provides additional lesson presentations and various student activities for each chapter covered within the class that incorporates the key terms.

Findings/Results: The review of the assessment results indicate that

students are close to full mastery of this outcome. The assessment result was that approximately 72 percent of the students who were assessed achieved mastery.

Actions/Changes: Because of the near mastery of this outcome and the poor results of assessment data linked to two different outcomes the department will focus on teaching and assessing the history of the court system and research and writing effectively within the context of Criminal Justice.

Year: 2010

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Students will be able to explain the functions and purpose of the three component agencies in the American criminal justice system - police, courts and corrections.

Intervention: In CRIJ 1301 the faculty will lecture, discuss, and use Course Connect, and media to facilitate student understanding of the components of the CJ system.

Findings/Results: The review of the assessment results indicate that students are close to full mastery of this outcome. The assessment result was that approximately 72 percent of the students who were assessed achieved mastery.

Actions/Changes: Because of the near mastery of this outcome and the poor results of assessment data linked to two different outcomes the department will focus on teaching and assessing the history of the court system and research and writing effectively within the context of Criminal Justice.

Year: 2013

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Students will improve learning related to the Criminal Justice (FOS) program outcome 'Explain the functions and purpose of the three component agencies in the American criminal justice system - police, courts and corrections'.

Intervention: The Moodle online learning management system will be used in all criminal justice and law enforcement courses beginning in Fall 2013. Online class discussion and quizzes pertaining to the three component agencies will be administered in CRIJ 1301, CRIJ 1307, CRIJ 2328, CRIJ 2323, CRIJ 1313, and CJSA 1322 in Fall 2013. CJSA 1312, CRIJ 1306, CRIJ 2314, CJCR 1300, and CRIJ 2313 will implement this activity

in Spring 2014.

Findings/Results: The target number was not met in this program outcome. Data from 2012 - 2013 and 2011 - 2012 was not available at the time of reporting. Therefore, I used the data from 2010 - 2011. The findings were found to be a little lower from 72% to 68%.

Actions/Changes: During the 2014 2015 school year, I will ensure that this outcome be properly taught in all courses. The functions of the three components in the criminal justice system (police, courts, and corrections) will be stressed throughout the semester and assessed several times prior to the end of the semester.

Year: 2014

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Students will improve learning related to the Criminal Justice (FOS) program outcome 'Explain the functions and purpose of the three component agencies in the American criminal justice system - police, courts and corrections'.

Intervention: I will reinforce the three components of the criminal justice system: police, courts, and corrections. I will meet with all adjunct instructors to ensure the criminal justice program is on the same page to improve the students knowledge on this outcome.

Findings/Results:

Actions/Changes:

Program Outcome 3 Discuss what crime statistics tell us about crime in America.

Year: 2006

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Discuss what crime statistics tell us about crime in America.

Intervention: Instructor presents UCR to students. Question are embedded in exam CRIJ 1307 and CRIJ 1301 Fall 2006.

Findings/Results: A higher percent correct in 1301 might be a result of the question being a multiple choice or true/false where as the question in 1307 asked students to fill in the blank.

Actions/Changes: Plan to change the question in 1307 to match the

format of 1301.

Program Outcome 4 Describe the development of the American court system.

Year: 2007

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Describe the development of the American court system. Students will describe the philosophical/political differences seen geographically.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Improve learning in describing the development of the American court system. Specifically, students will describe the philosophical/political differences seen geographically.

Intervention: faculty will focus a variety of activities centered on the Court System. After this instruction assessment procedures will be developed and applied. Using this as baseline information, a more sophisticated intervention will be introduced in 2012-13.

Findings/Results: The assessment was developed and implemented. 47 students were assessed and 36 mastered giving a 77% mastery.

Actions/Changes: Using the 77% baseline above, a more sophisticated intervention will be used in the 2012-13 plan to improve learning in describing the development of the American court system

Year: 2012

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Improve learning in describing the development of the American court system. Specifically, students will describe the philosophical/political differences seen geographically.

Intervention: The department's faculty will implement instructional activities during lectures (power-points and hand outs)

explaining how the American Court system developed.

Findings/Results: Upon measuring the outcome it was found that 78% of the students mastered the knowledge of the American court system. It appears that instructors need to spend more time on this outcome throughout the semester.

Actions/Changes: This outcome will be implemented for 2013-2014. It will be recommended that instructors spend more time by lecturing and assessing the development of the American court system. In addition to powerpoints, students will write in detail the process of the American court system to help retain the information.

Program Outcome 5 Demonstrate an understanding of professional and ethical responsibility.

Year: 2009

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Students will understand the uses and limits of police force, including the use of force continuum.

Intervention: Lecture will be the primary method used to deliver instruction to the students regarding use of force limits. In addition the faculty direct students to YOUTUBES that helps to demonstrate examples of excessive force. Students will also have access to Course Connect which provides additional lesson presentations and various student activities for each chapter covered within the class.

Findings/Results: The faculty has found that the subject generates extensive interest and debate. The opportunity exists for real-life examples and role playing.

Actions/Changes: The department will continue to emphasize use of force topics. In the future current events will be incorporated for greater relevance. At this time the department is creating and editing an assessment device that will incorporate the students' interest and current event components. No assessment of this outcome will take place this year---the assessment of this outcome has been postponed till next year when a more valid assessment is created.

Program Outcome 6 Outline the arguments for and against capital punishment.

Year: 2007

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected *Outcome*: Outline the arguments for and against criminal justice reform - specifically capital punishment.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2008

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected *Outcome*: Students will use the Internet proficiently for research and assignments.

Intervention: Faculty directs students to CourseConnect (Pearson Education), which links to the Internet, providing additional support to students in assignments and exams. Real case scenarios are provided by faculty for students to analyze and discuss.

Findings/Results: The faculty found that incorporating technology (internet) hanced student learning/engagement in assignments. Students liked the fact that the internet gave them more access to learning support.

Actions/Changes: The department decided to include internet assignments and internet activcities (CourseConnect)in all CRIJ classes. This year the faculty used qualitative methods to measure student learning of the outcome. The department will research its archives to find quantatative data that supports their findings. Therefore, at this time there are no numbers to report.

Year: 2013

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected *Outcome*: Students will improve learning related to the Criminal Justice (FOS) program outcome 'Communicate ideas and information effectively both orally and in writing'.

Intervention: All criminal justice classes will require writing on Moodle discussion boards, and the midterm and final exams will be essay format. Weekly postings will be required, counting for 10% of the total grade. Each exam accounts for 20% of the course grade. Regarding oral communication, classroom discussion is being required to a greater extent in all live (not online) courses. CJLE 1303 students specifically are required to utilize training consoles in order to obtain a national certification in 911 Telecommunications.

Findings/Results: There was no previous data on this outcome by

previous department chair. Therefore, findings for this year were hard to measure. However, the amount of students who mastered this outcome seemed to be fairly high.

Actions/Changes: Students this year were writing in discussion boards/forums on a weekly basis. Further, students were assessed with an essay exam either on midterm or final exam. It is my opinion that with these steps taken it enhanced the students writing techniques and ability to retain the information.

Year: 2014

Planning Unit: Criminal Justice (FOS) [View Plan](#)

Expected Outcome: Students will improve learning related to the Criminal Justice (FOS) program outcome 'Communicate ideas and information effectively both orally and in writing'.

Intervention: The data in this outcome was found to reach the target mastery in the 2013 - 2014 school year. However, it is imperative that the students continue to enhance their quality of writing to be successful in the field of criminal justice.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Diesel Technology
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 1 Demonstrate proper shop and safety procedures

Year: 2006

Planning Unit: Diesel Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: 90 percent of students will demonstrate mastery in the proper use and care of hand and special tools.

Intervention: Students will demonstrate (hands-on) proper use of tools on engine, torquing engine bolts, proper cleaning and

storage. Instructor observation.

Findings/Results: out of all students measured using the rubric system I found that 90% of these students properly demonstrated a proper knowledge of hand tools and the proper use and care of these tools

Actions/Changes: incorporate additional training on hand tools into each course to improve student knowledge of tools

Year: 2006

Planning Unit: Diesel Technology [View Plan](#)

Expected Outcome: Students will demonstrate proper shop safety procedures in the Diesel Technology Field.

Intervention: Use of daily shop safety log book. Students, instructor and lab assistant will observe shop environment and note safety concern in log. (one log for each class) A 20 minute weekly safety meeting will be incorporated.

Findings/Results: Intended to begin logs in Fall 2006 but initiated the new system beginning Spring 2007. Found that students were paying closer attention to use of safety glasses and equipment in general.

Actions/Changes: Will continue with the log system. Will investigate possibility of making log electronic.

Year: 2007

Planning Unit: Diesel Technology [View Plan](#)

Expected Outcome: Students are competent with service tools.

Intervention: Students will demonstrate (hands-on) proper use of tools on engine, torquing engine bolts, proper cleaning and storage.

Findings/Results:

Actions/Changes:

Year: 2007

Planning Unit: Diesel Technology [View Plan](#)

Expected Outcome: Students will maintain a safe working environment in the Diesel Technology Field.

Intervention: Students will demonstrate proper shop safety procedures. Use of daily shop safety log book. Students, instructor and lab assistant will observe shop environment and note safety concern in log. (one log for each class) A 20 minute weekly safety meeting will

be incorporated.

Findings/Results: 4 out of the 13 classes did not keep safety logs. One class is a coop.

Actions/Changes: Will research methods and work with employers in the capstone course/coop to assess the safety practices of graduating students.

Program Outcome 3 Demonstrate knowledge and proper use of electronic scan tools

Year: 2012

Planning Unit: Diesel Technology [View Plan](#)

Expected Outcome: Establish and increase student mastery of Electronic Scan Tools

Intervention: The faculty direct and demonstrate the proper use of EST to students (diagnostic, handling, procedure). The instruction takes place in One-on-one and small group format. Practical exam given weekly to monitor progress and demonstrate competency of EST usage

Findings/Results:

Actions/Changes:

Program Outcome 8 Troubleshoot and repair electronic systems

Year: 2011

Planning Unit: Diesel Technology [View Plan](#)

Expected Outcome: Establish and increase student mastery of Diesel HVAC units

Intervention: The faculty will direct and demonstrate the proper diagnoses and understanding of refrigeration cycle and the components of HVAC system to students. The instruction takes place in One-on-one and small group format. Practical exam given weekly to monitor progress and demonstrate competency of HVAC service. The students also are evaluated pass/fail on a simulator that gives them the opportunity to troubleshoot a HVAC system.

Findings/Results: found that the program needed updated HVAC training equipment

Actions/Changes: purchased air conditioning training and demonstration module, and got it installed and started testing students on operation and diagnosis of HVAC system

**Southwest Texas Junior College
Distance Education Literacy
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 1 Demonstrate on-line course taking skills.

Year: 2013

Planning Unit: Distance Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Distance Education Literacy program outcome 'Demonstrate on-line course taking skills'.

Intervention: Develop and implement an mandatory on-line orientation course.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Education
Unit Action Planning Beginning 2009 To
Present
Summary Report By Outcome**

Program Outcome 1 The degree program will have the same outcomes as the general education (core curriculum) for an A.A. degree.

Year: 2009

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Education program outcome 'The degree program will have the same outcomes as the general education (core curriculum) for an AA degree'. Specifically, students will ...

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 2 Develop personal educational philosophy by discussing essentialism, perennialism, social reconstructionism, and existentialism.

Year: 2006

Planning Unit: Education [View Plan](#)

Expected Outcome: Assess the service: Develop personal educational philosophy by discussing essentialism, perennialism, social reconstructionism, and existentialism.

Intervention: Recipients of the service will answer the questions, Are they receiving it? Is it satisfactory? In what way can it be improved?

Findings/Results: Most students were able to discuss the components of a personal education philosophy. The most interesting observation from the students was that the state of Texas promotes essentialism but not teacher they surveyed identified themselves with social reconstructionism, and existentialism.

Actions/Changes: A new textbook and web sites were identified to help students form their personal philosophy.

Year: 2007

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will write an acceptable philosophy of education research paper.

Intervention: Students will be assigned to read course material and interview teachers about their philosophy of education.

Findings/Results: most students were able to write an acceptable paper that discussed the components of a personal educational philosophy. While teachers and students tend to gravitate toward an eclectic philosophy that emphasizes progressivism and social reconstructionism, the state of Texas promotes essentialism.

Actions/Changes: I have continued to look for new resources to help students improve the writings process for this activity. Several excellent resources are available in the school library and I make sure that it is known to the students.

Year: 2008

Planning Unit: Education [View Plan](#)

Expected *Outcome*: Students will write an acceptable personal philosophy of education paper

Intervention: assignment in class and interviews of teachers

Findings/Results: Summarize results (what happened) and your findings.

Actions/Changes: Given your results and findings, what did you do.

Year: 2009

Planning Unit: Education [View Plan](#)

Expected *Outcome*: Students will improve learning related to the Education program outcome 'Develop personal educational philosophy by discussing essentialism, perennialism, social reconstructionism, and existentialism'. Specifically, students will ...

Intervention:

Findings/Results:

Actions/Changes:

Year: 2010

Planning Unit: Education [View Plan](#)

Expected *Outcome*: Students will improve learning related to the Education program outcome 'Develop personal educational philosophy by discussing essentialism, perennialism, social reconstructionism, and existentialism'. Specifically, students will ...

Intervention:

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: Education [View Plan](#)

Expected *Outcome*: Students will improve learning related to the Education program outcome 'Develop personal educational philosophy by discussing essentialism, perennialism, social reconstructionism, and existentialism'. Specifically, students will ...

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 3 Demonstrate competent educational planning skills by the creation of a lesson plan.

Year: 2006

Planning Unit: Education [View Plan](#)

Expected Outcome: Assess the service: Demonstrate competent educational planning skills by the creation of a lesson plan.

Intervention: Recipients of the service will answer the questions, Are they receiving it? Is it satisfactory? In what way can it be improved?

Findings/Results: student surveys of courses indicate a high level of satisfaction

Actions/Changes:

Year: 2008

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will develop lesson plans

Intervention: class assignment and observation of actual classes

Findings/Results: Summarize results (what happened) and your findings.

Actions/Changes: Given your results and findings, what did you do.

Year: 2009

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Education program outcome 'Demonstrate competent educational planning skills by the creation of a lesson plan'. Specifically, students will ...

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 4 Demonstrate competent computer presentation skills through developing a power point presentation on an educational topic.

Year: 2009

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Education program outcome 'Demonstrate competent computer presentation skills through developing a power point presentation on an educational topic'. Specifically, students will ...

Intervention:

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Education program outcome 'Demonstrate competent computer presentation skills through developing a power point presentation on an educational topic'. Specifically, students will ...

Intervention:

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
ESL
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 4 Demonstrate the ability to comprehend texts that are conceptually or linguistically complex.

Year: 2013

Planning Unit: ESL [View Plan](#)

Expected Outcome: Students will improve learning related to the ESL program outcome 'Demonstrate the ability to comprehend texts that are conceptually or linguistically complex'.

Intervention: Our new ESLR 0303 final exam will be made trackable through prosper effective Fall 2013. The written section of this exam will tie directly to this component. Data will be tracked and analyzed for a minimum of three years.

Findings/Results:

Actions/Changes:

Program Outcome 5 Demonstrate a sophisticated range of vocabulary.

Year: 2013

Planning Unit: ESL [View Plan](#)

Expected Outcome: Students will improve learning related to the ESL program outcome 'Demonstrate a sophisticated range of vocabulary'.

Intervention: Continue tracking ESLW 0202 Final Exam data, measuring the correlation between interventions in instructional methods and final data results. Additionally, incorporate ESLR 0303 final exam data beginning Fall 2013.

Findings/Results:

Actions/Changes:

Southwest Texas Junior College Financial Aid Literacy Unit Action Planning Beginning 2013 To Present Summary Report By Outcome

Program Outcome 1 Make financial aid application

Year: 2013

Planning Unit: Financial Aid [View Plan](#)

Expected Outcome: The students will learn the importance of completing the FAFSA at an earlier date.

Intervention: The FA office will conduct financial aid nights at high schools and on campus where information will be presented and disseminated. Meet with counselors to schedule followup meetings to complete FAFSAs.

These meetings will be expanded to include the entire service area.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
General Studies
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 1 Read, summarize, and critically interpret written materials.

Year: 2006

Planning Unit: English [View Plan](#)

Expected Outcome: The learner will recognize and select the main idea in a variety of texts.

Intervention: Specific course activities include defining main idea, emphasize possible locations of main idea, discuss topic sentences, and elaborate on thesis statements. Also provide practice in locating main idea using a variety of texts.

Findings/Results: The final exam given to students indicated that 71% of Reading 0303 students answered the embedded Main Idea question correctly.

Actions/Changes: Although an adequate number of students were successful, further research indicated that emphasis be placed on increasing vocabulary skills.

Year: 2006

Planning Unit: English [View Plan](#)

Expected Outcome: SWTJC students will demonstrate improved critical reading skills. (QEP)

Intervention: (1) Engage Consultant (2) Plan (3) Prepare local assessment (4) Prepare CR interventions (5) Collect baseline data in Fall (5a) Train during convocation (6) Carryout interventions in Spring (7) Evaluate results

Findings/Results: CAAP test indicated that our students scored at the lower half when compared to students nationally. We

further found that our freshmen level students were being compared to sophomores throughout the country.

Actions/Changes: CAAP will not be used every semester as an instrument to measure students' Critical Reading ability.

Year: 2006

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Advance student retention of basic terms and central ideas in philosophy: Students in PHIL 1301 will be able to identify key terms and central ideas in Philosophy.

Intervention: For each exam, students received study questions and handouts with key terms and central ideas underlined.

Findings/Results: The activities appeared to work, the students showing an improvement in learning. No credit was given for the post-test so some students did not take it seriously.

Actions/Changes: Consideration is being given to extending credit for the post-test. Will compose a list of key ideas and terms will be given to students and a oral test will be given at the end of the semester. Will compare results from last year.

Year: 2007

Planning Unit: English [View Plan](#)

Expected Outcome: Make SWTJC better critical readers.

Intervention: Revise assessments for critical reading intervention (QEP).

Findings/Results: Realized testing process and all the responsibilities this required.

Actions/Changes: Discussed ways to ensure all instructors gave pre and post tests and instructors noted student weaknesses to adjust teaching accordingly.

Year: 2007

Planning Unit: English [View Plan](#)

Expected Outcome: The student will recognize and select the main idea in a variety of texts.

Intervention: Specific course activities include defining the main idea, locating possible main ideas in a variety of texts, discussing topic sentences and elaborating on thesis statements.

Findings/Results: Post-test results indicate that 71% of Reading 0303 students answered the embedded Main Idea question correctly.

Actions/Changes: Further intervention in critical reading skills in both Reading and English is needed.

Year: 2007

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Core Exemplary Educational Objective for History(No. 1): Read, summarize, and critically interpret written materials. Sixty-six percent of all 1301 History students will show mastery (70%) of the 2007-2008 Critical Reading History Project's Assessment after Instructional Intervention. (Involves Full-time faculty).

Intervention: The faculty involved will apply the Critical Reading Intervention strategies at least six times (Chapters throughout the Fall-Spring semesters).

Findings/Results: 1. The data collected includes reading skills measurement for the Fall yet the measurement was not valid because of the fact that there was no benchmark set in the Fall of 2007 to measure possible growth. The History Department was not consulted until after this Fall administration had been planned. 2. The Spring 2008 evaluation included a PreTest component to establish a benchmark. The passing rate was set as 66% by the Critical Reading Committee. The History Department had set 70% when planning in the Fall of 2007. The measurement on this chart reflect the Critical Reading Committee, ATD/QEP goals as per the data generated by that office.

Actions/Changes: 1. The Department insisted to the Critical Reading Committee and ATD/QEP in a January 08 meeting that the reading prompt be reviewed and revised and that a Pre-Test be used to establish a baseline for measurement of any change in student learning from Critical Reading Interventions. 2. The CRI measurement was added and delivered as an amendment to the Department's already existing and implemented Pre/Post Test currently used in the collection of student learning and course goal data. 2. Department faculty have been encouraged by the Chair to become more proactive in dealing with the Critical Reading Committee's suggestions for the History portion of the CRI. 3. Two department members were instrumental in selecting the reading prompt and

measurement questions used in the assessment for the newly established Pre-test portion in the Spring of 2008. 4. A follow-up meeting was held in May 08 to revise student learning intervention methods, plan 08-09 administration of the Initiative, and instruct QEP/Critical Reading Committee members and Department members regarding issues of instrument validity and consistency.

Year: 2007

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Advance student retention of basic terms and central ideas in philosophy: Students in PHIL 1301 will be able to identify key terms and central ideas in Philosophy.

Intervention: For each exam, students received study questions and handouts with key terms and central ideas underlined. Toward the end of the semester students will be given a list of terms.

Findings/Results: Target of 70% of students mastering outcome was not met.

Actions/Changes: It is possible students were given too many terms. Plan to reduce the number of terms for the end of the year oral exam. Will reassess.

Year: 2007

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Advance student knowledge of contemporary trends in philosophy.

Intervention: Instructor attends TCCTA Convention seminars to learn new trends. The students will be presented with possible answers to the skeptics.

Findings/Results: Students were not assessed on this outcome because the material discussed at the seminar was inappropriate.

Actions/Changes: No changes to be made at this time. Will plan to attend the TCCTA convention again in 2009 and will attempt to relevant material addressing this topic. In addition, there will be more oral discussion of this topic in class.

Year: 2008

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Core Exemplary Educational Objective for History(No. 1): Read,

summarize, and critically interpret written materials. All participating 1301 History students will show mastery (70% or above accuracy) of the 2008-09 Critical Reading Intervention.

Intervention: The History faculty involved will develop and apply reading intervention strategies four times in the 1301 classes after establishing a baseline from the Pre-Test portion of the CRI. The interventions will occur during Chapter 4, 8, and 12. The activities consist of Vocabulary in Context, Supporting Detail, and Main Idea assignments as developed by the Department and the Critical reading Committee in May, 2008.

Findings/Results: Student results indicated a need to change to a more learner-focused pre/post test. Department goals for student learning related to critical reading are not being met.

Actions/Changes: Department revised pre/post tests. The department decided to increase the reading lessons (increased usage of primary and secondary documents). Department chair decided that Fall 2009 would see implementation of a pilot critical reading project modeled after supplemental instruction. The pilot project would utilize instructional practices recognized as best practices.

Year: 2009

Planning Unit: English [View Plan](#)

Expected Outcome: Students will improve learning related to the English program outcome 'Read, summarize, and critically interpret written materials'. Specifically, exiting ENGL-1301 students will demonstrate mastery of critical reading skills (main idea, supporting detail, vocabulary in context).

Intervention: Faculty provide instruction and direct activities such as identification of active reading strategies; developing questions about text material based on levels of Bloom's taxonomy; annotating and outlining text material

Findings/Results: Of 86 student writing samples submitted, only two received scores of 3.0 or higher, as indicated on the Departmental Writing Rubric. Discussion among Writing Assessment Team members indicated that scores may have been impacted by (1) students' lack of critical thinking skills and (2) ambiguity of language in specific sections of the scoring rubric.

Actions/Changes: (1) The Writing Assessment Team have communicated

to faculty, QEP Committee and SWTJC Assessment Coordinator the need for greater focus on critical thinking instruction and (2) have revised the Scoring Rubric to clarify language and to better reflect Bloom's Taxonomy of Learning Domains.

Year: 2009

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Core Exemplary Educational Objective for History(No. 1): Read, summarize, and critically interpret written materials. All participating 1301 History students will show mastery (70% or above accuracy) of the 2009-10 Critical Reading Intervention.

Intervention: The History faculty involved will develop and apply reading intervention strategies four times in the 1301 classes after establishing a baseline from the Pre-Test portion of the CRI.

The interventions will occur during Chapter 4, 8, and 12. The activities consist of Vocabulary in Context, Supporting Detail, and Main Idea assignments as developed by the Department and the critical reading Committee in May, 2008.

Select faculty members conducted a pilot program (as described on the previous years UAP) as a possible alternative to the aforementioned critical reading activities.

Findings/Results: Increase in all areas of measurement and exceed planned targets.

Actions/Changes: The department decided to increase the reading lessons (increased usage of primary and secondary documents). Department chair implemented pilot critical reading project modeled after supplemental instruction. The pilot project utilized instructional practices recognized as best practices.

Year: 2010

Planning Unit: English [View Plan](#)

Expected Outcome: Students will improve learning related to General Education outcome #1 'Read, summarize, and critically interpret written materials'. Specifically, exiting ENGL-1301 students will demonstrate mastery of critical reading(main idea, supporting detail, vocabulary in

context)and critical writing skills

Intervention: Faculty provide instruction and direct activities such as identification of active reading strategies;developing questions about text material based on levels of Bloom's taxonomy; annotating and outlining text material. All students in ENGL-1301 receive the intervention and be assessed. Assessment results are for Spring 2011 only.

Findings/Results:

Actions/Changes:

Year: 2010

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Outcome(No. 1): Read, summarize, and critically interpret written materials.

Intervention: The History faculty involved will develop and apply reading intervention strategies four times in the 1301 classes after establishing a baseline from the Pre-Test portion of the CRI. The interventions will occur during Chapter 4, 8, and 12. The activities consist of Vocabulary in Context, Supporting Detail, and Main Idea assignments as developed by the Department and the Critical Reading Committee in May, 2008. Select faculty member will conduct a pilot program (as described on the previous years UAP)as a possible alternative to the aforementioned critical reading/critical thinking activities.

Findings/Results: Assess General Education Outcome(No. 1): Read, summarize, and critically interpret written materials. Test results show students are still underperforming in mastering critical reading skills. Test results show that dual credit students show positive results. This may explain why Spring semester performance dwindles as dual-credit History 1301 is only taught during the Fall semester.

Actions/Changes: Department will continue to emphasis critical reading skills and maintain the level of reading lessons.

Year: 2011

Planning Unit: English [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Read, summarize, and critically interpret written materials'.

Intervention: Instructors will implement AVID strategy 5.5 (Marking the Text). Each instructor will select individual readings in 0302, 1301, 1302, and 23xx and apply the AVID strategy to the readings. Each faculty will select a reading from something they already built into their the course or can use an AVID provided article. The strategy will be applied at least one time before mid-term and one time after mid-term. All faculty will stress student use of 3 main steps (numbering the paragraphs, circling key terms/words, underlying/identifying authors' claims). These strategies are introduced and applied in class and students are given a handout containing step to use as a reference in the future.

Findings/Results: The English Dept. plans to continue using Avid Strategy 5.5 (Marking the Text) as an intervention strategy despite the 26% mastery measured through the post test.

Actions/Changes: Department will consider using an additional critical reading strategy for the 2012-2013 academic year.

Year: 2011

Planning Unit: History [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Read, summarize, and critically interpret written materials'.

Intervention: The Department met the QEP plan to improve student reading skills. This was accomplished by requiring students to read additional reading assignments besides the common textbook.

Findings/Results: Dual credit students enrolled only in the Fall semester increased the mastery rate. There is a drop in this outcome for the Spring semester when dual credit students are not taking History 1301. The drop in mastery may also be credited to overall weaker reading levels for regular college students.

Actions/Changes: The department agreed the new QEP plan should continue emphasizing reading while adding writing to its new college-wide strategy. One member devised a new rubric to help with assessment. This will be an ongoing task to modify to suit department needs.

Year: 2012

Planning Unit: English [View Plan](#)

Expected Outcome: Students will improve learning related to the General

Studies program outcome 'Read, summarize, and critically interpret written materials'.

Intervention: Instructors will implement AVID strategy 5.5 (Marking the Text) and the AVID strategies introduced in the handout 'Writing and Drawing in the Margins'. Each instructor will select individual readings in 0302, 1301, 1302, and 23xx and apply the AVID strategies to the readings. Each faculty will select a reading from coursework, or he/she can use an AVID provided article. The strategies will be discussed/applied at least one time before mid-term and one time after mid-term. All faculty will stress student use of 3 main steps (numbering the paragraphs, circling key terms/words, underlying/identifying authors' claims). Furthermore, instructors will discuss the six strategies (Visualize, Summarize, Clarify, Connect, Respond, Question). These strategies are introduced and applied in class and students are given a handout containing steps to use as a reference in the future.

Findings/Results: The courses that used the AVID intervention strategies (1 in Eagle Pass, 1 in Uvalde), scored 3-4% higher than those classes that did not use the AVID Intervention strategies.

Actions/Changes: Because students did show improvement in using these strategies, the English Dept. will use these same strategies for the 2013-2014 year.

Year: 2012

Planning Unit: History [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Read, summarize, and critically interpret written materials'.

Intervention: The Department met the QEP plan to improve student reading skills. This was accomplished by requiring students to read additional reading assignments besides the common textbook.

Findings/Results: 2012/2013 History Final Examination reveals a 63% mastery level of General Education 1. Read, summarize, and critically interpret written material.

Actions/Changes: To Department has advocated the continuation of reading and the addition of writing as QEP goals. This will permit the department faculty to focus on both as learning objectives. Departmental common finals will continue to offer a writing and reading components. Individual faculty members will also continue to offer supplemental reading and writing assignments as part

of their curriculum.

Year: 2013

Planning Unit: English [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Read, summarize, and critically interpret written materials'.

Intervention: Instructors will implement AVID strategy 5.5 (Marking the Text) and the AVID strategies introduced in the handout 'Writing and Drawing in the Margins'. Each instructor will select individual readings in 0302, 1301, 1302, and 23xx and apply the AVID strategies to the readings. Each faculty will select a reading from coursework, or he/she can use an AVID provided article. The strategies will be discussed/applied at least one time before mid-term and one time after mid-term. All faculty will stress student use of 3 main steps (numbering the paragraphs, circling key terms/words, underlying/identifying authors' claims). Furthermore, instructors will discuss the six strategies (Visualize, Summarize, Clarify, Connect, Respond, Question). These strategies are introduced and applied in class and students are given a handout containing steps to use as a reference in the future.

Findings/Results: Using the AVID 5.5 "Marking the Text" strategy in English 1301 strategies seems to have improved Gen. Ed. Outcome "Read, Summarize, and Critically Interpret Written Material" by 9% compared to last year's non-intervention results of 30% proficiency.

Actions/Changes: The English Department will meet during Fall 2014 Convocation to discuss results and determine new and/or additional measures for the new academic year.

Year: 2013

Planning Unit: History [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Read, summarize, and critically interpret written materials'.

Intervention: Department members will continue to emphasize writing throughout all courses

Findings/Results:

Actions/Changes:

Program Outcome 2 Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives.

Year: 2006

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Demonstrate an understanding of the different chemistry disciplines and their applications.

Intervention: Expand student group work in lab and homework assignments in class.

Findings/Results: A short exam was given before the lab was done asking basic questions about the chemicals involved and the equipment to be used. Questions about the math methods to be used to calculate the data for that lab was also asked. The same exam was given after the lab was completed that same day. The grades rose dramatically after the student were able to get the hands on knowledge from doing the lab.

Actions/Changes: I have told the students that the results reflect a lack of preparation before labs, so the action was to have the students be better prepared before the labs. I will conduct the same pre/post assessment next year to see improvement.

Year: 2006

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Provide relevancy of Chemistry to students in real world applications.

Intervention: Creating specific labs dealing with household chemicals and some labs with biological applications.

Findings/Results: A short essay was asked to be attached to the lab report that was based on household products. The students were asked to elaborate on the relevancy of the lab to everyday life and how that could impact them in the future. 90% of the students were able to complete this essay and clearly explain the correlation between the lab and chemistry in everyday life.

Actions/Changes: I will expand this to more than one lab and connect the lab work with the students awareness of the chemicals that they come in contact with everyday.

