FY 20/21 Performance Strategies as August 31, 2021

Legend:
- 🟩 Met
- 🟨 Partially Met
- 🟥 Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
ACADEMIC SUCCESS							
BPT	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 4. Expand and increase awareness of academic support services.	Improve PGR and Retention of Students with High Communication Apprehension and Fear of Public Speaking	Speech Communication faculty will develop additional curricula for students who self-disclose via survey results that they suffer from higher than average anxiousness regarding public speaking.	1. Complete the pilot \r\n2. Generate a result of the findings\r\n3. Draft a proposal for additional resources--staffing, space, and curriculum development and support \r\n4. Increase PGR by 2%	There was high energy and enthusiasm when the Speech Lab was officially operational. The faculty running the lab had realistic expectations that this would be a slow build and would require endorsements and promotions within the speech classes, and with other courses on campus as well. And their expectations were correct; utilization was weak, but it was consistent. However, with campus shutting down, the Speech Lab was forced to close as well.	1. Complete the pilot\r\nMet \r\n\r\n2. Generate a result of the findings\r\nNot Met\r\n\r\n3. Draft a proposal for additional resources--staffing, space, and curriculum development and support \r\nPartially Met\r\n\r\n4. Increase PGR by 2% \r\nNot Met	The action plan for continuing with this goal is to bring the Speech Lab back to campus. The first step in re-starting the Speech Lab will be to determine the hours of operation. This will be based on the course schedule for the Spring 2022 semester. Once there is a clearer picture of how many speech classes are running, the faculty can start to determine the number of hours to open the Speech Lab per week. Again, because of covid, the lab is back in the beginning stages of operation. The faculty will again implement the first action plan since it proved to be highly successful.
FPA	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and innovative resources for student success.II. Objective II: Skills Development 2. Equip our students with essential skills for employment. 3. Expand internships and experiential learning opportunities. 5. Create an idea-sharing	FPA Faculty Student Pathway Partners	The Faculty Student Pathway Partnership will encourage student retention and will provide a personal connection to their professional pathway choice for students. Relationships formed from these partnerships will also enhance former students tracking for the Northeast Lakeview College FPA Department.	Success will be indicated by participation of faculty and students in the pilot partnership.	Unknown, as we did not meet our goal to implement the FPA Faculty Student Pathway Partnership in 2020-21.	Not met.	We will include this unit plan in our 2021-22 FPA Part A unit plans in order to try again to meet or partially meet our goal.

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
FPA	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 2. Build upon current practices designed to increase completion and minimize excess credit hours 3. Expand opportunities for student engagement and innovative resources for student success.	FPA Courses Informational Videos	FPA Faculty will create informational videos about their courses. These videos may be accessed by certified advisors and students. The expected outcome is that more students may enroll in FPA courses. This enrollment in FPA courses may also result in increased student engagement and retention.	Success will be indicated through increased enrollment in FPA classes.	We do not yet know the impact of this video. The video will be recorded in November of 2021 and will be utilized for Creative Arts Appreciation classes and studios as a virtual gallery show. The video will then be used as a recruiting tool for future classes. We will look at spring 2022 enrollment and beyond to help measure the impact, although other variables will surely also influence enrollment numbers.	Partially met.	We will record and utilize the video in late fall 2021 and will continue to use it as a recruiting resource and tool for subsequent semesters. We will include continuation of this unit plan in Part A of the FPA 2021-22 unit plans.
FPA	I. Goal I: Quality Teaching, Learning, and Student Success 1. Utilize high impact practices in teaching and learning 3. Enhance the availability of interactive learning technologies in the classroom.	FPA Expansion of IM and OER Options	FPA faculty will continue to explore and develop IM and OER resources beyond the scope of the FPA Core Classes. Increased offering of IM and OER materials will help students by making sure the financial hurdles of their education are reduced or eliminated and will also help ensure that resources are available to students from day one of classes.	Success will be indicated by an increase in IM and OER offerings in FPA courses.	The use of more OER provides a richer classroom experience for students without adding to the cost of their course. IM materials are always selected with the best value for students in mind, but the more we are able to align those choices and share them with District OER and IM oversight, the more the students will benefit.	Partially met.	FPA will continue to add to our OER and IM offerings and will strive to align and report those strategies and materials to the District OER and IM oversight database.
FPA	I. Objective I: Communication and Engagement 2. Invest in systems to facilitate transparency and dissemination of information and resources to both internal and external stakeholders.	FPA Hazmat Database	A department database will indicate all hazardous materials used in FPA studios and classes.	Success will be indicated by the creation of the database.	The impact of this unit plan is increased safety of both employees and students in the FPA department at NLC. The database will provide easy access for emergency personnel when needed. The manuals will provide a means of quick access to protocols when needed by faculty in their studios. The inventory and subsequent research has yielded updated safety protocols which will be implemented with our students in those studios.	Met.	The database and manuals will be maintained and updated as necessary each semester.

