

SWTJC Strategic Plan 2014-2019

INSTITUTIONAL VISION

Southwest Texas Junior College's vision statement offers a "mental picture" of what we want the college to become over time.

Vision Statement: Create and nurture a learning-centered environment in which students, faculty, staff, and the community at-large can achieve their greatest potential.

INSTITUTIONAL MISSION

Southwest Texas Junior College's mission statement explains in succinct and accurate terms who we are, what we do, and for whom we do it.

Mission Statement: Southwest Texas Junior College is a comprehensive, public college serving eleven counties in Southwest Texas. The College provides accessible, affordable, high-quality education that prepares students to successfully transfer to senior colleges and universities; enter the job market; pursue their professional and personal goals; and contribute to the economic growth of the region.

STRATEGIC GOALS AND OBJECTIVES

The college's institutional goals provide the overall framework for advancing the college's mission. Each goal is further refined by the specifying institutional objectives. These take two forms:

- (1) Foundation objectives are unending by nature and subject to continuous improvement. An example would be "Provide quality academic programs ..."
- (2) Strategic objectives are expected to have a beginning, middle and ending. An example would be "Construct a classroom facility in Crystal City..."

INSTITUTIONAL GOAL 1: IDENTIFY AND SERVE THE LEARNING NEEDS OF THE COMMUNITY (LEARNING)

Foundation Objectives:

- F1-1. Provide quality academic programs and courses for students who plan to complete their formal education at SWTJC or in an upper level college or university.
- F1-2. Provide quality technical programs and courses for students who plan to complete their formal education at SWTJC and seek employment.
- F1-3. Provide quality workforce training and development to enhance technical skills.
- F1-4. Provide quality courses and programs to broaden awareness, enrich personal development, and encourage life-long learning.

SWTJC Strategic Plan 2014-2019

Strategic Objectives:

S1-1 Increase the percentage of developmental education students who become college-ready and become college ready in a timely manner.

1. For dev-ed students, the percent who complete gateway course in latest four (4) completed long terms

Gateway Subject	Most Recent (2011-12)	Target 2017	2019
Math	34%	39%	44%
Reading	51%	57%	61%
Writing	46%	52%	56%

S1-2 Increase the number and FTE percentage of students achieving awards and transfers with 30+ semester hour credits.

1. Awards

Most Recent (2012-13)	Target 2017	2019
860	1055	1172
22%	27%	30%

2. Transfers

Most Recent (2012-13)	Target 2017	2019
156	273	352
4%	7%	9%

S1-3 Increase the number of students transferring in STEM areas.

1. Number of STEM transfers in most recent year (Engineering & Computer Science only)

Most Recent (2012-13)	Target 2017	2019
4	30	75

INSTITUTIONAL GOAL 2: CULTIVATE EXCELLENCE IN TEACHING, INSTRUCTIONAL DELIVERY, STUDENT SERVICES, AND ADMINISTRATIVE SUPPORT (QUALITY)

Foundation Objectives:

- F2-1. Provide equity and quality in instructional and student support services that ensures student access, progress, success and transfer readiness.

SWTJC Strategic Plan 2014-2019

- F2-2. Foster excellence in teaching, administration and services through professional development of faculty and staff.
- F2-3. Identify, encourage and reward best practices for classroom implementation.
- F2-4. Enhance the perception and effectiveness of technology as it affects student learning and college administration.
- F2-5. Promote an environment where members of the community, both on and off campus, are informed, included, and their input is valued and respected.
- F2-6. Encourage the continued adherence to a “One Institution Concept” among faculty, staff and students.

Strategic Objectives:

S2-1 Improve student services in advising and counseling, at-risk management, enrollment management, and registration.

1. Advising and counseling

- a. Percent of students using Student Planning

Establish baseline and target

- b. Total sch at graduation

Most Recent (2013)	Target 2017	2019
82	76	66

2. At-risk

- a. Percent of at-risk students who remain enrolled and avoid probation/suspension

Establish baseline and target

3. Enrollment management

- a. Percent of graduated students from SWTJC service area high schools matriculating

Most Recent (2012-13)	Target 2017	2019
24%	28%	32%

4. Registration

- a. Number of students on “drop” list at census in fall term

Establish baseline and target

- b. Number of students on “wait” list at census in fall term

SWTJC Strategic Plan 2014-2019

Establish baseline and target

- c. Percent of financial aid file completions to files received in fall term

Establish baseline and target

S2-2 Increase the quality and support of students off campus (not attending on Del Rio, Eagle Pass, and Uvalde campuses) in order to achieve parity with students on-campus (attending on Del Rio, Eagle Pass, and Uvalde campuses) instruction and services.

1. Use metrics of S2-1 with disaggregated data to compare on- and off-campus cohorts to minimize the differences.

S2-3 Make more effective use of the technology resources.

1. A Technology Resources Optimization Plan developed using a Business Process Review that includes priorities, a timeline, and an evaluation process

Target: Completed Plan by January 31, 2015

Implemented Plan by August 1, 2015

S2-4 Upgrade IT infrastructure to support the increased utilization of the ERP system, distance education modalities, and inter/intra-campus communication.

1. An IT Infrastructure Development Plan that includes priorities, a timeline, industry standard metrics (see Spanos “100 IT Performance Metrics”), and an evaluation process

Target: Completed Plan by January 1, 2015

Implemented Plan by August 1, 2015

S2-5 Address facility needs on Del Rio, Eagle Pass, and Uvalde campuses.

1. A Long Term Facilities Plan that includes priorities, timeline, metrics, and evaluation process and addresses preventive (planned) and deferred maintenance

SWTJC Strategic Plan 2014-2019

Target: Completed Plan by December 31, 2014
Implemented Plan by June 1, 2015

S2-6 Create a comprehensive and integrated system of human resource management.

1. A Human Resource Development Plan that (1) provides for employee evaluation based on a comprehensive, position-based organizational chart and (2) tracks employee professional development directed at improving the college's operational effectiveness and efficiency

Target: Completed Plan by January 31, 2015
Implemented Plan by July 31, 2015

S2-7 Develop and implement a plan that expands current library services to meet the information needs of students, staff and community.

1. User traffic by services rendered

Establish baselines and targets

INSTITUTIONAL GOAL 3: PROVIDE RELIABLE AND SUSTAINABLE RESOURCES AND FUNDING FOR THE COLLEGE (EFFICIENCY)

Foundation Objectives:

- F3-1. Review and improve recruiting and hiring practices.
- F3-2. Promote competitive pay and benefits for college employees.
- F3-3. Provide the support, resources and professional development opportunities that faculty and staff need to be successful in their various roles and to promote student learning.
- F3-4. Recognize, promote and reward excellence and innovation in college programs and services.
- F3-5. Promote student retention and progression through systematic review and enhancement of programs and services.

Strategic Objectives:

S3-1 Establish partnerships that maximize our resources for mutual benefit.

SWTJC Strategic Plan 2014-2019

1. Annual additional dollar value of grants, gifts, and in-kind assistance

Most Recent (2013-14)	Target 2017	2019
\$250,000	\$750,000	\$1,000,000

S3-2 Develop a self-sustaining office that attracts local, state, and national resources to benefit the college.

1. Full-time Institutional Advancement Officer in place

Target: Completed by December 31, 2014

S3-3 Improve operational efficiencies.

1. Instructional Expenditures per student FTE (THECD Accountability Measure)

FY2013	Target: 2017	2019
\$3,240	\$3,140	\$3,100

2. Institution Support Expenditures per student FTE (THECB Accountability Measure)

FY2013	Target: 2017	2019
\$1,283	\$1,244	\$1,220

3. Academic Support Expenditures per student FTE (THECB Accountability Measure)

FY2013	Target: 2017	2019
\$755	\$750	\$745

SWTJC Strategic Plan 2011-2015

VISION

Create and nurture a learning-centered environment in which students, faculty, staff, and the community at-large can achieve their greatest potential.

MISSION

Southwest Texas Junior College is a comprehensive, public, two-year college serving eleven counties in southwest Texas. College programs and services provide accessible, affordable, high-quality post-secondary education that prepares students to: 1) enter the job market, 2) transfer to senior colleges and universities, 3) pursue their professional and personal goals. Through its programs and services, the college equitably provides higher education opportunities and supports the economic growth of the community.

GOALS

The college's goals provide the overall framework for advancing the college's mission. Each goal statement is further refined by the specification of measurable objectives that take two forms:

Foundation Objectives advance the college's goals. *Foundation objectives* are unending by nature and subject to continuous improvement.

Strategic Objectives also advance the college's goals by advancing one or more of the *Fundamental Objectives*. Unlike *Fundamental Objectives* that are unending, *Strategic Objectives* are designed to be achievable within the five-year strategic planning cycle.

GOAL 1: IDENTIFY AND SERVE THE LEARNING NEEDS OF THE COMMUNITY (LEARNING)

Foundation Objectives:

- F1-1. Provide quality academic programs and courses for students who plan to complete their formal education at SWTJC or other colleges or universities.
- F1-2. Provide quality technical programs and courses for students who plan to complete their formal education at SWTJC and seek employment.
- F1-3. Provide quality developmental education programs that prepare students for college level coursework.
- F1-4. Provide quality workforce training and development to enhance technical skills.
- F1-5. Provide quality adult basic education for individuals who wish to acquire a general education diploma.
- F1-6. Provide quality courses and programs to encourage personal development and life-long learning.
- F1-7. Utilize educational alliances and partnerships to promote student success at all levels.

SWTJC Strategic Plan 2011-2015

Strategic Objectives:

- S1-1. Establish a formal ESL program. (F1-3)¹
- S1-2. Increase the number of developmental education students who become college-ready, complete the gateway course, and do it in less time². (F1-3)
- S1-3. Increase the number of students achieving 15/30 credits, core completers, certificates and degrees, and transfers with 30+ credits. (F1-1 & F1-2)
- S1-4. Increase the number of students majoring and transferring in STEM areas. (F1-1)

GOAL 2: CULTIVATE EXCELLENCE IN TEACHING, INSTRUCTIONAL DELIVERY, STUDENT SERVICES, AND ADMINISTRATIVE SUPPORT (QUALITY)

Foundation Objectives:

- F2-1. Provide access, equity, diversity, and quality in instructional programs and services to ensure that students can participate, progress, succeed, transfer and/or enjoy gainful employment.
- F2-2. Foster excellence in teaching, administration and services through professional development of faculty and staff.
- F2-3. Identify, encourage, recognize, and reward success.
- F2-4. Provide quality services that recognize, support, and enhance student success.
- F2-5. Ensure quality services and instruction in all distance learning modalities.
- F2-6. Enhance the effectiveness of technology as it affects student learning and college administration.
- F2-7. Promote an environment in which *community members* are informed, included, and their input is valued and respected.
- F2-8. Provide sufficient facilities and equipment to support the college's programs and services

Strategic Objectives:

- S2-1. Improve student services in advising and counseling; at-risk management; enrollment management³; and registration. (F2-4)
- S2-2. Increase the quality and number of programs and courses offered using distance learning modalities. (F2-1)
- S2-3. Improve the quality of student learning by providing increased access to tutoring, supplemental instruction, advising, and counseling to distance learning students. (F2-5)

¹ This strategic object is associated with *Foundation Objective* F2-4 and advances Goal 2.

² As an example, the objective would include the identification and support of the "almost there student."

³ Includes recruitment and matriculation (STEM/GED/WF/dual-credit/non-traditional students), late start, flex entry, scheduling and transfer.

SWTJC Strategic Plan 2011-2015

- S2-4. Make more effective use of the ERP (Datatel) system. (F2-6)
- S2-5. Upgrade IT infrastructure to support the increased utilization of the ERP (Datatel) system, distance learning modalities, and inter/intra-campus communication. (F2-8)
- S2-6. Address facility needs on Del Rio, Eagle Pass, Uvalde campuses (classroom, office space, and Cosmetology space). (F2-8)
- S2-7. Address deferred maintenance issues in all facilities (HVAC, lighting, painting, energy consumption, ADA compliance, and dormitories). (F2-8)
- S2-8. Review and enhance the system of professional and staff evaluation to ensure that it supports *Foundation and Strategic Objectives*. (F2-4)

GOAL 3: PROVIDE RELIABLE AND SUSTAINABLE RESOURCES AND FUNDING FOR THE COLLEGE (EFFICIENCY)

Foundation Objectives:

- F3-1. Develop and deepen partnerships with businesses, public officials, alumni, community-based organizations, and other constituents in order to increase the efficient and effective use of human and capital resources.
- F3-2. Identify, develop, and acquire grants to advance the strategic objectives of the college.
- F3-3. Identify and utilize areas of operational efficiency.
- F3-4. Evaluate resources and funding to assure that they effectively and efficiently support the overall mission of the college.

Strategic Objectives:

- S3-1. Develop and submit a Title V Cooperative Grant with Rio Grande College (SRSU). (F3-1)
- S3-2. Develop and submit a minimum of four grants per year to federal, state, and private foundations. (F3-2)
- S3-3. Develop and implement a plan that reduces energy consumption by 5 per cent. (F3-3)
- S3-4. Develop and implement a plan that expands current library services to meet the standards and guidelines for libraries in higher education as set forth by the American Library Association. (F3-4)

Executive Summary

In 2010 the college developed its Strategic Plan for 2011-2015, which was subsequently reviewed and approved by the Board. Two years into the plan, President Gonzales requested that a comprehensive review of that plan be done with the view of creating a revised strategic plan reflecting the goals of his new administration. In October 2013, the President's Cabinet initiated the review and completed it in March 2014.

Before commencing, a brief explanation of the purpose served by a strategic plan may be in order. The college's mission is established in the statement that follows:

Southwest Texas Junior College is a comprehensive, public college serving eleven counties in Southwest Texas. The College provides accessible, affordable, high-quality education that prepares students to successfully transfer to senior colleges and universities; enter the job market; pursue their professional and personal goals; and contribute to the economic growth of the region.

The college's strategic plan sets forth the process used to advance its mission. At its highest level are three broad goals; namely, Learning, Quality, and Efficiency. Each goal is advanced by objectives that take two forms. *Foundation Objectives* are on-going, do not change over time, and target broad aspects of the college's goals. *Strategic Objectives*, on the other hand, cover a fixed time span (ordinarily 5 years) and target improvements in specific areas of the broader goals. All college planning activities are tied directly to one or more of these objectives and therefore contribute to the advancement of the college's mission.

In the pages that follow are summaries of the Cabinet's review including recommendations by the Cabinet for the new 2014-2019 Strategic Plan. In addition to individual recommendations, the Cabinet made the following general recommendations for the new plan:

1. References to student learning and success should encompass all modes of instructions (face-to-face, interactive video, online, etc.) and student types (regular college, dual-credit, developmental).
2. All measures that involve student learning and success should show results for overall performance and for all aggregate groups (combinations of modes of instruction and student types).
3. No gap should exist between face-to-face regular college students and other aggregate groups.

This recommendation makes clear that student learning must not be dependent on where, when, and how teaching is delivered. The current plan did not make this point with sufficient force.

For supporting data and information, see the associated "Goal" tabs in the sections that follow this executive summary.

Strategic Plan 2011-2015 Review – Goal 1 Learning

Strategic Objective S1-1 Establish formal English as a Second Language (ESL) program.

The ESL program was developed during the spring of 2010 by a newly hired, full-time coordinator/instructor. First classes were offered in fall of 2010 with 25 students in 3 sections. It has since grown to 63 students in 8 sections for the fall of 2013. ESL students are identified during Accuplacer testing and then referred to the ESL coordinator for advisement. Data reveals that ESL students are (1) more successful in completing developmental education than traditional developmental education students and (2) have comparable success rates in gateway courses to traditional developmental education students.

Cabinet Recommendation: Consider the strategic objective achieved and move further monitoring and review to S1-2, the developmental education targeted strategic objective.

Strategic Objective S1-2 Increase the number of developmental students who become college ready, complete the gateway course, and progress through development education in less time.

Data reveals that little or no improvement has been made in the areas specified. Specifically,

1. Students who become college ready have declined by 57.
2. Gateway completion fell by 357
3. Progress through developmental education has taken slightly more time in all areas.