Year: 2006

Planning Unit: Economics [View Plan](#)

Expected Outcome: Increase the percent of students who can correctly

identify the primary determinant of consumption.

Intervention: Apply an intervention that includes creating a teaching tool comprised of four questions that elaborate on the circular flow on factor of consumption, investment, business spending and net exports.

Findings/Results: In a narrative, state what happened and any conclusions.

Actions/Changes: Spent a little more time presenting the material, at multiple time throughout the semester. Plan to continue using this method.

Year: 2006

Planning Unit: Psychology [View Plan](#)

Expected Outcome: The student will use and critique alternative explanatory systems or theories.

Intervention: In the Spring 2007 semester, instruction will be provided on psychological theoretical perspectives. Module 1 in the current text addresses this information. The concepts are reinforced throughout the remaining chapters of the text. Ten questions pertaining to theoretical perspectives will be embedded into the final example. Upon results of assessment, modifications to module presentations will be made if less than 75% of students fail to meet mastery outcome of 80%.

Findings/Results: The results indicated that 100% of the students demonstrated mastery at 80% or higher.

Actions/Changes: Instructors will continue focusing on theoretical perspectives throughout the semester after introducing the concepts in Module 1.

Year: 2006

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will produce a personal stress reduction plan that includes an assessment of their current stress levels using a scale of 1-10 with 1 being low and 10 being high; a list of their major stressors, and a description of a personal plan for reducing their overall stress level. An acceptable score is a score of 35 or more out of 50. Students will put their plan into action over a 3 week period and record and submit a report their activities and progress to the instructor.

Intervention: Students will be provided information regarding the stress process via lecture, video, handouts, and/or

assigned readings. Students will complete a personal stress evaluation and stress reduction plan that includes: results from 3 stress assessments/tests; their current personal stress level based on a range from 1-10 with 1 being the low and 10 being high; a list of personal stressors; and a list of 5 stress reduction activities that they could use to reduce their stress level. Students will then choose 3 stress reduction activities and will do those activities 3 times a week for 3 weeks. At the end of the 3 weeks students will turn in a record their participation in their personal stress reduction activities.

Findings/Results: 58% of the students completed the stress reduction plan with a score of 35 or higher. This is below the target percentage of 70% of students earning 35 out of 50 or higher. On the anonymous survey, .066% reported that they did 0 % of the activities; .066% reported doing 25% of them; 15.5% reported doing 50% of them; 51.9% reported doing 75% of them and 21% reported doing 100% of their planned activities. A total of 71.9% of the students met the target criteria of completing 75% or more of their planned activities. This was close but a little below the target criteria of 75% will complete 75% or more of their planned activities.
Spring 2007: results pending

Actions/Changes: 1. Refine the activity report sheet so that is easier to use and include a graph they can mark as they complete an activities as visual reinforcement for their progress. 2. In addition to asking how many actually completed the activities, also ask them if they believe their stress levels are lower than before they did the stress unit; have them indicate if the techniques helped reduce stress.

Year: 2006

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students taking SOCI 1301 (Introduction to Sociology) will be able to critique alternative explanatory systems or theories (the three main theoretical schools of thought) and key sociological concepts then apply them to their individual lives.

Intervention: Students will be introduced to and use concept cards to improve learning.

Findings/Results: Initial results from the fall showed that for the pre-test control group 56% came into the class with mastery and the post-test experimental group showed 65%

mastery.

Actions/Changes: Next semester concept sheets and timing of application and testing of embedded questions may be moved up sooner in the semester and not towards the last exam.

Year: 2007

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Demonstrate an understanding of the different chemistry disciplines and their applications.

Intervention: Group research project. Oral report to be given via powerpoint presentation along with a written technical report.

Findings/Results: Students were able to present powerpoint presentation and field questions from their peers. The overall average was a 13 of 16 based on the rubric used.

Actions/Changes: More detailed information will be asked of groups/individuals for their presentations, and more questions will be asked by their peers.

Year: 2007

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Provide relevancy of Chemistry to students in real world applications.

Intervention: Research paper.

Findings/Results: The students were asked to write a research paper on a topic in chemistry that related to everyday life and how that could impact them in the future. 90% of the students were able to complete this essay and clearly explain the correlation between the topic and chemistry in everyday life.

Actions/Changes: Modify the rubric to incorporate a wider scope to enhance the students awareness of the chemicals that they come in contact with everyday.

Year: 2007

Planning Unit: Economics [View Plan](#)

Expected Outcome: Increase the percent of students who can correctly identify the primary determinant of consumption.

Intervention: Apply an intervention that includes creating a teaching tool comprised of four questions that elaborate on the circular flow on factor of consumption, investment, business spending and net exports.

Findings/Results: In a narrative, state what happened and any conclusions.

Actions/Changes: Spent a little more time presenting the material, at multiple times throughout the semester. Plan to continue using this method.

Year: 2007

Planning Unit: Psychology [View Plan](#)

Expected Outcome: The student will be able to identify the major concepts and people associated with the theoretical perspectives of Behaviorism, Humanism, and Psychodynamic theory.

Intervention: In the Fall 2007 semester, instruction will be provided on the psychological theoretical perspectives. Module 1 in the current text addresses this information. Theories continue to be reinforced throughout the text. Behaviorism is discussed in detail in Modules 9 and 10; an in-depth view of Psychodynamic theory and Humanism is presented in Module 19. Students will complete the instructional activities associated with these Modules.

Findings/Results: The targeted measure was met. 75% of students mastered the expected outcome for understanding psychological theoretical perspectives.

Actions/Changes: The department will continue with these successful strategies and plan activities for additional theoretical perspectives.

Year: 2007

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students taking SOCI 1301 (Introduction to Sociology) will be able to critique alternative explanatory systems or theories (the three main theoretical schools of thought) and key sociological concepts then apply them to their individual lives.

Intervention: Students will be introduced to and use concept cards to improve learning.

Findings/Results: Unable to meet this outcome because of unforeseen circumstances.

Actions/Changes:

Year: 2008

Planning Unit: Economics [View Plan](#)

Expected Outcome: Improve students ability to research, report and analyze current economic data.

Intervention: Access the articles or websites via the Internet or from newspapers, journals, statistical data reports, find current, relevant economic data, report data to class during the semester using verbal presentation skills and a type-written or cut and paste summary submitted to the instructor.

Findings/Results: Student achievement in this outcome declined from the previous year. The department feels that student learning is not accurately reflected in the achievement rates as indicated through the previous assessment.

Actions/Changes: The department created an exam that they feel is better aligned with the learning outcomes. The department emphasized the need to increase instructional activities that stresses economic research and reporting. The department explored methods to collaborate on the student research assignments and interpretation assignments.

Year: 2008

Planning Unit: Psychology [View Plan](#)

Expected Outcome: The student will be able to identify the major concepts and people associated with the theoretical perspectives of Behaviorism, Humanism, and Psychodynamic theory.

Intervention: In the Fall 2008 semester, instruction will be provided on the psychological theoretical perspectives. Module 1 in the current text addresses this information. Theories continue to be reinforced throughout the text. Behaviorism is discussed in detail in Modules 9 and 10; an in depth view of Psychodynamic theory and Humanism is presented in Module 19. Students will complete the instructional activities associated with these Modules.

Findings/Results: Targeted goal of 75 % of students achieving mastery was not met. 71% of students achieved mastery. Data will be reviewed to see if improvement is needed for specific class formats. (Internet, dual credit, distance learning etc.)

Actions/Changes: Departmental meetings will continue to be scheduled with agenda items addressing the delivery and evaluation of the student outcomes.

Year: 2008

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

Intervention: An in-class film will be used to introduce the concept of meritocracy. Students will reinforce their knowledge by identifying historical aspects of discrimination and writing a paper from their own perspective of meritocracy.

Findings/Results: Very good application resource for using film and applying the understanding of social stratification. When students are asked to write a paper on the film, serious errors were found in writing comprehension. Paper requirements will be of better use in classes when students have taken English 1301.

Actions/Changes: Use film to increase student understanding of social stratification.

Year: 2008

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students taking SOCI 1301 (Introduction to Sociology) will be able to critique alternative explanatory systems or theories (the three main theoretical schools of thought) and key sociological concepts then apply them to their individual lives.

Intervention: Students will be introduced to and use concept cards to improve learning.

Findings/Results: Concept cards assisted students in learning the systems and theories of sociological understanding. Concept cards prove to be a useful tool, they work well in stand alone classes. Very difficult to use in distance learning classes due to time inefficiency. By the time cards are graded class has moved on to the next section.

Actions/Changes: May use concept cards in stand alone classes but need another assessment tool for distance learning classes.

Year: 2009

Planning Unit: Physics [View Plan](#)

Expected Outcome: Students will become aware of the relevance of science in our local community and our community's workforce.

Intervention: Students will participate on field trips to the Texas A&M AgriLife Research Center and the Continental Tire

Center. Scientists and engineers will describe the work they do and how the principles of physics are used in their research and workplace.

Findings/Results: Organized field trips to the AgriLife Research Center and the local Test Track were not made this year. The field trips are designed to replace one lab activity. Labs for Physics 2425-2426 are held on Saturday morning. Last year students were able to change their schedule and come to lab on a weekday when these two research centers are open and professional engineers and scientists are available to guide the tours. This year, however, I had some students that could not come to Uvalde on a weekday. I was not able to develop an alternate plan to accommodate the students at distant sites, since I have very little knowledge of the science research possibly occurring in Del Rio and Eagle Pass.

Actions/Changes: I have changed the Physics 2425-2426 lab schedule to a Friday afternoon for the academic year 2010-2011. I shall also work with faculty and counselors at SWTJC Extension Centers to learn about possible science research occurring in these cities and then reach out to identify scientists/technicians that would be willing to lead tours and/or discussions of the work going on locally.

Realizing that the field trips to Uvalde research centers would not occur, I added more discussion during the spring course lecture relating the physics topics to special medical and engineering experiences. I also urged students to participate in activities organized by the Society of Physics Students and held at all SWTJC campus sites and to participate in the Aerospace Scholars Program hosted by NASA.

Year: 2009

Planning Unit: Psychology [View Plan](#)

Expected Outcome: The student will be able to identify the major concepts and people associated with the theoretical perspectives of Behaviorism, Humanism, Psychodynamic theory, biological, crosscultural, and cognitive approaches.

Intervention: In the Fall 2009 semester, instruction will be provided on the psychological theoretical perspectives. Module 1 in the current text addresses this information. Theories continue to be reinforced throughout the text. Behaviorism is discussed in detail in Modules 9 and 10; an in-depth view of Psychodynamic theory and

Humanism is presented in Module 19. Students will complete the instructional activities associated with these Modules.

Findings/Results: Targeted goal of 75% mastery was not met. 56% of students achieved mastery. When results were analyzed by sections, stand alone classes had a total mastery of 59%. This indicates improvement is needed for distance learning and stand alone classes. Item analysis for sections ADR01, ADR02, and CDR01 indicated a need for additional focus for the biological and behavioral theoretical perspectives.

Actions/Changes: Fall departmental meetings will focus on the delivery of content related to comprehension of the foundation theoretical perspectives for the understanding of general psychology. Major focus for the behavioral and biological perspectives will be addressed. Individual instructors will be encouraged to complete an item analysis for the assessment of their specific classes. In this way instructors can also make individual plans for course content improvement.

Year: 2009

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the Sociology program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'. Specifically, students will have a fuller understanding of the different competing theories relevant to the sociological perspective.

Intervention: Lecture and reading in relation to this outcome.

Findings/Results:

Actions/Changes:

Year: 2010

Planning Unit: Economics [View Plan](#)

Expected Outcome: Increase students understanding of macroeconomic principles and how they can be understood in real world circumstances.

Intervention: Provide current news articles (supply and demand, social security, national debt and unemployment) for students to read and summarize in a 250 word essay.

Findings/Results: Not all students participated in the intervention.

Actions/Changes: Will plan to assess this on an exam capturing more students.

Year: 2010

Planning Unit: Physics [View Plan](#)

Expected Outcome: Revise lab manual for Elementary Physics 1405-1407.

Intervention: I will compile a lab manual for Elementary Physics 1405-1407 during the academic year. The process will involve the revision of some lab activities and the development of new lab activities for some topics in physics. The same methodology will be used for each lab activity and report. Each lab activity will have a set of "Summing Up Questions" that students will be required to answer. These questions will constitute the formal assessment of the method. Summing Up Questions will focus on two aspects:

1. Each lab activity will require students to predict results of investigations to be conducted. At the conclusion of each investigation, students will be asked to explain in writing why their predictions were wrong, if that is the case.
2. In addition Summing Up Questions for each lab investigation will measure student's understanding of the physics concepts explored during the activity and will identify misconceptions that the lab activity has not successfully addressed.

An informal assessment regarding the student's conceptual understanding will be made during each lab activity as the lab instructor monitors the activity of each lab group. This assessment will be used to identify special topics for additional discussion during the lecture portion of the course.

Findings/Results: The revision of the lab manual was not completed as defined in the course outcome.

Actions/Changes: New activities have been identified and will be added to the lab manual. However, a few activities need to be developed for a few topics at a level appropriate to instructional level of conceptual physics. All new and older, revised activities will be written to follow the format and methodology as defined in the course outcome. This outcome will be retained as a physics course outcome for 2011-2012.

Year: 2010

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will improve learning related to the Psychology program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'. Specifically, students will identify the major concepts and people associated with the theoretical perspectives of Behaviorism, Humanism, Psychodynamic theory, biological, cross cultural, and cognitive approaches.

Intervention: In the Fall 2010 semester, instruction will be provided on the psychological theoretical perspectives. Module 1 in the current text addresses this information. Theories continue to be reinforced throughout the text. Behaviorism is discussed in detail in Modules 9 and 10; an in depth view of Psychodynamic theory and Humanism is presented in Module 19. Students will complete the instructional activities associated with these Modules.

Findings/Results: Did not achieved the target of 70 but improvements have been made over last years assessment result. Mastery has increased from 60% to 66%.

Actions/Changes: The department will improve communication regarding gen ed outcome #2 intervention and encourage adjunct participation. Information will be presented at departmental meetings during convocation week.

Year: 2010

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the Sociology program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'. Specifically, students will understand (differentiate)the different competing theories relevant to the sociological perspective.

Intervention: During the Fall and Spring semesters, all students in SOCI-1301 will be exposed to an increased number of lectures covering sociological theories. Also, all students will be required to read more materials covering the subject of theories.

Findings/Results: 75% of students assessed mastered the outcome slightly more than target.

Actions/Changes: Will continue to increase student learning interventions through group learning and short quizzes with an emphasis on the theories.

Year: 2011

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: Physics [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.

Intervention: Students in Physics 2426 (Spring) will be asked to submit two written critiques of selected articles published in refereed scientific journals. For each critique, the students will be asked to discuss one piece of factual information s/he learned from the article, two conclusions reached by the author(s) and their rationale leading to the conclusions, and an evaluation of the article (from the student's point of view). In the evaluation the student will discuss the quality of technical writing, but more importantly will discuss the integrity of the article's content. The student will describe his/her experience upon which s/he bases their evaluation.

Findings/Results: The addition of reading assignments were not added to University Physics 2426. This intervention was not added.

Actions/Changes: Specific articles should be selected for students to critique. The articles should provide physics relevancy to the interest/indicated major of each student.

Year: 2011

Planning Unit: Physics [View Plan](#)

Expected Outcome: Students will improve learning related to the Physics program outcome. "Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives". Specifically, students will use internet accessible simulations to demonstrate their ability to determine what physical factors will influence the

outcome of common, real world physics events and to subsequently predict outcomes of virtual activities simulating these events. One example is a student's investigation of the influence of the muzzle speed and angle of projection of fired balls on successfully hitting their designated targets.

Intervention: PhET Simulations developed by the Physics Education Research Team at the University of Colorado will be incorporated into University Physics 2425-2426 curriculum.

Findings/Results: Strong students had no problems accessing the url and following instructions in the use of the PheT simulations and completing the lab homework assignments incorporating the simulations. For weaker students, one or two labs should incorporate the use of the simulations to be completed during lab time, thereby increasing their confidence and familiarity with simulations. The simulations did stimulate subsequent class discussion. Simulations were only used in the second semester, Physics 2426. For that period of time, the intervention is believed to be successful.

Actions/Changes: It is recommended that some questions be added to subsequent homework or exam that would more definitely measure the impact of the simulations on the student's understanding of the physics being addressed.

Year: 2011

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the Sociology program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'. Specifically, students will understand (differentiate)the different competing theories relevant to the sociological perspective.

Intervention: During the Fall and Spring semesters, all students in SOCI-1301 will be exposed to an increased number of lectures covering sociological theories. Also, all students will be required to read more materials covering the subject of theories. Instructor will test a few options informally involving student's expression of understanding of subject.

Findings/Results: Students in the distance learning classes fared worse than the face to face classes. This could mean that the instruction technique needs attention and have a clear focus on the different theorieical methods in sociology.

Actions/Changes: Revise questions used for assessment and work on presentation of material to increase student learning.

Year: 2012

Planning Unit: Economics [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems, and competing ideas & perspectives.'

Intervention: Weekly assessments (quizzes) are administered in ECON 2301 & 2302. These quizzes directly pertain to the identification, assessment, and critical evaluation of questions, problems, and competing ideas & perspectives. These computer-based assessments provide students with immediate feedback.

Findings/Results: As indicated by above results, students taking at least 10 quizzes administered during the semester surpassed our goal of passing the course at a 20% higher rate than those students not participating in at least 10 quizzes.

Actions/Changes: Department will continue intervention during the next year.

Year: 2012

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.

Intervention: Theoretical perspectives are introduced in Module 1. Concepts related to theoretical perspectives are reinforced as course content is covered.

Findings/Results: 71 % of students mastered the outcome.

Actions/Changes: Continue with current strategy.

Year: 2012

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the Sociology program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'. Specifically, students will understand (differentiate)the different competing theories relevant

to the sociological perspective.

Intervention: During the Fall and Spring semesters, all students in SOCI-1301 will be exposed to an increased number of lectures covering sociological theories. Also, all students will be required to read more materials covering the subject of theories. Instructor will test a few options informally involving student's expression of understanding of subject.

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.

Intervention: In all SOCI-1301 classes faculty will explain the doctor patient relationship by lecture and having the students answer questions form a handout.

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Economics [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'. Specifically, increase student unit-test scores before midterm to facilitate successful ECON 2301 & 2302 course completion.

Intervention: Each faculty member teaching ECON 2301 & 2302 will model and reinforce at least two test taking strategies before the first exam is administered, and two additional strategies before each exam administered leading up to the midterm to help students better prepare for exams.

Findings/Results: We saw an increase of 3.2% between Exam 1 and Exam 2 after modeling and reinforcing test taking strategies.

Actions/Changes:

Year: 2013

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.

Intervention: Students will write a personal educational philosophy paper

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, assess, and critically evaluate questions, problems and competing ideas and perspectives'.

Intervention: Theoretical perspectives are introduced in Chapter 1. Concepts related to theoretical perspectives are reinforced as course content is covered in chapters on personality and learning. Class activities and class discussion address critical thinking skills.

Findings/Results:

Actions/Changes:

Program Outcome 3 Communicate effectively both in oral and written form.

Year: 2006

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Promote students communication skills.

Intervention: Oral presentation of a lab report.

Findings/Results: One student representative of each group was asked to give a short oral report based on the groups findings. The representative was graded on presentation and knowledge of the lab. Questions were then asked to the person about the lab based of the collected data and the theories of that lab. The findings were that this assessment promoted group work and made the

students think critically about their data.

Actions/Changes: I did this assessment to just one class as a trial run. I will expand this to more than just one lab and more than just one class.

Year: 2006

Planning Unit: English [View Plan](#)

Expected Outcome: Improve developmental education student success.

Intervention: Implement pilot classes using supplemental instruction (SI) in Engl 0302.

Findings/Results: Realized importance of designing assessment to measure developmental education success and develop baseline.

Actions/Changes: Created assessment to focus instructors' strategies.

Year: 2006

Planning Unit: English [View Plan](#)

Expected Outcome: Successful students will write effective sentences and paragraphs.

Intervention: Examples of effective sentences and paragraphs will be provided causing the students to implement in writing samples.

Findings/Results: 61% of students who participated in exercises, quizzes, and lab were successful in writing effective sentences and paragraphs.

Actions/Changes: Will use a Sentence Skills Pre-test, as well as the Post test, for future assessment.

Year: 2006

Planning Unit: English [View Plan](#)

Expected Outcome: Students will utilize correct MLA rules for documentation in a research paper.

Intervention: Students in ENGL 1301 will write a research paper in which MLA rules be assessed.

Findings/Results: 83% of students scored 70 or above on the rubric assessing correct MLA rules. This was above the projected target.

Actions/Changes: Even though students scored above the projected target, further investigation revealed that students scored lowest on the parenthetical documentation rule. Measures will be taken to ensure that students master

correct usage of the above-mentioned MLA rule. The English department will discuss the results and possible adoption of the rubric at the Fall 2007 meeting during convocation week.

Year: 2006

Planning Unit: English [View Plan](#)

Expected Outcome: Include a thesis sentence that specifies main idea in a persuasive essay.

Intervention: A persuasive in-class essay was added to the final exam of all sections of discipline's core courses for assessment.

Findings/Results: The essay was assigned and while the essays were being reviewed, it was determined that the rubric was not adequate.

Actions/Changes: A different rubric was adopted by the department to be used in the future.

Year: 2006

Planning Unit: Homeland Security [View Plan](#)

Expected Outcome: Students will demonstrate mastery in effective communication skills outside of the emergency operations center.

Intervention: Students will communicate with Regional Liaison Officers in a demonstration exercise.

Findings/Results:

Actions/Changes:

Year: 2006

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will show improvement on the Personal Report of Communication Apprehension (PRCA) or on the Personal Report of Public Speaking Anxiety (PRPSA) after taking any speech communication course.

Intervention: Students will participate in at least 3 oral presentations and other communication concepts and principles will be discussed in each speech communication course.

Findings/Results: During the semesters we have administered these instruments in our classes, the overall scores have decreased in all but one of the classes. This shows that students who take a Speech course at SWTJC can

expect to have lower communication apprehension upon completing the class than they had before taking the class.

Actions/Changes: We will continue to administer this instrument and to focus on anxiety reduction. If at any point the scores do not consistently go down, we will take the appropriate measures and spend more time on anxiety reduction and being a comfortable communicator so that the scores will consistently go down in the future. Due to the consistent success of our measurements, in the future we will administer this survey in only specific classes and will not record results for UAP purposes.

Year: 2006

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral presentation.

Intervention: Students taking a speech communication course will complete an oral presentation in which they must submit a formal outline.

Findings/Results: We began using our current rubric in the Spring 2007 semester. We didn't really know what to expect, so now that we have a benchmark (79%) we should be able to try to improve from that point in the future.

Actions/Changes: We have upped our goal to 80% mastery and plan to continue to emphasize the outlines so that our goals may continue to rise.

Year: 2007

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Promote students communication skills.

Intervention: Oral presentations. Students will give a 15 minute powerpoint presentation with a lab partner in front of their peers and answer questions over presentation.

Findings/Results: Each student in the group was asked to elaborate on a section of the powerpoint presentation. The student was graded individually on presentation and knowledge of the material. Questions were then asked to the person about the presentation based on the research presented. The findings were that this assessment promoted group work and made the students think critically about their data.

Actions/Changes: I will change the rubric to make the grading tougher.

The overall grades for the class were high due to the lack of parameters of the rubric used.

Year: 2007

Planning Unit: English [View Plan](#)

Expected Outcome: The student will apply correct MLA rules for documentation in a research paper.

Intervention: Examination and discussion of MLA rules in handbook and online sources; exercises and practice assignments in citation and documentation of source material

Findings/Results: Assessment reveals that 83% of students in English 1301 scored 70 or above on the rubric assessing correct MLA rules. This was above the projected target.

Actions/Changes: Though students generally scored above the projected target, assessment reveals that students scored lowest on the parenthetical documentation rule. Instructors will continue to emphasize MLA application and will seek out more effective strategies for helping students in this area.

Year: 2007

Planning Unit: English [View Plan](#)

Expected Outcome: The successful learner will write effective sentences and paragraphs.

Intervention: Examples of effective sentences and paragraphs will be provided; students will engage in exercises and writing activities, peer review and discussion.

Findings/Results: Assessment reveals that intervention has improved students' sentence skills, but that more basic instruction and practice is needed.

Actions/Changes: A new textbook and workbook was adopted for English 0302 which offers more grammar and writing practice.

Year: 2007

Planning Unit: English [View Plan](#)

Expected Outcome: The student will include a thesis sentence that specifies main idea in a persuasive essay.

Intervention: Examples of thesis statements in persuasive essays are provided in a variety of texts; exercises and writing assignments provide practice in writing thesis statements; peer review and discussion allow for reflection and improvement.

Findings/Results: The essay was assigned and while the essays were being reviewed, it was determined that the rubric was not adequate.

Actions/Changes: A different rubric was adopted for future use.

Year: 2007

Planning Unit: English [View Plan](#)

Expected Outcome: Improve developmental student success.

Intervention: Enhance supplemental instruction (SI) in Engl 0302 based on assessment results from 2006-07.

Findings/Results: Implemented pre and post tests for developmental education courses.

Actions/Changes: Discussed ways of tracking students as they move through gateway courses.

Year: 2007

Planning Unit: Homeland Security [View Plan](#)

Expected Outcome: Students will demonstrate mastery in effective communication skills outside of the emergency operations center.

Intervention: Students will communicate with Regional Liaison Officers in a demonstration exercise.

Findings/Results:

Actions/Changes:

Year: 2007

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral presentation.

Intervention: Students taking a speech communication course will complete an oral presentation in which they must submit a formal outline.

Findings/Results: Approximately 79% of our students were able to complete an outline with a grade of 70% or above during Spring 2007.

Actions/Changes: After seeing the 79% success rate, we are moving our target to 80% and plan on continuing to change the target until our students consistently achieve 90% on their speech/presentation outlines.

Year: 2008

Planning Unit: English [View Plan](#)

Expected Outcome: Improve student analytic writing skills

Intervention: Require writing samples as part of the final exam in all Sophomore English class for Spring 2009.

Findings/Results: Results of the assessment were limited by lack of instructor participation. However, evaluation of available writing samples demonstrate that departmental and institutional planning needs to focus on increased writing instruction and student application of analytic writing skills

Actions/Changes: Department has directed faculty to increase required writing assignments related to analytical writing in all classes.

Year: 2008

Planning Unit: Homeland Security [View Plan](#)

Expected Outcome: Students will demonstrate effective communication skills during emergency operations.

Intervention: Students will communicate with various emergency operations agencies in a demonstration exercise.

Findings/Results:

Actions/Changes:

Year: 2008

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Improve class participation in PHIL 2306 particularly in remote distance learning settings with the idea of increased student learning.

Intervention: The teaching methodology in distance learning classes will be revised in the following way: The class will be divided into three teams (A, B, and C). Each team will be assigned a reading from the textbook for which they will be responsible. Using a set of questions given to each team, they will discuss the reading for about 15 minutes. A grade will be assigned based on the answering of the questions orally.

Findings/Results: Improvement in course grades. Of the 22 that participated, 18 got a B or better in the course. Those who did not participate, only 5 of the 12 got a B in the

course. Intuitively, there was an increase in class participation. However, there was not a solid measurable way to record this increase.

Actions/Changes: Will increase point for participation from 10% of grade to 20% of grade.

Year: 2008

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will show improvement on the Personal Report of Communication Apprehension (PRCA) after taking any speech communication course.

Intervention: Students will participate in an oral presentation and other communication concepts and principles will be discussed in each speech communication course.

Findings/Results: Student showed a decrease in their apprehension from pre-test scores to post-test scores. We surpassed our target goal.

Actions/Changes: Communication instructors will continue administering the PRCA questionnaire (pre and post).

Year: 2008

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral presentation.

Intervention: Students taking a speech communication course will complete an oral presentation in which they must submit a formal outline.

Findings/Results: All sites had very good outline scores except Del Rio. The instructor in Del Rio will place much more emphasis on the importance of outlines and how to complete one correctly.

Actions/Changes: More emphasis on outlines. Still striving for 80% overall.

Year: 2009

Planning Unit: English [View Plan](#)

Expected Outcome: Final Exams administered in Developmental Writing courses will contain items that clearly assess Developmental Education Writing Outcomes (ENGL 0301, ENGL 0302)

Intervention: Department Chair and faculty groups will collect and examine existing Final Exams for Developmental

Writing courses.

Findings/Results: Correlation activity and review has not been completed.

Actions/Changes: Correlation will be completed by June 30, 2010, and submitted to faculty for review and approval on July 1, 2010; revised exams will be used in Fall, 2010 semester.

Year: 2009

Planning Unit: English [View Plan](#)

Expected Outcome: Final Exams will developed/revised to contain items that clearly assess student achievement related to General Education Outcomes: ENGL 1301, ENGL 1302, ENGL 23XX

Intervention: Groups of faculty will examine existing Final Exams for each course to locate and/or revise test items to clearly correlate to specific General Education Outcomes and QEP goals that are taught in specific classes.

Findings/Results: English faculty reviewed ENGL 1301 Pre-Test and determined that several items needed clarifying or revising. Other exams (ENGL 1302, ENGL 23xx) still require review.

Actions/Changes: English 1301 Pre-Test was revised by faculty and approved by Department Chair. The revised test was administered at beginning of Spring 2010 semester.

Year: 2009

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Create a rubric to assess student written essay in Phil-1301

Intervention: Student will be asked to write an essay after the third exam. This is a take-home essay. Students will communicate effectively in writing the theories of knowledge and ethics of Aristotle according to the rubric's guidelines as stated on the course syllabus.

Findings/Results: The results of the essay review by faculty showed that students had little trouble mastering the assignment. The two students who had the most difficulty had trouble with writing itself, not really with content. Two students did not do the assignment.

Actions/Changes: The faculty plans to increase the amount of student success by stressing writing (grammar and composition) as well as content.

Year: 2009

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral presentation.

Intervention: Students taking a speech communication course will complete an oral presentation in which they must submit a formal outline.

Findings/Results: All three SWTJC campuses exhibited improvements in student outline scores for the 2010 Fall semester. The current data shows that students are improving on their overall organizational methods at all three campuses to produce and deliver effective speech outlines.

Actions/Changes: Continue emphasis on students producing effective outlines. Continue to strive for 80% overall student success. Planning is ongoing to improve the rubric to identify specific skill set criteria to address student needs that do not meet current standards.

Year: 2009

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will show improvement on the Personal Report of Communication Apprehension (PRCA) after taking any speech communication course.

Intervention: Students will participate in an oral presentation and other communication concepts and principles will be discussed in each speech communication course.

Findings/Results: Students showed a decrease in their apprehension from pre-test scores to post-test scores on all three SWTJC campuses. We surpassed our target goal by offering the students numerous opportunities in the classroom setting for group discussion, meetings, interpersonal communication, and public speaking presentations.

Actions/Changes: Communication instructors will continue administering the Pre/Post Report of Communication Apprehension (PRCA) questionnaire to communication students on all three SWTJC campuses.

Year: 2010

Planning Unit: English [View Plan](#)

Expected Outcome: Final Exams administered in Developmental Writing courses will contain items that clearly assess Developmental Education Writing Outcomes (ENGL

0301, ENGL 0302)

Intervention: Department Chair and faculty groups will collect and examine existing Final Exams for Developmental Writing courses.

Findings/Results: The test items for 0302 have been reviewed and aligned. The test for ENGL-0301 has been developed and aligned.

Actions/Changes: Tests are ready to be used starting Fall 2011. Department will continue to review results of assessment for these classes for planning purposes.

Year: 2010

Planning Unit: ESL [View Plan](#)

Expected Outcome: Increase student enrollment in the ESL credit program.