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			Met
	Green		Met
	Yellow		Partially Met
	Pink		Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
FPA	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 1. Utilize high impact practices in teaching and learning 3. Expand opportunities for student engagement and innovative resources for student success. 3. Enhance the availability of interactive learning technologies in the classroom.	FPA Studio Enhancements	FPA faculty will enhance their studio classes through the addition of enrichment from experiences offered through technology. Upon return to campus, these options will be added to the robust face to face interactions. These enhancements will be based on lessons learned during our remote teaching experience. These enhancements will provide additional layers of engagement and opportunity for students.	Implementation of one enhanced experience addition in each studio will indicate success.	The impact of these remote and technological enhancements to studios/activity classes is that more students have a broader access to techniques, etc. outside of the studio/rehearsal space. The addition of remote and technological enhancements also expands the scope of the work in which students participate, broadening their horizons regarding employment options in the field of the fine and performing arts.	Met.	The remote and technological enhancements will be continued in future courses, regardless of whether a studio/activity class meets face to face, hybrid, remotely, or online. These enhancements will continue to provide additional and alternative experiences for all participating students.
MCSE	1. Utilize high impact practices in teaching and learning 2. Build upon current practices designed to increase completion and minimize excess credit hours 4. Fully integrate cross-college processes for holistic advising	Access for Students to MCSE Courses	This measure will be aggregate enrollment in MCSE courses. This measure is intended to demonstrate the access the students have to MCSE courses as they complete their degree plans.	2% enrollment growth for CSTEM courses (unduplicated)	Enrollment failed to reach expectations. A combination of corequisite math pushing students through their first college math courses in just one semester (as intended) and COVID-19 conspired to keep enrollment low.\n\nOn a positive note, the workforce IT programs still grew even under these circumstances.	Not Met	Take into consideration the corequisite math courses now being a large segment of our enrollment. If students are successful in those courses, they will not necessarily be required to take another math course--lowering our enrollment. Any growth in enrollment for math is going to be marginal at best.
MCSE	4. Fully integrate cross-college processes for holistic advising 2. Expand student opportunities for cross-curricular/programmatic learning. 5. Identify and utilize relevant technology to meet college population needs. 3. Strive for optimal staffing levels and infrastructure to support program and curriculum growth	Efficiency in Scheduling MCSE Courses	Students should be able to take our courses when they need to. The only measure of student demand we have is enrollment, which is after the fact.Using the enrollment for courses is a measure of access for students.	90% seat fill rate for all CSTEM courses for the year.	The very low enrollment affected the CSTEM Department particularly hard, since most of the enrollment comes from Math. Math enrollment in particular was down almost 30% during 2020-21 from the previous year. This put a tremendous strain on the efficiency of the schedule as well, since there are over 20 different math courses offered. Students used to have several options for scheduling a specific class, but due to low enrollment, those options were cut back.	Not Met	Using the data carefully to see when good class days and times work for which courses. Instructional modes also play a role in enrollment strategies, so finding the appropriate modes of instruction for each class is also important.

FY 20/21 Performance Strategies as August 31, 2021

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
MCSE	4. Expand and increase awareness of academic support services. 3. Expand opportunities for student engagement and innovative resources for student success. 5. Expand and increase awareness of student support services. 3. Expand internships and experiential learning opportunities.	Support for Students in MCSE Courses	Students have a higher rate of success if they use support resources available to them. A broad measure of the use of support for MCSE courses.	4% increase in number of students seeking tutoring in CSTEM courses through all means at NLC for the year	COVID-19 had a huge impact both upon the enrollment overall and the use of the tutoring facilities. Students were already hard pressed to come to college, much less utilize tutoring services in a remote and online environment.	Not Met	This will improve as conditions improve with respect to the pandemic; however, we have already anticipated growth in the support services. We received support for Supplemental Instructors for math courses, and those numbers will be added to this total next year.
MCSE	1. Utilize high impact practices in teaching and learning 4. Expand and increase awareness of academic support services. 5. Identify and utilize relevant technology to meet college population needs. 1. Strengthen all aspects of career and transfer pathways awareness through the Alamo Institutes 2. Build upon current practices designed to increase completion and minimize excess credit hours 4. Fully integrate cross-college processes for holistic advising 5. Expand and increase awareness of student support services. 2. Equip our students with essential skills for employment.	Persistence of Students in MCSE Courses	Students who stay in class are more likely to succeed. A broad measure of persistence is the retention of students in our classes.	90% retention in all CSTEM courses for the year.	Though the goal of 90% retention was not realized, the gap was halved from 2019-20 to 2020-21 (88% to 89%). This shows significant improvement towards the goal.	Partially Met	Continue to make data and analysis available and updated to faculty. Reinforce the importance of retention and the impact it has on students and the college.

FY 20/21 Performance Strategies as August 31, 2021

(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
MCSE	III. Objective III: Enhance Quality Teaching 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff collaboration. 4. Expand and increase awareness of academic support services. 5. Identify and utilize relevant technology to meet college population needs. 1. Implement opportunities for professional development (discipline specific and pedagogy specific) 2. Develop opportunities for faculty to share teaching techniques, strategies, and classroom experiences. 3. Enhance the availability of interactive learning technologies in the classroom. 4. Develop faculty peer mentorship.	Success for Students in MCSE Courses	Success for students is ultimately measured by the passing rate of our courses. PGR for our courses is a broad measure for success.	Overall PGR for all CSTEM courses of 70% for the year.	The PGR only makes sense as a broad measure, and for 3941 students in 2020-2021 in the CSTEM Department, that PGR is significant. Meeting this goal is an important step toward helping students in their success.	Met.	Continue to share the data and goals with CSTEM Department faculty, and emphasize the proper use of PGR as a measure.