When the first two items are looked at as percentages of total enrollment, they are less striking but down none the less. One other notable fact is that the number of new students requiring developmental education is dropping significantly. For instance, the number of first time in college students needing math remediation has fallen by nearly 500 students from fall of 2009 to fall of 2013. Reading and writing dev-ed numbers have dropped similarly. There is some evidence that public school efforts to better prepare students for college is working. That is certainly good news!

Cabinet Recommendations:

1. Modify the objective by changing "number" to "percent" in order to compensate for changes in enrollment. – R. Whipple
2. In addition to students becoming college ready, track the time taken to do so. The idea is to decrease the time it takes for students to become college ready. Disaggregate by dev-ed level and discipline and set appropriate metrics for each. With this data, refine the intervention to target specific levels and disciplines. - C. LaRue
3. Reduce the number of dev-ed levels in all disciplines by implementing Mathways, Integrated Reading/Writing, and non-course based instruction. - M. Underwood
4. Capture qualitative and quantitative data on why students drop or stop out. Use it to design interventions in the at-risk management area (S2-1). - C. LaRue and B. Bennett
5. Change the advisor assisted registration policy to require students to complete TSI and gateway courses before being allowed to register online. - B. Bennett

Strategic Plan 2011-2015 Review – Goal 1 Learning

6. Create a student progress indicator that informs the student and the college whether progress is behind (at-risk), normal, or ahead. - B. Bennett

Strategic Objective S1-3 Increase the number of students achieving: (1) 15 credits, (2) 30 credits, (3) core completion, (4) certificates, (5) degrees, and (6) transfer with 30+ credits.

Since the beginning of the strategic plan, all areas have shown an increase as is shown in the table below.

<u>Measure</u>	<u>Number of Students</u>
15 credits	+225
30 credits	+123
Core Completions	+69
Certificates	+94
Degrees	+42
Transfers	+37

Cabinet Recommendations:

1. Modify the objective to add "percent" as well "number" of students achieving the items to compensate for enrollment. – R. Whipple
2. Use “State Success Points” to track "numbers" and develop "percent" definitions for use locally as more timely indicators. - C. LaRue
3. Establish targets for succeeding years by determining reasonable yearly increases. - R. Whipple
4. Establish areas of responsibility at the VP level. Each VP will then determine appropriate interventions to address their areas and record them in Unit Action Plans. – All VP’s

Strategic Objective S1-4 Increase the number of students: (1) majoring in STEM areas, (2) graduating in STEM areas, and (3) transferring in STEM areas.

Science, technology, engineering, and math (STEM) activity has shown a general decline since the end of a series of National Science Foundation grants that were awarded in the early 2000’s. Actual data for the period is given below.

<u>Measure</u>	<u>Number of Students</u>
STEM Majors	-28
STEM Graduates	-7
STEM Transfers	no change

Cabinet Recommendations:

1. Better define the college's STEM majors and use the definition consistently for all STEM planning and activities. - R. Whipple
2. Develop a STEM Center at the Eagle Pass campus including a physics/engineering classroom and instructor. - M. Underwood

Strategic Plan 2011-2015 Review – Goal 1 Learning

3. Develop a relationship with Angelo State University to foster a pre-engineering instructional program. - R. Whipple

4. Target STEM grants and other sources of funding to support expansion of STEM related activities and resources. - R. Hinman

5. Connect better with GeoForce students to (1) increase the number who attend SWTJC after high school and (2) increase the number of credit hours of instruction for the students who intend to transfer to university. - C. Sanchez

6. Develop and implement a marketing and recruiting strategy specifically for STEM students. - B. Bennett

Strategic Plan 2011-2015 Review – Goal 2 Quality

Strategic Objective S2-1 Improve student services in advising and counseling; at-risk management; enrollment management; and registration.

No specific measures were in the original strategic plan for this strategic objective. A review of student services was conducted and the Cabinet approved the following statement:

“In general, a fundamental change in direction has occurred in student services since the strategic plan commenced in 2011. Student services are far less seen as a collection of separate departments responding individually to student needs. Instead, a holistic approach is being taken that requires all departments to communicate, collaborate, and connect with each other and individual students to foster success. In addition, no longer are efforts focused solely on students with potential academic or behavioral problems. Much has been accomplished in identification of students on the edge of achieving important educational milestones and then marshaling college resources to help them move forward. Today, student services are better aligned than ever before to support student success.”

Cabinet Recommendations:

1. Expand the definitions of student services that will be addressed. - B. Bennett
2. Develop metrics including baseline and targets associated with services specified. - B. Bennett and C. LaRue

Strategic Objective S2-2 Increase the quality and number of programs and courses offered using distance education (DE) modalities.

Four specific measures were identified in the original strategic plan and the results are as follows:

<u>Measure</u>	<u>Result</u>
Number of DE sections	+2%
Number of enrollments	no change (remains at 24% of all enrolment)
Number of subject areas	no change (23 subject areas offered in DE format)
Number of DE degrees	no change (remains at 1, Criminal Justice)
Student success rates	interactive video – Equal or better than traditional students online – 10% to 15% lower than traditional students

Cabinet Recommendations:

1. Combine S2-2 with S2-3. Both address the quality of distance education, so there is no need to maintain them as separate objectives. – R. Whipple

Strategic Objective S2-3 Improve the quality of student learning by providing increased access to tutoring, supplemental instruction, advising, counseling to distance education students.

No specific measures were identified in the original strategic plan. A review of student services available to distance education students was conducted and the Cabinet approved the following statement:

Strategic Plan 2011-2015 Review – Goal 2 Quality

“Services in general have increased and improved for students who have access to the main campuses. The Student Success Centers have provided a significant increase in tutoring and advising, which has replaced supplemental instruction. Since most distance education students are on campus at least part of the time, these services are available to them. In addition, some Student Success Center services such as writing assistance are carried out via e-mail. Intensive monitoring of distance education students and intrusive advising and counseling has been introduced as additional support measures.”

Cabinet Recommendations:

1. Revise the objective to read as follows:

“Increase the quality and support of distance education (including dual credit) in order to achieve parity with on-campus instruction and services.”

2. Remove "supplemental instruction" and replace with the broader category "learning resources (includes library)".

3. Develop metrics including baseline and targets associated with services specified in item S2-3. - B. Bennett and C.LaRue

Strategic Objective S2-4 Make more effective use of the ERP (Datatel Colleague) system.

No specific measures were identified in the original strategic plan. A list of 46 completed projects related to the ERP system was accepted by the Cabinet as evidence. See Goal 2 Supporting Data tab for the complete list of completed projects.

Cabinet Recommendations:

1. Revise the objective to read as follows:

“Make more effective use of the technology resources.”

2. Develop metrics including baseline and targets associated with services provided by the ERP system. - J. Barker and C.LaRue

Strategic Objective S2-5 Upgrade IT infrastructure to support the increased utilization of the ERP (Datatel Colleague) system, distance education modalities, and inter/intra-campus communication.

No specific measures were identified in the original strategic plan. A list of completed projects related to the ERP system was accepted by the Cabinet as evidence. It was noted that all planned projects as of the beginning of the plan were completed except new digital switches and indoor WiFi on the Uvalde Campus. See Goal 2 Supporting Data tab for the complete list of completed projects.

Cabinet Recommendations:

1. Revise the IT Infrastructure Plan and utilize it as a basis for measuring future IT improvements. – J. Barker

Strategic Plan 2011-2015 Review – Goal 2 Quality

2. Develop metrics including baseline and targets associated with the utilization of IT systems. - J. Barker and C.LaRue

Strategic Objective S2-6 Address facility needs on Del Rio, Eagle Pass, and Uvalde campuses including classroom, office space, and Cosmetology space.

The following facility needs were addressed:

<u>Measure</u>	<u>Result</u>
Classrooms	Portable classroom building in Eagle Pass completed Academic classroom building in Del Rio complete Spring 2014
Office Space	Uvalde and Del Rio expansions complete; Eagle Pass pending.
Cosmetology	Increased classroom space; three additional improvements pending

Cabinet Recommendations:

1. Revise the Long Term Facilities Plan and utilize it as a basis for measuring future facility improvements. – J. Barker
2. Develop metrics including baseline and targets associated with addressing facility needs. - J. Barker and C.LaRue

Strategic Objective S2-7 Address deferred maintenance issues in all facilities including HVAC, lighting, painting, energy consumption, ADA compliance, and dormitories.

The following deferred maintenance issues were addressed:

<u>Measure</u>	<u>Result</u>
HVAC	Energy-saving central controls and new units installed and in use institution-wide
Lighting	Interior fixtures and bulbs replace; security lighting still pending.
Painting	2 of 5 painting projects completed. See the Goal 2 Supporting Data tab for the complete list.
Energy consumption	14% decrease in utility cost
ADA compliance	Completed pending installation of library elevator.
Dormitories	Remodeling of dorms in early stage of completion.
Roofing	2 of 4 roofing projects completed. See the Goal 2 Supporting Data tab for the complete list.

Cabinet Recommendations:

1. Update the Deferred Maintenance Plan and prioritize remaining projects. - J. Barker

Strategic Objective S2-8 Review and enhance the system of professional and staff evaluation to ensure that it supports the Foundation and Strategic Objectives.

No specific measures were identified in the original strategic plan. While some work was accomplished by the Faculty Association and administration in the faculty evaluation and

Strategic Plan 2011-2015 Review – Goal 2 Quality

professional development system, this objective has not been accomplished for the remaining employee classifications.

Cabinet Recommendation:

1. Revise the objective to read as follows:

“Create an integrated system of human resource management.”

3. Modify college policy to extend evaluation processes to all employees. Note: The Cabinet addressed this recently and the Board approved the policy changes to section DLA (Local).

2. Develop metrics including baseline and associated targets for completion. - A. Tarski

Strategic Plan 2011-2015 – Goal 3 Efficiency

Strategic Objective S3-1 Develop and submit a Title V Cooperative Grant with Rio Grande College.

The grant proposal was submitted, but no award was received.

Cabinet Recommendation:

1. Revise the objective to read as follows:

“Establish partnerships that maximize our resources for mutual benefit.”

2. Develop performance measures. - R. Whipple

Strategic Objective S3-2 Develop and submit four grants per year to federal, state, and private foundations.

A total of sixteen grant proposals were developed and submitted exceeding the four grants per year measure. A complete list of these can be found in Goal 3 Supporting Data tab.

Cabinet Recommendations:

1. Revise the objective to read as follows:

“Develop a self-sustaining Advancement Office that attracts local, state, and national resources to benefit the college.”

2. Develop performance measures. - R. Whipple

Strategic Objective S3-3 Develop and implement a plan to reduce energy consumption by 5 percent.

HVAC and lighting improvements resulted in an electrical utilities cost reduction of 14%.

Cabinet Recommendations:

1. Revise the objective to read as follows:

“Improve operational efficiencies.”

2. Identify operational areas to track and develop metrics including baseline and targets associated with these areas - A. Taski and C.LaRue

Strategic Objective S3-4 Develop and implement a plan that expands current library services to meet the standard and guidelines for libraries in higher education as set forth by the American Library Association.

The college engaged an expert in library design and operation to evaluate the current library facilities and processes. The experts report is included in Goal 3 Supporting Data tab. The library plan is pending.

Cabinet Recommendations:

1. Move to goal 2 and revise the objective as follows:

Strategic Plan 2011-2015 – Goal 3 Efficiency

“Develop and implement a plan that expands current library services to meet the information needs of students, staff and community.”

2. Develop performance measures. - Blaine Bennett and K. Baen

Goal 1 Learning - Strategic Objective Supporting Data

S1-1 Establish a formal ESL program.

Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-1 Establish a formal ESL program

Number of ESL Class Sections

Subject	2010/11				2011/12				2012/13				2013/14			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
ESLC	0	1	0	1	4	0	0	4	1	0	0	1	1	0		1
ESLG	1	2	1	4	2	6	1	9	3	5	1	9	2	4		6
ESLR	1	2	0	3	6	6	1	13	3	2	0	5	3	2		5
ESLW	1	2	1	4	2	6	1	9	3	5	1	9	2	4		6
Total	3	7	2	12	14	18	3	35	10	12	2	24	8	10		18

Number of ESL Enrollments

Subject	2010/11				2011/12				2012/13				2013/14			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
ESLC	0	24	0	24	38	0	0	38	24	0	0	24	14	0		14
ESLG	24	26	11	61	32	71	17	120	37	65	14	116	31	55		86
ESLR	23	40	0	63	76	72	9	157	65	47	0	112	51	40		91
ESLW	24	26	11	61	32	71	18	121	37	69	15	121	31	55		86
Total	71	116	22	209	178	214	44	436	163	181	29	373	127	150		277

Number of Unduplicated Headcount ESL Students

Subject	2010/11				2011/12				2012/13				2013/14			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
ESL Total	25	50	11	55	79	80	20	103	79	78	15	100	63	57		

Source: Estudios

Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-1 Establish a formal ESL program

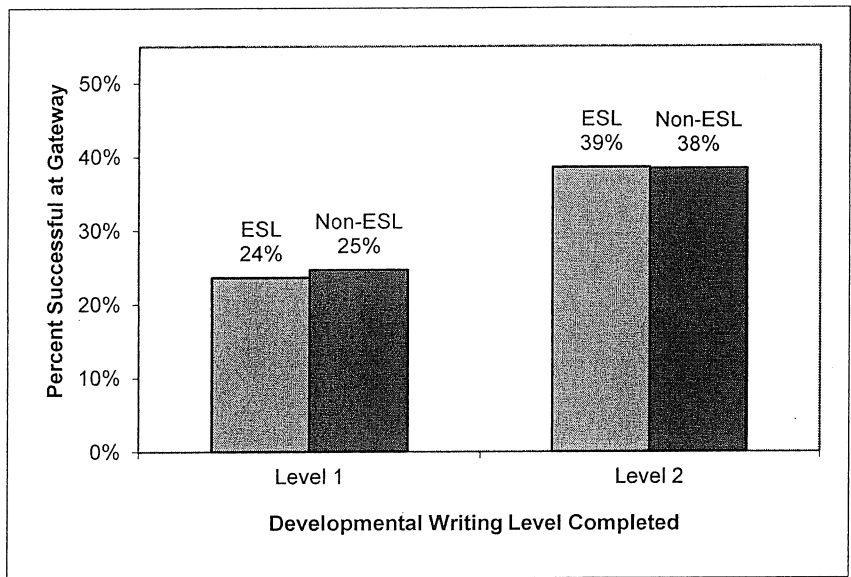
Average: 2010-11 and 2011-12 data

Students enrolling in developmental writing (ESL or regular):

Starting point	Percent Attempting Gateway		Percent Successful at Gateway	
	ESL	Non-ESL	ESL	Non-ESL
Level 1	34%	25%	21%	18%
Level 2	54%	40%	36%	28%

Students successfully completing developmental writing (ESL or regular):

Starting point	Percent Attempting ENGL-1301		Percent Successful in ENGL-1301	
	ESL	Non-ESL	ESL	Non-ESL
Level 1	38%	34%	24%	25%
Level 2	58%	54%	39%	38%



Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-1 Establish a formal ESL program

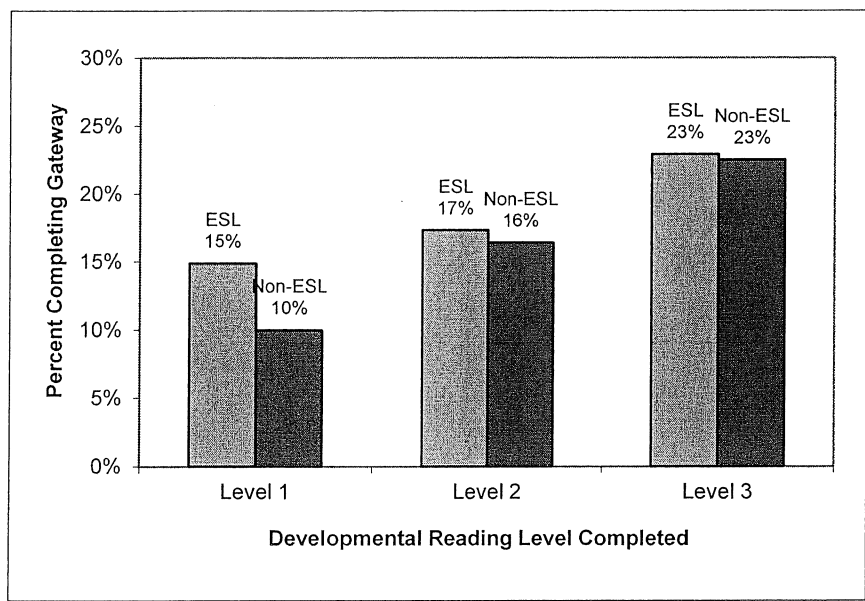
Average: 2010-11 and 2011-12 data

Students enrolling in developmental reading (ESL or regular):