Intervention: Expand recruiting efforts in the district and across the Mexican border by means of school visits, radio & newspaper advertisements, and posters.

Findings/Results: Program growth related more directly to word of mouth than campus visits at this point.

Actions/Changes: Continue to focus on providing high quality language instruction. Will revisit campus visits as needed.

Year: 2010

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Increase student writing ability on written essay in Phil-1301 by requiring supplemental instruction from writing labs

Intervention: Student will be ask to write an essay after the third exam. The essay is take-home essay. Students will communicate effectively in writing the theories of knowledge and ethic of Aristotle according to the rubric's guidelines as stated on the course syllabus. However, this writing and re-writing will now involve the tutors in the writing center collaborating with the faculty and the students working on the assignment for increased student engagement.

Findings/Results: Nine of 14 students mastered the material according to the standards applied. Despite repetition, the students have performed at a level lower than that expected.

Actions/Changes: A component will be added to the essay: Do you think Aristotle is right or wrong, and why? This will require students to exercise judgment and not just give an explanation.

Year: 2010

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Communicate effectively both in oral and written form'. Specifically, students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral presentation.

Intervention: All faculty teaching Speech 1311 and 1321 will have students study textbook outlining methods and sample formats for oral presentations. There will be a minimum of two presentation per student that will be delivered mid-term and toward the end of term. Then they will create an outline and use it to deliver their oral presentations.

Findings/Results: 75 percent of students overall for the 2010-11 year mastered oral presentation outline. This falls short of our goal of 80%.

Actions/Changes: Will continue to use this oral presentation outline and rubric to improve communications skills as stated in the general education outcome.

Year: 2011

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Communicate effectively both in oral and written form'.

Intervention: A rubric will be modified from last year to assess the students ability to orally describe what they did in a laboratory experiment completed during the semester by the student.

Findings/Results: Students were asked to write an indepth scientific paper that dealt with a chemistry/biochemistry topic. The students chose a variety of topics and the vocabulary and direction of the papers were the type of scientific form I was looking for in this project.

Actions/Changes: The only minor change I will make next year is have the student give a brief oral explanation of their paper to the class.

Year: 2011

Planning Unit: Humanities [View Plan](#)

Expected Outcome: Students will improve learning related to the General

Studies program outcome 'Communicate effectively both in oral and written form'.

Intervention: The intervention will be implemented in Spring 2012. Students in selected sections of ENGL 23xx, PHIL 1301 & 2306, HUMA 1301 will be required to seek supplemental writing assistance outside of class. This may be accomplished by visiting the writing center, working with a tutor, or utilizing other methods as approved by the instructor.

Findings/Results: PHIL 1301: 90% of students submitted documentation (from visiting writing labs) and 70% completed the writing assignments. PHIL 2306: 96% of students submitted documentation (from visiting writing labs) and 75% completed the writing assignments. ENGL-2328: 63% achieved mastery level, below target but only 59% of classes participated in the intervention.

Actions/Changes: PHIL 1301 & 2306: While the target was not met, the process appeared to be beneficial and will be continued, with the additional requirement for students to submit the first draft that was reviewed by the writing lab. ENGL-2328: Plan to continue the intervention but begin it earlier in the semester.

Year: 2011

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Students will improve learning related to the Philosophy General Studies outcome 'Communicate effectively in written form'.

Intervention: Students in PHIL-2306 will write a moral autobiography. They will be required to give two reasons why each decision they made was right or wrong. Then they must inform the reader if this leads to a universal moral truth.

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will improve learning related to the General Education Core Outcome #3 'Communicate effectively both in oral and written form'. Specifically, students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral

presentation.

Intervention: In Fall 2011 and Spring 2012, students in SPCH 1311 and 1321 taught in Uvalde will use a textbook chapter to assist in developing an outline. Instruction will also provide a handout with sample outlines for reference purposes.

Findings/Results: (report on numeric results above)

Actions/Changes:

Year: 2011

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students involved with Speech 1311 and 1321 will have the opportunity to take the Speech Departmental Final exam. It will be administered during finals week and cover the entire textbook. This exam will measure General Educational Outcomes #3, #4, #9 addressed in these Speech courses. The Exams will have sixty questions and the students will be provided with a study guide to assist them in test preparation and student success.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Communicate effectively both in oral and written form'.

Intervention: A rubric will be modified from last year to assess the students ability to orally describe what they did in a laboratory experiment completed during the semester by the student.

Findings/Results: The results showed 4 measured outcomes with an improved percentage from beginning to end but the target figure was not met.

Actions/Changes: Integrating basic technical terminologies/vocabularies in the lecture sessions will be emphasized to improve the students' oral and written communication skills and in data interpretation. Students' will be encouraged to acquire the required textbook for the course before

the semester starts(if possible) so they can have access on the material at an early stage.

Year: 2012

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will improve learning related to the General Education Core Outcome #3 'Communicate effectively both in oral and written form'. Specifically, students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral presentation.

Intervention: Students will be instructed in the development and use of an outline in the preparation of a speech. All sections of SPCH 1311 that are taught in Uvalde will be included.

Findings/Results: Seventy-seven percent of students in the fall and 79% in the spring mastered the outline task. This falls slightly below the target of 80%. It was observed that procrastination seemed to cause a number of students to be less successful than those who prepared well in advance.

Actions/Changes: Continue to focus on: textbook instruction, sample outline formats, instructor mentoring with sample speeches. Further, provide in-class group exercises in developing an appropriate outline for a specified topic. A "7-day rule" will be presented and emphasized: topic is chosen on day 1, with the seventh day being the day of the speech. A new structure will be incorporated, providing students with suggested milestones for each day of preparation. Further, it will be pointed out to students that historically, those who spend the full seven days in preparation are more likely to be successful in the course than those who wait until the last minute.

Year: 2012

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students involved with Speech 1311 and 1321 will have the opportunity to take the Speech Departmental Final exam. With this exam we will be able to discover the impacts of student success regarding the textbook material and focus this material on the General Education Outcomes covered in these courses.

Intervention: Students will be provided with a study guide to assist them in test preparation and student success regarding

learning in General Education Outcome #3,#4,#9.

Findings/Results: The following applies to Uvalde SPCH classes only: for the fall term, 46% of SPCH 1311 students and 59% of SPCH 1321 students achieved or exceeded the mastery score of 80% on the final exam. In the spring term, 38% of the SPCH 1311 and 23% of SPCH 1321 students achieved the mastery score on the final exam. Overall, 42% of the 1311 students and 43% of the 1321 students achieved 80% or better on the departmental final. These scores are well below the 80% target.

Actions/Changes:

Year: 2013

Planning Unit: English [View Plan](#)

Expected Outcome: English 1302 students will improve thesis sentences and overall organization of the academic essay through the use of the formal thesis outline.

Intervention: Three English 1302 instructors will teach the formal thesis outline in both the fall and spring semesters. (An example of the thesis outline is available in the Keys for Writers text, pages 36-38). Other English 1302 instructors will NOT teach the formal thesis outline. Instructors teaching the formal outline: A. Mancha, M. Burchfield, T. Tucker, E. Lara, J. Watts, M. Heaton, H. Strait, R. King Those NOT teaching the formal outline: R. Andrews, K. Quiroz, M. Stocks, B. Leon

Findings/Results: Findings are pending until Fall 2013 and Spring 2014 essays have been evaluated. Date TBA.

Actions/Changes:

Year: 2013

Planning Unit: Humanities [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Communicate effectively both in oral and written form'.

Intervention: In ENGL 23XX (all sophomore literature courses) (Fall 2013 & Spring 2014), the instructors will implement: (1) for online sections only: an online message board related to class assignments; and (2) for face-to-face sections: a student-instructor conference to review student performance.

Findings/Results: Met our targets and seen improvements.

Actions/Changes: Target a specific writing assignment, for example, the

end of course essay, to better evaluate and measure a student's writing success and/or progress.

Year: 2013

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome #3 'Communicate effectively both in oral and written form'. Student learning will also improve related to General Education Outcomes #4, #9.

Intervention: The faculty will emphasize the textbook chapter outlines and supplements made available through the Portal Shared Files. The students will also be provided with a study guide to assist them in test preparation and student success.

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will improve learning related to the General Education Core Outcome #3 'Communicate effectively both in oral and written form'. Specifically, students will demonstrate an improvement in proper organizational skills when formulating an outline for an oral presentation.

Intervention: The Speech faculty will provide students with the Speech Outline Organizational Skills Rubric. Students will be instructed in how to use this guide when preparing outline for their oral presentation.

Findings/Results:

Actions/Changes:

Program Outcome 4 Work collaboratively as well as independently; demonstrate competent team and interpersonal skills.

Year: 2007

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will work collaboratively as well as independently; demonstrate competent team and interpersonal skills.

Intervention: Incorporate 3 three team building activities throughout the semester. Assign students into special work groups at least 5 times throughout the semester.

Findings/Results: Excellent. Introducing "ice breaking" games, leadership games, gave students the opportunity to "relax" and be themselves in a class. We were able to bring more of the social aspect of physical education, which opened the door for more interaction and the sharing of cognitive information to work together.

Actions/Changes: We will continue to use this strategy to break down personal barriers. This breakdown enables the student as well as the instructor an opportunity to creating personal relationships, in hopes of enhancing grades and retention rate, and graduation rates. After further review, we realize our results were only an opinion of an instructor. We will need to design a rubric, or another type of instrument to measure these results, as opposed to the opinion of an instructor.

Year: 2007

Planning Unit: Speech [View Plan](#)

Expected Outcome: Students will know from memory the five fundamental principles of human communication as identified by Beebe, Beebe, and Ivy in the current SPCH 1311 textbook.

Intervention: Students will be randomly assigned to groups of 3 during the first part of the semester and asked to create a mnemonic device to help memorize the five communication principles. One student from each group will then be called upon to share their groups results and the class will vote on the best mnemonic device.

Findings/Results: We have not been able to track the results as we had hoped. It will take too much time to track the results the way we have it set-up. Therefore no results have been submitted to this point.

Actions/Changes: As a department we will review this idea and either modify it to make it easier to track, or will replace it with another idea to increase our teaching and our students learning effectiveness.

Year: 2008

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Promote students communication skills.

Intervention: Oral presentations. Students will give a 15 minute powerpoint presentation with partners in front of their peers and answer questions over presentation.

Findings/Results: The numbers were hard to interpret because there were some individuals that were very prepared and did a lot of the work for group, so that the group numbers were high. The individual numbers were low because a majority of the students put off the work until the last minute. Groups of four students were not the ideal size for this project.

Actions/Changes: Did not reach the target. By making the groups smaller, the learning environment should increase. I will change the group size to two for next year.

Year: 2009

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Promote students communication skills.

Intervention: Oral presentations. Students will give a 15 minute powerpoint presentation with partners in front of their peers and answer questions over presentation.

Findings/Results: I changed the group size from four to two and that did help in the work production. I also saw that the work load was more evenly shared. The students still procrastinated and did not reach the target at the four week mark, but they made a significant improvement by the six week mark to meet the target score.

Actions/Changes: Seeing a significant improvement from last year shows that I am on the right track. As far as meeting the target at the 4 week mark, I will make the update a bigger part of their final grade for the project.

Year: 2010

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Promote students communication skills by making project partners turn in progress reports at the four week and six week mark of the semester.

Intervention: Oral presentations. Students will give a 15 minute powerpoint presentation with partners in front of their peers and answer questions over presentation.

Findings/Results: Communication among the students was good, but they took longer than expected to get started on their projects and thus the lower numbers for the 4th week.

Actions/Changes: The assessment subject matter is going to be changed to group work done in the laboratory. The students will

be assessed on their individual contributions to the lab and will then be tied back into outcome 1 by doing an oral presentation on this lab.

Year: 2010

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will work collaboratively as well as independently; demonstrate competent team and interpersonal skills (General Education Outcome #4).

Intervention: Several activity classes in Uvalde and one in EP and one in DR will be required to turn in a Portfolio/Concept Briefing. The Portfolio/Concept briefing includes at least 2 articles of aerobic conditioning, diet/nutrition, and muscular development, for a total of 6 articles of research. And finally, a presentation of their work in a group effort. This activity will group 3 students and each will choose a topic of discussion, from one area of research, be given an assigned date to present to the rest of the class, and share their research with the remainder of the class as well as turn in written work.

Findings/Results: our method of testing seems to be fine, we were already achieving this in some of our activity classes. student success rate by % not exactly where we were shooting, however, one never knows which class will be recorded. need to bring all adjunct faculty on board. student reaction seems positive because of information provided, not only by instructor, but by peers.

Actions/Changes: continue working on ALL classes and ALL faculty members (adj), to be as one unit. athletic classes came on board this year. good. will look into rubric grading for changes to be made if any. this assessment will be in all activity classes.

Year: 2011

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills'.

Intervention: Students will be asked to work in a group to complete a lab. The students will be asked to complete the physical work as a team and compile the data as a team as well. The students will then have to write a report on their own describing all the different parts that each team member was responsible.

Findings/Results: I tested lab groups orally to see if they communicated data amongst themselves and could they help each other to finish the lab workup after the lab was over. The results were not as high as I would have liked. Most students wanted to work independently and could not help their fellow lab partners to understand theory type questions.

Actions/Changes: Perhaps pick an easier lab to assess. As the theory questions became harder, the students cooperated less and less.

Year: 2011

Planning Unit: Management [View Plan](#)

Expected Outcome: Students will improve learning related to the general studies program outcome: "Work collaboratively as well as independently; demonstrate competent team and interpersonal."

Intervention: In the Spring 2012 offering of BUSG 2309, students working in teams will be required to conduct a marketing survey prior to preparing a business plan. Further, the same teams will teach two chapters from the textbook to the class as a whole. The Summer II 2012 offering of BMGT 1307 will be assessed for effectiveness in teamwork.

Findings/Results: A total of 26 students composed six groups (teams), four teams in Del Rio and two in Uvalde. Size of teams varied from three to five members. Results are reported by team. All teams achieved mastery on the chapter presentations and the marketing plan; four of the six teams achieved mastery scores on the business plan. Team conflict and mental tiredness likely accounted for the lack of mastery by two of the teams. All teams did well on the marketing plan; all teams put in a great deal of effort to prepare and conduct the survey.

Actions/Changes: The program coordinator will continue to use and study teams. It becomes obvious that teams are rapidly increasing globally.

Year: 2011

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will work collaboratively as well as independently; demonstrate competent team and interpersonal skills (General Education Outcome #4).

Intervention: Several activity classes in Uvalde, Eagle Pass, Del Rio, and Crystal City, will be required to turn in a Concept

Briefing. The Concept briefing will be performed in groups of 3 students preferably, if not only 2 depending on the number of students in the class. The Concept Briefing will include at least 6 articles of aerobic conditioning, diet/nutrition, muscular development, or a sport specific skill depending on what class they are enrolled in (ie, bowling, volleyball, raquetball can present a skill.) Then, the group will prepare a 3 page document regarding the research found. Finally, the group will present their findings to the class in an informative, well organized, flowing manner and class discussion format.

Findings/Results: The findings we feel are right on pace as to satisfy our objectives. We also feel our target percentage rate is accurate.

Actions/Changes: The existing assessment method seems to be appropriate. The emphasis needs to be placed more on student engagement and presentation.

Year: 2012

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills'.

Intervention: Students will be asked to complete the physical work as a team and compile the data as a team as well. The students will then have to write a report on their own describing all the different parts that each team member was responsible.

Findings/Results: Results indicate that improvement is needed in this program outcome. Students need to learn the ability and importance of working together in the classroom or laboratory.

Actions/Changes: Improve the results by requiring the students to complete the physical experimental activities as a team/group and compile the data as a team/group as well. The students will then have to write a report on their own describing all the different parts that each team/group member was responsible. Groupwork will be a requirement in the laboratory activities. A group data reporting will be required as well.

Year: 2012

Planning Unit: Management [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills'.

Intervention: Assess high performance work teams in BMGT 1307 and compare team results to those derived by study of BUSG 2309.

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills'.

Intervention: All Activity Classes (Kine 110-2110) will be required to complete a Concept Briefing. The assignment will be performed in groups of 3 students preferably, sometimes only 2. The group will need to research 2 articles covering a collaborative topic decided by the group, write a one page summative of the information collected, then present their material to the class. The range of topics can be from diet/nutrition, sport specific skills, aerobic conditioning strategies, or a topic under the umbrella of health, physical education, or diet/nutrition.

Findings/Results: The target was met, with 81% of students performing at the mastery level.

Actions/Changes: The intervention will be continued, but with modifications allowing the instructors to tailor the topic and format of the assignment for specific classes.

Year: 2013

Planning Unit: Humanities [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills'.

Intervention: The Group Utopia project requires HUMA 1301 students in fall 2013 to work in student-selected teams to pose solutions to the social problems discussed in our course and thereby create an idyllic society. The

final product is a group presentation.

Findings/Results: The project, group evaluation, and intervention were successful because we met our targeted 80% of mastery for both outcomes. Using multiple checkpoints within the group work time to make individuals accountable not only to their teammates but to the instructor for a part of their grade was appropriate motivation to create cohesive teamwork.

Actions/Changes: No changes needed at this time. This project and this approach to group work have been an embedded part of the HUMA 1301 course I teach, and I use the team evaluations as part of each student's grade so that a level of individual accountability within the group is emphasized. Using multiple graded checkpoints and conferencing throughout the group work process has proven an effective way to assure that each team member recognizes the importance of their contributions to the larger group.

Year: 2013

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills.'

Intervention: All Activity Classes (KINE 1100-2110) will be required to complete a Concept Briefing related to course section. The assignment will be performed in groups of 2-3 students---(determined by individual instructors). Groups will research a Fitness Concept---(Collaborative topic assigned to each group) related to individual course section and complete a one page summary using the rubric indicated by the instructor. (Basic requirements include: 2 resources minimum, group collaboration, oral presentation). The range of topics can be from wellness, fitness components, sport specific skills, aerobic conditioning strategies, or a topic under the umbrella of health, physical education, or diet/nutrition.

Findings/Results: KINE Physical Activity classes demonstrated group collaboration during Fitness Analysis presentations. Students demonstrated and articulated joint effort in presentation and written communication of the assignment.

Actions/Changes: For future assignments it is the recommendation of the Kinesiology Department to modify this assignment to

an individual project. Students will submit individual fitness improvements and analysis based on participation in a Physical Activities class.

Year: 2014

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Work collaboratively as well as independently; demonstrate competent team and interpersonal skills'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 5 Reason quantitatively as well as verbally.

Year: 2006

Planning Unit: Economics [View Plan](#)

Expected Outcome: Students will demonstrate successful use of graphical analysis to evaluate results in problem solving. (Core Outcome 7)

Intervention: Use lecture and class demonstration. Starting Fall 2006 Students will draw graphs and interpret graphically data.

Findings/Results: What happened?

Actions/Changes: What was done? What was done

Year: 2006

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Improve success (A, B, or C only) in MATH 1314 for students placed in the highest level of developmental math (MATH 0303) by using supplemental instruction (SI). (ATD)

Intervention: In designated sections of MATH 0303 the one-hour lab will utilize SI instead of computer-based instruction.

Findings/Results: What happened? No traditional students tested.

Actions/Changes: What was done? What was done

Year: 2006

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: The student will represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.

Intervention: Combination of classroom lecture, group learning and lab activities. Students who successfully complete 0303 will correctly solve quadratic equations using 3 methods.

Findings/Results: Embedded questions on Math 0303: #16 - 82% success #17 - 43% success #20 - 47% success #24 - 55% success.

Actions/Changes: Due to the the results indicated above, methods of solving by factoring will now be included in both Math 0302 and Math 0303 course objectives to promote greater success in this area.

Year: 2006

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: The student will apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.

Intervention: Students in College Algebra will solve traditional math problems numerically. These problems will include mixture problems in finance and science. Literal algebraic equations will also be solved numerically. Students will use spreadsheet software and/or calculators for creating numerical estimations for solving traditional mathematical problems.

Findings/Results: The first semester data has indicated an average of 53% success on the described objectives.

Actions/Changes: Plan to continue with current initiative using numerical methods for problem solving. More computer/visual technology will be purchased for classroom demonstration.

Year: 2006

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Improve success (A, B, or C only) in MATH 1314 for students starting in developmental math. (ATD)

Intervention: Link MATH 0303 and MATH 1314 by offering combined sections in a single semester format.

Findings/Results: Due to large variances in difficulty from semester to semester, the College Level Math Accuplacer was not

deemed appropriate for assessment of topics in these courses. Exam included too much content in trig which is not covered within Math 0303/1314.

Actions/Changes: Department of Math decided to institute the use of a departmental exam.

Year: 2006

Planning Unit: Physics [View Plan](#)

Expected Outcome: The student will represent the physics of real world problems pictorially, verbally, and mathematically.

Intervention: Group activities in class and laboratory and homework assignments will require students to present the physics of assigned problems by more than one representation (e.g. real world sketches; physical representations such as motion diagrams, force diagrams and work-energy bar charts; graphs; and mathematical representations).

Findings/Results: For Physics 1401, the final exam did not have a designated problem for assessment and so the assessment could not be completed. However, the exam did require multiple representations on about 50% of the questions. My measurement is the average of the final exams, not one specific problem. The measurement for Physics 1402 was based on all questions on the final exam, not just one problem.

Actions/Changes: For the next academic year, I will prepare one question for the 1401 final exam which asks the student to present the physics of the problem by multiple representations (i.e. real world sketches, physical representations, graphs, verbal representations and mathematical representations). I will grade the problem by a designed rubric. In addition I will select a specific homework problem requiring the students to present the physics by multiple representations and use the same rubric for grading. If the student receives an average of 70% for both problems, then the student will have achieved my outcome. The same practice described above will be followed in Physics 1402.

Year: 2006

Planning Unit: Physics [View Plan](#)

Expected Outcome: The student will improve his/her understanding of the relationship among basic physics quantities and principles.

Intervention: Group-performed class and laboratory activities

addressed description and prediction of motion, change in motion and factors contributing to change in motion. Independent student activities consisted of ranking task problems and writing summaries of lab investigations.

Findings/Results: The pre and post tests on motion and force were administered during the Fall 2006. Only 1 student of 11 completers improved their scores by 30%. Therefore only 12% of the class achieved this outcome. This activity will be repeated in the Fall 2007. A pre test for electricity and magnetism was given in the Spring 2007 in Physics 1402. Only 1 student (2% of class) demonstrated a 30% increase in scores.

Actions/Changes: The same pre and post tests for (1) force and motion will be administered in the Fall 2007 and the same pre and post tests in electricity and magnetism will be administered in the Spring 2008. There will be no change in activities. I have determined that my outcome measurements were too ambitious. Therefore the outcome will be changed to 50% of the students will improve their scores by 12% (ie get 3 more questions out of a total of 26 correct). The EM test, developed by a group of physics faculty across the country, was too broad in content coverage. I shall use a different pre/post test for the Spring 2008. I will also measure the outcome by the same indicators for the Fall Assessment Test on Motion and Force.

Year: 2007

Planning Unit: Economics [View Plan](#)

Expected Outcome: Students will demonstrate successfully use of graphical analysis to evaluate results in problem solving. (Core Outcome 7)

Intervention: Use lecture and class demonstration. Starting Fall 2006 Students will draw graphs and interpret graphically data.

Findings/Results: What happened?

Actions/Changes: What was done? What was done

Year: 2007

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Students will solve linear, quadratic, absolute value equations and compound inequalities.

Intervention: Faculty will incorporate the use of graphing calculators

to solve inequalities. Graphical solving of inequalities will support the techniques of solving algebraically.

Findings/Results: 279 -number of students participating in the intervention 58% percent of students meeting or exceeding the criterion for mastery who participated in the intervention involving inequalities 49% percent of students meeting or exceeding the criterion for mastery who participated in the intervention involving equations Students have improved in the area of inequalities as compared to previous test results.

Actions/Changes: Faculty will continue to emphasis methods of analytic geometry in their classes. Particular attention will be given to missing topics in the textbook related to the use of graphing for solving methods. Faculty will incorporate the use of TI-Smartview for demonstration of graphing approaches.

Year: 2007

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Improve developmental education student success in math.

Intervention: Enhance supplemental instruction (SI) in Math 0303 based on assessment results from 2006-07.

Findings/Results:

Actions/Changes:

Year: 2007

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Improve developmental student success in math

Intervention: Schedule and teach linked sections of Math 0303 and Math 1314 using a revised placement test requirement. Note: Restrict enrollment to better prepared students in math level 2.

Findings/Results:

Actions/Changes:

Year: 2007

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Students will have the ability to perform integer arithmetic.

Intervention: Faculty will require students to utilize the online study plan component of their developmental course. Additional online quiz/test will be assigned specific to this content.

Findings/Results: Student success was greater than target score. Students are improving in integer arithmetic skills. Previous semester results of students in 0301 showed 59% success in arithmetic skills. br>

Actions/Changes: The math department will continue to utilize mathxl software for developing and enhancing basic arithmetic skills. Repetition with immediate feedback seems to be helping some students. br>

Year: 2007

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Improve math student success by using the same integrated software package for lab work across all levels and sections.

Intervention: Redesign Math 0301-0303, 1314 to fully implement Math XL from Pearson and utilize it in all math sections in Fall 2007.

Findings/Results:

Actions/Changes:

Year: 2007

Planning Unit: Physics [View Plan](#)

Expected Outcome: The student will improve his/her understanding of the relationship among basic physics quantities and principles.

Intervention: Group-performed class and laboratory activities addressed description and prediction of motion, change in motion and factors contributing to change in motion. Independent student activities consisted of ranking task problems and writing summaries of lab investigations.

Findings/Results: Only 1 student out of 10 students improved scores on pre-post tests by 30% in the Fall 2007 and none of the 4 students improved scores on pre-post tests by 30% in the Spring 2008. The pre-post tests administered in the Fall were on Motion and Force and had 26 questions. The pre-post tests administered in the Spring were on Electricity and had only 12 questions. While the students did show improvement in test scores, they did not improve as much as anticipated.

Actions/Changes: No changes in assessment of this outcome will be made at this time. At the end of 2008-2009, three years of assessments will be compared and if warranted, changes will be developed at that time. It is too soon to draw conclusions regarding the appropriateness of the targeted benchmarks .

Year: 2007

Planning Unit: Physics [View Plan](#)

Expected Outcome: The student will represent the physics of real world problems pictorially, verbally, and mathematically.

Intervention: Group activities in class and laboratory and homework assignments will require students to present the physics of assigned problems by more than one representation (e.g. real world sketches; physical representations such as motion diagrams, force diagrams and work-energy bar charts; graphs; and mathematical representations.

Findings/Results: The mastery was measured by two questions given on the last exam of the Fall semester, not each exam as planned. Five of 8 students obtained 70% mastery of two problems on the exam which addressed multiple representations of the physics. These 5 students received better than 85% mastery. Two of the three students not achieving mastery had excessive absences. The assessment seems to be appropriate for this outcome.

Actions/Changes: This assessment will be repeated as defined for this outcome during the 2008-2009 year. Comparison of % mastery will be made from exam to exam and the results will be reported to the students when graded exams are returned. The course instructor will consult with each student not achieving mastery to insure the student understands the course objectives for the course and if deemed necessary will identify classmates or former physics students who are available for outside tutoring.

Year: 2008

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Students will relate the different chemistry disciplines and their applications to the real world through an oral presentation.

Intervention: Group research project. Oral report to be given via powerpoint presentation along with a written technical

report.

Findings/Results: Student did a good job overall, but they were a little lacking in the research. The numbers for the preparedness were not up to the target number of 4.5. As a whole, the presentations gave the students a chance to speak in front of their peers and learn about a chemistry topic that they did not know about before the project.

Actions/Changes: I had made the groups based on the lab group that they happened to be in the first day of class. This presented problems due to some students dropping the class and some students having to do the presentation alone. Other groups were too big and not everyone got a chance for equal time during the presentation. Next year I will keep the group size to two people and I will assign them in class.

Year: 2008

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Students will complete College Algebra or their equivalent credit level math within one year of their enrollment in Math 0302.

Intervention: Students who meet appropriate academic requirements on Accuplacer will be enrolled in a linked Math 0302-0303 course during their first semester at our college. The student will be required to enroll in Math 1314 immediately upon their successful completion of this dual course in order for credits to apply.

Findings/Results: Only 6% of students who began Math 0302 in traditional course settings had completed college Algebra with credit within one year following Math 0302. 16% of students who began Math 0302 in linked Math 0302-03 courses had completed college Algebra with credit within one year following Math 0302. The course was offered again the next semester, but enrollment did not substantiate a course.

Actions/Changes: Math 0302 linked courses will again offered to students for further data collection. The course offering will be attempted again in fall of 09.

Year: 2008

Planning Unit: Physics [View Plan](#)

Expected Outcome: The student will improve his/her understanding of the relationship among basic physics quantities and principles.

Intervention: Group-performed class and laboratory activities address the description and prediction of motion, change in motion and factors contributing to change in motion. Independent student activities consisted of ranking task problems and writing summaries of lab investigations.

Findings/Results: The results were inconclusive. Only 40% of the students (2 out of 5 total) enrolled in Physics 1401 were present to take the post test in motion and force. Time remaining in the semester did not permit other students to take the post test at another time. Therefore some thought will be given to administering the post test in conjunction with the final. Since there were only 4 students enrolled in Physics 1402, the pre and post test in electricity were not administered.

Actions/Changes: The results of administering the pre and post tests in general physics over the last few years has been good enough to warrant these as an assessment for program outcomes. However, the scores will be a normalized gain of 30% based on the work done by David Hestenes and other physics education researchers.

Year: 2008

Planning Unit: Physics [View Plan](#)

Expected Outcome: The student will represent the physics of real world problems pictorially, verbally, and mathematically.

Intervention: Group activities in class and laboratory and homework assignments will require students to present the physics of assigned problems by more than one representation (e.g. real world sketches; physical representations such as motion diagrams, force diagrams and work-energy bar charts; graphs; and mathematical representations).

Findings/Results: The target measure for all multiple representations for all physics topics did not meet the target measure expected. However, there were only 5 students enrolled in Physics 1401 and 4 students in Physics 1402. The mastery of these representations is significantly linked to peer instruction (group classwork) which was not as strong in this class as previous years.

Actions/Changes: Based on the results of the assessments for this outcome, this assessment will be used to assess physics programs outcomes for all physics courses.

Year: 2009

Planning Unit:

Chemistry [View Plan](#)

Expected Outcome: Students will relate the different chemistry disciplines and their applications to the real world through an oral presentation.

Intervention: Group research project: Oral report to be given via powerpoint presentation along with a written technical report.

Findings/Results: In general, the groups were able to relate subject material that was informative and objective. Students fell short in three of the five areas.
For enthusiasm, too many of the students read off their notes and did not use any eye contact with the audience.
For the vocabulary, the students introduced chemical names into their presentations, but had a hard time pronouncing them and that hurt the overall presentation.
Listening to others fell short because many of the students did not know what questions to ask after other presentations were done.

Actions/Changes: In the future, perhaps a trial presentation with just me in the audience to give them feedback before getting up in front of their peers.

Year: 2009

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: To implement a universal problem-solving approach for students in Math 1314. To increase student performance on application problems in a variety of contexts.

Intervention: To modify the instructional approach used by faculty for teaching problem-solving. Faculty will provide the five-step problem-solving plan to students to apply to real-world problems in Algebra:

1. Read the problem carefully until you can interpret the situation in your own words. Draw a picture.
2. Determine what is to be found and Assign a variable for that unknown.
3. Write a relationship to represent the situation, using the assigned variable.
4. Solve the relation to determine the value of the variable.
5. Verify your results by restating the situation using your own words and the solution value.

Findings/Results: Faculty participation was limited and results are pending. Will continue with same intervention during

spring 2010.