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
MCSE	1. Utilize high impact practices in teaching and learning 2. Build upon current practices designed to increase completion and minimize excess credit hours 4. Fully integrate cross-college processes for holistic advising	Access for Students to MCSE Courses	This measure will be aggregate enrollment in MCSE courses. This measure is intended to demonstrate the access the students have to MCSE courses as they complete their degree plans.	2% enrollment growth for CSTEM courses (unduplicated)	Enrollment failed to reach expectations. A combination of corequisite math pushing students through their first college math courses in just one semester (as intended) and COVID-19 conspired to keep enrollment low.\n\nOn a positive note, the workforce IT programs still grew even under these circumstances.	Not Met	Take into consideration the corequisite math courses now being a large segment of our enrollment. If students are successful in those courses, they will not necessarily be required to take another math course--lowering our enrollment. Any growth in enrollment for math is going to be marginal at best.
MCSE	4. Fully integrate cross-college processes for holistic advising 2. Expand student opportunities for cross-curricular/programmatic learning..5. Identify and utilize relevant technology to meet college population needs. 3. Strive for optimal staffing levels and infrastructure to support program and curriculum growth	Efficiency in Scheduling MCSE Courses	Students should be able to take our courses when they need to. The only measure of student demand we have is enrollment, which is after the fact.Using the enrollment for courses is a measure of access for students.	90% seat fill rate for all CSTEM courses for the year.	The very low enrollment affected the CSTEM Department particularly hard, since most of the enrollment comes from Math. Math enrollment in particular was down almost 30% during 2020-21 from the previous year. This put a tremendous strain on the efficiency of the schedule as well, since there are over 20 different math courses offered. Students used to have several options for scheduling a specific class, but due to low enrollment, those options were cut back.	Not Met	Using the data carefully to see when good class days and times work for which courses. Instructional modes also play a role in enrollment strategies, so finding the appropriate modes of instruction for each class is also important.

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	Partially Met	(yellow)
	Not Met	(pink)

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
MCSE	1. Utilize high impact practices in teaching and learning 4. Expand and increase awareness of academic support services. 5. Identify and utilize relevant technology to meet college population needs. 1. Strengthen all aspects of career and transfer pathways awareness through the Alamo Institutes 2. Build upon current practices designed to increase completion and minimize excess credit hours 4. Fully integrate cross-college processes for holistic advising 5. Expand and increase awareness of student support services. 5. Expand and increase awareness of student support services. 2. Equip our students with essential skills for employment.	Persistence of Students in MCSE Courses	Students who stay in class are more likely to succeed. A broad measure of persistence is the retention of students in our classes.	90% retention in all CSTEM courses for the year.	Though the goal of 90% retention was not realized, the gap was halved from 2019-20 to 2020-21 (88% to 89%). This shows significant improvement towards the goal.	Partially Met	Continue to make data and analysis available and updated to faculty. Reinforce the importance of retention and the impact it has on students and the college.

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MCSE	4. Expand and increase awareness of academic support services. 3. Expand opportunities for student engagement and innovative resources for student success. 5. Expand and increase awareness of student support services. 3. Expand internships and experiential learning opportunities.	Support for Students in MCSE Courses	Students have a higher rate of success if they use support resources available to them. A broad measure of the use of support for MCSE courses.	4% increase in number of students seeking tutoring in CSTEM courses through all means at NLC for the year	COVID-19 had a huge impact both upon the enrollment overall and the use of the tutoring facilities. Students were already hard pressed to come to college, much less utilize tutoring services in a remote and online environment.	Not Met	This will improve as conditions improve with respect to the pandemic; however, we have already anticipated growth in the support services. We received support for Supplemental Instructors for math courses, and those numbers will be added to this total next year.

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Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
MCSE	4. Fully integrate cross-college processes for holistic advising 2. Expand student opportunities for cross-curricular/programmatic learning.. 5. Identify and utilize relevant technology to meet college population needs. 3. Strive for optimal staffing levels and infrastructure to support program and curriculum growth	Efficiency in Scheduling MCSE Courses	Students should be able to take our courses when they need to. The only measure of student demand we have is enrollment, which is after the fact.Using the enrollment for courses is a measure of access for students.	90% seat fill rate for all CSTEM courses for the year.	The very low enrollment affected the CSTEM Department particularly hard, since most of the enrollment comes from Math. Math enrollment in particular was down almost 30% during 2020-21 from the previous year. This put a tremendous strain on the efficiency of the schedule as well, since there are over 20 different math courses offered. Students used to have several options for scheduling a specific class, but due to low enrollment, those options were cut back.	Not Met	Using the data carefully to see when good class days and times work for which courses. Instructional modes also play a role in enrollment strategies, so finding the appropriate modes of instruction for each class is also important.
MCSE	4. Expand and increase awareness of academic support services. 3. Expand opportunities for student engagement and innovative resources for student success. 5. Expand and increase awareness of student support services. 3. Expand internships and experiential learning opportunities.	Support for Students in MCSE Courses	Students have a higher rate of success if they use support resources available to them. A broad measure of the use of support for MCSE courses.	4% increase in number of students seeking tutoring in MCSE courses through all means at NLC for the year	COVID-19 had a huge impact both upon the enrollment overall and the use of the tutoring facilities. Students were already hard pressed to come to college, much less utilize tutoring services in a remote and online environment.	Not Met	This will improve as conditions improve with respect to the pandemic; however, we have already anticipated growth in the support services. We received support for Supplemental Instructors for math courses, and those numbers will be added to this total next year.