Starting point	Percent Attempting Gateway		Percent Successful at Gateway	
	ESL	Non-ESL	ESL	Non-ESL
Level 1	19%	18%	14%	9%
Level 2	18%	26%	14%	12%
Level 3	27%	37%	20%	36%

Students successfully completing developmental reading (ESL or regular):

Starting point	Percent Attempting HIST-1301		Percent Successful in HIST-1301	
	ESL	Non-ESL	ESL	Non-ESL
Level 1	21%	22%	15%	10%
Level 2	21%	35%	17%	16%
Level 3	31%	47%	23%	23%



Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-1 Establish a formal ESL program

Number of ESL Class Sections

Subject	2010/11				2011/12				2012/13				2013/14			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
ESLC	0	1	0	1	4	0	0	4	1	0	0	1	1	0		1
ESLG	1	2	1	4	2	6	1	9	3	5	1	9	2	4		6
ESLR	1	2	0	3	6	6	1	13	3	2	0	5	3	2		5
ESLW	1	2	1	4	2	6	1	9	3	5	1	9	2	4		6
Total	3	7	2	12	14	18	3	35	10	12	2	24	8	10		18

Number of ESL Enrollments

Subject	2010/11				2011/12				2012/13				2013/14			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
ESLC	0	24	0	24	38	0	0	38	24	0	0	24	14	0		14
ESLG	24	26	11	61	32	71	17	120	37	65	14	116	31	55		86
ESLR	23	40	0	63	76	72	9	157	65	47	0	112	51	40		91
ESLW	24	26	11	61	32	71	18	121	37	69	15	121	31	55		86
Total	71	116	22	209	178	214	44	436	163	181	29	373	127	150		277

Number of Unduplicated Headcount ESL Students

Subject	2010/11				2011/12				2012/13				2013/14			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
ESL Total	25	50	11	55	79	80	20	103	79	78	15	100	63	57		

Source: Estudios

Goal 1 Learning - Strategic Objective Supporting Data

S1-2 Increase the number of developmental education students who become college-ready, complete the gateway course, and do it in less time.

Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

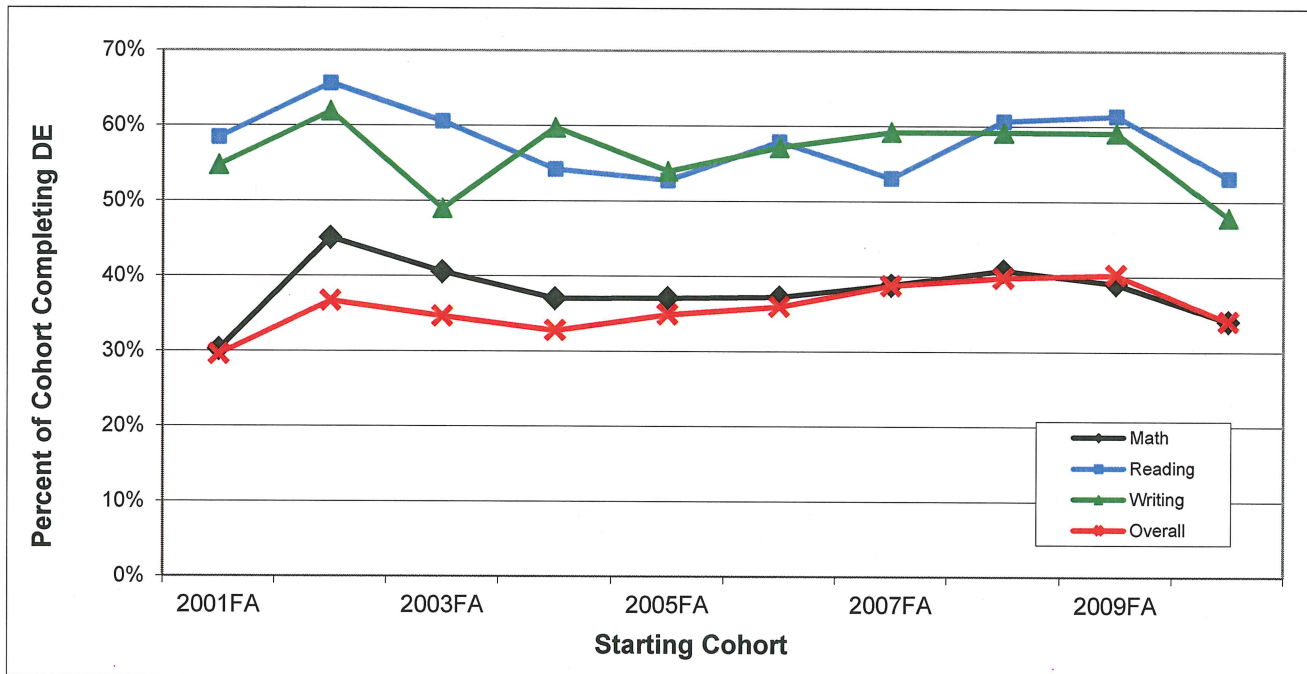
S1-2 Increase the number of students Developmental students who:

1. BECOME COLLEGE READY

Two-Year Developmental Education Completion Rates by Subject Area

Starting Cc	Math		Reading		Writing		Overall	
	Successful	Total	Successful	Total	Successful	Total	Successful	Total
2001FA	30%	407	58%	284	55%	42	30%	467
2002FA	45%	446	66%	291	62%	21	37%	499
2003FA	41%	471	61%	345	49%	49	35%	543
2004FA	37%	589	54%	391	60%	77	33%	654
2005FA	37%	499	53%	362	54%	76	35%	588
2006FA	37%	615	58%	442	57%	266	36%	682
2007FA	39%	556	53%	390	59%	304	39%	637
2008FA	41%	610	61%	435	59%	321	40%	688
2009FA	39%	735	61%	536	59%	477	40%	835
2010FA	34%	681	53%	478	48%	403	34%	778
Total	38%	5609	58%	3954	56%	2036	36%	6371

Source: Estudios



Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

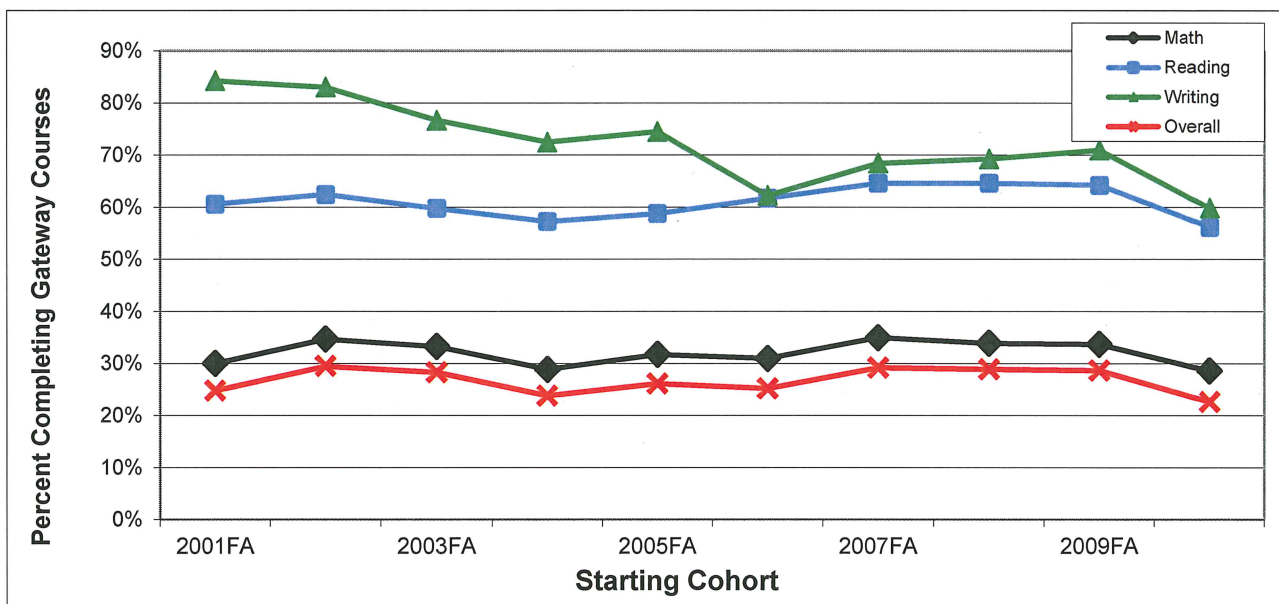
S1-2 Increase the number of students Developmental students who:

2. COMPLETE GATEWAY COURSE

Three-year Gateway Completion Rates by Subject Area

Starting Cc	Math		Reading		Writing		Overall	
	% Successf Total	Total	% Successf Total	Total	% Successf Total	Total	% Successf Total	Total
2001FA	30%	637	61%	642	84%	507	25%	643
2002FA	35%	603	62%	607	83%	459	29%	608
2003FA	33%	689	60%	693	77%	531	28%	694
2004FA	29%	825	57%	830	72%	621	24%	834
2005FA	32%	807	59%	820	74%	631	26%	820
2006FA	31%	869	62%	878	62%	831	25%	882
2007FA	35%	919	65%	944	68%	903	29%	947
2008FA	34%	1054	65%	1068	69%	1044	29%	1074
2009FA	34%	1407	64%	1442	71%	1422	29%	1447
2010FA	29%	1078	56%	1081	60%	1023	23%	1090
Total	32%	8888	61%	9005	70%	7972	27%	9039

Source: Estudios



Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-2 Increase the number of students Developmental students who:

1. BECOME COLLEGE READY

Completed DE Math in:

Starting Cohort	< 1 year	1 year or less	< 2 years	2 years or less	To Date
2001FA	17%	24%	30%	34%	47%
2002FA	32%	40%	44%	48%	56%
2003FA	30%	38%	41%	43%	50%
2004FA	26%	34%	37%	38%	45%
2005FA	30%	35%	38%	40%	48%
2006FA	30%	35%	38%	40%	45%
2007FA	28%	35%	39%	42%	48%
2008FA	30%	37%	41%	43%	49%
2009FA	30%	35%	39%	42%	46%
2010FA	25%	31%	34%	36%	37%

Completed DE Reading in:

Starting Cohort	<1 year	1 year or less	< 2 years	2 years or less	To Date
2001FA	51%	55%	58%	60%	68%
2002FA	57%	62%	64%	65%	71%
2003FA	52%	59%	60%	60%	65%
2004FA	49%	53%	54%	55%	59%
2005FA	44%	50%	53%	54%	59%
2006FA	50%	56%	58%	59%	63%
2007FA	47%	51%	54%	57%	63%
2008FA	53%	59%	61%	63%	66%
2009FA	51%	58%	62%	62%	64%
2010FA	43%	49%	52%	54%	54%

Completed DE Writing in:

Starting Cohort	<1 year	1 year or less	< 2 years	2 years or less	To Date
2001FA	50%	52%	55%	55%	67%
2002FA	57%	62%	62%	62%	67%
2003FA	46%	46%	50%	50%	54%
2004FA	53%	57%	59%	59%	67%
2005FA	44%	52%	53%	55%	55%
2006FA	50%	54%	57%	59%	63%
2007FA	53%	57%	60%	61%	64%
2008FA	52%	56%	60%	63%	65%
2009FA	50%	57%	60%	61%	62%
2010FA	42%	45%	47%	48%	49%

Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-2 Increase the number of students Developmental students who:

2. COMPLETE GATEWAY COURSE

Completed Gateway Math in:

Starting Cohort	<1 year	1 year or less	< 2 years	2 years or less	< 3 years	3 years or less	To Date
2001FA	2%	2%	7%	9%	13%	15%	19%
2002FA	4%	6%	11%	16%	19%	20%	27%
2003FA	4%	7%	12%	13%	16%	16%	20%
2004FA	6%	7%	11%	12%	14%	14%	18%
2005FA	4%	5%	9%	10%	11%	12%	17%
2006FA	3%	5%	8%	9%	10%	11%	13%
2007FA	5%	6%	9%	10%	14%	15%	18%
2008FA	3%	6%	11%	12%	15%	16%	19%
2009FA	3%	7%	11%	12%	16%	17%	18%
2010FA	4%	7%	10%	11%	14%	14%	14%

Completed Gateway Reading in:

Starting Cohort	<1 year	1 year or less	< 2 years	2 years or less	< 3 years	3 years or less	To Date
2001FA	7%	11%	15%	17%	18%	20%	25%
2002FA	8%	12%	16%	18%	20%	21%	27%
2003FA	6%	9%	12%	13%	14%	15%	18%
2004FA	6%	9%	13%	14%	16%	17%	20%
2005FA	5%	8%	12%	15%	16%	17%	20%
2006FA	7%	10%	14%	16%	17%	18%	21%
2007FA	7%	10%	12%	13%	14%	15%	17%
2008FA	7%	11%	14%	16%	17%	17%	19%
2009FA	8%	14%	18%	19%	21%	22%	22%
2010FA	6%	8%	11%	12%	14%	14%	14%

Completed Gateway Writing in:

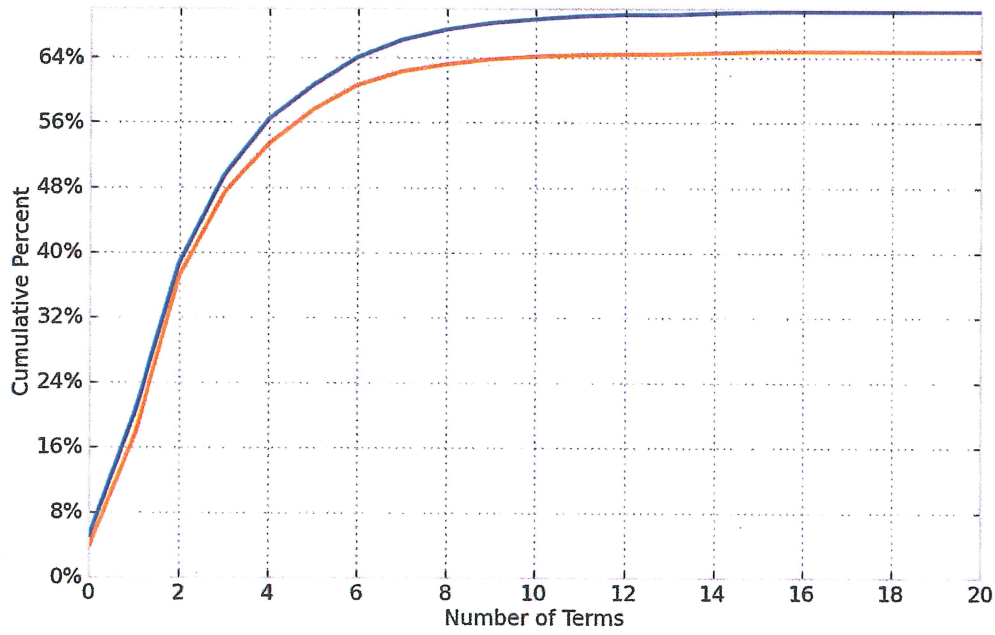
Starting Cohort	<1 year	1 year or less	< 2 years	2 years or less	<3 years	3 years or less	To Date
2001FA	10%	14%	17%	17%	19%	19%	21%
2002FA	5%	24%	33%	33%	33%	33%	33%
2003FA	6%	8%	8%	10%	13%	15%	15%
2004FA	12%	14%	18%	18%	18%	20%	21%
2005FA	6%	16%	26%	26%	27%	27%	29%
2006FA	13%	17%	21%	24%	25%	27%	28%
2007FA	14%	22%	27%	29%	32%	32%	33%
2008FA	13%	20%	25%	27%	29%	30%	32%
2009FA	9%	15%	19%	26%	27%	28%	28%
2010FA	8%	11%	14%	16%	18%	18%	18%

Dev-Ed Student Success in Less Time

The completion point reports on the next three pages show a slight improvement in the time dev-ed students take to become college ready. Note that in each case (math, reading, and writing) the more recent 2010 dev-ed student cohort completed in fewer terms and reached a higher percentage of success than students in the 2008 cohort.