Actions/Changes: The use of the problem-solving plan in all levels of math instruction will be implemented. Continued use of the problem solving plan will continue in the next academic year.

Year: 2010

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Students will relate the different chemistry disciplines and their applications to the real world through an oral presentation.

Intervention: Group research project. Oral report to be given via powerpoint presentation.

Findings/Results: Students scored below expected in some of the areas. Overall the percentages were favorable, but the current rubric may not have enough leeway in the grading scale. That can and will be addressed for next year.

Actions/Changes: Rubric will be altered and assessment tools will be changed as well. Instead of presentation on research paper, it will be based on a chemistry lab instead.

Year: 2010

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Provide relevancy of Chemistry to students in real world applications.

Intervention: Students are to write a 7 page research paper.

Findings/Results: Students preformed above expectations in this assessment. The students followed the rubric and completed all sections of it.

Actions/Changes: Instead of a 7 page research paper, the students will be collecting 2 to 3 articles from the internet that deal with chemistry and they will write a 3 to 5 page summary of the data collected.

Year: 2010

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Increase student mastery of equation/inequality solving through a universal graphical approach. Connect student understanding of graphical solutions to algebraic solutions.

Intervention: To modify the instructional approach used by faculty for teaching graphical solving. Faculty will emphasize a

graphing approach toward equation/inequality solving. Graphing utility software will be incorporated for instruction. New textbook with graphical approaches has been adopted.

Findings/Results: Student success has improved in the area of graphical solving. Equation solving has improved, but inequality solving needs greater improvement.

Actions/Changes: Inequality problem solving by graphing will be given greater emphasis.

Year: 2010

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Emphasize a universal problem-solving approach for students in Math 1314 to increase their performance on application problems in a variety of contexts.

Intervention: To modify the instructional approach used by faculty for teaching problem-solving. Faculty will provide the five-step problem-solving plan to students to apply to real-world problems in Algebra. 1. Read the problem carefully until you can interpret the situation in your own words. Draw a picture. 2. Determine what is to be found and Assign a variable for that unknown. 3. Write a relationship to represent the situation, using the assigned variable. 4. Solve the relation to determine the value of the variable. 5. Verify your results by restating the situation using your own words and the solution value.

Findings/Results: Student performance continues to improve in the area of problem solving. To that end, this intervention will continue to be emphasized.

Actions/Changes: Because of its perceived success, this intervention practice will continue to be utilized.

Year: 2010

Planning Unit: Physics [View Plan](#)

Expected Outcome: Students will improve learning related to the Physics program outcome 'Reason quantitatively as well as verbally'. Specifically, students will use computer simulations to demonstrate their ability to predict outcomes of virtual physics activities, such as hitting targets with fired balls.

Intervention: PhET Simulations developed by the Physics Education Research Team at the University of Colorado will be incorporated into University Physics 2425-2426 as post lab activities.

Findings/Results: Some students enrolled in Physics 2425-2426 do not have access to the internet at home. Therefore access to the website for PhET simulations must occur while the students are on the college campuses. The development time for curriculum activities targeting PhET simulations or other web-based simulations was greatly underestimated. Few instructional activities incorporating these simulations at the college level have been posted for public use. The physics instructor will necessarily need to prepare most of her own curricular activities using this web-based tools.

Actions/Changes: Little progress was made regarding the incorporation of PhET simulations or other web-based simulations as a structured component of the course curriculum and assessment. The plan to incorporate physics simulations available through the internet will require more time to complete. Therefore during the next academic year, the physics instructor will propose to develop and incorporate a smaller number of simulation-based activities each semester, and these will be implemented as supplemental forms of instructions, not a regular feature of post-laboratory assignments.

Year: 2011

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Emphasize a universal problem-solving approach for students in Math 1314 to increase their performance on application problems in a variety of contexts.

Intervention: To modify the instructional approach used by faculty for teaching problem-solving. Faculty will provide the five-step problem-solving plan to students to apply to real-world problems in Algebra. 1. Read the problem carefully until you can interpret the situation in your own words. Draw a picture. 2. Determine what is to be found and Assign a variable for that unknown. 3. Write a relationship to represent the situation, using the assigned variable. 4. Solve the relation to determine the value of the variable. 5. Verify your results by restating the situation using your own words and the solution value.

Findings/Results: The student performance measures on our summative tests indicate that this is still one of the area of lowest performance. Students, however, have made improvements in the application of technology for problem solving. However, critical thinking and problem solving is still an area in need of great improvement. It

does indicate that our interventions in this area are correctly targeted, but need to be revised.

Actions/Changes: The department will develop problem solving to incorporate in each area of content. Since problem solving needs to be reviewed continually, we plan to modify our current course content so that it is based more on problem solving rather than graphing and technology.

Year: 2011

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Students will improve their problem solving skills by discussion in peer groups.

Intervention: Each developmental course will provide 6 group learning opportunities within their lab setting. Students will be challenged to verbalize their approaches in the context of problem solving.

Findings/Results: The student performance measures on our summative tests indicate that this is still one of the area of lowest performance. Students, however, have made improvements in the application of technology for problem solving. However, critical thinking and problem solving is still an area in need of great improvement. It does indicate that our interventions in this area are correctly targeted, but need to be revised.

Actions/Changes: The department will develop group learning activities to be used on a per chapter basis. Since group problem solving and discussion must be practiced frequently, we plan to modify our current course content so that it utilizes group learning and discussion.

Year: 2012

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: To improve the students ability to reason quantitatively as demonstrated by their problem solving skills.

Intervention: Increase the number of application-based assignments required by students in our Math 1314 classes. A minimum of 8 assignments of this type will be required of students. Faculty will share a database of application assignments via the college portal and its shared files.

Findings/Results: Student performance in the area of problem solving is improving.

Actions/Changes: A new approach for extended practice of problem solving will be implemented utilizing our online course

platform Mymathlab.

Year: 2013

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Students will write and verbally describe mathematical processes accurately.

Intervention: Math instructors will require students to write or explain their perspectives about the math used in their classroom. Students will write at least a paragraph or more describing processes or methods used to achieve a desired outcome. A minimum of 4 writing assignments will be required.

Findings/Results:

Actions/Changes:

Program Outcome 6 Demonstrate competency in the application and use of technology.

Year: 2008

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Demonstrate competency in the application and use of technology.

Intervention: A last page tear off assessment will be added to a project, midterm or final exam of all sections of discipline core courses.

Findings/Results: Students Assessed: 55 Mastering Outcomes: 35
Percent Mastery: 64%

Actions/Changes: There is a drop in the number of students who mastered this objective. Instructor will redesign the BCIS 1405 regarding number of labs & exams offered per semester (increased the number of labs to 15 - 1 per week and increased the number of exams to 5 - 1 exam per module).

Year: 2008

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Demonstrate competency in the application and use of technology.

Intervention: A last page tear off assessment will be added to a project, midterm or final exam of all sections of discipline core courses.

Findings/Results: Students Assessed: 104 Mastering Outcomes: 88

Percent Mastery: 85%

Actions/Changes: The findings resulted in student improvement with the Class/Lab projects and Exams for this objective. No action taken.

Year: 2008

Planning Unit: Engineering Computers (GS) [View Plan](#)

Expected Outcome: Students will show increased ability to write basic programs.

Intervention: Provide students with template samples of working programs from which they would fill in missing information.

Findings/Results: While more students completed assignments with higher grades, the results seemed to indicate that they retained less information. The use of guided templates did not appear to work.

Actions/Changes: Guided templates, if used, must be in addition to more convention methods.

Year: 2008

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Students will receive instruction solely through course delivery software. These students will successfully complete Math 0302 at or above the current rate of success for students who receive traditional instructional approaches.

Intervention: Math 0302 will be administered by faculty to students specifically with online course utilities (Math XL). Classroom instruction will be by traditional lecture approaches for comparison.

Findings/Results: The Math XL course delivery approach appears to have relatively similar results to those of traditional courses.

Actions/Changes: Student successes in follow-up courses might need to be investigated to measure competencies/mastery of course material.

Year: 2009

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Demonstrate competency in the application and use of technology.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of

discipline's core courses.

Findings/Results: 35 Students Assessed, 31 Mastered Outcomes, 89% Mastery.

Actions/Changes: No Actions Taken. Instructor will continue to use practical business software applications for instruction.

Year: 2009

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Demonstrate competency in the application and use of technology.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: 251 Students Assessed, 216 Mastered Outcomes, 86% Mastery.

Actions/Changes: No Actions Taken. Instructors will continue to use practical software applications for instruction.

Year: 2009

Planning Unit: Engineering Computers (GS) [View Plan](#)

Expected Outcome: Students will show increased ability to write basic programs.

Intervention: Change learning platform from JBuilder to NetBeans and utilize the textbook resources more fully.

Findings/Results:

Actions/Changes:

Year: 2009

Planning Unit: Mathematics [View Plan](#)

Expected Outcome: Individualized instruction will be created for students in developmental math courses using the Plato learning environment.

Intervention: Each student will be set up with an Individualized Education Plan as determined by their Pre-test. Students will have assigned tutoring times with their instructors and will have computer-generated assignments to complete on Plato. Title V faculty were selected for this intervention.

Findings/Results: Faculty feedback was very negative as to the implementation of this course delivery system. Student

time-on-task was hard to measure and software objectives were hard to correlate to the course content.

Actions/Changes: Will definitely consider alternatives to this course management system. Not recommended for future use.

Year: 2010

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Assess General Education Core Objective for Computer Literacy (No. 6): Demonstrate competency in the application and use of technology. Students in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents with tables & charts using Word, and the development of presentation graphics with media using PowerPoint.

Findings/Results: 45 Students Assessed, 33 Mastered Outcome, 73% Percent Mastered, 75% Target Percent Mastery Students did not demonstrate mastery of the outcome examined at a level meeting the target. Though, the target was not attained, this activity positively affected student learning with the development of Business Proposals & Graphics. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component. These instructional activities will help improve the core assessment results.

Year: 2010

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Assess General Education Core Objective for Computer Literacy (No. 6): Demonstrate competency in the application and use of technology. Students in COSC 1401 - Microcomputer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.

Intervention: Students will complete a series of class/lab projects

during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business documents with tables & charts using Word, and the development of presentation graphics with media using PowerPoint.

Findings/Results: 19 Students Assessed, 17 Mastered Outcome, 89% Percent Mastered, 75% Target Percent Mastery (COSC 1336) 203 Students Assessed, 174 Mastered Outcome, 86% Percent Mastered, 75% Target Percent Mastery, (COSC 1401) Students demonstrate mastery of the outcome examined at a level exceeding the target. This activity positively affected student learning with the development of Programming Skills, Business Proposals & Graphics. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. The COSC 1336 students will utilize the JAVA software for programming. These instructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology. Students in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.

Intervention: Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 58 Students Assessed, 50 Mastered Outcome, 86% Percent Mastered, 75% Target Percent Mastery Students demonstrate mastery of the outcome examined at a level meeting the target. The target was attained, this activity positively affected student learning with the development of Business Proposals & Graphics. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for

training and include a (SAM) Skills Assessment Manager Software component. These instructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology. Students in COSC 1401 - Microcomputer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.

Intervention: Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 70 Students Assessed, 59 Mastered Outcome, 84% Percent Mastered, 75% Target Percent Mastery Students demonstrate mastery of the outcome examined at a level meeting the target. The target was attained, this activity positively affected student learning with the development of Business Proposals & Graphics. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component. These instructional activities will help improve the core assessment results.

Year: 2012

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology. Each Student in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentations.

Intervention: (SAM) Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 56 Students Assessed, 48 Mastered Outcome, 86% Percent Mastery, 75% Target Benchmark. Students demonstrate mastery of the outcome examined at a

level meeting the target. This activity positively affected student learning with the development of Business Proposals & Presentations. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will continue to utilize the Microsoft Office 2010 software for training and the (SAM) Skills Assessment Manager Software component. These instructional activities improve the core assessment results.

Year: 2012

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology. Each student in COSC 1401 - Microcomputer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.

Intervention: Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 42 Students Assessed, 37 Mastered Outcome, 88% Percent Mastery, 75% Target Benchmark. Students demonstrate mastery of the outcome examined at a level meeting the target. This activity positively affected student learning with the competency in the application and use of technology. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the latest Microsoft Office software for training and the updated (SAM) Skills Assessment Manager Software component. These instructional activities will improve the core assessment results

Year: 2013

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology. Each student in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business

documents, and presentation graphics.

Intervention: Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 58 students assessed, 42 mastered outcome, 72% The target for this outcome, 75%

Actions/Changes: Changes in the course include new mandates as per the core curriculum - Critical Thinking, Communication, Quantitative Skills.

Year: 2013

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology. Each student in COSC 1401 - Introduction to Computing will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.

Intervention: Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 54 Students Assessed, 43 Mastered Outcome, 80% Target for this outcome, 75%

Actions/Changes: Changes in the course include new mandates as per the core curriculum - Critical Thinking, Communication, Quantitative Skills.

Year: 2013

Planning Unit: Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Demonstrate competency in the application and use of technology'.

Intervention: Students will design a lesson plan that uses the PowerPoint presentation of similar software product. Students will post their lesson plan online and review (using a rubric) other students lesson plans.

Findings/Results:

Actions/Changes:

Year: 2014

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology. Each student in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.

Intervention: Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Year: 2014

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student performance with respect to General Education Core Outcome No. 6: Demonstrate competency in the application and use of technology. Each student in COSC 1401 - Introduction to Computing will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business documents, and presentation graphics.

Intervention: Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Program Outcome 7 Apply the scientific method to the process of evaluating reported research findings and to problem solving.

Year: 2006

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).

Intervention: Lab instructors will review parts of the microscope and their use and function at least three times during the semester with the students. They will also demonstrate how to properly make a wet mount slide and explain the appropriate applications of the compound light

microscope and compare this with other types of microscopes.

Findings/Results: The intervention appeared to work although the small number of students receiving it may not be statistically significant. 9 Students participate in the class with the intervention. 28 students were assessed that did not receive intervention and of those 75% mastered criterion. (Part of Core Curriculum Graduate Assessment work). Only one question was used in this assessment. In the spring 2007 semester the microscope assessment method was improved with a total of 160 students being given an assessment instrument over microscope use and procedures. Out of these the overall percentage of correct answers was 37.6% with 62.4% being answered incorrectly. An assessment of 13 questions was used and there were no questions that stood out as getting answered correctly over those that were incorrect. Overall it appeared that even those labs where the students were given more than average instruction with the microscope had no more success than those where the microscope instruction was given only one time during the first lab.

Actions/Changes: Intervention tried again with larger number of students to verify results. As indicated above, a larger sample of students showed that they were not getting the significance of proper procedures with the microscope and this was verified with the large amount of damage to microscopes and slides destroyed. This item will be discussed during the convocation week to determine what possible actions or interventions can be taken to reduce the amount of damage and cost to the college for repairs and replacement of equipment and slides.

Year: 2006

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry. BIOL 1413 (General Zoology) and BIOL 1411 (General Botany)

Intervention: Students will read up to four scientific articles during the semester that deal with scientific issues. Instructors will review these articles with the students and model techniques in reading and analyzing for details. Spring 2007

Findings/Results:

After carefully reviewing several scientific articles with the class, one was chosen and was read together with the class and carefully analyzed for details. A zoology class of 23 students participated in this assessment. Sample questions were asked in class and methods of analysis were modeled for the class. The next day an assessment was given which included 15 questions which tested for numerical data analysis, reasoning skills in making reasonable conclusions, rote memory of names or places. The highest scores were obtained with the memory questions and the lowest scores on the numerical data with the reasoning questions only slightly higher. The highest scores on the simple memory questions was 87%, with 78% being the next lower one. The numerical data scores ranged from 20% to 35%. The reasoning questions had scores from 13% to 70% on one question. The overall percentage for correct scores averaged 40% which was far below the target.

Actions/Changes: No changes were made at this time and perhaps the only change will be to spend more time practicing with analyzing scientific data and how to report this data. Outside reports or reporting of a lab exercise may also be used in helping students to learn how to read and analyze for scientific details.

Year: 2006

Planning Unit: Physics [View Plan](#)

Expected Outcome: The student will successfully solve real-world physics problems.

Intervention: Groups will perform application problems and experiment problems, which address problems encountered in the real world or workplace.

Findings/Results: Only one student submitted his report of work on an application problem during the Fall 2006. The application problems were given as optional assignments and were given as out of class assignments. Application problems were required in the Spring. The grades were major grades for the semester. Groups were also given a choice of application problems to perform. 100% of the students scored at least 70% with 9/11 students scoring better than 90%. The students' were very excited about these activities and recommended that more such problems be assigned each semester.

Actions/Changes: During the Spring 2007, the application problems were

required with two weeks to complete the assignment. Groups were required to submit two progress reports during this period. In addition each group had to make an oral presentation of their application problem to the class. Part of the grade was based on class evaluation of the project and the oral presentation. This format will be repeated for application problems in the next academic year.

Year: 2006

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will demonstrate knowledge of the appropriate research method needed to investigate research hypotheses related to the human condition.

Intervention: Instruction will be focused on the research methodologies of experimentation, correlation, observation and survey research. Module 2 in the current text addresses this information. In addition instructors will present and discuss the 2 activities that focus on research and its application that are provided in each module of the text. During week 10 three instructors will implement the learning activity/intervention where they conduct in an in class survey. The concepts of ethics, procedures, and analysis will be illustrated. Additional information comparing and contrasting the 4 research approaches will be provided.

Findings/Results: Overall correct with intervention # correct percent correct 122/156 78.2% Overall correct without intervention # correct percent correct 87/109 79.8% Item analysis Questions 1, 2, & 4, concerned survey research and questions 3 & 5 concerned experimental research. Intervention # missed; percent missed 1. 4/79 5% 2. 9/79 11.4% 3. 21/79 26.58 4. 11/79 13% 5. 30/79 37.0% Non intervention #missed, percent misses 1. 5/109 4.5% 2. 9/109 8.2% 3. 36/109 33% 4/ 14/109 12.8% 5. 31/109 28.4% Comments Five questions were asked of the students. Three questions concerned survey research and 2 concerned experimental research. The data indicated that there was no substantial difference in the number of students meeting the 80% criteria for the intervention group where 78.2% met the criteria, and the nonintervention group where 79.8% met the criteria. This suggests that both groups of students demonstrated mastery of the content. An item analysis of the questions missed indicated that both groups missed a greater percent of

the questions focused on experimental research regardless of whether they participated in the intervention or not.

Actions/Changes: Based upon this analysis it is suggested that the department's UAP for 2007-08 focus on mastery of concepts concerning experimental research..

Year: 2006

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

Intervention: An in-class film will be used to introduce the concept. Students will reinforce their knowledge by identifying historical aspects of discrimination and writing a paper from their own perspective of meritocracy.

Findings/Results: During the fall semester a pretest control group showed 61.5% mastery and a post test experimental group showed 75% mastery. In the spring semester the activities described above were carried out.

Actions/Changes: The results of the content sheet in the fall semester were not outstanding and the decision was made to try a different approach (described in activities above) in the spring. To obtain sufficient data, the latter approach was continued into the action plan for 2007-2008.

Year: 2007

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).

Intervention: Lab instructors will review parts of the microscope and their use and function at least three times during the semester with the students. They will also demonstrate how to properly make a wet mount slide and explain the appropriate applications of the compound light microscope and compare this with other types of microscopes.

Findings/Results: Six sections of Biol. 1411 and four sections of Biol. 1413 were tested with overall percentage being 46%. This is far below the target outcome.

Actions/Changes: As a result of students not learning adequately how to use the microscope, there has been on going damage

to microscopes and slides which has resulted in more money being spent to maintain the equipment. This problem will continue to be discussed at the department level with the hope of improving student skills with the microscope.

Year: 2007

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry. BIOL 1413 (General Zoology) and BIOL 1411 (General Botany)

Intervention: Students will read up to four scientific articles during the semester that deal with scientific issues. Instructors will review these articles with the students and model techniques in reading and analyzing for details. Spring 2007

Findings/Results: The readings were implemented in four sections of Biol. 1413 and average scores exceeded the target goal of 60% overall.

Actions/Changes: It was decided to continue with the assigned readings which were taken from Scientific American journals and the textbook.

Year: 2007

Planning Unit: Physics [View Plan](#)

Expected Outcome: The student will successfully solve real-world physics problems.

Intervention: Groups will perform application problems and experiment problems, which address problems encountered in the real world or workplace.

Findings/Results: No experiment problems were assigned during the Fall 2007. One experiment problem was assigned to the four attending students in the Spring 2008. The problem was graded by the physics instructor and three additional science faculty. All students received better than 70% on the group-performed procedure and report. Two difficulties were recognized: more students were needed to allow for smaller group activities, thereby increasing involvement by individual students. More experiment problems need to be assigned during the Fall and Spring semesters. The assessment of this outcome should be based on students' performance on their second or third experiment problem, not their first.

Students enjoyed the problem and recognized the value of this group activity to not only their mastery of the physics concept, but the relevancy of the concepts to real world and to develop team building and general investigative skills.

Actions/Changes: More experiment problems will be added, especially during the Fall Semester when the number of enrolled students is larger, providing for more group projects. Assessment of this outcome will be made on the second experiment problem assigned.

Year: 2007

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Given a description of 5 different research designs, students will be able to correctly identify the type of research method being described. Research designs will consist of an experiment; a survey; an observation; a case study; and a correlation. Criterion for mastery is 75%.

Intervention: Information regarding research designs is presented in Module 2 in the text. Examples for each type of research design will be presented and reinforced. The research example in each of the subsequent chapters will also be presented and reinforced.

Findings/Results: The assessment result show that we did not achieve the target of 75% mastery. 65% of students achieved mastery which we feel should be improved.

Actions/Changes: At departmental meetings we will discuss strategies to improve this outcome. Interventions will be designed to make use of more specific scenarios identification of dependent and independent variables.

Year: 2007

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

Intervention: An in-class film will be used to introduce the concept. Students will reinforce their knowledge by identifying historical aspects of discrimination and writing a paper from their own perspective of meritocracy.

Findings/Results: Unable to achieve this outcome due to unforeseen circumstances.

Actions/Changes:

Year: 2008

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).

Intervention: Lab instructors will review parts of the microscope and their use and function at least three times during the semester with the students. They will also demonstrate how to properly make a wet mount slide and explain the appropriate applications of the compound light microscope and compare this with other types of microscopes.

Findings/Results: The process and assessment were implemented in seven sections of BIOL 1411 and four sections of BIOL 1413. Students have not performed as well as hoped.

Actions/Changes: Eagle Pass botany lab was remodeled to facilitate student learning of microscope techniques. Multimedia system is being installed to enhance student-faculty communication in the lab.

Year: 2008

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry. BIOL 1413 (General Zoology) and BIOL 1411 (General Botany)

Intervention: Students will read up to four scientific articles (in addition to required textbook reading) during the semester that deal with scientific issues. Instructors will review these articles with the students and model techniques in reading and analyzing for details. Spring 2007

Findings/Results: Student achievement was relatively consistent across sections measured. (Three sections in Eagle Pass, one in Crystal City, and one in Uvalde)

Actions/Changes: Some of the readings were taken from the textbook and some were from other sources. After reviewing the data, the department decided to change textbooks. The new textbook will be more readable and better aligned with supplemental reading activities.

Year: 2008

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Provide relevancy of Chemistry to students in real world applications.

Intervention: Students are to write a 5 page research paper.

Findings/Results: Many of the student found very good topics in the world of chemistry to write about, but turning it around and applying it to real world was not as easy for them. Perhaps the topic parameters were too broad.

Actions/Changes: The topic parameters will be narrowed. The objective better defined by me to the students before the paper is written.

Year: 2008

Planning Unit: Physics [View Plan](#)

Expected Outcome: Students working collaboratively in assigned groups will successfully solve real-world physics problems and report the strategies employed and conclusions.

Intervention: Groups will perform application problems and experiment problems, which address problems encountered in the real world or workplace. A written and oral report will be presented by the group.

Findings/Results: The design problem was not assigned to the PPhysics 1401 class as planned. However, it was assigned to the Physics 1402 class. The students' performance in groups in Physics 1401 led me to believe that they would not successfully complete the design project. The student leadership was not present to provide the initiative to undertake a design experiment problem. However, the student performance in Physics 1402 was much better. Although there were only 4 students (1 less than in Physics 1401) and only 3 of these had completed the 1401 course, there was a cohesiveness among the students that facilitated team work. The design project was assigned to two groups and each group successfully completed a written and oral report of their investigation and conclusions.

Actions/Changes: The experiment problems seem to be a good instructive tool for all levels of physics, not only as an exercise in the use of the scientific method, but in developing an appreciation of the relevance of physics of physics in the real world. This assessment will be used as one measure of the physics program outcomes.

Year:

2008

Planning Unit: Psychology [View Plan](#)

- Expected Outcome:* Given a set of research designs, students will be able to correctly identify the type of research method being described.
- Intervention:* Information regarding research designs is presented in Module 2 in the text. Examples for each type of research design will be presented and reinforced. The research example in each of the subsequent chapters will also be presented and reinforced.
- Findings/Results:* These results include students enrolled in Distance learning(2-way interactive video), dual enrollment, and regular lecture classes. Full-time as well as adjunct instructors participated. Target was achieved.
- Actions/Changes:* Departmental meetings will continue to be scheduled with agenda items addressing the delivery and evaluation of the student outcomes. Plans were made to provide on-line assessment so internet classes will be assessed in the future.

Year: 2009

Planning Unit: Biology [View Plan](#)

- Expected Outcome:* Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).
- Intervention:* Lab instructors will review parts of the microscope and their use and function at least three times during the semester with the students. They will also demonstrate how to properly make a wet mount slide and explain the appropriate applications of the compound light microscope and compare this with other types of microscopes.
- Findings/Results:* From seven botany and three zoology classes, the average score on the microscope assessment increased from 41% to 47%--only a slight improvement. The current microscope teaching interventions have not appreciably decreased the level of damage typically done by inexperienced students to microscopes and slides.
- Actions/Changes:* As of January 2010, the department is considering new interventions to improve student understanding of proper microscope handling.

Year: 2009

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry. BIOL 1413 (General Zoology) and BIOL 1411 (General Botany)

Intervention: Students will read up to four scientific articles (in addition to required textbook reading) during the semester that deal with scientific issues. Instructors will review these articles with the students and model techniques in reading and analyzing for details. Spring 2007

Findings/Results: After reviewing the data in January 2010, the department decided to change textbooks because the book in use does not meet student learning needs.

Actions/Changes: The department has selected a new textbook that is more readable and better aligned with supplemental reading activities. The book will be adopted in 2010-11.

Year: 2009

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Provide relevancy of Chemistry to students in real world applications.

Intervention: Students are to write a 5 page research paper.

Findings/Results: I modified my topic parameters and was more specific with the students as far as the objective of this paper and the results were excellent. The topics were very relevant to both the world of chemistry and the real world.

Actions/Changes: I will raise the target numbers and perhaps change the paper from an informative paper to a persuasive one.

Year: 2009

Planning Unit: Psychology [View Plan](#)

Expected Outcome: The student will demonstrate mastery of concepts related to the scientific method and research design.

Intervention: Information regarding research designs is presented in Module 2 in the text. Examples for each type of research design will be presented and reinforced. The research example in each of the subsequent chapters will also be presented and reinforced.

Findings/Results: Targeted goal of 75% mastery was not met. 70% of students achieved mastery. When results were

analyzed by sections, stand alone classes had a total of 80% mastery. Item analysis for sections ADR01, ADR02, and CDR01 indicated additional need for course focus on dependent and independent variables. (Assessment questions were expanded this year and may have impacted percent of students achieving mastery).

Actions/Changes: Fall departmental meetings will address delivery of related course content for interactive video and internet classes. Additional activities will be developed to help students identify dependent and independent variables. Instructors will be encouraged to complete an item analysis for the assessments of their specific classes. In this way instructors can also make individual plans for course content improvement.

Year: 2010

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).

Intervention: Lab instructors will review parts of the microscope and their use and function at least three times during the semester with the students. They will also demonstrate how to properly make a wet mount slide and explain the appropriate applications of the compound light microscope and compare this with other types of microscopes.

Findings/Results: Percentage of student mastery has been lower than desired over the last several years (mid-to-low 40%).

Actions/Changes: Intervention will be continued, with the modification of requiring identification and differentiation exercises.

Year: 2010

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry. BIOL 1413 (General Zoology) and BIOL 1411 (General Botany)

Intervention: Students will read two scientific articles (in addition to required textbook reading) during the semester that deal with scientific issues. Instructors will review these articles with the students and model techniques in

reading and analyzing for details.

Findings/Results: Findings have been consistently lower than desirable (around 65% mastery).

Actions/Changes: The intervention will be continued, but students will also complete a written assignment regarding the application of the scientific method to the contents of each article.

Year: 2010

Planning Unit: Economics [View Plan](#)

Expected Outcome: Students will improve learning related to the Economics program outcome 'Apply the scientific method to the process of evaluating reported research findings and to problem solving'. Specifically, students will improve mastery of this outcomes.

Intervention: Instructor emphasized how the scientific method is used to problem solving in real life areas regarding current economic issues. Concepts, theories and examples pertaining to using the scientific method in problem solving will be compared, contrasted, and reinforced in both Econ2301 and Econ2302.

Findings/Results: Improvement in mastery for this Gen Ed outcome but missed the target by 2 percent. Improvement seen one year to next 21% to 68%.

Actions/Changes: Will continue to focus attention on improvement of general education outcomes in department meetings during convocation. Closer coordination with adjuncts and review of current assessment will occur during next academic year.

Year: 2010

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will improve learning related to the Psychology program outcome 'Apply the scientific method to the process of evaluating reported research findings and to problem solving'. Specifically, students will demonstrate mastery of concepts related to the scientific method.

Intervention: Information regarding research designs is presented in Module 2 in the text. Examples for each type of research design will be presented and reinforced. The research example in each of the subsequent chapters will also be presented and reinforced. All students in Pysch 2301 will participate and be assessed.

Findings/Results: Did not achieved the target of 70 and note that mastery decreased from 75% to 57%. We believe this is a result of the sample from which assessments were recorded was not representative.

Actions/Changes: Will continue to assess and make sure our sample is more representative of the modes of instruction. No change in intervention or instruction at this time.

Year: 2011

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).

Intervention: Lab instructors in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology) will review parts of the microscope and their use and function at least three times during the semester with the students. Emphasis will be placed on distinctions between animal and plant cells and tissues.

Findings/Results: Seventy-eight percent (78%) mastered the objective of identifying animal cells versus plant cells. This met our goal of 75% mastery. Improvements could be done to increase mastery.

Actions/Changes: We will continue with this teaching exercise with a possible expansion to include other types of plant and animal tissues. The goal is for students to have a deeper understanding of plant and animal tissues when they continue with their studies.

Year: 2011

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry.

Intervention: Students in BIOL 1413 (General Zoology) and BIOL 1411 (General Botany) will read two scientific articles (in addition to required textbook reading) during the semester that deal with scientific issues. Instructors will review these articles with the students and model techniques in reading and analyzing for details. Further, students will complete a written assignment involving applying the scientific method to the article.

Findings/Results: The percentage of students successfully achieving target scores in reading of scientific materials continues

to be below the target. Efforts will continue with different materials and more practice until satisfactory methods of teaching and practice result in scores that exceed the target.

Actions/Changes: We will continue with practice reading of scientific articles with possible addition of video materials in efforts to increase reading comprehension of articles with special emphasis on scientific methods.

Year: 2011

Planning Unit: Economics [View Plan](#)

Expected Outcome: Students will improve learning related to the Economics program outcome 'Apply the scientific method to the process of evaluating reported research findings and to problem solving'. Specifically, students will improve mastery of this outcome.