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	Partially Met	
	Not Met	

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
MCSE	1. Utilize high impact practices in teaching and learning 4. Expand and increase awareness of academic support services. 5. Identify and utilize relevant technology to meet college population needs. 1. Strengthen all aspects of career and transfer pathways awareness through the Alamo Institutes 2. Build upon current practices designed to increase completion and minimize excess credit hours 4. Fully integrate cross-college processes for holistic advising 5. Expand and increase awareness of student support services. 2. Equip our students with essential skills for employment.	Persistence of Students in MCSE Courses	Students who stay in class are more likely to succeed. A broad measure of persistence is the retention of students in our classes.	90% retention in all MCSE courses for the year.	Though the goal of 90% retention was not realized, the gap was halved from 2019-20 to 2020-21 (88% to 89%). This shows significant improvement towards the goal.	Partially Met	Continue to make data and analysis available and updated to faculty. Reinforce the importance of retention and the impact it has on students and the college.

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
MCSE	III. Objective III: Enhance Quality Teaching 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff collaboration. 4. Expand and increase awareness of academic support services. 5. Identify and utilize relevant technology to meet college population needs. 1. Implement opportunities for professional development (discipline specific and pedagogy specific) 2. Develop opportunities for faculty to share teaching techniques, strategies, and classroom experiences. 3. Enhance the availability of interactive learning technologies in the classroom. 4. Develop faculty peer mentorship.	Success for Students in MCSE Courses	Success for students is ultimately measured by the passing rate of our courses. PGR for our courses is a broad measure for success.	Overall PGR for all MCSE courses of 70% for the year.	The PGR only makes sense as a broad measure, and for 3941 students in 2020-2021 in the CSTEM Department, that PGR is significant. Meeting this goal is an important step toward helping students in their success.	Met.	Continue to share the data and goals with CSTEM Department faculty, and emphasize the proper use of PGR as a measure.
NLC - Instructional Innovation	4. Expand and increase awareness of academic support services. 3. Facilitate an environment of robust faculty and staff collaboration.	Increase faculty's awareness of IIC	Increase faculty awareness about IIC's functions.	Increasing the number of faculty asking for support besides technical issues by 2%.	Based on the data collected from the NLC-DLC email inbox it was concluded that the rate of email pertaining to "non-technical issues" fell from 40% to 33%. This decline is due in part to overall smaller number of support calls.	PARTIALLY MET: \r\n* Online/hybrid course offerings increased to 100% of courses being offered online due to pandemic. \r\n* Number of faculty asking for non-technical assistance did NOT increase.	

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Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC - Instructional Innovation	2. Develop opportunities for faculty to share teaching techniques, strategies, and classroom experiences. 3. Enhance the availability of interactive learning technologies in the classroom. 4. Develop faculty peer mentorship.	OTC Design and Delivery	Create new OTC-Delivery and OTC-Design courses.	Increasing OTC completion rate by 15%	Clarification of OTC process was achieved. However, impact of COVID-19 and myriad JIT changes resulted in fewer participants. There was also multiple staffing transitions.	MET. See attached document of revised OTC process.	More data is required to assess whether or not the new OTC format may improve completion rates. A clear and concise system for tracking past, current, and future participants is needed to help the IIC team efficiently and effectively track the participants.\n\n* Adjust participation categories to account for all levels of OTC participation.\n* Standardize process to ensure limited disruption in the event of staff changes.
NLC - Instructional Innovation	2. Develop opportunities for faculty to share teaching techniques, strategies, and classroom experiences. 3. Enhance the availability of interactive learning technologies in the classroom. 4. Develop faculty peer mentorship.	OTC Design and Delivery	Create new OTC-Delivery and OTC-Design courses.	Students' satisfaction	Clarification of OTC process was achieved. However, impact of COVID-19 and myriad JIT changes resulted in fewer participants. There was also multiple staffing transitions.	MET. See attached document of revised OTC process.	More data is required to assess whether or not the new OTC format may improve completion rates. A clear and concise system for tracking past, current, and future participants is needed to help the IIC team efficiently and effectively track the participants.\n\n* Adjust participation categories to account for all levels of OTC participation.\n* Standardize process to ensure limited disruption in the event of staff changes.
NLC - Instructional Innovation	4. Expand and increase awareness of academic support services. 3. Facilitate an environment of robust faculty and staff collaboration.	Increase faculty's awareness of IIC	Increase faculty awareness about IIC's functions.	Increase the number of online/hybrid courses through the IIC team review process by 2%.	Based on the data collected from the NLC-DLC email inbox it was concluded that the rate of email pertaining to "non-technical issues" fell from 40% to 33%. This decline is due in part to overall smaller number of support calls.	PARTIALLY MET: \r\n* Online/hybrid course offerings increased to 100% of courses being offered online due to pandemic. \r\n* Number of faculty asking for non-technical assistance did NOT increase.	
NLC - Instructional Innovation	1. Utilize high impact practices in teaching and learning 5. Create an idea-sharing environment that promotes networking	Teach Anywhere Resource	Create a resource providing teaching strategies and pedagogical support for faculty	Ratings or feedback received from the IIC Satisfaction Survey via the IIC Service Ticketing system.	Faculty Hub was created in Canvas, but record of faculty use still needs to be systematized for accurate data collection.	Partially Met. Creation of Faculty Hub in Canvas was complete.	Create a ticketing system for a service records.\nTrack CANVA utilization for HUB.