Completion Point Report

Number of Students | Cumulative Number of Students | Percent Students | **Cumulative Percent**

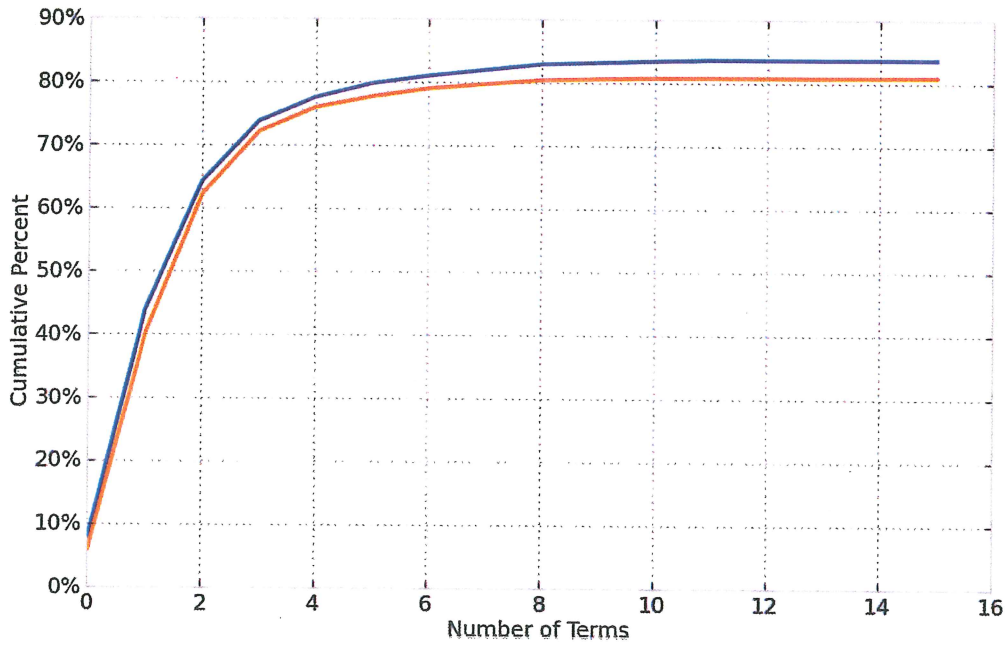


Time Series	Total Students Selected	With Starting Event	With Ending Event	With Starting & Ending Event
College Level Math 08	2576	2333	1762	1628
College Level Math 10	3036	2848	1956	1847

Copyright 2003-2014 Zogo Technologies, LLC All Rights Reserved, Version 6.8.5

Completion Point Report

Number of Students Cumulative Number of Students Percent Students Cumulative Percent

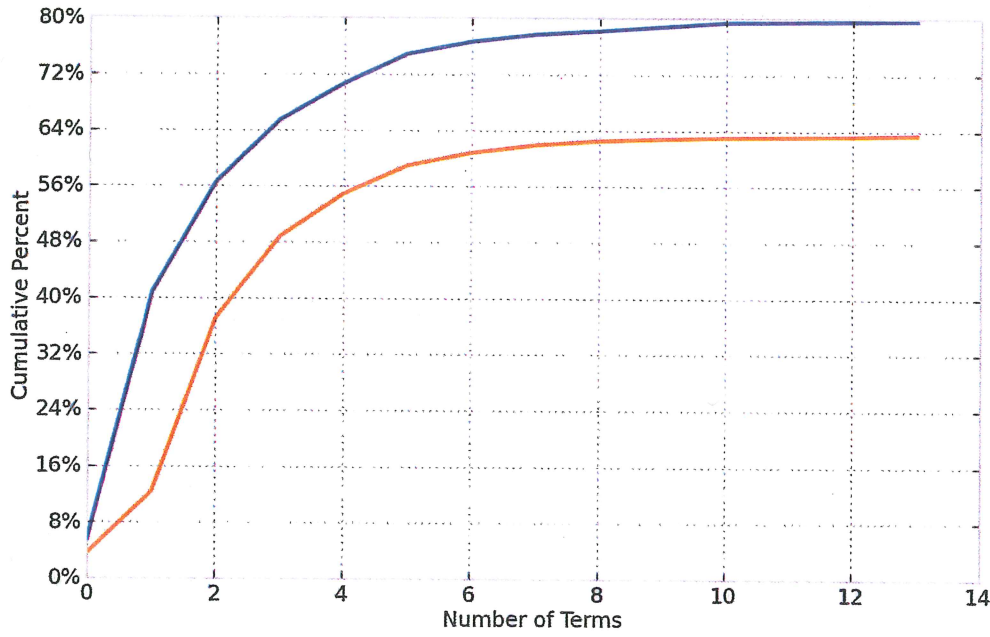


Time Series	Total Students Selected	With Starting Event	With Ending Event	With Starting & Ending Event
College Level Read 08	1598	1475	1319	1236
College Level Read 10	2052	1938	1650	1570

Copyright 2003-2014 Zogo Technologies, LLC All Rights Reserved, Version 6.8.5

Completion Point Report

Number of Students | Cumulative Number of Students | Percent Students | **Cumulative Percent**



Time Series	Total Students Selected	With Starting Event	With Ending Event	With Starting & Ending Event
College Level Write 08	1053	964	826	769
College Level Write 10	1058	985	657	625

Copyright 2003-2014 Zogo Technologies, LLC All Rights Reserved, Version 6.8.5

Goal 1 Learning - Strategic Objective Supporting Data

S1-3 Increase the number of students achieving 15/30 credits, core completers, certificates and degrees, and transfers with 30+ credits.

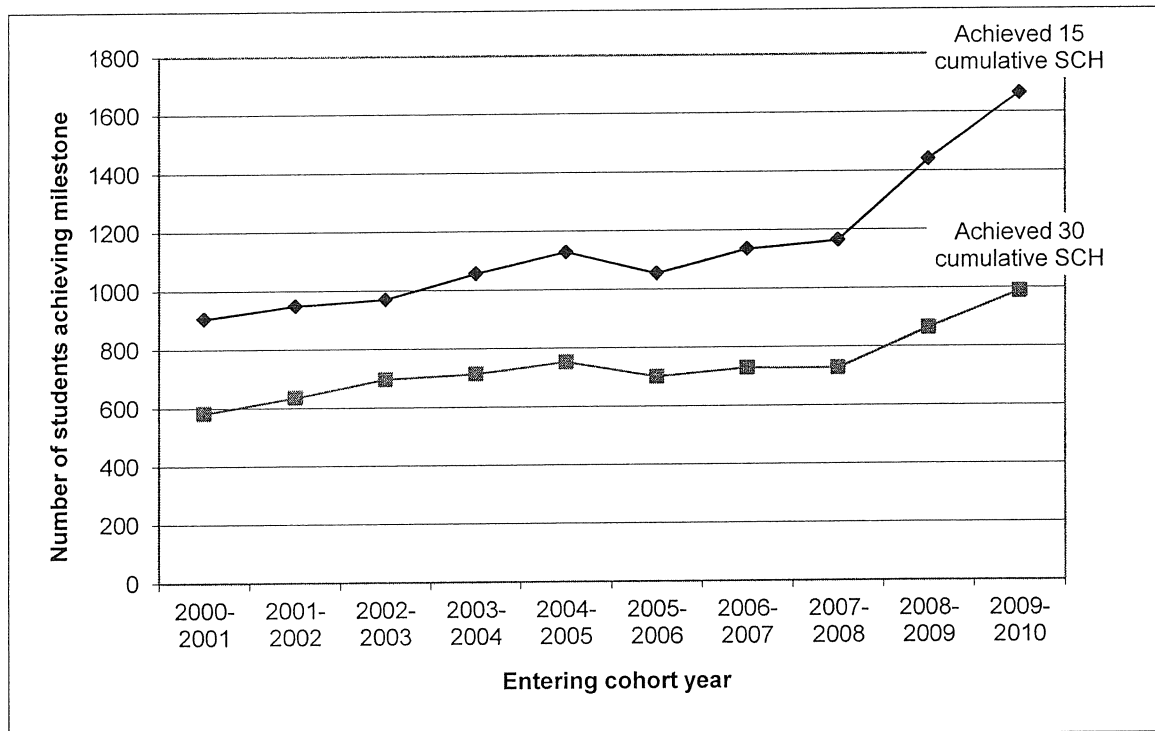
Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-3 Increase the number of students achieving:

1. 15 CREDIT
2. 30 CREDITS

Starting Cohort Year	Achieved 15 cumulative SCH	Achieved 30 cumulative SCH	Year Being Measured
1997-1998	1139	737	
1998-1999	827	549	
1999-2000	805	529	
2000-2001	906	582	
2001-2002	949	636	
2002-2003	970	697	
2003-2004	1056	714	
2004-2005	1128	753	
2005-2006	1054	701	
2006-2007	1135	730	
2007-2008	1164	728	2010/11
2008-2009	1439	865	2011/12
2009-2010	1664	988	2012/13
	14%	16%	



Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-3 Increase the number of students achieving:

3-5. NUMBER OF CORE COMPLETERS, CERTIFICATES, and DEGREES

Unduplicated by Year

		Year		
		2010/11	2011/12	2012/13
Level of award	Associate	463	488	505
	Certificate	220	268	313
	Enhanced Skills Certificate	0	1	0
	Core Curriculum Completer	88	180	157
	Total	771	937	975

9%

42%

78%

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities
SOUTHWEST TEXAS JUNIOR COLLEGE

Core Curriculum and Field of Study Transfers Fall 2010

Institution	A		B										C				D				E				F				G								
	Total Transfers Fall 2010	CCC	Earned Core Curriculum Completer Prior to Transfer										Earned Field of Study Completer Prior to Transfer				Earned Field of Study Completer Prior to Transfer				Earned Field of Study Completer Prior to Transfer				Enroll Fall 2011												
			GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University										
			< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2011	FOS	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2011	FOS	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2011	FOS	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2011	FOS			
ANGELO STATE UNIVERSITY	13	3	0	0	1	2	0	0	3	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
SUL ROSS RIO GRANDE COLLEGE	136	45	0	6	12	18	6	3	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TEXAS A&M INTERNATIONAL UNIV	13	3	1	0	1	1	0	0	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TEXAS A&M UNIV-CORPUS CHRISTI	10	3	0	1	1	0	1	0	3	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TEXAS A&M UNIV-KINGSVILLE	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TEXAS A&M UNIV-SAN ANTONIO	13	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TEXAS STATE UNIV - SAN MARCOS	19	8	1	1	2	3	1	0	7	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
U. OF TEXAS AT SAN ANTONIO	46	10	3	0	0	5	2	0	8	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UNIVERSITY OF NORTH TEXAS	6	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PUBLIC 4YR INSTITUTION	25	5	1	0	0	1	3	0	4	0	0	0	1	3	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSTITUTION TOTAL	290	79	6	8	18	31	13	3	63	0	0	0	0	0	0	0	63	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

A - Students who were coded as first time transfer in Fall 2010 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.

B - Transfers who earned core curriculum completer before transferring.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who earned field of study completer before transferring.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

H - CCC and FOS completers were run separately from other types of awards. They will not add up to the total.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities
SOUTHWEST TEXAS JUNIOR COLLEGE

Institution	A Total Transfers Fall 2010	B Earned Academic Associate Prior to Transfer										C Earned Technical Associate Prior to Transfer										G Enroll Fall 2011
		Acad		GPA for 1st Year at University						Enroll Fall 2011		Tech		GPA for 1st Year at University						Enroll Fall 2011		
		< 2.0	2.0 - 2.49	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk		
ANGELO STATE UNIVERSITY	13	4	0	0	1	2	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	
SUL ROSS RIO GRANDE COLLEGE	136	68	5	9	24	16	7	7	49	5	0	1	1	0	0	0	0	0	0	0	3	
TEXAS A&M INTERNATIONAL UNIV	13	6	2	0	1	2	1	0	4	0	0	0	0	0	0	0	0	0	0	0	0	
TEXAS A&M UNIV-CORPUS CHRISTI	10	3	0	1	2	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	
TEXAS A&M UNIV-KINGSVILLE	9	2	0	0	1	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	1	
TEXAS A&M UNIV-SAN ANTONIO	13	5	3	0	0	2	0	0	3	2	0	0	1	1	0	0	1	1	0	0	2	
TEXAS STATE UNIV - SAN MARCOS	19	9	1	1	1	3	3	0	7	0	0	0	0	0	0	0	0	0	0	0	0	
U. OF TEXAS AT SAN ANTONIO	46	16	5	2	0	5	4	0	14	0	0	0	0	0	0	0	0	0	0	0	0	
UNIVERSITY OF NORTH TEXAS	6	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
OTHER PUBLIC 4YR INSTITUTION	25	10	3	1	0	3	3	0	7	0	0	0	0	0	0	0	0	0	0	0	0	
INSTITUTION TOTAL	290	124	19	14	31	33	19	8	93	8	0	2	1	2	1	2	1	2	1	2	6	

A - Students who were coded as first time transfer in Fall 2010 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.
 B - Transfers who earned academic associate degree before transferring.
 C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.
 D - Still enrolled at same institution in the following fall.
 E - Transfers who earned technical associate degree before transferring.
 F - GPA during the first year at the university.
 G - Still enrolled at same institution in the following fall.
 H - If student received more than one award, academic associate superceded technical associate which superceded certificates.
 Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities
SOUTHWEST TEXAS JUNIOR COLLEGE

Certificates and No Awards Fall 2010

Institution	A Total Transfers Fall 2010	B Earned Certificate Prior to Transfer										C No Award Prior to Transfer										G Enroll Fall 2011
		GPA for 1st Year at University					C Unk	Enroll Fall 2011	D No Awd	E No Awd	GPA for 1st Year at University					F Unk	Enroll Fall 2011					
		< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5					< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5							
ANGELO STATE UNIVERSITY	13	0	0	0	0	0	0	0	9	5	1	2	0	0	1	7						
SUL ROSS RIO GRANDE COLLEGE	136	1	0	0	0	0	1	62	9	17	12	16	6	2	50							
TEXAS A&M INTERNATIONAL UNIV	13	1	0	0	1	0	0	6	2	1	2	1	0	0	4							
TEXAS A&M UNIV-CORPUS CHRISTI	10	0	0	0	0	0	0	7	3	0	0	0	3	1	4							
TEXAS A&M UNIV-KINGSVILLE	9	0	0	0	0	0	0	6	0	1	2	2	1	0	5							
TEXAS A&M UNIV-SAN ANTONIO	13	0	0	0	0	0	0	6	1	1	2	2	0	0	3							
TEXAS STATE UNIV - SAN MARCOS	19	0	0	0	0	0	0	10	5	2	2	0	1	0	5							
U. OF TEXAS AT SAN ANTONIO	46	0	0	0	0	0	0	30	8	6	7	8	1	0	23							
UNIVERSITY OF NORTH TEXAS	6	0	0	0	0	0	0	5	2	2	1	0	0	0	2							
OTHER PUBLIC 4YR INSTITUTION	25	1	0	0	1	0	0	14	5	2	3	3	1	0	10							
INSTITUTION TOTAL	290	3	0	1	1	1	0	155	40	33	33	32	13	4	113							

A - Students who were coded as first time transfer in Fall 2010 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.