Intervention: Applying the scientific method is presented during the first three weeks of the semester and continued throughout. Concepts, theories and examples pertaining to using the scientific method in problem solving will be compared, contrasted, and reinforced in both Econ2301 and Econ2302. All students will participate and be assessed. To achieve success, we will increase student engagement in presenting and applying these concepts by utilizing WICOR strategies (Writing, Inquiry, Collaboration, Organization and Reading) inside and outside of the classroom.

Findings/Results: Results are very encouraging across both Econ2301 and Econ2302. Findings are consistent between the different methods of delivery (stand alone, online, and video conferencing). Percent mastery exceeded the target by 5% this year. Over the last three years the percent mastery has increased from 21% to 75%.

Actions/Changes: Will continue to focus on scientific method and problem solving to ensure percent mastery levels remain high. Will continue open communication and coordination with adjuncts and full-time faculty.

Year: 2011

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Apply the scientific method to the process of evaluating reported research findings and to problem solving'.

Intervention: Information regarding research designs is presented in

Module 2 in the text. Examples for each type of research design will be presented and reinforced. The research example in each of the subsequent chapters will also be presented and reinforced. All students in Pysch 2301 will participate and be assessed.

Findings/Results: Target of 70 % was achieved. 73% mastery was achieved. An item analysis was performed for some classes. This allows individual instructors analyze individual class data to identify strengths and weaknesses. Distance learning classes were found to have similar outcome mastery percents indicating that achievement is uniform for all sections.

Actions/Changes: Department is satisfied with level of mastery that exceeded target measure. Department will review and revise assessment questions to align with new core curriculum requirements.

Year: 2012

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).

Intervention: Lab instructors in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology) will review parts of the microscope and their use and function at least three times during the semester with the students. Emphasis will be placed on distinctions between animal and plant cells and tissues.

Findings/Results: Of the students tested in BIOL 1411 & 1413, 77% achieved mastery of the objective according to the assessment. This is above the target of 75% mastery and is acceptable.

Actions/Changes: Intervention will be continued as standard practice.

Year: 2012

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry.

Intervention: Students in BIOL 1413 (General Zoology) and BIOL 1411 (General Botany) will read two scientific articles (in addition to required textbook reading) during the semester that deal with scientific issues. Instructors will

review these articles with the students and model techniques in reading and analyzing for details. Further, students will complete a written assignment involving applying the scientific method to the article.

Findings/Results: Not all instructors reported results for this outcome, but those who did achieved acceptable results: 88% mastery for BIOL 1408 and 76% mastery for BIOL 2402.

Actions/Changes: Continue the same approach and possibly increase the number of articles assigned.

Year: 2012

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Apply the scientific method to the process of evaluating reported research findings and to problem solving'.

Intervention: Information regarding research designs is presented in Module 2 in the text. Examples for each type of research design will be presented and reinforced. The research example in each of the subsequent chapters will also be presented and reinforced. All students in Pysch 2301 will participate and be assessed.

Findings/Results: Students improved performance regarding scientific and research methods. The data is based on a smaller sample than in previous years. When this is repeated next year (2013-2014, we will reevaluate.

Actions/Changes: Research findings from chapters were reinforced by full time and adjunct faculty.

Year: 2013

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will recognize scientific and quantitative methods and the differences between these approaches and the other methods of inquiry.

Intervention: Students in BIOL 1406 and BIOL 1408 will read three scientific articles (in addition to required textbook reading) during the semester that deal with scientific issues. Instructors will review these articles with the students and model techniques in reading and analyzing for details. Further, students will complete a written assignment involving applying the scientific method to the article.

Findings/Results: The final result of 72% was slightly below the target of

75%. No data was received from 1406 classes.

Actions/Changes: The articles that were used will be reviewed to make sure that they are at the appropriate level of the students, and additionally more time will be spent on actually reviewing the articles with the class to check for understanding.

Year: 2013

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will understand and apply method and appropriate technology to the study of the natural sciences by proper use of a microscope in BIOL 1411 (General Botany) and BIOL 1413 (General Zoology).

Intervention: Selected lab instructors in BIOL 1406/1408 will use actual hands on labs for assessment of microscope use skills.

Findings/Results: Actual hands on labs were assessed and the results are now slightly over the 75% target.

Actions/Changes: We will continue to do the hands on labs as this type of approach seems to work and it correlates better to real life situations. We are replacing damaged microscopes and will continue to work with students to teach them actual hands on type of activities. In addition, supplies of slides are being replaced to supplement the actual labs.

Year: 2013

Planning Unit: Psychology [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Apply the scientific method to the process of evaluating reported research findings and to problem solving'.

Intervention: Information regarding research designs is presented in Chapter 1 in the text. Examples for each type of research design will be presented and reinforced. The research examples in subsequent chapters will also be presented and reinforced. All students in Pysch 2301 will participate and be assessed.

Findings/Results:

Actions/Changes:

Year: 2014

Planning Unit: Biology [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Apply the scientific method to the process of evaluating reported research findings and to problem solving'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 8 Value artistic expression.

Year: 2008

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Assess General Education Objective No. 8: To increase awareness of aesthetic values.

Intervention: The faculty give lectures, lead class discussions, organize group activities that foster understanding of aesthetic values in different art forms (art exhibits, mariachi presentations, field trips to art museums, and music workshops).

Findings/Results: The faculty found that the survey measured student knowledge of art appreciation not necessarily awareness of aesthetic values.

Actions/Changes: The art faculty decided to use embedded questions in all Fine Arts final exams and/or the survey to measure the outcome.

Year: 2009

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Assess General Education Objective No. 8: To increase awareness of aesthetic values. The expected outcome is that at least 80 percent of the students surveyed will answer with positive responses to the Fine Arts affective domain rubric.

Intervention: (1) Rubric for the affective domain will be given to students in gatekeeper fine arts classes (art history, music appreciation, dance appreciation and history of theatre). Students will have the opportunity to experience art first hand by traveling on field trips to art museums and by participating in or attending performances.

Findings/Results: We changed our assessment method from Pre-test/Post-test to embedded questions in the Final

exam. Doing so allowed the fine arts department to identify weak areas where we can use interventions like group projects and exercises to help improve those weak areas. The overall numbers met our goal of 80% mastery in most areas, but some improvement is needed overall.

Actions/Changes: The department has made the right choice in switching from Pre-Test to Post-test simple because we can spot weak areas better. (for example, Art History I students showed a weakness in the art of the Middle Ages, so the instructor will spend more time in that section or design a project to help students improve their understanding of that material better. The department will focus on incorporating scantrons for the Final exams to make the process more efficient. We will be working with The Office of Assessment this coming year to make this part of our process. Overall, the measurements show room for improvement although they are stronger than the previous year. We (the department) are understanding the process better therefore we can use the results to improve classroom instruction.

Year: 2010

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Assess General Education Objective No. 8: Value artistic expression. To increase awareness/appreciation of aesthetic values in the Fine Arts.

Intervention: The faculty (Art History, History of Theater, Music Appreciation) give lectures, lead class discussions, organize group activities that foster understanding of aesthetic values in different art forms (art exhibits, mariachi presentations, field trips to art museums, and music workshops).

Findings/Results: The numbers reflect and increase in student appreciation for the arts by 12 percentage points, from 91% to 97%. The department will increase the survey's assesment mastery level to 80% for the SY 2011-12. Overall, the Fine Arts department's use of a survey to measure student's attitude towards appreciation (Affective Learning Domain) for the Arts should only be a part of the overall assessment. This summer, the Fine Arts Department will work on developing a Rubric to measure and document student projects/writing assignments that help increase student appreciation for the Fine Arts. For the coming school year, the Fine Arts

will increase the Mastery level on the Assessment Survey from 70% to 80%. The assessment methods are not yet as fine tuned as we would like them to be. By adding a Valuation of Artistic Expression Rubric to the assessment methods, we are on the right path towards a more complete assessment approach. In addition, an Art Appreciation course has been added to the curriculum to give students more choices in the Fine Arts.

Actions/Changes: 1. Keep improving assessment methods by developing adding a new Rubric for student projects. Implement for SY 2011-12. 2. Fine Tune the current survey used to measure students attitudes towards the Fine Arts. Increase the Mastery level from 70% to 80%. 3. Keep using Fine Arts events like Mariachi concerts, recitals, art exhibits as part of the department's effort to improve arts awareness cultural choices for students and the overall community. 4. Add Art appreciation to the schedule in Spring 2012. 5. Student Field trips to the Art museums in San Antonio have been cancelled for the past year because of Budget cuts. In order to increase student appreciation for the arts, it is helpful to experience the arts first hand and not just in lectures or books.

Year: 2011

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Value artistic expression'.

Intervention: Students will be assigned an writing assignment including a critic of a work of art or music or other writing exercises.

Findings/Results: Used as a pilot and assessed writing samples from Fall 2011 only. The rubric had complex terminology and required revision.

Actions/Changes: Rubric will be edited and modified for 2012-2013. The revised rubric will be used for assessment of writing exercises for 2012-2013 year in Fine Arts courses in the Gen Ed Core.

Year: 2011

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Value artistic expression'.

Intervention: Added hands on projects that allows student to practice

the theory of "Perspective" and "Value and Shading" putting the student "in the artist's shoes".

Findings/Results: The results indicate that there is need to emphasize student engagement in the Fine Arts. Student engagement refers to participation and discussion.

Actions/Changes: As a department we are going to research strategies to increase student engagement.

Year: 2012

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Value artistic expression'.

Intervention: Students will be assigned an writing assignment including a critique of a work of art or music or other writing exercises.

Findings/Results: Only 67% of students achieved a mastery score, falling short of the target of 80%. It was determined that the wording of the assignment (the essay guide) was confusing and overly complex.

Actions/Changes: The assignment was re-designed to make expectations clearer to students. This revised assignment will be given again, in 2013-14.

Year: 2013

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Value artistic expression'.

Intervention: Students will be assigned an writing assignment including a critique of a work of art or music or other writing exercises.

Findings/Results:

Actions/Changes:

Program Outcome 9 Demonstrate an understanding of the ethics, values, behaviors, and viewpoints of people from diverse cultural backgrounds.

Year: 2006

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Advance student knowledge of contemporary trends in philosophy.

Intervention:

Instructor attends TCCTA Convention seminars to learn new trends. The students will be presented with possible answers to the skeptics.

Findings/Results: Results to be added in May, 2007. Philosophy 1301 students were given in advance of class the assignment of answering the skeptics, e.g., Sophists, Sextus Empiricus. The class sat in a circle and each student provided an answer. There was good give and take.

Actions/Changes: Complete this in May, 2007. This experiment will be continued next year but the assignment will be given earlier in the course in order for the students to have more time to come up with a thoughtful answer.

Year: 2008

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Assess General Education Core Objective: Students will demonstrate awareness of cross-cultural aesthetic values.

Intervention: Students experience the creative works of art from various cultures and time periods through reading, research, video and real life experience through field trips or performance attendance/participation.

Findings/Results: The faculty noticed (according to the data) that 80% of students showed increase in awareness.

Actions/Changes: The Pre-Test/Post Test method will be replaced with embedded questions in the Final Exams for all Fine Arts Classes. This makes the assesment method uniform throughout the Fine Arts. Develop creative-based student activities that will immerse them in the aesthetic principles of various cultures and time periods. The lack of exhibition spaces, such as a gallery, is vital for student engagement in the visual arts on the main campus and needs to be addressed by the college--the department will request space.

Year: 2008

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Advance student retention of basic terms and central ideas in philosophy: Students in PHIL 1301 will be able to identify key terms and central ideas in Philosophy.

Intervention: For each exam, students received study questions and handouts with key terms and central ideas underlined. Toward the end of the semester students will be given a list of terms. The faculty leads lecture and discusion

related to these topics.

Findings/Results: 12 students took pretest, and 0 mastered it. 4 students took posttest and 3 mastered it, for 75% mastery. However, it was not representative because too few students participated.

Actions/Changes: Results were disappointing in that of the 7 students that were to show up, only 4 came. Of those 4, 3 achieved the goal of getting over 70% of the right answers. For the fall of 2009, a handout of terms will be given and there will be a 25 multiple choice quiz at the end of the semester. The goal will be to have 75% of the students get a score of 70 or higher. There will no longer be an oral test for this outcome.

Year: 2009

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Assess General Education Core Objective: Students will demonstrate awareness of cross-cultural aesthetic values.

Intervention: Students experience the creative works of art from various cultures and time periods through research, interactive group projects, lectures, performances, and field trips.

Findings/Results: Overall, appreciation for the fine arts remains high based on the Affective Domain responses to the assessment survey given at the end of the semester.

Actions/Changes: As a department we will continue to foster the students' awareness and appreciation of the fine arts through mariachi concerts, field trips to events and museums as well as art exhibits and presentations. We also plan to increase group projects/activities that involve hands on learning as part of the process to improve appreciation for the arts.

Year: 2009

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Advance student retention of basic terms and central ideas in philosophy: Students in PHIL 1301 will be able to identify key terms and central ideas in Philosophy.

Intervention: For the fall of 2009, a handout of terms will be given and students will be able to ask for additional review.

Findings/Results: 12 students took the pretest, and 0 mastered it. 10 students took the posttest, and 8 mastered it, for 80% mastery.

Actions/Changes: The faculty has decided to follow the same type of instruction related to student learning of the outcome. A new activity was created. This activity consists of an assigned essay covering Aristotle's epistemology and ethics to increase student understanding and improve writing ability.

Year: 2009

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Students will demonstrate knowledge of the different cultural moral standards in the support of the theory of ethical relativism in Phil-2306.

Intervention: The faculty will teach examples of cultural relativism and diversity. This instruction will cover multiple cultures and viewpoints and be emphasized through lectures and student discussions.

Findings/Results: Fall 2009 - 47 students took the test and 12 demonstrated mastery. Students had some difficulty with the idea of cultural diversity.

Actions/Changes: The key issues in diversity will be emphasized more next year. There will be more assigned reading related to the topic.

Year: 2010

Planning Unit: Philosophy [View Plan](#)

Expected Outcome: Students will demonstrate knowledge of the different cultural moral standards in the support of the theory of ethical relativism in Phil-2306.

Intervention: The faculty will teach examples of cultural relativism and diversity. This instruction will cover multiple cultures and viewpoints and be emphasized through lectures and student discussions.

Findings/Results: Only 36% (19 of 53 students) mastered the concept, based on the 70% correct criterion. Mastery did increase over last fall's numbers.

Actions/Changes: Work to clarify the lecture material to improve student understanding. Stronger encouragement to read the course materials might help.

Program Outcome 10 Identify, retrieve, summarize, and critically interpret information from electronic and text media.

Year: 2008

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Identify, retrieve, summarize, and critically interpret information from electronic and text media.

Intervention: A last page tear off assessment will be added to a project, midterm or final exam of all sections of discipline core courses.

Findings/Results: Students Assessed: 47 Mastering Outcomes: 40
Percent Mastery: 85%

Actions/Changes: The current teaching method of using Business scenarios for Class/Lab projects and Exams have resulted in improvement with this objective. No action taken.

Year: 2008

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Identify, retrieve, summarize, and critically interpret information from electronic and text media.

Intervention: A last page tear off assessment will be added to a project, midterm or final exam of all sections of discipline core courses.

Findings/Results: Students Assessed: 86 Mastering Outcomes: 61
Percent Mastery: 71%

Actions/Changes: The findings resulted in a 71% mastery of the objective, although it is passing, the target benchmark set at 75% was not achieved. No action taken.

Year: 2008

Planning Unit: Economics [View Plan](#)

Expected Outcome: Students will successfully demonstrate use of graphical analysis to evaluate results in problem solving. (Core Outcome 7)

Intervention: Lecture, classroom visual demonstration and online homework applications of graphing techniques and interpretation via CengageNOW homework and testing website. Effective Fall 2007-Spring 2008 and continuing through Fall 2008-Spring 2009, students will create, analyze and interpret two dimensional graphs of economic data using CengageNOW technology from a personal computer internet connection from any location.

Findings/Results: Based on the data the students seemed to understand the concept of graph analysis. The department found that the assessment used to measure graph analysis needed to be improved.

Actions/Changes: The department developed a new exam to measure the

student achievement levels in the graph analysis learning outcome.

Year: 2008

Planning Unit: Engineering Computers (GS) [View Plan](#)

Expected Outcome: Students will utilize the Internet more fully to research problem solving techniques.

Intervention: Additional bonus problems will be given that require Internet-based research for solution.

Findings/Results: The addition of more bonus problems seemed to make only a marginal difference.

Actions/Changes: The increased number of bonus problems will be maintained with the addition of some Internet-based research on at least two of the required problems.

Year: 2009

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Identify, retrieve, summarize, and critically interpret information from electronic and text media.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: 38 Students Assessed, 33 Students Mastered, 87% Mastery.

Actions/Changes: No Actions Taken. Instructor will continue to use practical business software applications for instruction.

Year: 2009

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Identify, retrieve, summarize, and critically interpret information from electronic and text media.

Intervention: A 'last page tear off' assessment will be added to a project, midterm or final exams of all sections of discipline's core courses.

Findings/Results: 185 Students Assessed,
149 Mastered Outcomes,
81% Mastery.

Actions/Changes: No Actions Taken. Instructors will continue to use practical software applications for instruction.

Year: 2009

Planning Unit: Engineering Computers (GS) [View Plan](#)

Expected *Outcome*: Students will utilize the Internet more fully to research problem solving techniques.

Intervention: Classroom demonstration of Google research techniques will be used to solve example problems.

Findings/Results:

Actions/Changes:

Year: 2009

Planning Unit: Sociology [View Plan](#)

Expected *Outcome*: Students will improve learning related to the Sociology program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media.' Specifically, students will extract information concerning Talcott Parsons' understanding of Health and Medicine.

Intervention: Faculty explains the doctor patient relationship by lecture and having the students answer question from handout. Students are required to complete questions from selected reading in essay form.

Findings/Results:

Actions/Changes:

Year: 2010

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected *Outcome*: Assess General Education Core Objective for Computer Literacy (No. 10): Identify, retrieve, summarize, and critically interpret information from electronic and text media. Students in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database managements systems.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel, and the designing of database management systems with tables, forms, queries, & reports using Access.

Findings/Results: 35 Students Assessed, 32 Mastered Outcome, 91% Percent Mastered, 75% Target Percent Mastery Students demonstrated mastery of the outcome

examined at a level exceeding the target. This activity positively affected student learning with the development of Business Spreadsheets & Database Systems. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component. These instructional activities will help improve the core assessment results.

Year: 2010

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Assess General Education Core Objective for Computer Literacy (No. 10): Identify, retrieve, summarize, and critically interpret information from electronic and text media. Students in COSC 1401 - Microcomputer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database management systems.

Intervention: Students will complete a series of class/lab projects during the semester to measure mastery. Microsoft Office Application Software will be utilized to train students with the creation of business spreadsheets utilizing formulas & charts using Excel, and the designing of database management systems with tables, forms, queries, & reports using Access.

Findings/Results: 19 Students Assessed, 19 Mastered Outcome, 100% Percent Mastered, 75% Target Percent Mastery (COSC 1336) 57 Students Assessed, 47 Mastered Outcome, 82% Percent Mastered, 75% Target Percent Mastery, (COSC 1401) Students demonstrated mastery of the outcome examined at a level exceeding the target. This activity positively affected student learning with the development of Programming Skills, Business Spreadsheets, and Database Management Systems. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component for COSC 1401 students. The COSC 1336 students will utilize the JAVA software for programming. These instructional activities will help improve the core assessment results.

Year: 2010

Planning Unit: Government [View Plan](#)

Expected Outcome: Students will improve learning related to the Government program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'. Specifically, students will be able to comprehend the specifics of American and Texas government that are listed in the course outcomes on our Course Syllabi. Students will be able to access online study guides and videos for enhancement purposes.

Intervention: The activity on the internet will consist of viewing the flash cards that are available. Also using several interactive videos that can help enhance student understanding and comprehension of the areas that have been taught.

Findings/Results:

Actions/Changes:

Year: 2010

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the Sociology program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.

Intervention: In all SOCI-1301 classes faculty explain the doctor patient relationship by lecture and having the students answer questions from a handout. Students are required to answer questions from selected reading in essay form. Specifically, students will extract information concerning Talcott Parsons understanding of Health and Medicine.

Findings/Results: Students must have college level reading skills to understand the text. Some of the dual credit students find this exercise difficult. However, most students mastered the outcome.

Actions/Changes: The department will review and revise the rubric and decide if the mastery level is appropriate and work toward assuring all faculty are using the rubric. The department will continue to assess this outcome through writing.

Year: 2011

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media. Students in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database managements systems.

Intervention: Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core asesment results.

Findings/Results: 60 Students Assessed, 38 Mastered Outcome, 63% Percent Mastered, 75% Target Percent Mastery Students did not demonstrate mastery of the outcome examined at a level meeting the target. Though, the target was not attained, this activity positively affected student learning with the development of Professional Spreadsheets & Database Management Systems. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component. These insructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.

Intervention: Rubric graded on a 1 to 10 will be created that will assess two areas of the written assignment. First will be how the paper is interpreted towards chemistry and the second is the students ability to interpret that data to the real world.

Findings/Results: I asked the students to research their topics via any media. I wanted a minimum of three sources and they must identify proper scientific websites and discount non-scientific sites.

Actions/Changes: The way that this project was setup worked well with the students. I do not think that any changes need to be made.

Year: 2011

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media. Students in COSC 1401 - Microcomputer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database managements systems.

Intervention: Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 64 Students Assessed, 52 Mastered Outcome, 81% Percent Mastered, 75% Target Percent Mastery Students demonstrate mastery of the outcome examined at a level meeting the target. The target was attained, this activity positively affected student learning with the development of Business Proposals & Graphics. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the new Microsoft Office 2010 software for training and include a (SAM) Skills Assessment Manager Software component. These insructional activities will help improve the core assessment results.

Year: 2011

Planning Unit: Government [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome ten: Identify, retrieve, summarize, and critically interpret information from electronic and text media.

Intervention: Students will be assigned two or three media analysis assignments. Instructors will provide a web link where the students will read an article, the students will then be asked to write an in class essay.

Findings/Results: What we have discovered from our current comp exam is that our students are well enhanced in their ability of interpreting date from the electronic world.

Actions/Changes: With our new web site which will be utilized in August of 2012, the students will have even more skills in their use of electronic media. We will also be working on getting government 2306 created on our web site so as to allow the students to harness even more abilities

and at the same time use technology to enhance our students, critical thinking skills, as well as their ability to use the electronic media to harness personal responsibility skills as well.

Year: 2011

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the Sociology program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.

Intervention: In all SOCI-1301 classes faculty explain the doctor patient relationship by lecture and having the students answer questions from a handout.

Findings/Results: Target measure was reached, questions on essay were revised and a rubric was created.

Actions/Changes: The rubric needs revision and is a work in progress.

Year: 2012

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media. Each Student in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business worksheets, and database managements systems.

Intervention: (SAM) Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core asesment results.

Findings/Results: 42 Students Assessed, 31 Mastered Outcome, 74% Percent Mastery, 75% Target Benchmark. Although, students did not demonstrate mastery of the outcome examined at a level meeting the target. This activity positively affected student learning with the development of Business Proposals & Presentations. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum..

Actions/Changes: The Computer Science Department Instructors will continue to utilize the Microsoft Office 2010 software for training and the (SAM) Skills Assessment Manager Software component. These insructional activities improve the core assessment results.

Year: 2012

Planning Unit: Chemistry [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.

Intervention: Rubric graded on a 1 to 100 will be created that will assess two areas of the written assignment. First will be how the paper is interpreted towards chemistry and the second is the students ability to interpret that data to the real world.

Findings/Results: The results showed that the students were able to interpret towards chemistry as a branch of science and the second is the students exhibit the ability to interpret chemistry data to the real world.

Actions/Changes: These interventions need to be maintained, sustained and enhanced with the needed materials in order to continuously attain the target set. Electronic gadgets like android phones, ipads, laptops are encouraged for use with proper guidance and instruction to support data-gathering technique in the laboratory.

Year: 2012

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media. Students in COSC 1401 - Microcomputer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database management systems.

Intervention: Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 44 Students Assessed, 34 Mastered Outcome, 77% Percent Mastery, 75% Target Benchmark. Students demonstrate mastery of the outcome examined at a level meeting the target. This activity positively affected student learning with the competency to identify, retrieve, summarize, and critically interpret information from electronic and text media. There is identifiable improvement in areas related to the Computer Literacy Core Curriculum.

Actions/Changes: The Computer Science Department Instructors will utilize the latest Microsoft Office software for training and the updated (SAM) Skills Assessment Manager Software component. These instructional activities will improve the core assessment results.

Year: 2012

Planning Unit: Government [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.

Intervention: A comprehensive examination will be given at the end of the semester. This exam will cover all the outcomes that our department needs to address.

Findings/Results: After examining the class statistics, the conclusion was 1. although we reached our set goal, there were some areas where the students did have some difficulties, for example; Outcome 11, the area dealing with recognizing broad historical, cultural and social awareness. 2. the other outcomes we have to address is outcome 2, describing the separation of powers.

Actions/Changes: 1. There will be more emphasis on these areas during our lectures, and a web site has been created to address some of these deficiencies.

Year: 2012

Planning Unit: Government [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the Sociology program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text

media'.

Intervention: In all SOCI-1301 classes faculty explain the doctor patient relationship by lecture and having the students answer questions from a handout.

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Sociology [View Plan](#)

Expected Outcome: Students will improve learning related to the Sociology program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.

Intervention: In all SOCI-1301 classes faculty explain the doctor patient relationship by lecture and having the students answer questions from a handout.

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media. Each student in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database managements systems.

Intervention: Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core asesment results.

Findings/Results: 56 Students Assessed, 38 Mastered Outcome, 68% Target for this outcome, 75%

Actions/Changes: Changes in the course include new mandates as per the core curriculum - Critical Thinking, Communication, Quantitative Skills.

Year: 2013

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media. Each student in COSC 1401 - Introduction to Computing will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database managements systems.

Intervention: Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results: 51 Students Assessed, 41 Mastered Outcome, 80% Target for this objective, 75%

Actions/Changes: Changes in the course include new mandates as per the core curriculum - Critical Thinking, Communication, Quantitative Skills.

Year: 2013

Planning Unit: Economics [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Identify, retrieve, summarize, and critically interpret information from electronic and text media'.

Intervention: Students in ECON 2301 are required to make virtual investments, starting with \$100,000, choosing at least 3 different stocks. At the beginning of each semester, students must complete an information sheet with the details of the stocks they've chosen. This must be completed for each stock and for each transaction. The semester-long project is intended to build students' understanding of the stock market and the process of investing.

Findings/Results: 85% of the students were able to identify, retrieve and interpret stock market data.

Actions/Changes:

Year: 2014

Planning Unit: Business Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media. Each student in BCIS 1405 - Business Computer Applications will demonstrate mastery of (75%) on class/lab projects/exams in the

preparation of business spreadsheets, and database managements systems.

Intervention: Skills Assessment Manager software will be used to reinforce the instructional activities to help improve the core asesment results.

Findings/Results:

Actions/Changes:

Year: 2014

Planning Unit: Computer Science (GS) [View Plan](#)

Expected Outcome: Improve student learning with respect to General Education Core Outcome No. 10: Identify, retrieve, summarize, and critically interpret information from electronic and text media. Each student in COSC 1401 - Introduction to Computing will demonstrate mastery of (75%) on class/lab projects/exams in the preparation of business spreadsheets, and database managements systems.

Intervention: Skill Assessment Manager Software will be used to reinforce the instructional activities to help improve the core assessment results.

Findings/Results:

Actions/Changes:

Program Outcome 11 Recognize broad historical, cultural, social, political and scientific perspectives.

Year: 2006

Planning Unit: Government [View Plan](#)

Expected Outcome: To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of a political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.

Intervention: An intervention was developed based on results of the General Education Core Assessment given in May 2006. The intervention was administered in some sections of GOVT 2301 while it was not in others.

Findings/Results: Students receiving intervention showed some improvement over those that did not. Statistically the results are not significant.

Actions/Changes: Department instructors are working on a set of topics

with themes (linked to new Core Curriculum Programs Outcomes) that all government instructors will cover at some time during 2007-2008 semesters in each course of Govt 2301 and Govt 2302. Embedded questions in tests will be used to assess students in a department-wide assessment.

Year: 2006

Planning Unit: Government [View Plan](#)

Expected Outcome: To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

Intervention: Govt. Dept. included 5 questions related to EES05, linking presidential quotations with eras of 20th century American history, in the Graduation Survey.

Findings/Results: On 4 of the 5 questions, a majority of the students taking the test answered correctly.

Actions/Changes:

Year: 2006

Planning Unit: Government [View Plan](#)

Expected Outcome: Assessment of government students.

Intervention: Fifteen minutes pre-tests administered during first week of semester, and post-tests (with the same questions) administered during last week of semester. Tests administered with no notes, books, or handouts. Completed test forms forwarded to Dept. Chair for grading.

Findings/Results: Findings: The incoming student body is not prepared for college. A majority cannot read well (which tracks with state and national tests), and a great majority know little of the subject material. Results: Govt. Dept. improved the success rate in all five items tested over the course of the semester.

Actions/Changes: The Department is going to pick topics of which all instructors will emphasize during the course of Govt 2301 and Govt 2302 for future assessments. This was done as a fill-in-the-blank and short answer quiz; we will do multiple choice, machine graded assessments in the future.

Year: 2006

Planning Unit: History [View Plan](#)

Expected Outcome: To understand the evolution and current role of the U.S. in the world.

Intervention: Develop and implement a Historical/Current Events Classroom Intervention Exercise. The Intervention will be administered in twelve sections of History 1301 and the effectiveness of the Intervention assessed against all History 1301 sections. 2. Organize and sponsor a two-day historical conference involving full-time faculty, adjunct faculty, students, and outside academic guests. The theme of the conference will be the evolution and current role of the U.S. in the world.

Findings/Results: 1. The Intervention did not appear to work showing a 14-point less success rate. 2. The conference was not held because of the lack of financial resources.

Actions/Changes: 1. Questions about the Intervention instrument's validity and the methods used to apply the Historical/Current Events Classroom Intervention Exercise are being explored by the Department. The intervention as used in Fall 2006 will not be used again. New instructional methods for this type of Instructional Intervention and new delivery instruments are under consideration and development for future use. 2. The conference will be rescheduled for next year (2007-2008).

Year: 2006

Planning Unit: History [View Plan](#)

Expected Outcome: To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

Intervention: Establish a knowledge baseline for History 1301 students to plan classroom intervention strategies: Seventy percent of History 1301 student cohort will achieve mastery (66%) of post-test without notes, books, or handouts with one hundred percent degree of accuracy. Intervention consisted of department instruction in History 1301 courses for ten weeks during the Fall semester.

Findings/Results: 1. The data collected for Fall 2006-Spring 2007 indicate instructional strategies slightly improved student mastery. The small increase in mastery supports this analysis. 2. Significant gaps remain between instructional goals and some current instructional activities. 3. Some in the Department are relatively unfamiliar with the scope of possible Intervention Assessment Methodology.

Actions/Changes: 1. An ad-hoc Department committee has been

assigned to review Pre/Post Test questions for applicability with the Syllabus Learning Outcomes and Instructional activities currently in use. A revised Pre/Post Test is being developed for 2007-2008. 2. Syllabus Learning Outcomes are under review for possible revision in an attempt to create a seamless connection between Learning Outcomes, Instruction, and Assessment Tools. 3. Supplemental instruction intervention strategies are being researched and reviewed for dispersal among Department members for possible classroom implementation.