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Met (green)
Partially Met (yellow)
Not Met (pink)

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC - Tutoring Services	4. Expand and increase awareness of academic support services.	Increased tutoring attendance	\nIncrease monthly attendance from just over 200 visits to 250	increase in monthly visits to 250	Tutoring needs to return to in-person for as many hours and subjects as possible in Fall 21. This also argues for holding SI sessions in-person even though that program has been completely online in its launch year.	Partially met - while we did not meet the goal of 250 visits a month, Tutoring did reach 290 in Nov 20 and was able to maintain 200+ visits in all full months of the academic year. March 21 recorded 133, most likely due to Spring Break.	Tutoring will return to normal operational hours in-person in Fall 21. While we will maintain some Zoom sessions both for continuity and as a contingency plan, the bulk of tutoring will be in-person. We will take appropriate precautions, but will actively promote that we've returned to in-person tutoring to students and faculty.
NLC - Tutoring Services	4. Expand and increase awareness of academic support services.	Enhance Supplemental Instruction	The number of Math SIs should increase from 8 to 10\nThe number of Eng SIs should increase from 3 to 4\n	Math SIs will increase from 8 to 10\r\nEng SIs will increase from 3 to 4	Continue to offer SI to high-challenge courses, esp. Engl 1301 & Math 1314\nContinue to offer study skills and writing workshops cross curriculum, but particularly to EDUC and SDEV	Met - # Math SIs increased from 8 to 12 from Fall to Spring\r\n- # English SIs increased from 3 to 6 from Fall to Spring	Hire full-time Academic Program Specialist to concentrate on SI for Math 1314 and English 1301\nHire SI leaders to support those specific classes\nContinue to offer study skills and writing workshops in conjunction with EDUC and SDEV\nExplore other avenues for fostering study skills such as online\nintegrate support for EDUC more into regular Writing tutoring as not an SI focus
NLC - Tutoring Services	1. Implement opportunities for professional development (discipline specific and pedagogy specific) 1. Promote and encourage varied and viable options for personal, professional, and leadership development	Meet CRLA Level 1 Training Goals	Meet CRLA Level 1 Training requirements for all tutors\n	All tutors complete training as outlined in log on Google drive\r\nIndividual tutor sessions reviewed and evaluated satisfactory	While not every tutor found online easy to follow through on, online lessons provided more training options than face-to-face even beyond remote considerations. Tutors were able to take advantage of the college's and industry offerings as well as the department's training.	Met - all tutors who continued on the 20-21are CRLA level 1 certified. One Spg 21 new hire will begin formal training in Fall 21 with other new hires. All tutors were observed regularly in Zoom sessions and Writing tutors also received feedback on written comments in online paper reviews.	Continue to offer online quizzes and discussions along with face-to-face training. Also encourage tutors to take advantage of college's training opportunities. Training is a mandatory part of the job, but should also be presented as an opportunity to develop valuable and transferable skills.

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	Met
(green)	Met
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(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC - Tutoring Services	1. Utilize high impact practices in teaching and learning 4. Expand and increase awareness of academic support services.	Launch Workshop Series	Launch series of study skills and writing workshops.\n	Both series will be considered successfully launched when receive requests for workshops.	While there's interest in workshops, adoption has been slow. This is due in part to working remote, but also due to difficulties in incorporating content into subject areas. Note-taking integrates easily into SDEV leading to the regular adoption of this workshop.	Partially Met - while no classes requested Writing support, Tutoring provided 3 presentations on note-taking to SDEV courses in Fall and Spring.	Look for assignments where study skills can be successfully integrated into content - for example, reading strategies as part of the common reading for EDUC. Work with professors to identify and incorporate cross-over opportunities between Tutoring and subject matter. \n\nAlso explore alternate channels for delivering study skills training to students outside of class. Alamo Experience Experiential Learning is one possibility.
NLC Dean for Academic Success (Academic Support Services)	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning III. Objective III: Enhance Quality Teaching	Policies/Procedures	Create Academic Procedures and/or Policies for Learning Resources covering major services areas.	Counts/# of policies/procedures approved = 100%	No new policies were created, although changes to some operations were made. Because pandemic response needs created atypical service practices and some innovative practices, this goal can be revisited.	Not Met, with condition	Align the need for policy development to specific service areas as this is not relevant to all areas in supervision. This goal can be revisited and specified for next year.
NLC Dean for Academic Success (Academic Support Services)	Goal III. Goal III: Enrich Internal and External Community Engagement and Communication I. Goal I: Quality Teaching, Learning, and Student Success 3. Facilitate an environment of robust faculty and staff collaboration. 4. Fully integrate cross-college processes for holistic advising 5. Expand and increase awareness of student support services. 1. Implement opportunities for professional development (discipline specific and pedagogy specific) 1. Increase awareness of college and community services to enhance engagement. 2. Invest in systems to facilitate transparency and dissemination of information and resources to both internal and	Dual Credit Management	Develop clear management strategy for Dual Credit.	Creation of position/role clarification document (0 --> 1)	This goal can be revisited as partnerships expand.	Not Met	Plans to expand DC partnerships are under way. This goal will be revisited in order to ensure greatest efficiency in processes as we onboard new partners.