B - Transfers who earned certificate prior to transfer.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM005, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who did not earn an award prior to transfer.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

H - If student received more than one award, academic associate superceded technical associate which superceded certificates.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities
SOUTHWEST TEXAS JUNIOR COLLEGE

Core Curriculum and Field of Study Transfers Fall 2012																		
Institution	Total Transfers Fall 2012	Earned Core Curriculum Completer Prior to Transfer										Earned Field of Study Completer Prior to Transfer						
		B		GPA for 1st Year at University					D			E		GPA for 1st Year at University			F	
		CCC	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2013	FOS	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2013	
ANGELO STATE UNIVERSITY	10	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	
SAM HOUSTON STATE UNIVERSITY	5	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	
SUL ROSS RIO GRANDE COLLEGE	167	92	29	15	9	22	16	1	65	0	0	0	0	0	0	0	0	
TEXAS A&M INTERNATIONAL UNIV	11	7	0	0	1	3	0	5	0	0	0	0	0	0	0	0	0	
TEXAS A&M UNIV-CORPUS CHRISTI	9	3	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	
TEXAS A&M UNIV-KINGSVILLE	11	4	1	2	0	0	1	0	3	0	0	0	0	0	0	0	0	
TEXAS A&M UNIV-SAN ANTONIO	14	7	1	1	2	2	1	0	7	0	0	0	0	0	0	0	0	
TEXAS STATE UNIVERSITY	23	8	3	2	1	2	0	0	7	0	0	0	0	0	0	0	0	
TEXAS TECH UNIVERSITY	6	4	2	0	2	0	0	2	0	0	0	0	0	0	0	0	0	
U. OF TEXAS AT SAN ANTONIO	51	19	5	6	3	3	1	14	0	0	0	0	0	0	0	0	0	
OTHER PUBLIC 4YR INSTITUTION	20	6	2	0	0	3	0	1	4	0	0	0	0	0	0	0	0	
INSTITUTION TOTAL	327	153	45	27	19	35	24	3	110	0	0	0	0	0	0	0	0	

A - Students who were coded as first time transfer in Fall 2012 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.

B - Transfers who earned core curriculum completer before transferring.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who earned field of study completer before transferring.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

H - CCC and FOS completers were run separately from other types of awards. They will not add up to the total.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities
SOUTHWEST TEXAS JUNIOR COLLEGE

Comparison of Developmental Education vs No Developmental Education Fall 2012

Institution	A		B										C		D		E		F							G
	Total Transfers Fall 2012	DE	Developmental Education Prior to Transfer					Developmental Education Prior to Transfer					Unk	Enroll Fall 2013	No DE	No DE	No Developmental Education Prior to Transfer							Enroll Fall 2013		
			GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University						GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University		GPA for 1st Year at University			
			< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5					< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk				
ANGELO STATE UNIVERSITY	10	3	2	1	0	0	0	0	0	0	0	0	0	2	7	1	1	1	1	2	2	0	6			
SAM HOUSTON STATE UNIVERSITY	5	2	1	0	1	0	0	0	0	0	0	0	0	1	3	1	0	1	1	0	1	0	1			
SUL ROSS RIO GRANDE COLLEGE	167	84	29	14	11	20	10	0	0	0	0	0	0	62	83	32	14	6	14	15	2	49				
TEXAS A&M INTERNATIONAL UNIV	11	5	0	0	1	4	0	0	0	0	0	0	0	4	6	0	0	1	2	3	0	4				
TEXAS A&M UNIV-CORPUS CHRISTI	9	4	2	1	1	0	0	0	0	0	0	0	0	3	5	2	1	1	1	0	0	3				
TEXAS A&M UNIV-KINGSVILLE	11	3	1	1	1	0	0	0	0	0	0	0	0	2	8	4	1	0	2	1	0	5				
TEXAS A&M UNIV-SAN ANTONIO	14	4	1	0	1	1	1	1	1	1	1	1	0	2	10	2	3	1	2	1	1	9				
TEXAS STATE UNIVERSITY	23	6	3	1	0	1	1	1	0	0	0	0	0	5	17	9	4	3	1	0	0	17				
TEXAS TECH UNIVERSITY	6	5	3	0	2	0	0	0	0	0	0	0	0	3	1	0	0	0	1	0	0	0				
U. OF TEXAS AT SAN ANTONIO	51	26	6	8	6	5	1	0	0	0	0	0	0	21	25	9	6	3	4	2	1	16				
OTHER PUBLIC 4YR INSTITUTION	20	4	0	0	1	3	0	0	0	0	0	0	0	3	16	6	3	0	1	3	3	11				
INSTITUTION TOTAL	327	146	48	26	25	34	13	0	108	181	66	33	17	30	28	7	121									

A - Students who were coded as first time transfer in Fall 2012 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.
 B - Transfers who took developmental education at some point in the 6 years leading up to the transfer. Used Dev Ed SCH > 0 on the CBM001.
 C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.
 D - Still enrolled at same institution in the following fall.
 E - Transfers who did not take any developmental education during the 6 years leading up to the transfer.
 F - GPA during the first year at the university.
 G - Still enrolled at same institution in the following fall.
 Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities
SOUTHWEST TEXAS JUNIOR COLLEGE

Academic and Technical Associate Degree Transfers Fall 2012

Institution	A		B										C				D				E				F				G	
	Total Transfers Fall 2012	Acad	Earned Academic Associate Prior to Transfer										Enroll Fall 2013				Tech				GPA for 1st Year at University				Enroll Fall 2013					
			< 2.0		2.0-2.49		2.5-2.99		3.0-3.49		> 3.5		Unk		Enroll		Tech		< 2.0		2.0-2.49		2.5-2.99		3.0-3.49		> 3.5		Unk	
ANGELO STATE UNIVERSITY	10	3	2	0	0	0	1	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
SAM HOUSTON STATE UNIVERSITY	5	2	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUL ROSS RIO GRANDE COLLEGE	167	95	34	16	9	22	13	1	66	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS A&M INTERNATIONAL UNIV	11	5	0	0	1	1	3	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS A&M UNIV-CORPUS CHRISTI	9	4	1	2	1	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS A&M UNIV-KINGSVILLE	11	4	1	2	1	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS A&M UNIV-SAN ANTONIO	14	5	0	1	2	2	0	0	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS STATE UNIVERSITY	23	7	3	2	1	1	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS TECH UNIVERSITY	6	4	2	0	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
U. OF TEXAS AT SAN ANTONIO	51	20	5	7	4	3	1	0	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PUBLIC 4YR INSTITUTION	20	7	2	0	0	3	1	1	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSTITUTION TOTAL	327	156	51	30	21	32	20	2	112	11	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

A - Students who were coded as first time transfer in Fall 2012 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.
 B - Transfers who earned academic associate degree before transferring.
 C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM005, they are unknown.
 D - Still enrolled at same institution in the following fall.
 E - Transfers who earned technical associate degree before transferring.
 F - GPA during the first year at the university.
 G - Still enrolled at same institution in the following fall.
 H - If student received more than one award, academic associate superceded technical associate which superceded certificates.
 Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Goal 1 Learning - Strategic Objective Supporting Data

S1-4 Increase the number of students majoring and transferring in STEM areas.

Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-4 Increase the number of students majoring in STEM areas

1. NUMBER OF STEM MAJORS

STEMS Majors FTIC by Unduplicated by Academic Year			
	2010/11	2011/12	2012/13
	Count	Count	Count
3060100 Wildlife & Wildlands Mngmt	36	31	11
11010100 Computer & Information Sciences,	31	19	26
11070100 Computer Science FOS	0	1	0
12040100 Cosmetic Serv., Gen.	24	25	16
12041300 Cosmetology Instructor	0	0	1
13120500 Secondary Teacher Ed.	16	14	17
13121000 Early Childhood Education and Teaching	8	4	1
13150100 Teacher Assistant/Aide	20	11	5
14010100 Engineering, Gen. FOS	17	25	18
15100100 Construction/Building Tech./Tech.	3	3	8
19070600 Child Growth, Care & Development Studies	43	25	31
24010200 Gen. Studies	1138	978	733
26010100 Biology, Gen.	0	0	1
27010100 Mathematics	1	0	1
32010400 Computational Skills	4	0	0
32010800 Reading, Literacy & Communication Skills	4	0	0
43010700 Law Enforcement/Police Science	128	138	89
44040100 Homeland Security.	13	1	0
45100200 American Government & Politics	0	0	1
47020100 Heating, Air Condit. & Refrig. Mechanic & Repairer	21	11	14
47060300 Auto/Automotive Body Repairer	23	6	11
47060400 Auto/Automotive Mechanic/Tech.	27	24	18
47060500 Diesel Engine Mechanic & Repairer	15	6	18
48050800 Welder/Welding Technologist	25	38	36
50070300 Art History, Criticism & Conservation	5	0	0
51091100 Radiologic Technology	1	1	0
51380100 Nursing (R.N. Training)	44	31	29
51390100 Practical Nurse (L.P.N. Training)	97	94	89
52010100 Busi., Gen FOS.	62	57	0
52020100 Busi. Admin. & Mngmt, Gen.	20	19	61
52040700 Information Processing/Data Entry Tech.	24	28	25
Total	1850	1590	1260

Total STEM Majors FTIC

190

171

162

-15%

Strategic Plan 2011-2015

Goal 1: Identify and serve the learning needs of the community

S1-4 Increase the number of students majoring in STEM areas

2. NUMBER OF STEM GRADUATES

Unduplicated by Year Excluding CCC

STEMS Majors In Bold based on THECB 1/29/2013 Definition	item11 Year		
	2011	2012	2013
	Count	Count	Count
3060100 Wildlife & Wildlands Mngmt	15	17	13
11010100 Computer & Information Sciences, Gen.	16	10	8
12040100 Cosmetic Serv., Gen.	12	21	16
12041300 Cosmetology Instructor	1	0	1
13121000 Early Childhood Education and Teaching	1	0	0
13150100 Teacher Assistant/Aide	1	3	2
14010100 Engineering, Gen. FOS	0	0	1
15100100 Construction Engineering Technology.	25	28	0
19070600 Child Growth, Care & Development Studies	20	23	23
24010200 Gen. Studies	335	348	382
30999900 Multi/Interdisciplinary Studies, Othr	1	0	0
43010000 Criminal Justice Studies FOS	0	0	17
43010700 Law Enforcement/Police Science	15	60	78
44040100 Homeland Security.	2	5	1
46000000 Construction Trades, General	0	0	12
46030300 Lineworker	0	0	5
47020100 Heating, Air Condit. & Refrig. Mechanic & Repairer	26	26	14
47060300 Auto/Automotive Body Repairer	19	16	9
47060400 Auto/Automotive Mechanic/Tech.	23	23	29
47060500 Diesel Engine Mechanic & Repairer	21	20	26
48050800 Welder/Welding Technologist	30	33	51
51091100 Radiologic Technology	18	0	18
51380100 Nursing (R.N. Training)	26	25	12
51390100 Practical Nurse (L.P.N. Training)	54	59	67
52010100 Busi., Gen FOS.	5	1	0
52020100 Busi. Admin. & Mngmt, Gen.	10	30	20
52040700 Information Processing/Data Entry Tech.	7	9	13
Total	683	757	818

STEM Majors Awards

114

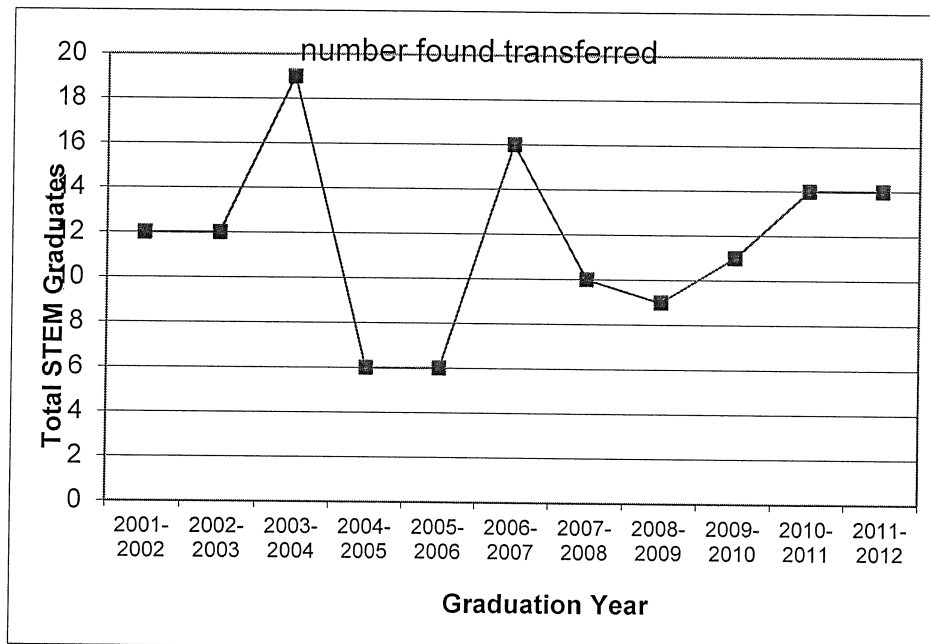
94

106

-7%

STEM degrees--includes WMGT and all AS's

fullAcademicYear	number found transferred
1997-1998	1
1998-1999	3
1999-2000	10
2000-2001	4
2001-2002	12
2002-2003	12
2003-2004	19
2004-2005	6
2005-2006	6
2006-2007	16
2007-2008	10
2008-2009	9
2009-2010	11
2010-2011	14
2011-2012	14
2012-2013	1



Goal 2 Quality - Strategic Objective Supporting Data

S2-1 Improve student services in advising and counseling; at-risk management; enrollment management; and registration.

Strategic Plan 2011-2015

Goal 2: Cultivate excellence in teach, instructional delivery, student services and administrative support

S2-1 Improve student services

S2-3 Improve the quality of student learning by providing increased access to the following for distance education students

Objective S2-1

Input from Luis Fernandez, Registrar

At-risk management:

- Refined the attendance management process
- Refined our Academic Suspension/Probation policies
- Will be having assigned advisors for students

Enrollment Management:

- Done more data analysis on how students are doing depending when they enroll
- Re-done acceptance letters to be more direct and not too wordy
- Done an overview of all our enrollment forms and made the changes to the forms to be more up-to-date with current policies and procedures
- Admissions/Registrars staff taking a more One-Stop Shop mentality when assisting students

Registration:

- Extended Fall registration from just a month long to now starting in April
- Evaluation of transcripts process has been improved and evaluation time lines have been reduced
- Provided training to different departments to maintain all informed of procedures and policies
- Collaborated with Business office, Financial Aid, and Counseling Center to have better communication

Strategic Plan 2011-2015

Goal 2: Cultivate excellence in teach, instructional delivery, student services and administrative support

S2-1 Improve student services

S2-3 Improve the quality of student learning by providing increased access to the following for distance education students

Student Success Center: Contributions to Strategic Objectives S2-1 and S2-3

Input from Randa Schell, Student Services Director

Tutoring:

- Increased classroom visits by SSC tutors
- Greater communication amongst dual credit. Example Student Success Center Presentation by coordinators at dual credit orientation
- Increased faculty engagement in SSC by holding office hours in centers

Supplemental Instruction:

- Study leaders are sent to math labs to assist instructors and facilitate tutoring
- Group study sessions largely promoted and encouraged.

Advising:

- SSC coordinators now integrated as advisors who will be responsible for a letter group of students
- More interaction and development of Individual Academic Plan (IAP) advising and monitoring
- Increased graduation and transfer advising
- Greater advising for STEM population

Counseling:

- Encourage students to visit counselor to obtain information regarding personal counseling and outreach facilities available in our region
- More interaction to help provide services to students with disabilities

Goal 2 Quality - Strategic Objective Supporting Data

S2-2 Increase the quality and number of programs and courses offered using distance learning modalities.