Year: 2007

Planning Unit: Government [View Plan](#)

Expected Outcome: Measure how well students are learning key governmental topic associated with Core Curriculum Program Outcome #11 (Recognize broad historical, cultural, social, political and scientific perspectives)

Intervention: All department instructors cover a particular topic and theme associated with Core Curriculum Program Outcome #11: Recognize broad historical, cultural, social, political and scientific perspectives.

Findings/Results: The pre-test was conducted during the first two weeks of the Fall 2007 semester; the post-test during the last week or finals week. The pre- and post-tests were composed of the same five questions. Answering three of the five questions correctly is considered passing. Twenty-three sections of Government classes (2301 or 2302) were pre-tested—a total of 681 students. Of that total, 249 passed—36.6 percent. By the end of the semester, only 551 students remained to be post-tested. Of that total, 341 passed—61.9 percent.

Actions/Changes: Govt. Dept. will likely do exactly the same thing in Fall 2008 so that results will be based on same assessment. Govt. Dept. has no brilliant plan. We did set moderate TSI requirements so that incoming government students had to have demonstrated some reading and writing skills. However, previous assessments have shown that SWTJC incoming students (generally, or as a whole student body) need much more remediation before they are truly ready for college.

Year: 2007

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Core Exemplary Educational Objective for Social and Behavioral Sciences No. 7: To understand the evolution and current role of the U.S. in the world.

Intervention: Organize and sponsor a two-day historical conference involving full-time faculty, adjunct faculty, students, and outside academic guests. The theme of the conference will be the evolution and current role of the U.S. in the world.

Findings/Results: The conference did not take place because the available department members are involved in initiatives related to the other outcomes.

Actions/Changes: Tentative plans have been made to reschedule the planning and implementation of the Conference activity until Spring 2009.

Year: 2007

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Core Exemplary Educational Objective for Social and Behavioral Sciences No. 5: To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

Intervention: Establish a knowledge baseline for History 1301 students to plan classroom intervention strategies. Goal: Seventy percent of History 1301 student cohort will achieve mastery (66%) of post-test without notes, books, or handouts with one hundred percent degree of accuracy. Intervention consisted of department instruction in History 1301 courses for ten weeks during the fall semester.

Findings/Results: 1. The data show little change in student learning and attrition of participation from Pre to Post administrations. 2. Data shows the need to integrate Class and General Education Outcomes.

Actions/Changes: 1. A Department Ad-Hoc committee will be formed to integrate outcomes. 2. A Department Ad-Hoc Committee is researching and developing instructional interventions to increase student learning as per data collected from Departmental measurement.

Year: 2008

Planning Unit: Government [View Plan](#)

Expected Outcome: To collect of data over two years about incoming students' civics/government knowledge. To increase

civics/government knowledge of students.

Intervention: Government Departments 2007-2008 Unit Action Plan included a pair of Department-wide pre-test/post-test assessments with five questions about basic concepts in Government 2301 and five others for Government 2302. The questions and answer sets (attached) were drafted during the Department meeting at Convocation week Fall 2007. We used these questions for the Fall 2007 assessment, and we are using the same questions this time. These questions are generally keyed to Outcome #11, connecting persons and events in a broad political history of the United States. Some of the questions are based on Outcome #10, identifying and interpreting concepts from the textbook.

Findings/Results: Sections of both Government classes (2301 or 2302) were pre-tested a total of 852 students. Of that total, 332 passed 38.9% (compared with 36.6 percent in the Fall 2007 pre-test). By the end of the semester, only 508 students were post-tested. Of that total, 350 passed 68.9% (compared with 61.9 percent in the Fall 2007 post-test).

Actions/Changes: Given your results and findings, what did you do.

Year: 2008

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Core Exemplary Educational Objective for Social and Behavioral Sciences No. 7: To understand the evolution and current role of the U.S. in the world.

Intervention: Organize and sponsor a two-day historical conference involving full-time faculty, adjunct faculty, students, and outside academic guests. The theme of the conference will be the evolution and current role of the U.S. in the world.

Findings/Results: Administration did not approve funding.

Actions/Changes: This outcome was discontinued for lack of institutional financial support.

Year: 2008

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Core Exemplary Educational Objective for History (No. 11): Recognize broad historical, cultural, social, political, and scientific

perspectives. Establish a knowledge baseline for History 1301 students to plan classroom intervention strategies. Seventy percent of History 1301 students will achieve mastery (66%) of post test without notes, books, or handouts.

Intervention: Intervention consists of department approved instruction methods (lecture, primary documents, electronic media, group work) in History 1301 courses for ten weeks during the Fall/Spring semester.

Findings/Results: Students are not achieving mastery. According to Ad hoc departmental committee students are having trouble with both content knowledge and interpretation/

Actions/Changes: Revamped pre/post test. Extended the number of questions to twenty four. Verified test content. Faculty will emphasize chapter readings in class and supplement with outside reading assignments. Changed test administration dates.

Year: 2009

Planning Unit: Government [View Plan](#)

Expected Outcome: To collect of data over two years about incoming students' civics/government knowledge. To increase civics/government knowledge of students.

Intervention: Government department's 2009-2010 Unit Action Plan included a pair of department-wide pre-test/post-test assessments with five questions about basic concepts in Government 2301 and five others for Government 2302. The questions and answer sets were drafted during the department meeting at Convocation week Fall 2007. We used these questions for the Fall 2007 and Fall 2008 assessments, and we are using the same questions this time. These questions are generally keyed to Outcome #11, connecting persons and events in a broad political history of the United States. Some of the questions are based on Outcome #10, identifying and interpreting concepts from the textbook.

Findings/Results: Sections of both Government classes (2301 or 2302) were pre-tested: a total of 641 students. Of that total, 291 passed (45.4%, compared with 36.6% in the Fall 2007 pre-test and 38.9% in the Fall 2008 pre-test). By the end of the semester, only 487 students were post-tested. Of that total, 302 passed (62.0%, compared with 61.9% in the Fall 2007 post-test and 68.9% in the Fall 2008 post-test).

Actions/Changes: Given your results and findings, what did you do.

Year: 2009

Planning Unit: History [View Plan](#)

Expected Outcome: Assess General Education Core Exemplary Educational Objective for History (No. 11): Recognize broad historical, cultural, social, political, and scientific perspectives.

Establish a knowledge baseline for History 1301 students to plan classroom intervention strategies. Seventy percent of History 1301 students will achieve mastery (66%) of post test without notes, books, or handouts.

Intervention: Intervention consists of department approved instruction methods (lecture, primary documents, electronic media, group work) in History 1301 courses for ten weeks during the Fall/Spring semester.

Findings/Results: Pilot program reached success levels in critical reading and content mastery never reached before. The department decided the final format of the pre/post test was satisfactory.

Actions/Changes: Department decided (with consultation with the QEP office) to continue the pilot project with selected faculty. The department decided to continue using the pre/post test in its current form after several annual revisions.

Year: 2010

Planning Unit: Government [View Plan](#)

Expected Outcome: Student will improve learning with respect to the program outcome, "recognize broad historical, cultural, social, political, and scientific perspectives."

Specifically, students will identify key procedures, positions, and historical events in state and national government.

Intervention: Based on result of pretest, faculty focused on areas in which student are deficient with the goal of enhancing student performance in those areas.

Findings/Results:

Actions/Changes:

Year: 2010

Planning Unit: History [View Plan](#)

Expected Outcome: General Education Outcome(No. 11): Students will

learn to "Recognize broad historical, cultural, social, political, and scientific perspectives."

Intervention: Intervention consists of department approved instruction methods (lecture, primary documents, electronic media, group work) in History 1301-1302 courses for ten weeks during the Fall/Spring semester.

Findings/Results: General Education Outcome(No. 11): Students will learn to "Recognize broad historical, cultural, social, political, and scientific perspectives." Department test results show an increase in mastery. Test results also show that dual credit students achieve results. This may explain why Spring semester performance dwindles as dual-credit History 1301 is only taught during the Fall semester.

Actions/Changes: The Department awaits for an exam authored by the publisher of the faculty-selected textbook as a possible replacement in its quest to achieve improved results.

Year: 2011

Planning Unit: Government [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Recognize broad historical, cultural, social, political and scientific perspectives'.

Intervention:

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: Government [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome eleven: Recognize broad historical, cultural, social, political and scientific perspectives.

Intervention: The faculty will expose students to media and readings of opposing viewpoints regarding different perspectives. The faculty have constructed a website in which to utilize media to help students learn opposing viewpoints and perspectives.

Findings/Results: The numbers show that our students are scoring low on recognizing historical, social and political ideas on our common final. Thus these have to be addressed in the upcoming Semesters. However, one things need to be mentioned, this is a new course we are teaching

(2305) and we would have to find time to fit all 14 chapters into one Semester. This could be one reason why the numbers might seem low.

Actions/Changes: WHAT DO WE PLAN TO DO ABOUT THE LOW NUMBERS. A. STARTING IN AUGUST OF 2012 WE ARE GOING TO START USING OUR OWN WEB SITE TO ADDRESS THESE PARTICULAR ISSUES B. WE ARE ALSO GOING TO START IMPLEMENTING BOTH READING AND WRITING ASSIGNMENTS AS PART OF QEP 2 WITH EMPHASIS ON THESE LOW SCORES.

Year: 2011

Planning Unit: History [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Recognize broad historical, cultural, social, political and scientific perspectives'.

Intervention: Faculty used a diverse methods to achieve this outcome. Varied approaches ranged from both traditional and multimedia lectures, group presentations, and supplemental readings.

Findings/Results: There was an increase in students satisfying this outcome. An explanation in the differences between the Fall and Spring semesters may be the inclusion of dual-credit students in the Fall. Their inclusion improves the exam results. Since they do not enroll for this course in the Spring their absence is noted in a lower mastery rate.

Actions/Changes: The History Department will continue to be open to different approaches in teaching to ensure a more consistent and increase in student satisfying this outcome. It will also continue to review and modify, if need be, its common final. The Department will begin an item analysis to target areas that appear to be lower mastery.

Year: 2012

Planning Unit: History [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Recognize broad historical, cultural, social, political and scientific perspectives'.

Intervention: Faculty used a diverse methods to achieve this outcome. Varied approaches ranged from both traditional and multimedia lectures, group presentations, and supplemental readings.

Findings/Results: 2012-2013 Final Exam results reveal that the majority of students have yet to master this General Education Objective.

Actions/Changes: The Department will undertake a review of its approach in dealing with this outcome. Possible actions may include changing question wording or thorough revision of exam questions pertaining to this specific objective. The Department will also request faculty members to review their teaching strategies to increase student mastery of this objective.

Year: 2013

Planning Unit: Fine Arts [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Recognize broad historical, cultural, social, political and scientific perspectives'.

Intervention: In various fine arts classes, students will experience and analyze works of art or music and respond with personal viewpoints in class discussion and/or journals.

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: History [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Recognize broad historical, cultural, social, political and scientific perspectives'.

Intervention: Each faculty member will have students read material besides the department textbook. The goal is to emphasize critical reading skills.

Findings/Results:

Actions/Changes:

Program Outcome 12 Seek out and engage in health, wellness and lifelong learning experiences.

Year: 2006

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will recognize the importance of maintaining health and wellness.

Intervention: Lecture and handouts on the importance of maintaining

health and wellness.

Findings/Results: Few students were able to pass the pre-test due primarily to lack of knowledge and the test was too specific. Students then were introduced to the information and performed better.

Actions/Changes: The test will become multiple choice rather than short answer. The lecture throughout the semester will be more specific with greater amount of time.

Year: 2007

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Improve the overall fitness and wellness of students.

Intervention: By developing and implementing a standardized fitness test for selected Kinesiology classes and by documenting pre and post test results.

Findings/Results: What happened? We modified from past standardized testing into a philosophy of "self-performance" based performance. We noticed our students could relate to their own success rather than national standards. The exercises performed were sit-ups, push-ups, body weight squats, 20 sec. sprints.

Actions/Changes: What was done? What was done

Year: 2007

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will recognize the importance of maintaining health and wellness.

Intervention: Lecture and handouts on the importance of maintaining health and wellness.

Findings/Results: Each student was required to bring in 5 articles that fit under the umbrella of physical education. One of their articles is presented to the class. This includes weight training, swimming, conditioning, nutrition, fitness attire, healthy living, changing lifestyles etc... The topics and conversation through this assignment developed the cognitive aspect of physical education. It gave students the knowledge, to recognize the gap of the knowing and doing. The physical to the cognitive.

Actions/Changes: We will continue to implement these strategies because of the informative material outside the specific course title. ie. The students were receiving nutritional information that may not be discussed in a racketball class. We recognize the vague idea presented of how

to "recognize" someone gained information, is difficult to test. We will implement next year specific numbers and facts to remember and test over, for example, the percentage of people who work out receive diabetes versus those who do not work out and receive diabetes. Another could be the percentage of people overweight with heart diseases. Expecting new facts to be taught

Year: 2008

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Improve the overall fitness and wellness of students.

Intervention: The Kinesiology will target one class from Eagle Pass, and one class from Del Rio. Students will be tested on sit-ups, push-ups, and body squats, document their scores, and then be tested at the end of the semester. We will ask the students to perform the exercise with the exact form they used the first time.

Findings/Results: Our tests were quite interesting because we had some interesting happenings this semester. One, our tester in Eagle Pass suffered a motorcycle accident and was not able to administer or gather data. Two, a student in a Uvalde class required "9-1-1" therefore, the physical assessment was not completed. Also, a Del Rio student required "9-1-1" medical attention also. However, 44 students were tested and 32 passed all three physical assessments, which gave a percentage of 73. Spring 2009 Instructors Fowler and Sandoval administered the exact physical exam as stated and the results were a total of 55 of 70 students improved physically. A 79% record. The exam was administered to two courses in Uv. and one in Del Rio. Instructors feel more confident in administering the exams. A larger number of students took the exam and we had an increase of 6% to our credit. Wondering if we had more students will that lead us to our goal of 90%. We feel this will be a direct result of knowing fitness levels for these students, now and in the future. In hopes of becoming more physically fit minded.

Actions/Changes: At this Dec. 16, 2008 documentation of the Fall semester, we plan to continue the same assessments even though we had two medical attention incidents. We believe 2 out of 44 is a small percentage of "setbacks". We will enforce and encourage appropriate physical stress, meaning we do not wish any physical overload on any student. Eagle Pass will not be tested

next Spring '09 because our full-time faculty member is out. Spring 2009 The idea of changing exams was discussed to move to a more National Standardized Test, however, we express our growing confidence in the administration of our current physical exam. We feel our 3 testing instruments covers major muscle groups and vital muscles for a healthy lifestyle. We feel that our "SWTJC PHYSICAL EXAM" test me against me, as a student it is personal, and I don't need to know what the rest of America is at physically. Our test determines where our students are at the beginning of the semester and tells them after participating in the course, exercising, where they are at the end of the semester.

Year: 2008

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will recognize the importance of maintaining health and wellness.

Intervention: Students will be required to research 5 articles of physical education. The articles specifics are of muscular development, aerobic conditioning, and nutritional implementation. One of the articles will be presented to the class. Also, the student will be given factual numbers and information as to how a healthy lifesyle relates to a healthy individual. The students will be given data regarding on two topics, diabetes and heart disease, because of the culture in which we teach.

Findings/Results: Summarize results (what happened) and your findings. Eagle Pass testing was not completed due to our faculty member and his motorcycle accident. However, the 2 Uvalde classes and one Del Rio class recorded 51 of 61 or 84 % passed this cognitive exam. Spring 2009 We tested 66 total students and 56 passed noting 85% of the students passed. The results compare very closely, which was interesting for us. Our goal was 80% and have successfully completed this goal twice. It is our wish to move the goal to 90% of our students learning what effects nutrition and diet, weight training, and aerobic conditioning to improve their healthy lifestyle.

Actions/Changes: Given your results and findings, what did you do. Eagle Pass will not be tested in Spring '09, due to our faculty member out. The cognitive test will be given as originally stated to Uvalde and Del Rio students. Spring 2009 We recognize this 3 components and are

comfortable using these tools to change their thinking to change their lifestyle. We will continue to use this method next year (2010). We will ask of ourselves to improve our passing percentage rate to 90%. We have asked ourselves how to, or what strategies we need to implement to achieve this goal. At this time, we will do nothing differently, other than emphasize the current method.

Year: 2009

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Improve the overall physical fitness level of students by implementing a sound physical activity program that will create positive results.

Intervention: The physical fitness performance by students: push-ups, body squats, crunches 5 set of 20 secs. work, 10 secs. rest, record lowest number

Findings/Results: Eagle Pass reported a post test success rate of 68%. Del Rio reported a post test success rate of 28%. (The instructor stated the facilities for these fitness exams were not accommodating, therefore resulting with the results posted. He also feels this test is not appropriate for this class.)

Uvalde class reports success post test rates of 79%, 79%, 75%, and 71%. The average for Uvalde success rate is at 76%.

The overall success rate is at 72% for the Spring semester. The Fall semester scored a 79%. One reason the low Spring result is student retention and re-enrollment.

Actions/Changes: Due to the Del Rio statistics, new modifications must be made to accommodate the facilities. Greater planning and strategizing must be done to maintain integrity of physical exam.

As for the other campuses, the goal of 90% is high. We feel it is still a reasonable and attainable goal. One reason for the low scores may be students at a younger age are probably in a "maintenance" phase of their exercise program, rather than a beginning stage with greater results.

Year: 2009

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will cognitively recognize the significance of implementing diet and nutrition strategies, muscular development training, and aerobic conditioning into their lives that will produce a healthier, happier, and more productive lifestyle.

Intervention: Each student will research two articles of the following topics, diet and nutrition strategies, muscular development training, and aerobic conditioning.

Next, the students will present a summary of their articles to the class and the instructor on their research.

Also, each student will be required to write a one page essay and submit to the instructor.

Finally, be able to answer a general summation of diet and nutrition strategies, muscular development training, and aerobic conditioning.

Findings/Results: Eagle Pass reported from a 68% pass pre-test to an 80% pass post test.

Del Rio reported from a 65% pass pre-test to an 86% pass post test.

Uvalde totals reported in one class a post test pass rate of 85%, scores from other classes were post test pass rate of 88%, 92%, and 88%.

The summation of post test pass rates was 86% overall for all three campuses.

We feel a 90% pass rate on the post test is right on target. Each instructor may vary or adapt other aspects of incorporating information passed and assignments due based on their own discretion.

Actions/Changes: The Kinesiology Dept. will continue to assess the cognitive development by a pre-test/post-test. (however, second and third semester students will be exempt from testing due to familiarity of exam)

Year: 2010

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Kinesiology General Education outcome 'Seek out and engage in health, wellness and lifelong learning experiences'. (General Education Outcome #12)

Intervention: Students will a. perform as many sit ups as they can in one minute, and b. do as many push-ups as they can in one minute, done in pre-test/post-test assessment. And/or use body squats as measurement of physical fitness level. The instructors have the freedom to choose any or all methods to assess physical fitness levels due to accommodations at each campus and the number of class meetings, and average age of student population. The assessment will include several activity classes in Uvalde, one in EP and one in DR. A pre-test post-test will also be administered on the cognitive level of Health and Wellness.

Findings/Results: our student success rate very much what imagined. 78%. fair assessment for every fitness level. still modifying for each classroom accommodations.

Actions/Changes: take into consideration of athletic classes and skill evaluation, not only fitness level improvements. this assessment in ALL activity classes. extra effort to bring ALL adjunct faculty also.

Year: 2011

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will improve learning related to the Kinesiology General Education outcome 'Seek out and engage in health, wellness and lifelong learning experiences'. (General Education Outcome #12)

Intervention: Several classes in Uvalde, Eagle Pass, Del Rio, and Crystal City will administer a pre-test/post-test fitness exam or sport specific skill, depending on what class enrolled in and facility accommodations. Each instructor will have the freedom to choose which fitness exam of physical components or specific skill regarding each specific class.

Findings/Results: We feel we are on pace with our target rate. We have feedback from our students who feel this aspect is beneficial in the course. Also, our target rate is accurate.

Actions/Changes: Continue with the "plan" for another year.

Year: 2012

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Seek out and engage in health, wellness and lifelong learning experiences'.

Intervention: A pre-test, post-test of skills or exercises based on specificity of class will be administered during the semester. An example may be for a Weights/Conditioning class to document number of push ups, sit-ups, or weight bearing exercise record information, then be tested again at the end of the semester. Classes that are more skill related may pre-test a specific skill, ie raquetball could measure lob serves, volleyball-setting a volleyball, outdoor ed.-knots. At the end of the semester, a post test can be administered.

Findings/Results: The target was not met, but 79% of students achieved mastery, which was very close to the goal of 80% mastery.

Actions/Changes: In future semesters, instructors will be allowed greater flexibility in choosing the skills to be assessed, depending on the subject being taught.

Year: 2013

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Seek out and engage in health, wellness and lifelong learning experiences'.

Intervention: A pre-test of skills based on the specificity of class will be administered early in the semester. Based on the results of the pre-test students will be required to create an individualized fitness journal of daily activities. Students chart daily workouts and fitness concepts each week. An example used in a Weights/Conditioning class is to assess the number of push-ups, sit-ups, or body weight squats by recording information (5x20 set), then administer a post-test at the end of semester. Classes that are more skill related may pre-test a specific skill, ie Volleyball could measure serves, passing, bodyweight squats or outdoor ed.-knots.

Findings/Results: Pre and post assessment results indicate improvement in students who participated daily and attended exercise session on a regular bases. (students who had good attendance scored higher on post assessment fitness test.) Regular attendance and active participation in Physical Activity classes allows the student to improve on overall health and wellness.

Actions/Changes: As a results

Year: 2014

Planning Unit: Physical Education [View Plan](#)

Expected Outcome: Students will improve learning related to the General Studies program outcome 'Seek out and engage in health, wellness and lifelong learning experiences'.

Intervention:

Findings/Results:

Actions/Changes:

No program outcomes exist for 'General Studies (2014 Core)'

**Southwest Texas Junior College
Information Literacy
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 10 Use information ethically and legally.

Year: 2013

Planning Unit: Library [View Plan](#)

Expected Outcome: Students will improve learning related to the Information Literacy program outcome 'Use information ethically and legally'.

Intervention: Library staff will work with faculty in courses with a heavy writing component to assure consistency in instruction and student understanding of what plagiarism means, how to avoid it and to be able to use information ethically and legally and plagiarism. The library Committee will be reestablished and the 7 member faculty representatives will review the Information Literacy Outcomes and provide direction and agreement of the assessment of outcome #10 'Use information ethically and legally'.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
IT Support Program
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

**Program Outcome 1 Access and utilize SWTJC information systems
(helpdesk)**

Year: 2013

Planning Unit: Information Technology - Support Services [View Plan](#)

Expected Outcome: Students will improve learning related to the IT Support Program program outcome 'Access and utilize SWTJC information systems (helpdesk)'.

Intervention: Create and distribute a FAQ built upon the most frequently asked questions to helpdesk - trouble calls.

Findings/Results:

Actions/Changes:

**No program outcomes exist for 'Law
Enforcement (AAS)'**

**No program outcomes exist for 'Law
Enforcement Academy'**

No program outcomes exist for 'Lineman'

**Southwest Texas Junior College
Management
Unit Action Planning Beginning 2011 To
Present
Summary Report By Outcome**

Program Outcome 3 Utilize problem solving and decision making skills.

Year: 2011

Planning Unit: Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Management program outcome 'Utilize problem solving and decision making skills'.

Intervention: Students in BMGT 2303 are graded on five individual assignments and five team assignments.

Findings/Results: Scores on the team assignment averaged higher than those on the individual assignments (68% vs. 63%). Interestingly, individual performance showed a downward trend whereas the team performance exhibited an upward trend. The decrement in individual performance could be attributed to fatigue; the improvement in team performance may be a result of progressive increase in group cohesiveness and/or coordination.

Actions/Changes: The instructor plans to continue studying teams. The reason for this is that teams are rapidly increasing on a global scale and students need preparation to be able to practically work effectively in the workplace.

Year: 2013

Planning Unit: Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Management program outcome 'Utilize problem solving and decision making skills'.

Intervention: The management AAS is being revised from 62 to 60 semester hours. The revisions consisted of: (1) deleted one 3-hour technical elective, reducing the program to 59 hours; and (2) changed BMGT 2383 with a work component of 15 hours to BMGT 2483 (4 hours) and increased the work component from 15 to 22 work hours. The additional course hour requires more academic effort in cooperative education, including advanced practice in problem-solving and decision making which will enhance practical application at the workplace.

Findings/Results:

Actions/Changes:

Program Outcome 4 Exhibit successful workplace behaviors (e.g., attendance and punctuality).

Year: 2012

Planning Unit: Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Management program outcome 'Exhibit successful workplace behaviors (eg, attendance and punctuality)'.

Intervention: Students in BMGT 2383 (Spring 2013), Del Rio and Uvalde campuses, will set five goals for their external learning experience.

Findings/Results:

Actions/Changes:

Program Outcome 6 Demonstrate effective skills in both written assignments and oral presentations.

Year: 2006

Planning Unit: Management [View Plan](#)

Expected Outcome: Assess Program Outcome: Demonstrate effective skills in both written assignments and oral presentations.
[This will be confirmed by scores extracted from written assignments and scores for oral presentations]

Intervention: An assessment will be used in the capstone course.

Findings/Results:

Actions/Changes:

Year: 2010

Planning Unit: Management [View Plan](#)

Expected Outcome: Students will demonstrate effective skills in written management assignments.

Intervention: Faculty assigns each student a written assignment that is worth 20 possible points. The finished paper must follow "Writing College Papers" produced by Dr. Will Box. Student are given at the start of the class a copy of the aforementioned monograph as a guide.

Findings/Results: An assessment of 12 students currently in the 4th semester of cooperative education produced the following results: 6 students exceeded the standard of 20 points; 2 students were .34 points below the

standard; 3 students scored exactly 20 points and 1 student scored 3 points below the standard. The research data produced a composite score: 21.10 points. Goal was achieved. And when the composite score was derived it revealed the standard of 20 points had been exceeded by 1.10 points. Note: Bonus points are available for outstanding written and presentation of papers.

Actions/Changes: Based upon the research results the goal has been achieved and exceeded the established standard. The monograph "Writing College Papers" will continue to be issued to students and papers required to meet the conditions set forth in the monograph. Practice in written and presented assignments will be continued during all 4 semesters of Cooperative Education. Briefing of each element in this monograph will continue during each Spring and Fall Semester. Selected video will continue to be shown with a theme to improve listening, writing, and speaking competency.

Year: 2013

Planning Unit: Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Management program outcome 'Demonstrate effective skills in both written assignments and oral presentations'.

Intervention: Students in BMGT 2483 (formerly BMGT 2383), the fourth semester of cooperative education, will be required to write a job description of their current position. Through this assignment, students must demonstrate an understanding each facet of assigned job duties. This is a new assignment which is accommodated by the program revision which includes additional hours of instruction and workplace duties.

Findings/Results: The findings on the established initiative were achieved. Based on the outcome, continuance will be carried over into the next 2014-2015 year.

Actions/Changes:

No program outcomes exist for 'NA'

Southwest Texas Junior College

Outreach Unit Action Planning Beginning 2013 To Present Summary Report By Outcome

Program Outcome 1 Use CampusCruiser (Portal) effectively

Year: 2013

Planning Unit: Outreach [View Plan](#)

Expected Outcome: Students will improve learning related to the Outreach program outcome 'Use CampusCruiser (Portal) effectively'.

Intervention: Provide more hands on experiences on a PC accessing the Portal during the mandatory dual credit student orientation. An assignment (scavenger hunt) will be designed to get students through the Portal features.

Findings/Results:

Actions/Changes:

Southwest Texas Junior College Radiologic Technology Unit Action Planning Beginning 2009 To Present Summary Report By Outcome

Program Outcome 2 Demonstrate professional and ethical responsibility.

Year: 2009

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students enrolled in RADR 1201, Introduction to Radiologic Technology, will pass examinations on professional, legal, and ethical responsibility with a grade of 85 or higher.

Intervention: Students will be given examinations pertaining to professional, legal, and ethical responsibilities. Rotation evaluations assess a student's ability to apply

professional, legal, and ethical practices. During program orientation, students are given a list of ethical guidelines as set forth by the ASRT.

Findings/Results: A total of three exams were given that pertained to law and ethics. The results are as follows:
exam 1: 7/20 students achieved a grade of 85 or higher (35%)
exam 2: 15/20 students achieved a grade of 85 or higher (75%)
exam 3: 3/20 students achieved a grade of 85 or higher (15%)
average for all exams: 42%
100% of students achieved a score of "3" or higher on clinical rotation evaluation sections pertaining to legal/ethical/professional practices.

Actions/Changes: The faculty believe the findings indicate a need to increase instruction in the areas of professionalism, ethics, and legal issues. Beginning in the fall of 2011 (next offering of the Intro course) more class time will be devoted to these topics.
Faculty will continue to monitor clinical rotation evaluations.

Program Outcome 3 Apply knowledge of human anatomy and physiology.

Year: 2010

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students will be able to define and describe basic terms and manifestations of pathologic conditions. Students will be able to discuss and describe the radiographic appearance of diseases and procedures performed to diagnose pathology.

Intervention: Students are required to take the course titled "Radiographic Pathology" during their final semester. Basic terminology and manifestations of pathologic conditions will be presented. Radiographic appearances of diseases and procedures performed to diagnose pathology will be topics of conversation.

Findings/Results: 78% of the students taking chapter exams in pathology achieved a score of 85 or higher (149 out of 198). 78% of students achieved a score of a "3" or higher on clinical rotation evaluations in the "film critique and image analysis" section (14 out of 18).

Actions/Changes: faculty will focus more on image critique/analysis regarding recognizing pathologic conditions on

radiographic images earlier in the program. we will focus on introducing pathologic conditions earlier in the program and emphasize the importance of being able to recognize pathology on radiographic images.

Program Outcome 4 Perform radiographic procedures correctly.

Year: 2009

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students enrolled in RADR 1311, Basic Radiographic Procedures, will pass practical examinations with a grade of 85 or higher.

Intervention: Students will participate in practical examinations in the Radiologic Technology lab. These exams are based on practice standards for the profession.

Findings/Results: Twelve out of 21 (57%) of the students made an 85 or higher.

Actions/Changes: When the course is offered again in the Fall 2011, more emphasis will be placed on laboratory activities. Students will be required to spend additional time in the laboratory, working hands-on and practicing radiographic procedures.

Year: 2011

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students will improve in the ability to perform radiographic procedures correctly.

Intervention: Additional practical exams will be incorporated into RADR 1311 and RADR 2301. These exams will give the students additional practice in performing radiographic procedures.

Findings/Results: The program fell below the target of 80% for students performing radiographic procedures correctly. This may be due to the fact that a much smaller pool of applicants was available from which to choose this cohort of students. A few of the students did not meet the usual requirements for admittance to the program, but were accepted conditionally. Only one practical exam was given in the fall 2011 semester due to time constraints. There was also a faculty change between the fall 2011 and spring 2012 semester.

Actions/Changes: I am in the process of reviewing the program's curriculum. I would like to increase the contact hours for the first two semesters of procedures classes (RADR 1311 and 2301) to the extent allowed by

WECM. I would also like to increase the number of clinic hours for the first semester clinic rotation (RADR 1160) from one day to two.

Year: 2013

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Radiologic Technology program outcome "Perform Radiographic Procedures Correctly"

Intervention: "Open lab" hours will be offered. Increased availability of the Rad Tech lab for students to practice should improve their performance of radiographic procedures.