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🟩	Met	
🟨	Partially Met	
🟥	Not Met	

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Dean for Academic Success (Academic Support Services)	I. Goal I: Quality Teaching, Learning, and Student Success 3. Facilitate an environment of robust faculty and staff collaboration. 4. Fully integrate cross-college processes for holistic advising 5. Expand and increase awareness of student support services. 1. Implement opportunities for professional development (discipline specific and pedagogy specific) Goal III. Goal III: Enrich Internal and External Community Engagement and Communication 1. Increase awareness of college and community services to enhance engagement. 2. Invest in systems to facilitate transparency and dissemination of information and resources to both internal and	Dual Credit Management	Develop clear management strategy for Dual Credit.	Updated NLC Org Chart (0 -->1)	This goal can be revisited as partnerships expand.	Not Met	Plans to expand DC partnerships are under way. This goal will be revisited in order to ensure greatest efficiency in processes as we onboard new partners.
NLC Dean for Academic Success (Academic Support Services)	I. Objective I: Enhance Learning III. Objective III: Enhance Quality Teaching I. Objective I: Enhance Learning III. Objective III: Enhance Quality Teaching	Area Led Instructional Support	Increase area led high impact instructional support services for faculty	Counts/# of programs/ appointments (0 -->1)\r\n # of faculty served (0 --> 30%)\r\n	Creation of the Faculty Hub in Canvas was a major accomplishment to push on-demand support for faculty. This is a practice that will continue. \n	Partially Met.	An effective system for measuring service provision needs to be created. Dir. of Teaching with Technology will assume leadership of the IIC and establish a consistency with data collection for service.
NLC Dean for Academic Success (Academic Support Services)	I. Objective I: Enhance Learning III. Objective III: Enhance Quality Teaching I. Objective I: Enhance Learning	Area Led Instructional Support	Increase area led high impact instructional support services for faculty	faculty satisfaction survey results (75% satisfied)	Creation of the Faculty Hub in Canvas was a major accomplishment to push on-demand support for faculty. This is a practice that will continue. \n	Partially Met.	An effective system for measuring service provision needs to be created. Dir. of Teaching with Technology will assume leadership of the IIC and establish a consistency with data collection for service.
NLC Dean for Academic Success (Academic Support Services)	III. Objective III: Enhance Quality Teaching	Area Led Instructional Support	Increase area led high impact instructional support services for faculty	faculty satisfaction survey results (75% satisfied)	Faculty survey provided keen insight that suggests faculty need more support with integrated technologies beyond Zoom (i.e. Mediasite and YouTube). \n\nFaculty also contact IT more than the IIC for support. This could be a result of staffing transitions throughout the year.	Partially Met.	Continuous focus on marketing services to faculty is needed. The inclusion of the Director position will support the creation of more standardize work and data collection.

		Met
		Partially Met
		Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Dean for Academic Success (Academic Support Services)	I. Goal I: Quality Teaching, Learning, and Student Success 1. Utilize high impact practices in teaching and learning 4. Expand and increase awareness of academic support services. 5. Identify and utilize relevant technology to meet college population needs. II. Objective II: Enhance Student Support and Engagement 2. Equip our students with essential skills for employment.	Online Student Support	Maintain high impact support services for online students.	Certification (0--> 1)	NLC in currently in process for this certification.	Partially Met	Application for complete certification is expected to be submitted in Spring 2022.
NLC Dean for Academic Success (Academic Support Services)	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services. 3. Strive for optimal staffing levels and infrastructure to support program and curriculum growth 1. Increase awareness of college and community services to enhance engagement.	Resource Access	Ensure ease of access to all support resources by decreasing troubleshooting requests overall.	Decrease in troubleshooting requests by 5%.	Ability to respond to faculty and student need satisfactorily was a positive outcome. However, this goal was not met as this was not a year to decrease support tickets.	Not Met, with condition	A creation of a new baseline for service provision is needed to drive effective assessment of service. The pre-pandemic baseline was an ineffective metric for this year of service.
NLC Dean for Academic Success (Academic Support Services)	2. Invest in systems to facilitate transparency and dissemination of information and resources to both internal and external stakeholders. 5. Create an idea-sharing environment that promotes networking	Efficient and Effective Processes	Streamline service provision for efficiency and to promote clearer communication	Catalog of processes (0 --> 1)\r\nDecrease cycle time for identified processes by 3%	While this specific goal was not met, the areas supervised pivoted and created processes JIT to respond to student, staff, and organization needs.	Not Met, with condition.	This operational goal should be an ongoing strategy more than a unit outcome.
NLC Dual Credit	1. Utilize high impact practices in teaching and learning 1. Implement opportunities for professional development (discipline specific and	Faculty Satisfaction Survey	Instructors will report a satisfactory experience for relevant training\nAfter each training session, the instructors will fill-	Increase the satisfactory of the dual credit faculty professional development by 1%	Based on the survey results, I am striving for more surveys from all of our dual credit partners and conduct a survey for the NLC faculty who teach dual credit courses in my surveys. Their professional development occurs during convocation week. I did capture their voice on the JECA/NLC Professional Development in spring 2021, but I need to capture their voice separately in their PD.	Not Met- This is the first year that I am collecting survey data on the professional development	Create a survey for the NLC faculty who teach dual credit courses on NLC campus.