Strategic Plan 2011-2015

Goal 2: Cultivate excellence in teach, instructional delivery, student services and administrative support

S2-2 Increase the quality and number of programs and courses offered using distance learning modalities

4. SUCCESS RATE

	Academic Year																	
	2010/11						2011/12						2012/13					
	A-C		Other		Total		A-C		Other		Total		A-C		Other		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Stand Alone	17215	70%	7552	30%	24767	100%	15805	73%	5839	27%	21644	100%	15485	72%	5919	28%	21404	100%
DL Two-way Audio Video	3146	70%	1369	30%	4515	100%	2976	74%	1048	26%	4024	100%	3161	78%	903	22%	4064	100%
Internet	1298	59%	910	41%	2208	100%	1106	60%	734	40%	1840	100%	1250	60%	828	40%	2078	100%
VCT	22	71%	9	29%	31	100%	21	72%	8	28%	29	100%	23	61%	15	39%	38	100%
Special Arrangement	56	67%	28	33%	84	100%	40	95%	2	5%	42	100%	85	58%	62	42%	147	100%
Flex Entry	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Linked	202	74%	71	26%	273	100%	67	60%	45	40%	112	100%	96	59%	66	41%	162	100%
Maymester/minimester	0	0%	1	100%	1	100%	55	93%	4	7%	59	100%	9	82%	2	18%	11	100%
Dual Credit-Stand Alone	2623	90%	305	10%	2928	100%	2217	93%	177	7%	2394	100%	2903	93%	208	7%	3111	100%
Dual Credit-Audio Video	1153	86%	187	14%	1340	100%	1121	90%	127	10%	1248	100%	728	85%	125	15%	853	100%
Dual Credit-Internet	349	84%	66	16%	415	100%	479	74%	168	26%	647	100%	894	90%	96	10%	990	100%
Dual Credit-VCT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Dual Credit-Special Arrangement	3	100%	0	0%	3	100%	3	60%	2	40%	5	100%	4	57%	3	43%	7	100%
Flex Entry Dual Credit	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	26,067	71%	10,498	37%	36,565	100%	23,890	75%	8,154	36%	32,044	100%	24,638	75%	8,227	30%	32,865	100%
All Internet	1,647	63%	976	37%	2,623	100%	1,585	64%	902	36%	2,487	100%	2,144	70%	924	30%	3,068	100%
All IAV	4,299	73%	1,556	27%	5,855	100%	4,097	78%	1,175	22%	5,272	100%	3,889	79%	1,028	21%	4,917	100%
All Stand Alone	20,099	72%	7,956	28%	28,055	100%	18,132	75%	6,065	25%	24,197	100%	18,573	75%	6,258	25%	24,831	100%
Excluding DC																		
Stand Alone	17,215	70%	7,552	30%	24,767	100%	15,805	73%	5,839	27%	21,644	100%	15,485	72%	5,919	28%	21,404	100%
IAV	3,146	70%	1,369	30%	4,515	100%	2,976	74%	1,048	26%	4,024	100%	3,161	78%	903	22%	4,064	100%
Internet	1,298	59%	910	41%	2,208	100%	1,106	60%	734	40%	1,840	100%	1,250	60%	828	40%	2,078	100%

Goal 2 Quality - Strategic Objective Supporting Data

S2-3 Improve the quality of student learning by providing increased access to tutoring, supplemental instruction, advising, and counseling to distance learning students.

Student Success Center: Contributions to Strategic Objectives S2-1 and S2-3

Tutoring:

- Increased classroom visits by SSC tutors
- Greater communication amongst dual credit. Example Student Success Center Presentation by coordinators at dual credit orientation
- Increased faculty engagement in SSC by holding office hours in centers

Supplemental Instruction:

- Study leaders are sent to math labs to assist instructors and facilitate tutoring
- Group study sessions largely promoted and encouraged

Advising:

- SSC coordinators now integrated as advisors who will be responsible for a letter group of students
- More interaction and development of Individual Academic Plan (IAP) advising and monitoring
- Increased graduation and transfer advising
- Greater advising for STEM population

Counseling:

- Encourage students to visit counselor to obtain information regarding personal counseling and outreach facilities available in our region
- More interaction to help provide services to students with disabilities

Goal 2 Quality - Strategic Objective Supporting Data

S2-4 Make more effective use of the ERP (Datatel) system.

Information Technology
Enterprise Resource Planning: *Addressing Objective S2-4*
New Projects 2010-2011, 2011-2012 and 2012-2013
Provided by Agustin Alejandro, IT Director

ERP New Projects 2010-2011

Accounts Receivable and Sponsorships

Ellucian provided remote and on-site consultation sessions for SWTJC to incorporate best practices on using terms on several screens and the effect, sponsor payment refunds, sponsor billing and the use of utilities to cleanup allocations, etc.

Continuing Education

Ellucian provided remote and on-site consultation sessions for SWTJC to incorporate best practices on rules for implementing section restrictions, setup and training on the use of instant enrollment, etc.

Counseling/Advising

Ellucian provided remote and on-site consultation sessions for SWTJC to incorporate best practices on pre-requisites and TSI restrictions, testing a pilot group with e-advising.

Financial Aid

Ellucian provided remote and on-site consultation sessions for SWTJC to incorporate best practices on Year Round Pell implementation, FA Web Advisor student correspondence documents implementation, Direct Lending implementation, Accounts Receivable issue on awards paying Student Receivables only, Student Budget issues, FA Student Holds overridden and being awarded issue, Pell Awarding for Police Academy, FA Communications Management and Email implementation to correspond with student, etc.

General Ledger, AP, and Purchasing

Ellucian provided remote and on-site consultation sessions and off site training for SWTJC to incorporate best practices on General Ledger Implementation, WA My Budgets Implementation, etc.

Human Resources and Payroll

Ellucian provided remote and on-site consultation sessions for SWTJC to incorporate best practices on WA total compensation and Pay Advices implementation, tenure information, IPEDS verification process, assignment contracts, training on Web Time entry, Salary Wage Batch Change, Sick Leave Pool implementation, HR and communications management for correspondence, payroll check printing issues, deduct employee's cafeteria and phone charges from payroll, etc.

Institutional Research

Ellucian provided remote consultation sessions and off site training to implement the IPEDS module.

Information Technology

Ellucian provided remote training sessions for SWTJC to incorporate best practices on ODS Data Orchestrator Reporting implementation. Training sessions for ODS Administration and End Users were completed.

Registrars, Academic Records, Recruitment, Admissions and Curriculum

Ellucian provided remote and on-site consultation sessions for SWTJC to incorporate best practices on New Applicant process implementation, Communications Management for acceptance letters and missing documents letters to be sent to students, Gradebook and Attendance implementation, etc.

Retention and At-Risk

Ellucian provided remote and on-site consultation sessions for SWTJC to incorporate best practices on the new Retention Alert Module.

Active Apply

Additional information was added to the online application form. Ellucian provided the programming for the modifications.

Fortis Imaging Software

IKON provided training, setup and implementation of the new Fortis Imaging Software to scan documents to be used electronically by various service departments.

CBM00S Report

Ellucian provided programming and consultation to implement the new CBM00S required by the Texas Coordinating Board.

LOGMON UNIX Software

A new software program was implemented on the Colleague UNIX Server in order to monitor idle time for Colleague users and to automatically sign users off if needed.

Colleague Licenses

5 additional Colleague, Uni-data, Application and UI licenses were purchased and installed to alleviate the issues of running out of licenses bringing the total licenses to 90.

REGROUP

An Emergency Alert Notification System Module was purchased and implemented to notify the SWTJC community of emergencies. Students will be notified by text to phone.

[Return to Exec Summary](#)

Synoptix

A new software module was purchased and implemented to export financial data from Colleague to the Synoptix server to be used to create financial reports.

Web Advisor

A new server was purchased and WebAdvisor installed to replace the old outdated server that was causing problems.

Gainful Employment

New reports were created to provide gainful employment information for years 2006 to 2011 required for the Texas Coordinating Board. Ellucian is working on programming to get future years.

Financial Aid Calculator

Reports were created to setup and implement the new Financial Aid Calculator that will be used by students to estimate the cost of attending college at SWTJC.

ERP New Projects 2011-2012**E-Advising**

Setup and testing was completed on the e-advising module and limited implementation to a group of students completed.

Retention Alert

Setup and testing was completed on the retention alert module and limited implementation to a group of students completed

E-Commerce and Official Payment

Purchasing, Training, Setup and Implementation of e-Commerce and Official Payments was completed.

Estudias

A new server was purchased and Estudias was installed. This old server was outdated and causing issues.

Campus Cruiser EVAL

A new Campus Cruiser module was purchased, installed and implemented for online evaluation of course and instructors.

SPEEDE

A new software module was purchased, installed and implemented to allow online import of college transcripts from other colleges.

Texas Book Company

A new Bookstore POS system was purchased, installed and implemented to replace the POSSUPPORT system as SWTJC outsourced the Bookstore.

Budget Management

A new Budget Management Module was purchase, installed and implemented with training by Ellucian.

REGROUP, SWTJC Web and Portal

The Regroup emergency alert system was deployed to the SWTJC Main Web Page and Portal to add another means of notifying students of emergencies.

Campus Cruiser Mobile

A new Campus Cruiser Module was installed and implemented to allow students to access Campus Cruiser on mobile type app with iphones, ipads, android phones and android tablets.

Hazelwood Exception Veteran Report

A new CBM program was installed and implemented to report the Hazelwood Exception Veteran Report to the Texas Coordinating Board.

Active Directory

Initial training was completed for Active Directory installation and setup to prepare for implementation of security policies that will only allow employees and students to access what they are authorized to use.

ERP New Projects 2012-2013**Colleague Licenses**

5 more Colleague, Uni-data, Application and UI licenses were purchased and installed to alleviate the issues of running out of licenses bringing the total licenses to 95.

Web Advisor New Workflows

Setup in preparation for Web Advisor Purchase Requisitions Implementation, Web Advisor Approvals Implementation and Web Advisor Request a Payment Implementation is in progress.

UI 4.4 New Colleague Interface

Setup and installation of the new UI4.4 Colleague Interface has been completed. This is a new look and feel for using Colleague. Implementation to follow

Texas Book Company

Programming, Setup and Implementation of batch processes for importing FA data from Colleague to TBC and for exporting AR data from TBC to Colleague.

CBORD-One Card System

Purchasing and installation of servers, software and other equipment including on-site training and setup to implement the CBORD One Card System and exporting Colleague Data to CBORD.

Campus Cruiser LMS , Colleague and WebAdvisor

Programming completed to export grades from the Campus Cruiser Learning Management System to Colleague and Web Advisor.

FA Shopping Sheet New Process Implementation

Setup and Installation of the new FA Shopping Sheet from Ellucian for Financial Aid students so that they can have a customize report according to their information on what their Registration and other fees will be and what grants/awards they can expect to receive.

Rydin Parking Ticket Implementation

Programming completed to allow exporting of Colleague data to the new Rydin Parking Ticket Module.

Student Planning Module

Purchase, training, setup and implementation of the new Student Planning Module from Ellucian has been completed. Deployment will be started in October 2013.

Office 365

Installation and Implementation of a Trial Version for 25 Accounts has been completed. The Trial Version is good until November 2013.

Spikes Cavell Purchasing Analytics System

Programming completed to allow exporting of Colleague invoice and vendor data to the Spikes Cavell Purchasing Analytics System

[Return to Exec Summary](#)

Goal 2 Quality - Strategic Objective Supporting Data

S2-5 Upgrade IT infrastructure to support the increased utilization of the ERP (Datatel) system, distance learning modalities, and inter/intra-campus communication.

Upgrades to IT Infrastructure: S2-5

	2010-11	2011-12	2012-13	Completion Status
Bandwidth for new site - Del Rio		1.5Mb		100%
Bandwidth for new site - Eagle Pass		1.5Mb		100%
Bandwidth for new site - Hondo		1.5Mb		100%
Bandwidth for new site - Child Care Facility			100Mb	100%
Increase Bandwidth Uvalde		40Mb to 155Mb		100%
Increase Bandwidth Del Rio		12mb to 1000Mb		100%
Increase Bandwidth Eagle Pass				100%
Increase Bandwidth Crystal City				100%
Increase Bandwidth Hondo			1.5Mb to 3.0Mb	100%
Increase Bandwidth Pearsall		12Mb to 1000Mb	3.0Mb to 4.5Mb	100%
New switch units - Eagle Pass				100%
New switch units - Del Rio				100%
New switch units - Uvalde				13%
New Voip Phone system				100%
New Voip Phone system		Uvalde		98%
New Voip Phone system		ABE-Del Rio		100%
New Voip Phone system		Hondo		100%
Telco Call capacity increased - Eagle Pass			SuperTrunk to PRI circuit	100%
Internet Management of Bandwidth Hardware				100%
New Distance Education Video Bridge		Packet Shaper		100%
New Firewall units installed - Internet Security		Tandberg	ASA5515's	100%
Outdoor Wireless		Uvalde		50%
New Credit Card System - Network			CBORD	90%

Provided by David Sprott, IT Assistant Director

Return to Exec Summary

Upgrades to IT Infrastructure: S2-5 Details

Submitted by Dave Sprott, IT Assistant Director

2010-2011

The Eagle Pass campus had their overall bandwidth increased to the Uvalde campus from 12 Megabits to 1000 Megabits by the installation of a Gigaman circuit. This increase addressed the complaints from all network users that the network was slow and ineffective. To date there are no complaints since this was done. This was done after negotiations with AT&T to find a cost effective solution under House Bill 2128 that would work for us.

During this same semester year, we used Title V grant money to initiate a plan to restructure the network. The first phase of the project addressed a complete overhaul of the network equipment in Eagle Pass and Del Rio with limited replacement in Uvalde. All computer switch units in Del Rio and Eagle Pass were replaced. This removed units that were fifteen years old or older. The new units were capable of 10/100/1000 megabit ports whereas the old units were only capable of up to 100 megabits. The new units also were equipped with power over Ethernet ports. This was important when it came time to upgrade the phone system.

In Eagle Pass, 14 switch units were replaced with 12 newer more efficient switch units with greater port density improving the network infrastructure and paving the way to install new Voice Over I.P. phones.

In Del Rio, 13 switch units were replaced with 12 new switches to accomplish the same network speed and efficiency achieved in Eagle Pass.

In both Eagle Pass and Del Rio the telephones were completely replaced with a new Voice over Internet Protocol phone system. This involved not only upgrading the phones but installation of servers at the Uvalde campus to provide not only the phone service across the network but to handle voice mail capacity as well. The system replaces the old Siemens Rolm phone system that had reached the extent of its phone capacity for adding extension phones plus the fact that the system had failed and was beginning to show signs that complete failure was a distinct possibility.

The Uvalde campus underwent a partial upgrade of the network and phone system. Due to the fact that the initial project was paid out in three payments and Phase I of the project was approximately \$600,000.00 dollars we did not have the funding to complete the Uvalde campus. We could not afford to complete the upgrade of all campuses. The overall project was over one million dollars so we arranged a three phase approach. In this first phase we decided to replace the core switch that controls all buildings on the Uvalde campus, the switch units in the new Student Services building, the Administration building, the Espinosa building for Distance Education, and the Information Technology Center as these were key buildings. The new switch units were equipped with power over Ethernet and faster ports. At this time we also replaced all existing telephones with Voice over Internet Phones. The switch units were strategically upgraded to accommodate the new servers in the I.T. Department and to provide power over the network to phones in the aforementioned buildings. The phones in all other

departments were ordered with a power transformer to allow these phones to work since the switch units in these closets did not have ports that provided power over the network. At this juncture a total of 154 telephones were replaced to complete the Uvalde, Eagle Pass and Del Rio campuses.

2010-2011 (cont.)

To control bandwidth utilization for business purposes and to limit frivolous use of the Internet as bandwidth had become an issue we installed a packet shaper to control various rates of Internet traffic to insure that our bandwidth was utilized efficiently. This piece of hardware has helped tremendously with bandwidth control.

The email filters that were old and outdated were upgraded to new Barracuda email filters to alleviate as much of the spam email that inundates our campus as possible. These units work well and daily report the worst offenders which are then blocked.

2011-2012

The ABE center which was located downtown in Del Rio, Texas was moved to the Middle Rio Grande Development Council building. A T1 circuit was installed through GTE Verizon/AT&T to connect them to directly to the Uvalde campus to bring them into our network. Network equipment was installed to accommodate computer labs and distance education classrooms. This project was completed in the March of 2012.

The ABE center in Eagle Pass was moved to the old college campus location. AT&T installed a T1 circuit for connectivity to the main campus in Uvalde to bring them on to our network. Network equipment had to be installed in the network closet. Router, switches and computer network drops installed to accommodate computer labs and distance learning equipment. This project was completed in May of 2012.