Findings/Results: The program fell below the target of 80% for students performing radiographic procedures correctly, ranged from 53-72% The first practical exam (chest exam) performed in the fall 13 semester (first semester students in the program). 10 out of 19 students achieved a grade of 80% or higher on the exam performance section of the exam. A 2nd practical exam in RADR 1311 was not done due to lack of time in the semester. The 1st practical exam in RADR 2301 in the spring 14 semester on upper extremity. 13 out of 18 students achieved a grade of 80% or higher on the exam performance section. The 2nd practical exam in RADR 2301 also done in the spring 14 semester on lower extremity. 10 out of 18 students achieved a grade of 80% or higher on the exam performance section.

Actions/Changes: 1st practical exam results were somewhat expected as this was the first semester of x-ray school for these students and their first practical exam. 2nd practical exam showed improvement of 19% over the fall practical exam as the students were now in their 2nd semester and knew more what to expect on the practical exam. Program faculty expected much higher grades for the 3rd practical but feel that the time from when the lower extremity was covered in lecture (fall 13) and the practical exam may have been too long. Also, the student's lack of practicing in the lab during open lab time likely contributed to the poor grades. More open lab time was offered to the students to prepare for practical exams. The majority of students did not take advantage of the time available. Faculty require students to sign in when using the lab so as to have a record of their lab activity. Open lab will be required during the 1st and 2nd semesters of the program instead of optional. Practical exams are currently reviewed in detail with students after graded.

They are made aware of errors made and areas for which improvement is needed on the next practical. Students will be required to write an action plan based on their 1st practical exam to prepare for the next practical. The action plan will address areas needing improvement on the next one. Instructors will shorten the time between when the information is covered to when tested on during a practical exam.

Year: 2014

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Radiologic Technology program outcome 'Perform radiographic procedures correctly'.

Intervention: 1. For first year Rad Tech students, "open lab" will be mandatory rather than optional for practice. 2. For first year Rad Tech students, once practical exams are reviewed, students will be required to write an "action plan" based on their performance/weak areas for their next practical. 3. Shorten time between when information is covered/taught to when the practical exam on that information is given.

Findings/Results:

Actions/Changes:

Program Outcome 7 Demonstrate critical thinking abilities

Year: 2011

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Radiologic Technology program outcome 'Demonstrate critical thinking abilities'.

Intervention: Instructor will increase the focus on image analysis/critique and scenarios (application of critical thinking) during lecture and lab for RADR 1311 (fall) and 2301 (spring).

Findings/Results: Assessment has shown historically low results on this outcome. None of the measures reached the target ranging from 22-44% mastery.

Actions/Changes: Program faculty attended a webinar "motivating the millennial generation". The annual state professional meeting attended in March 2012 also had a segment pertaining to the millennial generation and their

learning styles. Program faculty are also attending a national association of Rad Tech educators seminar which has several segments pertaining to critical thinking.

Year: 2012

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Radiologic Technology program outcome 'Demonstrate critical thinking abilities'.

Intervention: Instructors will incorporate more critical thinking activities in procedures course (RADR 2331) and clinic rotations (RADR 2460 and 2461). This will include writing assignments dealing with different scenarios in which the student will have to demonstrate critical thinking abilities. Program faculty are attending a national educators meeting in July that has several workshops specific to critical thinking.

Findings/Results: On one of the three writing assignments, 89% of the students achieved mastery. On another of the three, 78% achieved mastery, which is close to the target of 80%. On the third assignment, 67% of students achieved mastery, which is below target, but improved.

Actions/Changes: We will continue to introduce critical thinking scenarios in procedures lecture/lab and writing assignments. We have requested several items through Perkins grant that should also help students increase critical thinking skills. We will continue to monitor.

Year: 2013

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Radiologic Technology program outcome 'Demonstrate critical thinking abilities'.

Intervention: Instructor will increase the focus on image analysis/critique and scenarios (application of critical thinking) during lecture and lab for RADR 1311 (fall Basic Procedures) and 2301 (spring Intermediate Procedures).

Findings/Results: Assessment has shown historically low results on this outcome. None of the measures reached the target ranging from 11-44% mastery.

Actions/Changes: Critical thinking is very difficult to assess on paper. Instructors will increase critical thinking activities in Procedures lecture/lab and clinical rotations.

Year: 2014

Planning Unit: Radiologic Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Radiologic Technology program outcome 'Demonstrate critical thinking abilities'.

Intervention: Instructors will increase critical thinking activities in Procedures lecture/lab and clinical rotations.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Records Management (Registrar)
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 1 enroll for classes in a timely and correct manner

Year: 2013

Planning Unit: Registrar [View Plan](#)

Expected Outcome: Students will enroll for classes in a more timely manner.

Intervention: Time permits are issued to students during a pre-screening process so that students (1) will come in to enroll at a specific time and (2) will have the proper documents needed.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Registered Nursing
Unit Action Planning Beginning 2008 To
Present
Summary Report By Outcome**

Program Outcome 2 Utilize critical thinking, evidence-based practice and cultural diversity knowledge and skill when planning, implementing and evaluating patient care across the life-span.

Year: 2008

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Increase simulation activities in each clinical course.

Intervention: Each clinical course has a designated number of clinical hours. The students will be responsible for completing faculty directed simulation activities. (Taking vitals, initiating IV's, giving medications, etc.)

Findings/Results:

Actions/Changes:

Program Outcome 3 Engage in continuous improvement of cognitive, psychomotor and psychotherapeutic abilities necessary to comprehensively assess and provide safe and effective nursing care.

Year: 2010

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Increase coordination of courses and simulation so students can focus on similar contents before examination on related content.

Intervention: Rescheduled content in didactic courses and simulation activities so students could focus on one area at one time (e.g., respiratory content aligned across courses)

Findings/Results: Coordination was begun but due to the complexity of the changes not completed. Students have been pleased with focusing on one content areas at a time.

Actions/Changes: Continue intervention into 2011-12. More planning and coordination will be used.

Year: 2010

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Improve cognitive, pschomotor, and psychotherapeutic abilities.

Intervention: Increase simulation to 30% of clinical hours.

Findings/Results: The percentage of simulation was only about 10% and student achivement did not reach expectations.

Actions/Changes: The intervention will be continued into 2011-12 now that all equipment and training is in place.

Year: 2011

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Improve cognitive, psychomotor, and psychotherapeutic abilities.

Intervention: Increase simulation to 30% of clinical hours.

Findings/Results: The goal for increasing cognitive and psycho-motor activities reflected in a 30% increase in simulation activities was not entirely met. The fall semester had a significant increase in simulation activities with excellent results. Students benefited significantly from the increase in topics and simulation activities. The Spring semester learning activities failed to meet the number of hours in simulation lab held the previous year, in fact, there was a decrease in the activities especially with the pediatric activities.

Actions/Changes: We will not change the outcome expectations for the next year. The continued goal will be to meet the 30% increase in simulation activities as originally proposed.

Year: 2011

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Increase coordination of courses and simulation so students can focus on similar contents before examination on related content.

Intervention: Rescheduled content in didactic courses and simulation activities so students could focus on one area at one time (e.g., respiratory content aligned across courses)

Findings/Results: The goal for increasing cognitive and psycho-motor activities reflected in a 30% increase in simulation activities was not entirely met. The fall semester had a significant increase in simulation activities with excellent results. Students benefited significantly from the increase in topics and simulation activities. The Spring semester learning activities failed to meet the number of hours in simulation lab held the previous year, in fact, there was a decrease in the activities especially with the pediatric activities.

Actions/Changes: We will not change the outcome expectations for the next year. The continued goal will be to meet the 30% increase in simulation activities as originally proposed.

Year: 2012

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Recognize safety issues related to direct patient management, therapeutic activities, environmental factors and patient mobility.

Intervention: Safety issues will be addressed in all patient care areas, including the skills and simulation labs. In addition, safety aspects will be addressed in all course content with attention to age related issues. Faculty will be attentive to examination questions related to patient safety.

Findings/Results: Seventy-five percent of students achieved mastery of this objective. This is below the target of 80% but is an improvement over past achievement.

Actions/Changes: More concrete examples of patient safety issues will be incorporated throughout all courses.

Year: 2013

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Recognize safety issues related to direct patient management, therapeutic activities, environmental factors and patient mobility.

Intervention: Safety issues will be addressed in all patient care areas, including the skills and simulation labs. In addition, safety aspects will be addressed in all course content with attention to age related issues. Faculty will be attentive to examination questions related to patient safety.

Findings/Results:

Actions/Changes:

Program Outcome 4 Demonstrate caring behaviors and utilize teaching strategies that promote wellness, a healthy life style and recovery from illness.

Year: 2012

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Students will be able to recognize, describe and differentiate between anxiety and bipolar concepts.

Intervention: Mental Health course content will be expanded for anxiety and bipolar concepts in the class room and in

clinical areas including the simulation lab. Since these are common findings in current society, a variety of resources can be utilized to assist students in clear recognition of the signs, symptoms and consequences. Clinical instruction will include enhanced focus on anxiety and bipolar situations. In addition, key resources will be emphasized and utilized for evaluation activities.

Findings/Results: The result of 67% student mastery falls below the target of 80%.

Actions/Changes: Faculty will be alerted to this finding and mental health issues will receive more class time and more emphasis in clinical settings.

Year: 2012

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Increase knowledge of nutritional needs related to changes in the body that occurs with age, influence of disease, surgical removal of organs and/or external influences such as marketing and family environment.

Intervention: Faculty will increase the focus on nutritional information related to diseases/concepts for each body system and throughout the life span including pregnancy. Thus, the students' knowledge related to nutrition will be enhanced when providing direct care and when sharing pertinent information while teaching patients and family members. Include nutritional information in simulation and clinical activities and increase test questions related to nutritional information.

Findings/Results: Only 61% of students mastered this objective, which falls below the target of 80% mastery. Faculty may not have given sufficient emphasis to the nutrition-related topics.

Actions/Changes: Nursing faculty will be advised to increase class time spent on nutritional issues. In addition, the number of exam items on nutrition will be increased.

Year: 2013

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Increase knowledge of nutritional needs related to changes in the body that occurs with age, influence of disease, surgical removal of organs and/or external influences such as marketing and family environment.

Intervention: Faculty will increase the focus on nutritional information related to diseases/concepts for each body system and

throughout the life span including pregnancy. Thus, the students' knowledge related to nutrition will be enhanced when providing direct care and when sharing pertinent information while teaching patients and family members. Include nutritional information in simulation and clinical activities and increase test questions related to nutritional information.

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Registered Nursing [View Plan](#)

Expected Outcome: Students will be able to recognize, describe and differentiate between anxiety and bipolar concepts.

Intervention: Mental Health course content will be expanded for anxiety and bipolar concepts in the class room and in clinical areas including the simulation lab. Since these are common findings in current society, a variety of resources can be utilized to assist students in clear recognition of the signs, symptoms and consequences. Clinical instruction will include enhanced focus on anxiety and bipolar situations. In addition, key resources will be emphasized and utilized for evaluation activities.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Resident Life and Social Skills
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 1 Demonstrate life skills

Year: 2013

Planning Unit: Housing [View Plan](#)

Expected Outcome: Students will improve learning related to the Resident Life and Social Skills program outcome 'Demonstrate

life and study skills'.

Intervention: Designate separate spaces for study and entertainment. Arrange for personnel and tutors from Student Success Center to work with students. Offer incentives for dorm students to be tutors.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Safety and Security Literacy
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 2 Demonstrate knowledge of emergency response.

Year: 2013

Planning Unit: Campus Police [View Plan](#)

Expected Outcome: Students will improve learning related to the Safety and Security Literacy program outcome 'Demonstrate knowledge of emergency response'.

Intervention: Design and construct flipcharts containing emergency response information and install them in each classroom.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Success Skills
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 1 Engage in educational processes and resources

Year: 2013

Planning Unit: Student Success Centers [View Plan](#)

Expected Outcome: Students who regularly visit the Student Success Center will be better able to navigate educational resources.

Intervention: Develop and distribute a new student resource guide to a cohort consisting of all IAP students.

Findings/Results:

Actions/Changes:

No program outcomes exist for 'Success Skills-SSS'

**Southwest Texas Junior College
SWTJC
Unit Action Planning Beginning 2011 To
Present
Summary Report By Outcome**

Program Outcome 1 Read critically(QEP)

Year: 2011

Planning Unit: SWTJC [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC program outcome 'Read critically(QEP)'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 2 Write academically (WAS)

Year: 2011

Planning Unit: SWTJC [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC program outcome 'Write academically (WAS)'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 3 Engage students and faculty in the learning process (e,g, AVID)

Year: 2011

Planning Unit: Accounting [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC program outcome 'Engage students and faculty in the learning process (e,g, AVID)'. This is measured using the Community College Survey of Student Engagement (CCSSE) student-faculty engagement benchmark.

Intervention: Example Interventions - Change to suit unit: (1) Instructors will receive extensive and on-going professional development in high engagement strategies, such as those advocated by Advancement Via Individual Determination (AVID). (2)High engagement activities will be used to improve learning in and outside of the classroom (e.g., Seminars).

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: English [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC program outcome 'Engage students and faculty in the learning process (e,g, AVID)'.

Intervention: All Instructors will receive extensive and on-going professional development in the high engagement strategies such as those advocated by Advancement Via Individual Determination (AVID). High engagement activities will be used to improve learning and engagement in all English courses.

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: Humanities [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC

program outcome 'Engage students and faculty in the learning process (e.g, AVID)'.
Intervention: In HUMA 1301 (Spring 2012), the instructor will implement a "parking lot," a place in the classroom where students may post comments, questions, and concerns about classroom material. In PHIL 2306 & 1301 (Spring 2012), the instructor will encourage students to post their comments on the day's topic as email messages. In ENGL 2328 AUV01 & CUV01 (Spring 2012), the instructor will implement an online message board in order to enhance student understanding of various literary movements.

Findings/Results: PHIL 1301: Did not participate in email commenting. However, 73% of the students completing the course finished all assignments. PHIL 2306: Very limited participation in the email commenting; about three students in the class posted regularly. Two other students made a few postings. Seventy-five percent of the students in the course finished all assignments. ENGL 2328: 78% of student posted at least once. They were given three opportunities. 25% of students posted all three time.

Actions/Changes: PHIL 1301 & 2306: other implementations of the email commenting process will be considered, possibly making participation part of the grade. ENGL 2328: Faculty will encourage students to engage more frequently with posting and let them know that they will increase their success on exams if they participate more.

Year: 2011

Planning Unit: Student Success Centers [View Plan](#)

Expected Outcome: Increase the engagement behaviors of students with faculty.

Intervention: Student Success Centers offer seminars for students introducing techniques, skills, tips to encourage them to interact with faculty both in and out of the classroom.

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: SWTJC [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC

program outcome 'Engage students and faculty in the learning process (e.g, AVID)'. This is measured using the Community College Survey of Student Engagement (CCSSE) student-faculty engagement benchmark.

Intervention: Example Interventions - Change to suit unit: (1) Instructors will receive extensive and on-going professional development in high engagement strategies, such as those advocated by Advancement Via Individual Determination (AVID). (2)High engagement activities will be used to improve learning in and outside of the classroom (e.g., Seminars).

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Accounting [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC program outcome 'Engage students and faculty in the learning process (e.g, AVID)'. This is measured using the Community College Survey of Student Engagement (CCSSE) student-faculty engagement benchmark.

Intervention: Example Interventions - Change to suit unit: (1) Instructors will receive extensive and on-going professional development in high engagement strategies, such as those advocated by Advancement Via Individual Determination (AVID). (2)High engagement activities will be used to improve learning in and outside of the classroom (e.g., Seminars).

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Humanities [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC program outcome 'Engage students and faculty in the learning process.'

Intervention: In HUMA 1301 (Spring 2012), the instructor will implement a "parking lot," a place in the classroom where students may post comments, questions, and concerns about classroom material. In PHIL 2306 & 1301 (Spring 2012), the instructor will encourage students to post their comments on the day's topic as

email messages. In ENGL 23XX (all sophomore literature courses) (Fall 2012 & Spring 2013), the instructors will implement: (1) for online sections only: an online message board related to class assignments; and (2) for face-to-face sections: a student-instructor conference to review student performance.

Findings/Results: ENGL 23XX findings were excellent. As a result of the implementation of the intervention for student engagement, 88% passed said courses, which included ENGL 2328 (T. Tucker), ENGL 2323 (M. Burchfield), and ENGL 2332 & ENGL 2333 (M. Heaton). HUMA 1301 results were exceptional, with 98% passing the course.

Actions/Changes: The actions planned for 2013-14 will be to continue these interventions, based on the excellent end results. However for ENGL 23XX, we will expand this to include all instructors who teach Engl 23xx courses for Fall and Spring 2013-14. Students have improved in their end pass rate and exhibit more personal responsibility. HUMA 1301 will continue with this intervention for 2013-14.

Program Outcome 4 Improve learning in video conferencing courses

Year: 2011

Planning Unit: English [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC program outcome 'Improve learning in video conferencing courses'.

Intervention: The former DL Committee will be reactivated with a focus on video conferencing. The major areas of work will creating a standard for video conference classes and training of instructors who teach IAV classes.

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: SWTJC [View Plan](#)

Expected Outcome: Students will improve learning related to the SWTJC program outcome 'Improve learning in video conferencing courses'.

Intervention: The former DL Committee will be reactivated with a focus on video conferencing. The major areas of work

will creating a standard for video conference classes and training of instructors who teach IAV classes.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Teacher Aide
Unit Action Planning Beginning 2009 To
Present
Summary Report By Outcome**

Program Outcome 1 Demonstrate appropriate communication skills and professionalism.

Year: 2009

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: The prospective teacher aide will demonstrate the ability to give positive feedback to public-school students.

Intervention: Students complete an online module including a series of activities in which they learn to give active guidance to public-school students and teachers.

Findings/Results: Based on a review of the assessments, students are too general in their feedback; more specificity is needed.

Actions/Changes: More detailed feedback (email handouts) will be provided to students, rather than just scores. Further, students will be encouraged to use an online discussion board to share their information and read other students' responses.

Year: 2010

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will improve learning related to the Teacher Aide program outcome 'Demonstrate appropriate communication skills and professionalism'.

Intervention: In EDTC 1301 & 1311: Students interview teachers and complete a checklist regarding the respective roles of teacher and student. In EDTC 1301, 1311, & 1313, students also prepare PowerPoint presentations and

web pages. In EDTC 1313, students review online learning resources and games.

Findings/Results: Some students are still struggling to write standard American Edited English. These students tend to have English as a second language characteristics in their writing.

Actions/Changes: A textbook has been adopted for this course (and the other EDTC courses) which has instructions in Spanish as well as English. The textbook has a section that focuses on effective communication.

Year: 2010

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will improve learning related to the Teacher Aide program outcome 'Demonstrate appropriate communication skills and professionalism'.

Intervention:

Findings/Results: The exercises on the web (learning activities) do show that students can communicate effectively and professionally. A textbook would help supplement the information found on the web course.

Actions/Changes: A textbook has been adopted for this course which contains a section on communicating in a professional manner.

Year: 2011

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will improve learning related to the Teacher Aide program outcome 'Demonstrate appropriate communication skills and professionalism'.

Intervention: Current students will be contacted and given the choice to complete the degree or switch to the AAT

Findings/Results: program is not generating enough graduates to continue

Actions/Changes: Curriculum meeting decision made to deactivate

Year: 2012

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will improve learning related to the Teacher Aide program outcome 'Demonstrate appropriate communication skills and professionalism'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 2 Identify the best practices for reading programs.

Year: 2009

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will identify the best practices for reading programs.

Intervention: Students must learn the basic vocabulary of reading instruction in the public school. An online module (5 sessions) consists of overview of reading instruction, specific methods to teach reading. . . Students develop and implement at least one lesson plan.

Findings/Results: Assessment findings indicated that developing the lesson plan was more effective than the quizzes alone in preparing students for their duties.

Actions/Changes: Minimize time spent on quiz prep, increase time spent on lesson plans.

Year: 2010

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will improve learning related to the Teacher Aide program outcome 'Identify the best practices for reading programs'.

Intervention:

Findings/Results: Students have been successful identifying best practices for reading programs. The web resources used in the course tend to change from year to year. Having a textbook would add the element of continuity to the course.

Actions/Changes: A textbook has been adopted for this course which contains a section on teaching reading and describes some best practices.

Program Outcome 3 Describe the rights and responsibilities of various educational personnel.

Year: 2006

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome:

Assess the service: Describe the rights and responsibilities of various educational personnel.

Intervention: Recipients of the service will answer the questions, Are they receiving it? Is it satisfactory? In what way can it be improved?

Findings/Results: Reports (minutes) from the advisory committee confirm that the participants feel that they are receiving the desired content and are satisfied with the content currently being delivered. Improvement can be achieved by continuing to offer a variety of courses tailored to the teacher aide rather than only offering general teacher preparation courses. A survey of the class assignments and activities show that the objective of clarifying the roles of various personnel in a school setting is being met. (EDTC 1301 and EDTC 1311 record on file with faculty member. Over 85% of the students met the objective.

Actions/Changes: A new textbook was chosen (Those Who Can Teach by Ryan) for the EDUC 1301 course. Online support for this book is superior to the previous text. Students will be able to use the "Eduspace" lab online.

Year: 2007

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Assess the service: Describe the rights and responsibilities of various educational personnel.

Intervention: Recipients of the service will answer the questions, 'Are they receiving it? Is it satisfactory? In what way can it be improved?'

Findings/Results: Reports (minutes) from the advisory committee confirm that the participants feel that they are receiving the desired content and are satisfied with the content currently being delivered. Improvement can be achieved by continuing to offer a variety of courses tailored to the teacher aide rather than only offering general teacher preparation courses. A survey of the class assignments and activities show that the objective of clarifying the roles of various personnel in a school setting is being met. (EDTC 1301 and EDTC 1311 record on file with faculty member. Over 85% of the students met the objective.

Actions/Changes: A new textbook was chosen (Those Who Can Teach by Ryan) for the EDUC 1301 course. Online support for this book is superior to the previous text. Students will be able to use the "Eduspace" lab online.

Year: 2009

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will describe the rights and responsibilities of various educational personnel.

Intervention: Online module engages students to meet with a professional teacher and develop a list of duties and responsibilities for each (teacher and aide).

Findings/Results: After the teacher-aide-in-training conferred with the mentor teacher, the prospective aide's understanding of his/her role was improved.

Actions/Changes: This activity will be continued.

Year: 2010

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will improve learning related to the Teacher Aide program outcome 'Describe the rights and responsibilities of various educational personnel'.

Intervention:

Findings/Results: In general students have been successful learning the roles and responsibilities of various educational personnel. The exercises on the web could be supplemented with a textbook.

Actions/Changes: A textbook has been adopted for this course which contains sections on the roles and responsibilities of educational personnel.

Year: 2011

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will improve learning related to the Teacher Aide program outcome 'Describe the rights and responsibilities of various educational personnel'.

Intervention: Program is scheduled for deactivation. Current students will be given the choice to complete the degree in a "teach out" mode or switch to the AAT degree or to an AA. The addition of a textbook for all of the EDTC classes was implemented from last years plan.

Findings/Results: Program not generating enough graduates to continue. Students were able to obtain textbooks this semester for every course.

Actions/Changes: Decision made at Curriculum Committee to deactivate the program. Current students will be contacted and given the choice to finish their degree or switch to an

AAT degree or an AA.

Program Outcome 4 Utilize methods for supporting the lead classroom teacher in planning and implementing educational goals in a work setting.

Year: 2007

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Assess the service: Utilize methods for supporting the lead classroom teacher in planning and implementing educational goals in a work setting.

Intervention: Recipients of the service will answer the questions, 'Are they receiving it? Is it satisfactory? In what way can it be improved?'

Findings/Results: Reports (minutes) from the advisory committee confirm that the participants feel that they are receiving the desired content and are satisfied with the content currently being delivered. Improvement can be achieved by continuing to offer a variety of courses tailored to the teacher aide rather than only offering general teacher preparation courses. A survey of the class assignments and activities show that the objective of clarifying the roles of various personnel in a school setting is being met. (EDTC 1301 and EDTC 1311 record on file with faculty member) Over 85% of the students met the objective.

Actions/Changes: A new textbook was chosen (Those Who Can Teach by Ryan) for the EDUC 1301 course. Online support for this book is superior to the previous text. Students will be able to use the "Eduspace" lab online.

Year: 2009

Planning Unit: Teacher Aide [View Plan](#)

Expected Outcome: Students will utilize methods for supporting the lead classroom teacher in planning and implementing educational goals in a work setting.

Intervention: Students log their hours and keep a journal related to activities in EDTC 1364 (practicum in a school-district classroom). A handbook/policy manual is provided to students for their guidance.

Findings/Results: Journals appear to aid in professional retention, helping prevent burnout.

Actions/Changes: Evidence of student learning in this activity provides rationale to continue the activity/practicum.

No program outcomes exist for 'Testing Literacy'

Southwest Texas Junior College Truck Driving Unit Action Planning Beginning 2010 To Present Summary Report By Outcome

Program Outcome 1 Master proper shifting techniques

Year: 2010

Planning Unit: Truck Driving [View Plan](#)

Expected Outcome: Students will improve learning related to the Truck Driving program outcome 'Master proper shifting techniques'. Specifically, students will approach shifting with confidence and demonstrate sequence, timing and psychomotor skills.

Intervention: An assessment will be done at the beginning for each student to determine their level of skill. The assessment will consist of a hands-on demonstration where students will perform basic skills. Students who have no prior experience or skill will be identified and targeted for individualized instruction in this area.

Findings/Results:

Actions/Changes:

Year: 2011

Planning Unit: Truck Driving [View Plan](#)

Expected Outcome: Students will improve learning related to the Truck Driving program outcome: "Master proper shifting techniques." Specifically, students will approach shifting with confidence and demonstrate sequence, timing and psychomotor skills.

Intervention: An assessment will be done at the beginning for each student to determine their level of skill. The assessment will consist of a hands-on demonstration where students will perform basic skills. Students who have no prior experience or skill will be identified and

targeted for individualized instruction in the area of Proper Shifting Techniques.

Findings/Results:

Actions/Changes:

Year: 2012

Planning Unit: Truck Driving [View Plan](#)

Expected Outcome: Students will improve learning related to the Truck Driving program outcome: "Master proper shifting techniques." Specifically, students will approach shifting with confidence and demonstrate sequence, timing and psychomotor skills.

Intervention: An assessment will be done at the beginning for each student to determine their level of skill. The assessment will consist of a hands-on demonstration where students will perform basic skills. Students who have no prior experience or skill will be identified and targeted for individualized instruction in the area of Proper Shifting Techniques.

Findings/Results:

Actions/Changes:

Year: 2013

Planning Unit: Truck Driving [View Plan](#)

Expected Outcome: Students will improve learning related to the Truck Driving program outcome: "Master proper shifting techniques." Specifically, students will approach shifting with confidence and demonstrate sequence, timing and psychomotor skills.

Intervention: An assessment will be done at the beginning for each student to determine their level of skill. The assessment will consist of a hands-on demonstration where students will perform basic skills. Students who have no prior experience or skill will be identified and targeted for individualized instruction in the area of Proper Shifting Techniques.

Findings/Results:

Actions/Changes:

Program Outcome 6 Demonstrate proper shifting patterns and techniques

Year: 2009

Planning Unit: Truck Driving [View Plan](#)

Expected Outcome: Students will improve learning related to the Truck Driving program outcome 'Demonstrate proper shifting patterns and techniques '. Specifically, students will master the Texas Department of Public Safety driving test.

Intervention: Students receive verbal instructions and use visual diagrams before hands-on practice and demonstration behind-the-wheel.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Vocational Nursing
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 1 Assist in determining the health status and health needs of clients based on interpretation of health related data, and preventive health practices in collaboration with clients, their families, and other members of the health care team.

Year: 2006

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Maintain student success in VNSG 1320(Medical Surgical I) & VNSG 1360 (Clinical)(gatekeeper courses)

Intervention: Unit exams, comprehensive final exam, clinical performance and student evaluations.

Findings/Results:

Actions/Changes:

Year: 2006

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Assess Program Outcome: Assess how our graduates

are performing in the various health care settings throughout the community and surrounding areas, by reviewing the Survey of Progress for graduates that is done by Ronnie Garza each year.

Intervention: An assessment will be used in the capstone course.

Findings/Results:

Actions/Changes:

Year: 2008

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: The students will assist in the formulation of goals/outcomes and a plan of care/nursing process in collaboration with the client, the family, and interdisciplinary health care team members.

Intervention: The faculty will teach the four steps of the systematic nursing process which includes assessment, planning, implementation, and evaluation. a) dynamics of nurse-patient relationship b) written verbal & non-verbal modes of communication including information technologies c) fundamental principles of disease prevention d) basic interventions to support patient, family. e) criteria for setting priorities in planning & evaluating care f) steps & procedures in discharge plan

Findings/Results: Summarize results (what happened) and your findings. Only 57 out of 80 students (71%) demonstrated the ability to utilize the nursing process. Students are assisted with nursing process every week that they are in clinical, they receive feed-back from clinical instructor and are evaluated as deemed necessary.

Actions/Changes: Given your results and findings, what did you do. This year we introduced the nursing process at the beginning of the program and made sure that it is introduced in every course and the student is given the opportunity to practice. We utilized a simulation clinical day to review and practice the nursing process.

Year: 2008

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: The VN program will maintain an 80% pass rate on the NCLEX-PN licensing exam by first time candidates.

Intervention: The students will write the NCLEX-PN exam between May and December after the completion of of vocational nursing program. The examination year for

the vocational educational program extends from January 1st through December 31st of each year. After graduation the students are required to take a Virtual ATI (Assessment Technologies Institute) review, once the student has met indicated benchmarks (80%), the ATI tutor will recommend tht the student schedule the NCLEX-PN exam date.

Findings/Results: Summarize results (what happened) and your findings. In December of 2009, the Texas Board of Nursing posted the NCLEX-PN report for first time candidates and SWTJC's pass rate for 2009 is 86.67%.

Actions/Changes: Given your results and findings, what did you do. The goal of the nursing program is to consistently maintain a minimum of 80% pass rate on NCLEX-PN exam by first time candidates. Some changes implemented are the ATI review for each course, tutoring sessions for students that are struggling academically, referrals to conseling for students who are having personal problems.

Year: 2009

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: The vocational nursing program will teach all students to identify and describe the steps in the systamatic nursing process which includes assessment, planning, implementation and evaluation of nursing care.

Intervention:

Findings/Results: Eighty students were admitted in 2009-2010. Sixty-seven students graduated from the program and mastered the steps of the nursing procss.

Actions/Changes: 67 out of 81 students graduated from the program and mastered the steps of the nursing process.

Year: 2009

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: The vocational nursing program, class of 2009-2010 will maintain an 80% pass rate on the NNLEX-PN licensing exam on the first attempt between May and August of 2010.

Intervention: Faculty-led tutoring groups instituted; mandatory for those students not meeting the 75% average required. Peer tutors were selected from among top nursing students to assist selected students.

Findings/Results: As of 12-03-10, 67 graduates;57 have tested; 56

passed; 1 failed. We also had one student that tested in 2010 from the 2009 class. Total students tested (2010) is 58; 1 failed = 98% pass rate. This constitutes an unofficial report only. Official reported will be submitted 12-30-2010.

Actions/Changes: We have a total of 9 students who have not tested. We have contacted every student and encouraged them to utilize the Virtual ATI to meet all the requirements of the program.

Year: 2012

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Students will improve learning related to the Vocational Nursing program outcome 'Demonstrate a knowledge of and provide coordinated, patient-centered care'.

Intervention:

Findings/Results:

Actions/Changes:

Program Outcome 2 Demonstrate a knowledge of and practice safety and infection control

Year: 2010

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: The vocational nursing program will teach all students to identify and describe the steps in the systematic nursing process which includes assessment, planning, implementation and evaluation of nursing care.

Intervention: The faculty reorganized the curriculum plan so that basic nursing and basic concepts of nursing were taught before going to the clinical setting.