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Dual Credit	I. Goal I: Quality Teaching, Learning, and Student Success 5. Expand and increase awareness of student support services. I. Goal	JECA Communication	Improve communiction with JECA administration during remote operations.	Increase communication about JECA student attendance by 1%.\r\n	Based on email tracking, Fall 2019 to Fall 2020, there was an 11.475% in communication with the high school partners. The increase in communication from Fall 2019 to Fall 2020 was because the JECA students were 100% remote Fall 2020 due to the COVID-19 pandemic. Also, Spring 2019 to Spring 2020 had a 1.79% increase in communication.During Fall 2020, I sent weekly attendance reports to JECA about student attendance as well as more email communication about students'	Met	I will continue to strive to increase communication with our high school partners by reporting interventions, student academic performance, and professional development activities.
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services.	Quality communication and clear processes: Improve access and support to materials and programs	Continue streamlining WMS Discovery platform and workflows for improved access to records, information, and accurate discovery of resources.\n\nIncrease marketing of resources through flyers, social media, and word of mouth. Focus on new curbside delivery service and new online resources. \n	A. Changes to the WMS Discovery platform will yield greater \hits\""	B. Our marketing plan remained strong. The library took advantage of social media, our website, Monday Minutes and Nighthawk News to get the word out about our services and electronic resources.	B.\r\n (1) Partially Met \r\n (2) Met	Will continue to market our curbside service via Monday Minutes, Nighthawk Notes, social media and our website. Will continue to highlight our electronic resources in Monday Minutes, Nighthawk Notes, and through library instruction classes.\n\nStatistics for curbside service will be counted manually. Electronic resources usage is counted through the administrative area of each resource online.
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services. I. Goal I: Quality Teaching, Learning, and Student Success	Quality communication and clear processes: Improve access and support to materials and programs	Continue streamlining WMS Discovery platform and workflows for improved access to records, information, and accurate discovery of resources.\n\nIncrease marketing of resources through flyers, social media, and word of mouth. Focus on new curbside delivery service and new online resources. \n	A. Changes to the WMS Discovery platform will yield greater \hits\""	NA	A. Met	

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Learning Resource Ctr Office	4. Expand and increase awareness of academic support services. I. Goal I: Quality Teaching, Learning, and Student Success	Quality communication and clear processes: Improve access and support to materials and programs	Continue streamlining WMS Discovery platform and workflows for improved access to records, information, and accurate discovery of resources.\n\nIncrease marketing of resources through flyers, social media, and word of mouth. Focus on new curbside delivery service and new online resources. \n	A. Changes to the WMS Discovery platform will yield greater \hits\""	A. The Discovery platform was updated by the vendor mid-year. Use of the Discovery layer for searching continues to grow. The results between 2019/20 and 2020/21 increased by over 150%. This can be attributed to the increased marketing, discovery focus during library instruction, and an easier interface from the vendor.	A. Met	Staff will continue to improve and work on the Discovery platform. This Action Plan will continue into AY2021/22.
NLC Learning Resource Ctr Office	4. Expand and increase awareness of academic support services. I. Goal I: Quality Teaching,	Quality communication and clear processes: Improve access and	Continue streamlining WMS Discovery platform and workflows for	B. \r\n (1) Curbside will go from 0 to 5. \r\n (2) Increase in usage	B. Our marketing plan remained strong. The library took advantage of social media, our website, Monday Minutes and Nighthawk News to get the word out about our services and electronic resources.	B.\r\n (1) Partially Met \r\n (2) Met	Will continue to market our curbside service via Monday Minutes, Nighthawk Notes, social media and our website. Will continue to highlight our electronic resources in Monday Minutes, Nighthawk Notes, and through library instruction
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services.	Quality communication and clear processes: Improve access and support to materials and programs	Continue streamlining WMS Discovery platform and workflows for improved access to records, information, and accurate discovery of resources.\n\nIncrease marketing of resources through flyers, social media, and word of mouth. Focus on new curbside delivery service and new online resources. \n	B. \r\n (1) Curbside will go from 0 to 5. \r\n (2) Increase in usage of new resources will increase by 2%.	NA	A. Met	

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🟩	Met
🟨	Partially Met
🟥	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services.	Quality communication and clear processes: Improve access and support to materials and programs	Continue streamlining WMS Discovery platform and workflows for improved access to records, information, and accurate discovery of resources.\n\nIncrease marketing of resources through flyers, social media, and word of mouth. Focus on new curbside delivery service and new online resources. \n	B. \r\n (1) Curbside will go from 0 to 5. \r\n (2) Increase in usage of new resources will increase by 2%.	A. The Discovery platform was updated by the vendor mid-year. Use of the Discovery layer for searching continues to grow. The results between 2019/20 and 2020/21 increased by over 150%. This can be attributed to the increased marketing, discovery focus during library instruction, and an easier interface from the vendor.	A. Met	Staff will continue to improve and work on the Discovery platform. This Action Plan will continue into AY2021/22.
NLC Learning Resource Ctr Office	4. Expand and increase awareness of academic support services.	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	A. For Academic Year 2021/22, 75% of students in ENGL 1301 will complete LIBR 0001. Of completers, 70% will meet LIBR success criteria. Students will increase their LIBR 0001 post-assessment scores by 5 points or higher over their pre-test score.	A. In Fall 2020, we met both our completion goal and our assessment score improvement goals. This is consistent with past years, showing that information literacy instruction for ENGL 1301 makes a difference in student success. In Spring 2021, the completion goal was not met. However, the assessment score improvement goal was met, again showing that information literacy instruction makes a difference.\n\n	A. Partially met.	The disruption from Covid-19 to face-to-face instruction continued in this academic year. For next year, 2021/2022, as we return to campus and a semblance of normalcy, library instruction will continue to focus on the completion rates for LIBR0001.
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff collaboration.	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	A. For Academic Year 2021/22, 75% of students in ENGL 1301 will complete LIBR 0001. Of completers, 70% will meet LIBR success criteria. Students will increase their LIBR 0001 post-assessment scores by 5 points or higher over their pre-test score.	A. In Fall 2020, we met both our completion goal and our assessment score improvement goals. This is consistent with past years, showing that information literacy instruction for ENGL 1301 makes a difference in student success. In Spring 2021, the completion goal was not met. However, the assessment score improvement goal was met, again showing that information literacy instruction makes a difference.\n\n	A. Partially met.	The disruption from Covid-19 to face-to-face instruction continued in this academic year. For next year, 2021/2022, as we return to campus and a semblance of normalcy, library instruction will continue to focus on the completion rates for LIBR0001.