Due to the growing demand for video classes through Distance Education we replaced the video bridge used to control these classes. We leased a new Tandberg video bridge system to replace the old Polycom system, and by Spring, all classes were running on the new bridge. This is a five year lease with an option to upgrade to new equipment if it should become available at any time. This will require a renegotiation and change of lease to upgrade but there is no penalty.

In the summer of 2011 we were given the task of networking a new facility in Hondo. We were given a budget of \$15,000.00. We ordered the necessary communication lines from AT&T and scrounged equipment from spare switch units that had been replaced in phase I of our network upgrade along with routers that had been replaced and were in storage and other necessary components to achieve this with. The Network department placed the order for ten workstation desks and eleven computers to accommodate ten students and an instructor. This had to be done immediately as it needed to be ready for classes in the Fall. This we accomplished with 74.47 to spare of the budgeted amount by using old equipment. The center was also upgraded to voice over I.P. telephones a few months later because a

request was made to get them on our phone extension system. It required five phones, licensing for the phones, and an upgrade to the router for a cost just over \$5000. We are still running on the old switch units at this campus.

Outdoor wireless was installed and is partially complete for the Uvalde campus. This was a project scheduled in phase III of the network upgrade. This project came to the forefront because of the World Soaring event that took place in the summer. We were asked to host this event and provide network infrastructure including wireless access for the many participants, crew, and families that would attend. We used a part of the Phase III Network plan to install wireless equipment around the airport and channeled it into our Wildlife network closet. This equipment at the end of that event would then be deployed across the Uvalde campus. To date have three of the five units active. We are working with our Physical Plant personnel to mount and deploy the other units. Still our campus has outdoor wireless blanketing the entire campus.

The Del Rio campus bandwidth was upgraded during this year. We were hearing complaints periodically that network was slow. An increase of Distance Education classes and overall network use dictated more bandwidth. We had at this time eight T1 circuits for a total of 12 Megabits. In negotiations with GTE/Verizon and AT&T we were able to increase the bandwidth to 45 Megabits, a full DS3/T3 circuit. The complaints stopped and network efficiency was achieved.

The Crystal City campus began experiencing bandwidth issues as the increase of Distance Education classes and overall networking began to take its toll. We ordered 3 extra T1 circuits to the existing 3 we had to allow for 9 Megabits of bandwidth. This would hold them until we could negotiate a better circuit at an affordable price. AT&T, under House Bill 2128, was able to negotiate a Gigaman circuit, 1000 Megabits, for less than the 6 T1 circuits. We installed this new circuit and disconnected the T1 circuits when everything was running efficiently. This was a long process but bandwidth issues are now non-existent.

The Uvalde campus had been operating with an upstream bandwidth of 40 Megabits on a fractionalized DS3 circuit. Monitoring of this circuit showed that we occasionally peaked at the maximum. We were running out of usable bandwidth for our upstream Internet. We negotiated with AT&T to move from the DS3 circuit to an OC3 circuit. There was very little cost increase and we now have 155 Megabits of bandwidth for our upstream Internet connection.

2012-2013

The Day Care center project to connect our main campus network to them was initiated by the energy installation of Schneider Electric. To control Air/Conditioning units their control boxes had to have access to our network and the Day Care facility was not directly connected to the network. They now have a wireless bridge to connect them to our network. This was done in the Spring of 2013.

The antiquated Firewall, Cisco PIX 525, units were replaced with new Cisco Adaptive Security Appliance models 5515 that included Intrusion Prevention protection. The old units had been in place for more

than fifteen years and had to be replaced as Cisco was finally warning that end of life would be July of 2013 and they would no longer be supported.

In September of 2012 the Eagle Pass campus had a PRI circuit installed to accommodate a problem with their incoming phone lines. To address complaints of busy signals due to an influx of calls to the Eagle Pass campus during peak periods we increased the incoming call capacity from four incoming call lines to a Primary Rate Interface with 23 channels. The incoming lines in existence could not handle the influx of calls. People complained that they were getting busy signals when there were personnel available to take calls. This increase allowed more incoming calls to be handled by personnel and eased the problem during registration.

The Odyssey credit card system has been installed. This required installing two servers and insuring that data drops and other network issues be addressed. They required a host of Internet Protocol addresses for each campus and this was done before they arrived. We ordered our own servers and set them up to save on the cost. They discussed specifications and pricing for these servers and I knew that we could provide them cheaper. I asked if we could provide these servers as long as the specifications met or exceeded what was required. They agreed to this so we ordered Dell servers that exceeded their specifications at less cost. This was done and the servers were installed and ready to go when the team from Odyssey came in July to complete this project.

[Return to Exec Summary](#)

Goal 2 Quality - Strategic Objective Supporting Data

S2-6 Address facility needs on Del Rio, Eagle Pass, Uvalde campuses (classroom, office space, and Cosmetology space).

Strategic Plan 2011-2015

Goal 2: Cultivate excellence in teach, instructional delivery, student services and administrative support

S2-6 Facility Needs

	Detail	Status	Level of Priority
Classrooms			
Del Rio	Academic classroom building - Completion date Spring 2014	90%	
Eagle Pass	Truck driving instructional facility	0%	
	Workforce portal building remodeled	100%	
Uvalde	None	NA	
Office space			
Del Rio	Chandler Student Services building	100%	
Eagle Pass	Truck driving facility - to include 2 offices	0%	
Uvalde	Wildlife management - two offices	100%	
Cosmetology space			
	Wagner computer lab converted to classroom space	100%	
	Improved ventilation	0%	
	New windows for high school class	0%	
	New lockers	0%	

Goal 2 Quality - Strategic Objective Supporting Data

S2-7 Address deferred maintenance issues in all facilities (HVAC, lighting, painting, energy consumption, ADA compliance, and dormitories).

Strategic Plan 2011-2015

Goal 2: Cultivate excellence in teach, instructional delivery, student services and administrative support

S: Deferred Maintenance

	Detail	Status	Level of Priority
ADA compliance	OCR Report and State Field Inspection of TX licensing & Regulations - Approved with recommendations. Need to review and create plan	100%	
Library elevator/lift		0%	High
Eagle Pass - Accessibility steps at ABE		100%	
Restrooms:			
Eagle Pass/ABE		0%	Medium
Del Rio/Sul Ross	In progress - Complete by Spring 2014	0%	Medium
Swimming Pool		0%	Medium
Cosmetology		0%	Medium
Matthews Student Center		0%	Medium
Bookstore	Remodeled 2011	100%	
Dormitories			
2 ADA compliant rooms			High
Restrooms	11 out of 96 complete	10%	High
Rooms	10 out of 96 complete	10%	Medium
Hubbard Hall Fire Escape	1 out of 2 complete	50%	High
Hubbard Hall exterior walls rebuilt & water proofed		100%	
Energy consumption	14% decrease	100%	
HVAC			
10 new units	Target completion - Spring/Summer 2014		High
Lighting			
Energy efficient interior lighting	Installed institution wide	100%	
Uvalde - Parking lot 2		0%	Medium
Uvalde - Sidewalks		0%	Medium
Eagle Pass - Truck driving school parking lot		100%	
Eagle Pass - workforce portable building		100%	
Security Cameras - Uvalde	44 needed/8 installed	18%	High
Signage			
Del Rio	In progress	50%	Low
Eagle Pass		0%	Low
Painting			
Anderson building	Interior complete	50%	Low
Kincaid building	In progress	25%	Low
Powers & Kirchner building	In progress	0%	Low
R.K. Miller building		100%	
Matthews Student Center		100%	
Window resealing - Library			High

Strategic Plan 2011-2015

Goal 2: Cultivate excellence in teach, instructional delivery, student services and administrative support

S2 Deferred Maintenance

	Detail	Status	Level of Priority
Doors - welding/auto shop overhead doors (10)	Target completion - Fall 2014		Medium
Foundation - leveling of Matthews Student Center			Low
Roofing			
Crystal City - main building	In progress		Medium
Del Rio - Existing academic building	Pending		Medium
Del Rio - portable buildings		100%	
Eagle Pass - ABE		100%	
Exhaust System - Welding shop			High
Parking lot resurfacing			
Eagle pass			Medium
Del Rio ABE area			Medium
AEP upgrade	In progress complete by Spring 2014	80%	

Goal 2 Quality - Strategic Objective Supporting Data

S2-8 Review and enhance the system of professional and staff evaluation to ensure that it supports Foundation and Strategic Objectives.

Progress on Strategic Objective S2-8: Review and enhance the system of professional and staff evaluation to ensure that it supports the *Foundation & Strategic Objectives*.

- Review process begun by the Service Operations Committee (SOC) in July 2013
- Derek Sandoval is leading the process, with the assistance of:
 - Luis Fernandez
 - Stephanie Cerna
 - Charles Garabedian
- Survey of the directors of service units regarding their usage of and satisfaction with the current staff evaluation process
 - Overall evaluation: adequate to poor
 - Not very job-specific; fairly generic
 - Suggested solution: correlate job description with staff evaluation
 - Grammar and spelling errors in the evaluation form
 - How often is each employee evaluated?
 - What is the action for improvement?
 - Has the loop been closed? (no way to determine this)
- Next steps:
 - Find job descriptions; provide to unit directors
 - Have unit directors build evals based on job descriptions
 - Conduct a similar procedure with faculty evaluations

At Southwest Texas Junior College we value student opinions and will work to use your input as a guide to help us plan for improvement. Student evaluation of instruction is extremely important and instructors value this opportunity to learn to become better instructors.

Please take a few minutes and give us your feedback. You will be asked to complete an evaluation for every class you are enrolled in this semester. Be sure to complete all your evaluations during the designated time frame.

All responses are anonymous.

Instructions: Read through each statement and give your fair and honest judgment.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Provides students with a course syllabus that contains a clearly stated grading policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides students with a course syllabus that contains an attendance policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly explains the goals and objectives of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates expertise his/her subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is prepared and organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a rule, keeps the class <u>schedule</u> the entire semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stays focused on the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is reasonably prompt in returning tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is reasonably prompt in returning assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a sufficient number of tests and assignments to ensure a fair evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives adequate advance notice for major examinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: Read through each statement and give your fair and honest judgment.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Examinations and other graded work are based on material stressed on-line, in class or in assigned readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents the material in a clear and understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates clearly and distinctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized the content in a way that permits note-taking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relates classroom materials to the real world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits a positive attitude toward learning and students by encouraging student participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits a positive attitude toward learning and students by encouraging student expression of ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits a positive attitude toward learning and students by respecting student viewpoints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits a positive attitude toward learning and students by willingly admitting his/her errors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usually available during office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is usually available via e-mail or telephone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of this instructor, my interest in this subject has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Yes No—Maybe

Would you recommend this course to another student?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you take another class with this instructor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you recommend this instructor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am taking this course for the following reason:

- It was a required course
- I took it as an elective
- I am interested in this subject
- Other

What did you like most about this instructor's teaching methods?

[Empty rectangular box for text input]

What did you like least about this instructor's teaching methods?

[Empty rectangular box for text input]

Questionnaire

At Southwest Texas Junior College we value student opinions and will work to use your input as a guide to help us plan for improvement. Student evaluation of instruction is extremely important and instructors value this opportunity to learn to become better instructors.

Please take a few minutes and give us your feedback. You will be asked to complete an evaluation for every class you are enrolled in this semester. Be sure to complete all your evaluations during the designated time frame.

All responses are anonymous.

Instructions: Read through each statement and give your fair and honest judgment.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Provides students with a course syllabus that contains a clearly stated grading policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides students with a course syllabus that contains an attendance policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly explains the goals and objectives of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates expertise his/her subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is prepared and organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a rule, keeps the class <u>schedule</u> the entire semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stays focused on the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is reasonably prompt in returning tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is reasonably prompt in returning assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a sufficient number of tests and assignments to ensure a fair evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives adequate advance notice for major examinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

caro2003
D:20120207090136-06'00'27/2012 9:01:36 AM

 Original wording: As a rule, keeps the class the entire period.

Instructions: Read through each statement and give your fair and honest judgment.

Examinations and other graded work are based on material stressed on-line, in class or in assigned readings.

Presents the material in a clear and understandable manner.

Communicates clearly and distinctly.

Organized the content in a way that permits note-taking.

Relates classroom materials to the real world.

Exhibits a positive attitude toward learning and students by encouraging student participation.

Exhibits a positive attitude toward learning and students by encouraging student expression of ideas.

Exhibits a positive attitude toward learning and students by respecting student viewpoints.

Exhibits a positive attitude toward learning and students by willingly admitting his/her errors.

Usually available during office hours.

Is usually available via e-mail or telephone.

As a result of this instructor, my interest in this subject has increased.

Would you recommend this course to another student?

Would you take another class with this instructor?

Would you recommend this instructor?

Yes No Maybe

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

caro2003
D:20120207085934-06'00'27/2012 8:59:34 AM
Strongly Disagree Disagree Agree or Agree Strongly Agree
Original wording: Examinations and other graded work are based on material stressed in lecture and/or assigned readings.

caro2003
D:20120207090014-06'00'27/2012 9:00:14 AM
Original wording: Presents material in a way that permits note-taking.

caro2003
D:20120207090038-06'00'27/2012 9:00:38 AM
New question

caro2003
D:20120207093902-06'00'27/2012 9:39:02 AM
Use the Agreement scale as above

caro2003
D:20120207094135-06'00'27/2012 9:41:35 AM

I am taking this course for the following reason:

- It was a required course
- I took it as an elective
- I am interested in this subject
- Other

New wording to become statements rather than questions: I would recommend this course to another student.

I would take another class with this instructor.

What did you like most about this instructor's teaching methods?

[Empty rectangular box for response]

What did you like least about this instructor's teaching methods?

[Empty rectangular box for response]

Questionnaire Content

Final Version

Name : Student Evaluation of Faculty - Spring 2014
Page Title : Questions
Page : 1 of 1

Top of Page

Add Content Here

Required

At Southwest Texas Junior College we value student opinions and will work to use your input as a guide to help us plan for improvement. Student evaluation of instruction is extremely important and instructors value this opportunity to learn to become better instructors.

Please take a few minutes and give us your feedback. You will be asked to complete an evaluation for every class you are enrolled in this semester. Be sure to complete all your evaluations during the designated time frame.

All responses are anonymous.

Add Content Here

Required

Treat each item as a separate question.

Instructions: Read through each statement and give your fair and honest judgment.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
#. Provides students with a course syllabus that contains a clearly stated grading policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#. Provides students with a course syllabus that contains an attendance policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#. Clearly explains the goals and objectives of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#. Demonstrates expertise of his/her subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#. Is prepared and organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| #. As a rule, keeps the class schedule the entire semester. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Stays focused on the subject matter. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Is reasonably prompt in returning tests. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Is reasonably prompt in returning assignments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Gives a sufficient number of tests and assignments to ensure a fair evaluation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Gives adequate advance notice for major examinations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Examinations and other graded work are based on material stressed on-line, in class or in assigned readings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Presents the material in a clear and understandable manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Communicates clearly and distinctly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Add Content Here

Required



Treat each item as a separate question.

X

Instructions: Read through each statement and give your fair and honest judgment.

- | | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| #. Organizes the content in a way that permits note-taking. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Relates classroom materials to the real world. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Exhibits a positive attitude toward learning and students by encouraging student participation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Exhibits a positive attitude toward learning and students by encouraging student expression of ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Exhibits a positive attitude toward learning and students by respecting student viewpoints. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Exhibits a positive attitude toward learning and students by willingly admitting his/her errors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. Is usually available during office hours, e-mail or telephone. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. As a result of this instructor, my interest in this subject has increased. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. I would recommend this course to another student. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. I would take another class with this instructor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #. I would recommend this instructor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Add Content Here

Required       



#. I am taking this course for the following reason:

- It was a required course
- I took it as an elective
- I am interested in this subject
- Other

Add Content Here

Required       



#. What did you like most about this instructor's teaching methods?

Add Content Here

Required       



#. What did you like least about this instructor's teaching methods?

Add Content Here

STATUS OF EMPLOYMENT
EVALUATION

DLA
(LOCAL)

PURPOSE

The purpose of the evaluation instruments shall be to:

1. Promote professional excellence and improve skills;
2. Facilitate student learning and growth; and
3. Provide for the continuous improvement of program quality by using the results for individual improvement plans.