Findings/Results: The ATI test scores showed a 12% improvement.

Actions/Changes: The changes were made permanent.

Year: 2011

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Students will improve learning related to the Vocational Nursing program outcome 'Demonstrate a knowledge of and practice safety and infection control'.

Intervention: Students are taught to be patient safety advocates. It is

essential that vocational nursing students promote safety in the patient and family environment by following scope and standards of nursing practice. Students must learn to practice within the parameters of individual knowledge, skills and abilities. Students learn to identify and report actual and potential unsafe practices; and implement measures to prevent harm.

Findings/Results: The finding indicate that students require more practice in this area. We have made an improvement in this area but evidently more work is required.

Actions/Changes: The action taken will be to teach students to be patient safety advocates throughout the program, and to include safety situation in all courses, exams, labs, and clinical.

Year: 2012

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Students will improve learning related to the Vocational Nursing program outcome 'Demonstrate a knowledge of and practice safety and infection control'.

Intervention: Students are taught to be patient safety advocates. It is essential that vocational nursing students promote safety in the patient and family environment by following scope and standards of nursing practice. Students must learn to practice within the parameters of individual knowledge, skills and abilities. Students learn to identify and report actual and potential unsafe practices; and implement measures to prevent harm. These practices are most strongly emphasized in VNSG 1122, VNSG 1329, VNSG 1323, AND VNSG 2331, but are taught throughout the program.

Findings/Results: The findings indicate that we have met our goal in this area; however, we would like to improve in this area. 60% of students met this goal.

Actions/Changes: We will continue to improve in this area by stressing the importance of patient safety and infection control. It is essential that vocational nursing students promote safety in the patient and family environment by following scope and standards of nursing practice. Students must learn to practice within the parameters of individual knowledge, skills and abilities. Students learn to identify and report actual and potential unsafe practices; and implement measures to prevent harm.

Program Outcome 7 Demonstrate a knowledge of and practice the reduction of risk potential

Year: 2013

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Students will improve learning related to the Vocational Nursing program outcome 'Demonstrate a knowledge of and practice the reduction of risk potential'.

Intervention: The VN program will continue teach the importance of knowledge of and practice the reduction of risk potential. The students are taught the importance of this in theory and practice in class, lab, and the clinical setting.

Findings/Results:

Actions/Changes:

Program Outcome 8 Demonstrate a knowledge of physiological adaptation and its application to patient and family care

Year: 2011

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Demonstrate a knowledge of physiological adaptation and its application to patient and family care.

Intervention: Students must use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice. The students will be taught a systematic problem-solving process in the care of patients and their families. Clinical reasoning process is utilized throughout the program.

Findings/Results: The findings indicate that students require more practice and theory in Coordinated care. The students will continue to practice the ATI assessments in this area.

Actions/Changes: New interventions for 2012-13 will be to provide more practice in the lab and simulation lab where students provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised directed scope of practice. More practice will be provided in the steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment, planning, implementation and evaluation.

Year: 2012

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Students will improve learning with respect to the program outcome, "Demonstrate a knowledge of physiological adaptation and its application to patient and family care."

Intervention: Students must use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice. The students will be taught a systematic problem-solving process in the care of patients and their families. Clinical reasoning process is utilized throughout the program but is especially emphasized VNSG 1323, VNSG 2331, and VNSG 1329. The process is practiced in lab and clinical settings.

Findings/Results: The findings indicate that the students have improved in this area. 50% of vocational nursing students mastered this area.

Actions/Changes: The faculty will continue to include more theory in this area and apply it to the clinical setting by stressing the following: Participating and providing care for clients with acute, chronic or life-threatening physical conditions
Alteration in Body Systems
Basic Pathophysiology
Fluid and Electrolyte Imbalances
Medical Emergencies
Unexpected Response to Therapy

Year: 2013

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: Students will improve learning related to the Vocational Nursing program outcome 'Demonstrate a knowledge of physiological adaptation and its application to patient and family care'.

Intervention: Students will improve learning related to the Vocational Nursing program outcome 'Demonstrate a knowledge of physiological adaptation and its application to patient and family care'

Findings/Results:

Actions/Changes:

Program Outcome 14 Demonstrate behaviors that promote the development and practice of vocational nursing.

Year: 2007

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome:

The vocational nursing students will be able to identify and describe the steps in a systematic nursing process which include assessment, planning, implementation, and evaluation.

Intervention: The faculty will teach the steps of the Nursing Process which is a tool for effective critical thinking. The students will participate in class and lab activities and learn to make nursing judgments by: 1. Identifying the problem 2. Differentiate fact from assumption 3. Check reliability and accuracy of data 4. Determine relevant from irrelevant 5. Identify possible conclusions/outcomes 6. Set priorities and goals 7. Evaluate response of patient

Findings/Results: Summarize results (what happened) and your findings. 26 students out of 30 graduated and were able to utilize the steps of nursing process.

Actions/Changes: Given your results and findings, what did you do. we will continue to teach the steps of the nursing process using different methodologies.

Program Outcome 16 Communicate ideas and information effectively both orally and in writing.

Year: 2006

Planning Unit: Vocational Nursing [View Plan](#)

Expected Outcome: The nursing program will maintain an 80% pass rate on the licensing exam by first time candidates on all 4 campuses.

Intervention: The instructors will maintain a documented systematic plan for on-going evaluation of the curriculum which includes implementation, testing, evaluation, and remediation of students.

Findings/Results:

Actions/Changes:

**Southwest Texas Junior College
Welding Technology
Unit Action Planning Beginning 2006 To
Present
Summary Report By Outcome**

Program Outcome 2 Select the proper welding process,

electrode/filler metal, machine settings, and welding procedure when given a welding task to perform.

Year: 2006

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: Select the proper welding process, electrode/filler metal, machine settings, and welding procedure when given a welding task to perform. (for both courses).

Intervention: An assessment will be used in the capstone course. Students will be given a skill test. Create the rubric.

Findings/Results: Did not meet the target of 90%. 75% of students mastered the skills test. 8 students tested (7 on G6 and one on a special project).

Actions/Changes: Will start welding on pipe earlier so students can gain experience and start on math in september. Will continue to improve the rubric.

Year: 2007

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: Select the proper welding process, electrode/filler metal, machine settings, and welding procedure when given a welding task to perform.

Intervention: An assessment will be used in the capstone course.

Findings/Results: Ninety percent of students successfully mastered these skills.

Actions/Changes: More shop time will be spent working on this group of skills.

Year: 2008

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: Select the proper welding process, electrode/filler metal, machine settings, and welding procedure when given a welding task to perform.

Intervention: Additional shop and classroom time dedicated to the mastery of these important skills. Math for calculating machine settings will receive additional class emphasis.

Findings/Results: The learning activities and measurement of the same seem to meet departmental expectations.

Actions/Changes: No changes at this time.

Year: 2013

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Welding Technology program outcome 'Select the proper welding process, electrode/filler metal, machine settings, and welding procedure when given a welding task to perform'.

Intervention: WLDG 1430, Introduction to Gasmetal arc welding, has been added to the program. This technique is relatively easy to learn and will help students be more successful.

Findings/Results:

Actions/Changes:

Program Outcome 4 Set up and safely operate associated tools and equipment including acetylene torch, plasma torch, grinders, drill press and cutoff saw.

Year: 2007

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Assess Program Outcome: Set up and safely operate associated tools and equipment including acetylene torch, plasma torch, grinders, drill press and cutoff saw.

Intervention: An assessment will be used in the capstone course

Findings/Results: Ninety-one percent (10 out of 11 students) mastered the skills.

Actions/Changes: Continue to emphasize safety.

Year: 2010

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Welding Technology program outcome 'Set up and safely operate associated tools and equipment including acetylene torch, plasma torch, grinders, drill press and cutoff saw'. Specifically, students will show improved skills with the drill press and cutoff saw.

Intervention: Lesson plans about using the drill press and chop saw correctly and safely will be increased. Students were given a new handout regarding sharpening drill bits will

be given for students to use.

Findings/Results: The faculty have completed the performance based assessment and found that 28 students out of 30 perform at the mastery level.

Actions/Changes:

Program Outcome 6 Demonstrate fabrication techniques, including job cost calculations, layout, sketching, bill of materials, fitting and cutting, welding applied to real projects.

Year: 2012

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Welding Technology program outcome 'Demonstrate fabrication techniques, including job cost calculations, layout, sketching, bill of materials, fitting and cutting, welding applied to real projects'.

Intervention: Student demonstration the skills through a projects done during the spring semester. Seven different welding projects are completed.

Findings/Results: Students are allowed four attempts to complete each project. All students passed all projects with a maximum of three attempts. Results recorded above apply to the second attempt.

Actions/Changes: These projects will continue to be used as standard procedure for the course of study.

Program Outcome 7 Apply math skills in various weld shop applications

Year: 2007

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Increase the number of students able to comprehend the mathematics in welding: 90% of Drafting 1325 students will be able to calculate the mathematical problems associated with welding on the final exam with 90 or better.

Intervention: Introduce Pipe Fitters Math Guide.

Findings/Results: Target of 90% was not met. Approximately 80% of students got a 90% or better on the final exam questions.

Actions/Changes: Plan to increase amount of time spend on math skills at the very beginning of sememster. Emphasis on reading

a ruler, fractions and measurements. Will continue with next day review tests over math materials. Will create more handouts that show examples to be used by students as additional work and exercises. Will request funds for calculators to be used by students while enrolled in class.

Year: 2008

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Assess the outcome: apply math skills in various weld shop applications.

Intervention: Providing calculators for student use while in class. Rulers are used in class to teach measurement and to lay out projects on paper (blueprints, plans, etc.) All of the aforementioned is taught by the instructor in individual and small group format. The department involves a tutor when necessary.

Findings/Results: The faculty has found that students need improvement in all math areas.

Actions/Changes: The faculty provided additional one on one instruction of the math lessons. Students were directed to the Math Tutor who was brought from the Tutoring Center to the welding class.

Year: 2009

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Increase the students' ability to apply math skills in various weld shop applications.

Intervention: Bring in a math tutor to provide additional instruction for students that are having difficulties. Tutor is used two days a week.

Provide calculators for student use while in class.

Rulers are used in class to teach measurement and to lay out projects on paper (blueprints, plans, etc.)

All of the aforementioned is taught by the instructor in individual and small group format.

Findings/Results: Tutoring assistance helped all students achieve mastery on the math skills objective.

Actions/Changes: The department hired a full-time lab assistant to facilitate the welding instruction and practice. The faculty provided additional one-on-one instruction of the math lessons. Students were directed to the Math Tutor

who was brought from the Tutoring Center to the welding class. Tutoring will be continued.

Year: 2009

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Teach and improve students' ability to apply reading, writing, listening and speaking skills for better organization and communication on the future job site.

Intervention: The department emphasizes textbook readings and additional readings (two technical manuals).

Findings/Results: This intervention was not applied this year due to time and resource constraints.

Actions/Changes: This outcome will be carried over to 2010-11; a tutor will be provided to assist the students with reading.

Year: 2010

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Assess the outcome: Apply math skills in various weld shop applications and pipe fabrication.

Intervention: Bring in a math tutor to provide additional instruction for students that are having difficulties. Tutor will be used two days a week. Provide calculators for student use while in class. Rulers will be used in class to teach measurement and to lay out projects on paper (blueprints, plans, etc.) All of the aforementioned will be taught by the instructor in individual and small group format.

Findings/Results:

Actions/Changes:

Year: 2010

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Improve students' ability to apply reading, writing, listening and speaking skills for better organization and communication on the job site.

Intervention: The department emphasizes textbook readings and additional readings (two technical manuals). The department will investigate the possibility of hiring a reading/writing tutor to help the welding faculty teach critical reading and technical reading application. If this is approved the reading tutor will allow the faculty to incorporate more reading lessons.

Findings/Results: Mid Spring semester all welding students wrote a letter of appreciation to an area pipe company that donated materials to the program.

Actions/Changes:

Year: 2011

Planning Unit: Welding Technology [View Plan](#)

Expected Outcome: Students will improve learning related to the Welding Technology program outcome 'Apply math skills in various weld shop applications'.

Intervention: A math tutor will come to help students 2 to 3 times a week to go over math assignments with students.

Findings/Results: A improvement was made from 16% to 41% but not as a result of a tutor. A tutor was not available. Instructors spent more time covering math and students had more inclass problems to solve.

Actions/Changes: Students would still benefit from a visiting tutor. Plans to bring tutor back to the classroom will be considered in the future.

**Southwest Texas Junior College
Wildlife Management
Unit Action Planning Beginning 2008 To
Present
Summary Report By Outcome**

Program Outcome 2 Produce appropriate management objectives for a range of wildlife habitats.

Year: 2008

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing Agre 2370 will be able to employ GPS and GIS technology in the development of a wildlife management program.

Intervention: Students will be trained in the use of a hand held GPS and the compatible software program (Arc view). Activities will be conducted both in the classroom and in the field.

Findings/Results: 14 students tested and 14(100%)scored $\geq 80\%$ The average score was 94.6. Students appeared to learn all aspects of the GIS assignment.

Actions/Changes: No change at this time. The department is reviewing the data to see if there is a need to increase from the current target level.

Year: 2008

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing WMGT 1371 will be able to identify 25 different brush species important to wildlife.

Intervention: Students will be introduced to the various brush species on weekly field trips to local ranches. Students will also be required to develop individual plant collections which will enhance their ability to identify the most common brush species utilized by wildlife particularly deer.

Findings/Results: A total of 24 students were tested. The average percent correct on identifying the species was 97%. Results ranged from a low of 72 to 7 students identifying all species. Only one student identified less than the expected 80%, which equates to 95% of the participants scoring over 80%.

Actions/Changes: No change at this time. The department is reviewing the data to see if there is a need to increase from the current target level.

Year: 2009

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing Agre 2370 will be able to employ GPS and GIS technology in the development of a wildlife management program.

Intervention: Students will be trained in the use of a hand held GPS and the compatible software program (Arc view). Activities will be conducted both in the classroom and in the field.

Findings/Results: 24 students were tested and 12 (50%) scored $\geq 80\%$. The average score was 68.75%. 50% of students failed to retain all steps in the mapping process utilizing GPS units and ArcMap software.

Actions/Changes: The department will add additional assignments that will enhance retention of all steps in the mapping process utilizing GPS units and ArcMap software.

Year: 2009

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing WMGT 1371 will be able to identify 100 different brush species important to wildlife.

Intervention: Students will be introduced to the various brush species on weekly field trips to local ranches. Students will also be required to develop individual plant collections which will enhance their ability to identify the most common brush species utilized by wildlife, particularly deer.

Findings/Results: A total of 36 students were tested. Seven students (19%) correctly identified at least 80% of the plants. Fifteen students (42%) correctly identified at least 70% of the plants.

Actions/Changes: The department is presently developing a plan for an arborium on SWTJC property. This area will provide students with a local outdoor classroom where they can improve their plant identification skills. The area will include a mowed walking trail along which the various species of brush will be labeled.

Program Outcome 3 Apply GPS and GIS technologies in the development of a wildlife management plan.

Year: 2010

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing GISC 1302 will be able to employ GPS and GIS technology in the development of a ranch map for a wildlife management plan.

Intervention: Students will be trained in the use of a hand held GPS and the compatible software program (Arc view). Activities will be conducted both in the classroom and in the field.

Findings/Results: 24 students were tested and 12 (50%) scored $\geq 80\%$. The average score was 65.83%. 50% of students failed to retain all steps in the mapping process utilizing GPS units and ArcMap software.

Actions/Changes: The department will add repetition into assignments that should enhance retention of all steps in the mapping process utilizing GPS units and ArcMap software.

Year: 2011

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Wildlife Management program outcome 'Apply GPS and GIS technologies in the development of a wildlife

management plan'.

Intervention: Beginning earlier in the semester, students in GISC 1302 will be required to practice hands-on practical applications of the GPS unit and use of ArtMap. Increase number of repetitions of creation and editing of shapes from approximately 8 to 10.

Findings/Results: A total of 26 students were evaluated with 38% of students retaining 80% of all steps in the map making process by the end of the semester. Students were found to be more proficient in the downloading of basemaps into GIS software (69%) and formatting maps for export (69%), than for acquiring GPS data (54%), creating shapefiles using GPS data (27%), and designing maps (58%). Verbal feedback from students have indicated that the text book is less clear than the handbook, and that the handbook makes the tasks more easily understood.

Actions/Changes: The Wildlife Department is creating a GIS handbook to help students understand and remember the steps in the map making process. More time will be spent in utilizing the handbook and less time is the textbook previously used. This will allow more time for repetition of the pertinent steps in the map making process, with a more streamlined approach to teaching those steps, which will hopefully allow for better retention of all the steps.

Year: 2011

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students will utilize a Student Handbook/Guide on How to Use GIS/GPS created specifically for the wildlife program.

Intervention: Faculty will create a guidebook customized for the SWTJC program. Copies will be printed and distributed to all GISC-1302 students at the beginning of the semester.

Findings/Results: Instructions for two GIS tasks were given to GISC 1302 students. These instructions were given near the end of the semester after student use of the standard textbook. This allowed students to compare the previously used textbook to the text being written specifically for the wildlife GIS course. Twenty-five of the thirty one students in GISC 1302 (80%) evaluated two chapters of the GIS instruction handbook. Ninety-two percent of students evaluated strongly agreed that the instruction booklet was helpful in creating a

shapefile. Eighty-eight percent of students evaluated strongly agreed that the instruction booklet was helpful in downloading a basemap. Eighty percent of students evaluated strongly agreed that the instruction booklet was written in a way that was easy to understand. Ninety-two percent of students evaluated strongly agreed that it would be beneficial to have instruction sheets for other GIS tasks.

Actions/Changes: More instruction sheets will be added to booklet. Instruction steps will be edited as needed, in order to make instruction steps easier to understand.

Year: 2012

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students in GISC-1302 will improve their rates of completing 15 cumulative SCH in the year.

Intervention: Faculty will create a guidebook customized for the SWTJC program. Copies will be printed and distributed to all GISC-1302 students during the Spring 2013 semester.

Findings/Results: Findings are as follows:

1. Instruction sheet helpful in creating a shapefile? 4 students (33%) agreed that it was helpful, while 8 students (67%) strongly agreed it was helpful.
2. Instruction sheet helpful in downloading a basemap? 3 students (25%) agreed it was helpful, while 9 students (75%) strongly agreed it was helpful.
3. Instruction sheet helpful in creating a shapefile from GPS data? 5 students (42%) agreed it was helpful, while 7 students (58%) strongly agreed it was helpful.
4. Instructions easily understood? 6 students (50%) agreed they were easily understood, 5 students (42%) strongly agreed they were easily understood, while 1 student (8%) did not respond.
5. Would it be beneficial to have other task instruction sheets? 4 students (33%) agreed it would be beneficial, while 8 students (67%) strongly agreed it would be beneficial.

Actions/Changes: Other instruction sheets for specific GIS tasks will be added. Improvements to existing instruction sheets will be made as feedback is obtained.

Year: 2012

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Wildlife

Management program outcome 'Apply GPS and GIS technologies in the development of a wildlife management plan'.

Intervention: Beginning earlier in the semester, students in GISC 1302 will be required to practice hands-on practical applications of the GPS unit and use of ArcMap. Increase number of repetitions of creation and editing of shapes from approximately 8 to 10.

Findings/Results: A total of 10 students were evaluated with 70% of students retaining 80% of all steps in the map making process by the end of the semester. Students were found to be more proficient in acquiring GPS data (100%) than downloading of basemaps into GIS software (80%), creating shapefiles using GPS data (60%), formatting maps for export (80%), and designing maps (80%). Verbal feedback from students have indicated that the textbook is less clear than the handbook, and that the handbook makes the tasks more easily understood.

Actions/Changes: The GIS handbook will continue to be developed and utilized. It appears from the above data, and from observation, that there is greater understanding of the map making process with use of the handbook. There will also be continued repetition of the map making process, as there is evidence from the above data, and observation, that repetition helps students retain the necessary steps in the map making process.

Year: 2013

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Wildlife Management program outcome 'Apply GPS and GIS technologies in the development of a wildlife management plan'.

Intervention: Beginning earlier in the semester, students in GISC 1302 will be required to practice hands-on practical applications of the GPS unit and use of ArcMap. Increase number of repetitions of creation and editing of shapes from approximately 8 to 10.

Findings/Results: A total of 22 students were evaluated with 64% of students retaining 80% of all steps in the map making process by the end of the semester. Students were found to be more proficient in formatting maps for export (84%), downloading of basemaps into GIS software (73%), acquiring GPS data (73%), than creating shapefiles using GPS data (50%), and

designing maps (50%). Because of scheduling issues students were assessed after having a week off of practicing the GIS tasks. This was observed to be a possible reason for lower retention by some students.

Actions/Changes: Particular steps where students are having problems with retention within each GIS task have been identified, and will be addressed by breaking down problem areas and repeating the process until there is adequate retention of those steps. Additional assignments, utilizing the GIS handbook, and focusing on these particular problems areas should help with retention of these particular steps. Additional tasks will be added to the GIS handbook pertaining to the 'Introduction to Raster Based GIS' class. Students taking the second GIS class 'Introduction to Raster Based GIS' will receive additional practice in the basic GIS tasks listed in the 'Findings' section.

Program Outcome 4 Demonstrate the ability to identify native vegetation important to specific wildlife populations.

Year: 2011

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing WMGT 1371 will be able to identify 25 different brush species important to wildlife.

Intervention: Students will be introduced to the various brush species on weekly field trips to local ranches. Students will also be required to develop individual plant collections which will enhance their ability to identify the most common brush species utilized by wildlife: particularly deer.

Findings/Results: A total of 43 students were tested. Seventeen students (39%) correctly identified at least 80% of the plants. Twenty five students (58%) correctly identified 70% of the plants.

Actions/Changes: The mentoring program utilizing upper class students has proved effective and will continue.

Year: 2012

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Wildlife Management program outcome 'Demonstrate the ability to identify native vegetation important to specific wildlife populations'.

Intervention: Students will be introduced to the various brush

species on weekly field trips to local ranches. Students will also be required to develop individual plant collections which will enhance their ability to identify the most common brush species utilized by wildlife: particularly deer.

Findings/Results: A total of 16 students were tested. Five students (44%) correctly identified 80% of the plants. Eleven students (69%) correctly identified 70% of the plants.

Actions/Changes: The department now encourages all students to attend the weekly plant team meetings in order to review plants observed in the field exercises.

Year: 2013

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students will improve learning related to the Wildlife Management program outcome 'Demonstrate the ability to identify native vegetation important to specific wildlife populations'.

Intervention: Students will be introduced to the various brush species on weekly field trips to local ranches. This year students will also be provided a vegetative ID book (produced by both students and faculty) for use as an instructional supplement in the field and in the classroom.

Findings/Results: A total of 24 students were tested. Twenty two students (92%) correctly identified 80% of the plants.

Actions/Changes: No change is recommended to be made at this time. Will continue next year.

Program Outcome 7 Write a wildlife management plan.

Year: 2006

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing WMGT 1372 will be able to develop a wildlife management plan for a commercial wildlife operation.

Intervention: Subject will be delivered in class and in the field. Examples of a management plan outline will be provided and students will be required to combine classwork and field experience to formulate their original and unique plan.

Findings/Results: 21(87%) of 24 students completing a management plan scored the required 70% or higher.

Actions/Changes: Subject will be revisited in the students sophomore year

in Agre 2370(Wildlife Management Techniques).
Students will be required to write a more thorough plan
which will be reviewed in the spring semester of 2007.

Year: 2006

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students will be required to write a wildlife management plan.

Intervention: The importance, relevance, design, development, and implementation of a management plan is discussed in all wildlife classes.

Findings/Results: A total of 11 student management plans were reviewed and 8 (72%)of the students attained an acceptable level of 80% or greater.

Actions/Changes: Changes will not be made to this activity as it is an essential function in the career of a wildlife biologist technician. A possible action is to increase the amount of critical thinking that is involved in each plan, thereby challenging students to over-achieve their preconceived abilities.

Year: 2007

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing WMGT 1372 will be able to develop a wildlife management plan for a commercial wildlife operation.

Intervention: Subject will be delivered in class and in the field. Examples of a management plan outline will be provided and students will be required to combine classwork and field experience to formulate their original and unique plan.

Findings/Results: A total of 20 students completed a plan and 7(35%) of them received a grade $\geq 70\%$.

Actions/Changes: Subject will be delivered in class and in the field. Examples of a management plan outline will be provided and students will be required to combine classwork and field experience to formulate their original and unique plan.

Year: 2007

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students will be able to write a wildlife management plan.

Intervention: The importance, relevance, design, development, and implementation of a management plan is discussed in all wildlife classes.

Findings/Results: Twelve(63%)of 19 students completed a management plan and 4 students (33%) scored $\geq 80\%$.

Actions/Changes: Staff will focus additional time on the correct format of a wildlife management plan

Year: 2008

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing WMGT 1315 will be able to develop a wildlife management plan for a commercial wildlife operation.

Intervention: The essentials of wildlife management will be delivered in class and in the field. Examples of a management plan outline will be provided and students will be required to combine classwork and field experience to formulate an original and unique plan (the components of the plan will consist of trophy deer management, quail management, breeding facilities, and non-consumptive uses, etc. of wildlife).

Findings/Results: A total of 28 students attended the class.Of those attending 26 (92%)completed a wildlife management plan.Of the 26 completing the plan 11(42%) received a grade of 70% or higher. The students who failed to achieve mastery have trouble with written grammar.

Actions/Changes: The department will add one more writing assignment related to the Wildlife Plan to improve grammar skills.

Year: 2008

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Graduating students in AGRI 2370 will be able to write a wildlife management plan pertaining to an actual designated ranch.

Intervention: 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.

Findings/Results: Fourteen(93%)of 15 students completed a management plan and 1 student(7%) (33%) scored $\geq 80\%$. However 5(35%)scored $\geq 70\%$. The department's goal was reached. Overall content and creativity lagged behind the plan structure in most

student plans.

Actions/Changes: Initiated contact with the landowner and student in order for students to present a second plan prepared by the entire class to the landowner. The instructor formed student teams to do this. This affords students a real life scenario where their plan is critiqued by someone other than the instructor forcing them to prepare more.

Year: 2009

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Students completing WMGT 1315 will be able to develop a wildlife management plan for a commercial wildlife operation

Intervention: The essentials of wildlife management will be delivered in class and in the field. Examples of a management plan outline will be provided and students will be required to combine classwork and field experience to formulate an original and unique plan (the components of the plan will consist of trophy deer management, quail management, breeding facilities, and non-consumptive uses, etc. of wildlife).

Findings/Results: Twenty nine (94%) of 31 students completed a management plan and 15 students (51%) scored $\geq 70\%$. However, 21 students (72%) scored $\geq 60\%$. Overall content and creativity lagged behind the plan structure in most student plans. Sixteen students (55%) mastered the presentation aspect. Eighteen students (62%) mastered the structure aspect. Fourteen students (48%) mastered the content aspect. Fifteen students (51%) mastered the creativity aspect. Nine students (31%) mastered the grammar aspect.

Actions/Changes: Students will be assigned additional writing projects related to their outdoor related activities which are more enjoyable, potentially augmenting their interest in improving their writing skills.

Year: 2009

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Graduating students in AGRI 2370 will be able to write a wildlife management plan pertaining to an actual designated ranch.

Intervention: 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.

Findings/Results: Twenty three (92%) of 25 students completed a management plan and 7 students (30%) scored \geq 80%. However, 14(61%)scored \geq 70%. Overall content and creativity lagged behind the plan structure in most student plans.

Twenty students (87%) mastered the presentation aspect.
Sixteen students (70%) mastered the structure aspect.
Ten students (43%) mastered the content aspect.
Seven students (30%) mastered the creativity aspect.
Five students (22%) mastered the grammar aspect.

Actions/Changes: Students will be assigned additional writing projects dealing with their outdoor experiences in an attempt to generate more interest in enhancing and practicing their writing skills.

Year: 2010

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Graduating students in AGRI 2370 will be able to write a wildlife management plan pertaining to an actual designated ranch.

Intervention: 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.

Findings/Results: Twenty (87%) of 23 students completed a management plan and 4 students (20%) scored \geq 80%. However, 14(70%)scored \geq 70%. Overall grammar and creativity lagged behind the plan structure in most student plans. Fourteen students (70%) mastered the presentation aspect. Fourteen students (70%) mastered the structure aspect. Ten students (50%) mastered the content aspect. Seven students (35%) mastered the creativity aspect. Five students (22%) mastered the grammar aspect.

Actions/Changes: The department intends to enhance writing skills along with improving grammar and creativity by entertaining additional writing projects that will be short in length,less than 500 words related to individual field trips taken on a weekly basis.

Year: 2011

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Graduating students in AGRI 2370 will be able to write a wildlife management plan pertaining to an actual designated ranch.

Intervention: 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.

Findings/Results: Fourteen (100%) of 14 students completed a management plan and 3 students (21%) scored \geq 80%. However, 9(64%)scored \geq 70%. Overall grammar and creativity lagged behind the plan structure in most student plans. Thirteen students (93%) mastered the presentation aspect. Nine students (64%) mastered the structure aspect. Four students (29%) mastered the content aspect. Three students (21%) mastered the creativity aspect. No student mastered the grammar aspect.

Actions/Changes: Establish additional writing projects in freshmen year with emphasis on the thought process.

Year: 2012

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Graduating students in AGRI 2370 will be able to write a wildlife management plan pertaining to an actual designated ranch.

Intervention: 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.

Findings/Results: Eighteen (94%) of 19 students completed a management plan and 7 students (39%) scored \geq 80%. However, 14(78%)scored \geq 70%. Overall grammar and creativity and content lagged behind the plan structure in most student plans. Eighteen students (100%) mastered the presentation aspect. 12 students (67%) mastered the structure aspect. Six students (33%) mastered the content aspect. Six students (21%) mastered the creativity aspect. Three students (17%) mastered the grammar aspect.

Actions/Changes: Students will be given more reading assignments inorder to develop their writing skills.

Year: 2013

Planning Unit: Wildlife Management [View Plan](#)

Expected Outcome: Graduating students in AGRI 2370 will be able to write a wildlife management plan pertaining to an actual designated ranch.

Intervention: 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.

Findings/Results: Twelve (92%) of 13 students completed a management plan of those completing a plan, 6 students (50%) scored $\geq 80\%$. However, 12(100%)scored $\geq 70\%$. Overall grammar and creativity and content lagged behind the plan structure in most student plans. Twelve students (100%) mastered the presentation aspect. 12 students (100%) mastered the structure aspect. Four students (33%) mastered the content aspect. Four students (33%) mastered the creativity aspect. Three students (25%) mastered the grammar aspect.

Actions/Changes: Students will continue to be encouraged to attend the writing help center while additional writing assignments will be assigned in wildlife classes.

**Southwest Texas Junior College
Writing Competency
Unit Action Planning Beginning 2013 To
Present
Summary Report By Outcome**

Program Outcome 1 Apply strategies to improve writing skills.

Year: 2013

Planning Unit: Writing Center [View Plan](#)

Expected Outcome: Students will improve learning related to the Writing Competency program outcome 'Apply strategies to improve writing skills'.

Intervention: Distribute and require the use of the student "Self-Edit Checklist" prior to tutoring session.

Findings/Results:

Actions/Changes:

Program Outcome 2 Complete writing assignments successfully.

Year: 2013

Planning Unit: Writing Center [View Plan](#)

Expected Outcome: Students will improve learning related to the Writing Competency program outcome 'Complete writing assignments successfully'.

Intervention: Create a virtual Writing Center. Establish a WC email address and promote its use through the distance learning population (faculty, staff and students).

Findings/Results:

Actions/Changes:

Date: 7/17/2014