PHILOSOPHY

The evaluation process at the College District shall be built on mutual trust and open communication to maintain the dignity and worth of the individual and the College District.

The administration shall be responsible for maintaining procedures and criteria for the evaluation of all teaching staff.

Evaluation is an assessment of the individual's fulfillment of contractual responsibilities and of support for and progress toward the College District's goals and objectives.

ADMINISTRATORS

All vice-presidents and associate vice-presidents shall be evaluated by the President on an annual basis.

DEANS, DIRECTORS

AND DIVISION CHAIRS

All deans and directors shall be evaluated by their respective vice-presidents or associate vice-presidents on an annual basis.

STAFF

All other college staff shall be evaluated on an annual basis by their respective supervisor.

FACULTY

The objectives of the faculty evaluation instruments shall be as follows:

1. To evaluate the effectiveness of the instructor in presenting knowledge, information, and ideas by appropriate means and methods.
2. To emphasize the interaction between instructor and students.

STATUS OF EMPLOYMENT
EVALUATION

DLA
(LOCAL)

3. To assist the instructor in the implementation of effective teaching techniques.
4. To provide the instructor with sources of information and material for self-development.
5. To provide data that indicates what is expected of the staff member.
6. To assist the instructor to find and understand his or her strengths and weaknesses in order to improve instructional performance and assist in reaching the overall objective of the total instructional program.
7. To provide students with a means for expressing views that are relevant to faculty development and administrative decisions affecting personnel.
8. To increase the exchange and interchange of ideas among students, faculty, and administrators that will lead to general improvement in teaching performance.
9. To provide an objective and comprehensive record for evaluation of teaching effectiveness that can be used as one of the criteria when reappointment, tenure, or promotion is being considered.
10. To continue to develop a sense of responsibility and to provide a response to the demand for accountability imposed by contractual agreement and *The Faculty Handbook*.
11. To ensure institutional effectiveness.

FREQUENCY

Self-evaluations, student evaluations, and division chair and/or dean evaluations shall be conducted every year for the first three years, again during the sixth and tenth year of service, and then every five years thereafter (15th, 20th, and the like). As part of each evaluation, faculty members shall submit a report to the Vice President for Academics containing information regarding:

1. Professional growth;
2. Service to the school; and
3. Service to the profession.

Associate Vice Presidents at the outreach centers shall conduct the Faculty evaluations at their locations. Evaluation by the Vice President of Academics shall be conducted on an as-needed basis.

PROFESSIONAL DEVELOPMENT CHECKLIST-August 2012

Form updated 10 July 2012

Printed Name		Signature	
Division		Department	
Campus		Date	

- Go to the college home page at www.swtjc.edu.
- Click on "PD."
- Click on "PD PLANNER."
- Log in. [Note: The user name and password are consistent with the portal user name and password.]

Check or initial if item is complete.

Past: 2012-2013 (This was due mid-February 2012.)

	PD Plans		PD Activities, Section I only
--	----------	--	-------------------------------

Present 2012-2013 (Due August 2012)

	Fall Classes		Office hours and other syllabi updates made.
	Fall Profile		Faculty Directory page-All links are current.
	Fall Load Sheet		

Future: 2011-2012 (Due May 31, 2013)

	PD Plans		Institutional Service Responsibilities
	PD Activities, Sections I & II		Student Service Responsibilities
	Faculty Profile		Professional Growth
	Spring Institutional Hours		Self-Evaluation Form
	Fall Institutional Hours		Professional Development Form

My initials indicate that I am current for the fiscal years 2009-2010, 2010-2011, and 2011-2012.

ALL records for 2009-2010 (Due date was May 31, 2010.)	ALL records for 2010-2011 (Due date was May 31, 2011.)	ALL records for 2011-2012 (Due date was May 31, 2012.)
---	---	---

Please leave this form with Linda Pena, Professional Development Team Member.

Goal 3 Efficiency - Strategic Objective Supporting Data

S3-1 Develop and submit a Title V Cooperative Grant with Rio Grande College.

Strategic Plan 2011-2015

Goal 3: Provide reliable and sustainable resources and funding for the college

2 Develop and submit a minimum of four grants per year

Southwest Texas Junior College Grants

Name	Source	Funded	Not Funded	Pending	Date Submitted	Length of Grant in Years
Title V	Department of Education - HSI - STEM program		5,957,501		4/29/11	5
Lumina	To increase Latino Student Success in graduation at SWTJC and increase transfer rates to university.	600,000			6/10/11	3
Aspen			1,000,000		6/17/11	1
NRC - Nuclear Regulatory Commission	GeoFORCE Texas - Inspiring the Next Generation of Scientists		271,080		8/8/11	3
National Science Foundation	Implement an Hydraulic Technology AS degree program		881,528		10/20/11	3
TRIO - EOC	Department of Education	1,150,000			2011	5
Carl D. Perkins - Special Populations	Provides technical/vocational students services needed to successfully complete their program of study.	314,688			2011	1
Department of Education	Title V Cooperative Grant: Developing Hispanic - Serving Institutions Program (w/ RGC)		3,521,014		3/15/12	5
TRIO - Upward Bound	Department of Education - increase number of students graduating high school, enroll in college and be successful		1,250,000		2012	5
Carl D. Perkins - Special Populations	Provides technical/vocational students services needed to successfully complete their program of study.	302,408			2012	1
Accelerate Texas ABE-IG (Innovation Grant)	THECB--integration of ABE skills into college pathways	279,500			9/28/2012	3
ABE: TANF/Regular	Multiple sources: Federal, Federal Corrections, Federal Professional Development, State, TANF Federal, and TANF State	978,168			7/19/2013	1
ABE	EL-Civics	112,727			7/19/2013	1
Eagle Ford Grant	Department of Labor		560,914		6/27/2013	3
SWTJC Oil & Gas Initiative	Texas Workforce Commission: Skills Development Fund	250,000			9/1/2013	1
USDA	Energy efficiency pilot program: Develop a course, train energy auditors, and identify programs that would require energy audits			70,000	10/1/2013	1
Total		3,987,491		70,000		

Goal 3 Efficiency - Strategic Objective Supporting Data

S3-2 Develop and submit a minimum of four grants per year to federal, state, and private foundations.

Strategic Plan 2011-2015

Goal 3: Provide reliable and sustainable resources and funding for the college

3-2 Develop and submit a minimum of four grants per year

Southwest Texas Junior College Grants

Name	Source	Funded	Not Funded	Pending	Date Submitted	Length of Grant in Years
Title V	Department of Education - HSI - STEM program		5,957,501		4/29/11	5
Lumina	To increase Latino Student Success in graduation at SWTJC and increase transfer rates to university.	600,000			6/10/11	3
Aspen			1,000,000		6/17/11	1
NRC - Nuclear Regulatory Commission	GeoFORCE Texas - Inspiring the Next Generation of Scientists		271,080		8/8/11	3
National Science Foundation	Implement an Hydraulic Technology AS degree program		881,528		10/20/11	3
TRIO - EOC	Department of Education	1,150,000			2011	5
Carl D. Perkins - Special Populations	Provides technical/vocational students services needed to successfully complete their program of study.	314,688			2011	1
Department of Education	Title V Cooperative Grant: Developing Hispanic - Serving Institutions Program		3,521,014		3/15/12	5
TRIO - Upward Bound	Department of Education - increase number of students graduating high school, enroll in college and be successful		1,250,000		2012	5
Perkins - Special Populations	Provides technical/vocational students services needed to successfully complete their program of study.	302,408			2012	1
Accelerate Texas ABE-IG (Innovation Grant)	THECB--integration of ABE skills into college pathways	279,500			9/28/2012	3
ABE: TANF/Regular	Multiple sources: Federal, Federal Corrections, Federal Professional Development, State, TANF Federal, and TANF State	978,168			7/19/2013	1
ABE	EL-Civics	112,727			7/19/2013	1
Eagle Ford Grant	Department of Labor		560,914		6/27/2013	3
SWTJC Oil & Gas Initiative	Texas Workforce Commission: Skills Development Fund	250,000			9/1/2013	1
USDA	Energy efficiency pilot program: Develop a course, train energy auditors, and identify programs that would require energy audits			70,000	10/1/2013	1
Total		3,987,491		70,000		

Goal 3 Efficiency - Strategic Objective Supporting Data

S3-3 Develop and implement a plan that reduces energy consumption by 5 per cent.

Strategic Plan 2011-2015

Goal 2: Cultivate excellence in teach, instructional delivery, student services and administrative support

Goal 3: Provide reliable and sustainable resources and funding for the college

S2-7 Deferred Maintenance

S3-3 Develop and implement a plan that reduces energy consumption by 5 percent

Energy Consumption

	2012-2013				
	Uvalde	Del Rio	Eagle Pass	Crystal City	Total
Water	123,523.91	16,553.97	24,604.53	0.00	164,682.41
Landfill	5,653.80	0.00	2,268.00	0.00	7,921.80
Electricity	272,591.24	54,210.60	110,173.68	21,537.13	458,512.65
Natural Gas	14,165.00	0.00	0.00	0.00	14,165.00
Sul Ross	64,522.95	44,531.92	0.00	0.00	109,054.87
Total	480,456.90	115,296.49	137,046.21	21,537.13	754,336.73
Schneider Baseline	481,266.00	100,286.00	127,412.00	19,122.00	728,086.00

	2011-2012				
	Uvalde	Del Rio	Eagle Pass	Crystal City	Total
Water	53,066.24	13,395.37	24,744.37	0.00	91,205.98
Landfill	6,626.30	0.00	2,268.00	0.00	8,894.30
Electricity	316,571.35	60,905.67	119,806.68	19,914.96	517,198.66
Natural Gas	26,318.44	0.00	0.00	0.00	26,318.44
Sul Ross	65,727.88	47,604.77	0.00	0.00	113,332.65
Total	468,310.21	121,905.81	146,819.05	19,914.96	756,950.03
Schneider Baseline	481,266.00	100,286.00	127,412.00	19,122.00	728,086.00

	2010-2011				
	Uvalde	Del Rio	Eagle Pass	Crystal City	Total
Water	41,930.32	25,902.32	26,789.01	0.00	94,621.65
Landfill	5,895.91	0.00	2,268.00	0.00	8,163.91
Electricity	340,571.78	64,485.45	138,703.79	20,864.05	564,625.07
Natural Gas	77,910.75	0.00	0.00	0.00	77,910.75
Sul Ross	81,777.23	53,693.75	0.00	0.00	135,470.98
Total	548,085.99	144,081.52	167,760.80	20,864.05	880,792.36

	2009-2010				
	Uvalde	Del Rio	Eagle Pass	Crystal City	Total
Water	38,822.66	28,187.78	22,916.58	0.00	89,927.02
Landfill	4,490.15	0.00	2,268.00	0.00	6,758.15
Electricity	401,773.17	76,127.12	113,521.83	23,519.47	614,941.59
Natural Gas	123,770.74	0.00	0.00	0.00	123,770.74
Sul Ross	57,417.39	64,055.18	0.00	0.00	121,472.57
Total	626,274.11	168,370.08	138,706.41	23,519.47	956,870.07

	2008-2009				
	Uvalde	Del Rio	Eagle Pass	Crystal City	Total
Water	59,409.14	20,311.13	23,545.66	0.00	103,265.93
Landfill	7,039.70	12.91	2,268.00	0.00	9,320.61
Electricity	408,417.76	73,344.07	121,814.75	22,743.14	626,319.72
Natural Gas	86,371.88	0.00	0.00	0.00	86,371.88
Sul Ross	57,057.89	54,026.42	0.00	0.00	111,084.31
Total	618,296.37	147,694.53	147,628.41	22,743.14	936,362.45

Goal 3 Efficiency - Strategic Objective Supporting Data

S3-4 Develop and implement a plan that expands current library services to meet the standards and guidelines for libraries in higher education as set forth by the American Library Association.

Contents

Executive Summary

SWTJC Libraries are committed to serving students, faculty and staff at all locations through library services and resources and in support of the college (college admissions/student I.D.'s.) The Libraries provide a web presence with pathways for using libraries, library collections and services; a variety of sizes and types of library spaces; print and online resources; computers, and information literacy instruction. This report identifies and prioritizes recommendations for categories or areas of 21st century libraries and offers immediate, one, two and three year issues and activities for SWTJC Libraries, staffing level responsibilities and source documents needed and available. The Executive Summary should be used as an outline of the role that the library should take in the institution but with more specific content found in the Appendices with the timelines and indications of what CAN be done with existing staff and budget, recommendations for new staff, outcomes information and services and budget impact.

1. Library roles in student success/student learning outcomes (SLOs)

- a. Identify SWTJC and SWTJC Library SLOs for all locations (first year)
- b. Identify SWTJC retention issues (first year)
- c. Identify unique library roles in student success and market (first year)

2. SACS – The Library's role for SACS

- a. Create consistent library services and resources' profiles for students/locations (what is where) (first year)
- b. Create consistent library services and resources' pathfinders for students/locations (how to find/get what is needed) (first year)
- c. Create an online pathfinder/Libguide for QEP (2006 was "critical reading skills") for resources, services (including information literacy) (second year)

3. Resources

- a. Conduct a materials/collection gap analysis (all locations) to determine age of print collections; coverage of print **with** e-resources collection and match to curriculum (second year post identification of money)
- b. Conduct a comparison of print periodicals coverage with e-resource coverage and match to curriculum (second year)
- c. Assess print collection; use; change to LC classification (second, third year)

4. Services (in-person/on campus, dual credit, and remote/distance services)

- a. Match library SLOs to instruction; research/reference (first year)
- b. Market/brand library services with a focus on the librarians' expertise/role in teaching and learning as value-added services for students, faculty and staff (second year)
- c. Match location services and resources grids to hours of service, usage (first year)
- d. Compare virtual/digital asynchronous services to in-person services against staffing levels (credentials, hours of availability) (immediate)

5. Facilities (existing and new)

- a. Identify and disseminate critical issues and needs for existing facilities
 - a. Address ADA issues (immediate)
 - b. De-clutter all environments/Create consistent signage (immediate)

- c. Environ/role of the libraries in retention (first year)
- d. Processes for renovating existing facilities (end of first year)
- b. Identify **processes** for designing new facilities (immediate)
- c. Create content for SACS facilities issues re: resources and services match curriculum (hours, reserves, access to print and e-resources) (end of first year, second year)

6. Web presence

- a. Create consistent templates for the library's home page & for each SWTJC location (first year)
- a. Create a portal library landing page (first year)
- b. Create consistent looks for Libguide levels including one for general college; general libraries and discipline-specific guides (second year, first year preferred)
- c. Review and expand general content for Libguides/online pathfinders (second year, first year preferred)
- d. Review and expand discipline-specific content for Libguides/online pathfinders (second year, third year)

7. Staffing/Training/Professional Development

- a. Outline staffing level and credentials for each location (immediate)
- b. Complete grid identifying levels of service to match levels of staff with enrollment and – if available – usage information (immediate)
- c. Complete a prioritized staffing request with budget figures for new librarians and new assistants (Identify implementation or increase staffing impacts) (immediate)
- d. Organize a customer service workshop for all staff together with the focus on “reaching out” and expectations for service. Launch a customer service manual, with scripts for assisting students, faculty and staff in person, online and throughout campuses (immediate)

8. Management documents/content

- a. Identify content needed for integrating consistency into web and print content (immediate)
- b. Assess Consultant's report for approval of activities, content and timeline (immediate)
- c. Create an action timeline/document from Consultant's report items/activities chosen by SWTJC Library Director w/staff, administration (immediate)
- c. Coordinate documents needed or SACS related to the library and choose a process for identifying and creating documents needed for SACS (first year)

9. Marketing/Public Relations

- a. Audit the SWTJC marketing/branding information (See recommended resources.) (second year)
- b. Select a process for branding the library's marketing and public relations (first year)
- c. Create consistent, preliminary marketing and public relations content with terminology, “look,” color, etc. (second year)

10. Budget

- a. Assess the library's operating and capital budgets to identify possible “capital” redirection (first year, prefer immediate)
- b. Assess partnership money (immediate)
- c. Create 1st, 2nd, 3rd year budgets for consultant's recommendations (first year)