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Learning Resource Ctr Office	4. Expand and increase awareness of academic support services. I. Goal I: Quality Teaching, Learning, and Student Success 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff collaboration.	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	A. For Academic Year 2021/22, 75% of students in ENGL 1301 will complete LIBR 0001. Of completers, 70% will meet LIBR success criteria. Students will increase their LIBR 0001 post-assessment scores by 5 points or higher over their pre-test score.	B. No assessment concerning the information literacy program is available. The survey was made available to all faculty and students involved (met), but without data, the result is only partially met.	B. Partially met.	For the next academic year, the Information Literacy Librarian will redesign the survey and the way it is distributed. The goal will be to gather data about our instruction program.
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services. 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff collaboration.	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	A. For Academic Year 2021/22, 75% of students in ENGL 1301 will complete LIBR 0001. Of completers, 70% will meet LIBR success criteria. Students will increase their LIBR 0001 post-assessment scores by 5 points or higher over their pre-test score.	C. Librarians increased their outreach to departments. Many faculty began to take advantage of utilizing specialized LibGuides. Covid-19 played a role in the decrease in library instruction classes.	C. Partially met.	As we return to campus, for 2021/2022, the librarians will encourage alternatives to traditional face-to-face instruction, including virtual sessions, mini-sessions, and video instruction. The goal will be to return to our pre-pandemic numbers.

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Learning Resource Ctr Office	4. Expand and increase awareness of academic support services. I. Goal I: Quality Teaching, Learning, and Student Success 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff collaboration.	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	B. 75% of faculty post instruction surveys will indicate satisfaction or higher with library instruction. 75% of student post instruction surveys will indicate satisfaction or higher with library instruction.\r\n\r\n	A. In Fall 2020, we met both our completion goal and our assessment score improvement goals. This is consistent with past years, showing that information literacy instruction for ENGL 1301 makes a difference in student success. In Spring 2021, the completion goal was not met. However, the assessment score improvement goal was met, again showing that information literacy instruction makes a difference.\n\n	A. Partially met.	The disruption from Covid-19 to face-to-face instruction continued in this academic year. For next year, 2021/2022, as we return to campus and a semblance of normalcy, library instruction will continue to focus on the completion rates for LIBR0001.
NLC Learning Resource Ctr Office	4. Expand and increase awareness of academic support services. I. Goal I: Quality Teaching, Learning, and Student Success 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff collaboration.	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	B. 75% of faculty post instruction surveys will indicate satisfaction or higher with library instruction. 75% of student post instruction surveys will indicate satisfaction or higher with library instruction.\r\n\r\n	B. No assessment concerning the information literacy program is available. The survey was made available to all faculty and students involved (met), but without data, the result is only partially met.	B. Partially met.	For the next academic year, the Information Literacy Librarian will redesign the survey and the way it is distributed. The goal will be to gather data about our instruction program.

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   	Met	
   	Partially Met	
   	Not Met	

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services. 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff collaboration.	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	B. 75% of faculty post instruction surveys will indicate satisfaction or higher with library instruction. 75% of student post instruction surveys will indicate satisfaction or higher with library instruction.\r\n\r\n	C. Librarians increased their outreach to departments. Many faculty began to take advantage of utilizing specialized LibGuides. Covid-19 played a role in the decrease in library instruction classes.	C. Partially met.	As we return to campus, for 2021/2022, the librarians will encourage alternatives to traditional face-to-face instruction, including virtual sessions, mini-sessions, and video instruction. The goal will be to return to our pre-pandemic numbers.
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services. 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	C. Formal classroom instruction will increase by 1%.	A. In Fall 2020, we met both our completion goal and our assessment score improvement goals. This is consistent with past years, showing that information literacy instruction for ENGL 1301 makes a difference in student success. In Spring 2021, the completion goal was not met. However, the assessment score improvement goal was met, again showing that information literacy instruction makes a difference.\n\n	A. Partially met.	The disruption from Covid-19 to face-to-face instruction continued in this academic year. For next year, 2021/2022, as we return to campus and a semblance of normalcy, library instruction will continue to focus on the completion rates for LIBR0001.
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services. 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	C. Formal classroom instruction will increase by 1%.	B. No assessment concerning the information literacy program is available. The survey was made available to all faculty and students involved (met), but without data, the result is only partially met.	B. Partially met.	For the next academic year, the Information Literacy Librarian will redesign the survey and the way it is distributed. The goal will be to gather data about our instruction program.
NLC Learning Resource Ctr Office	I. Goal I: Quality Teaching, Learning, and Student Success 4. Expand and increase awareness of academic support services. 1. Utilize high impact practices in teaching and learning 3. Facilitate an environment of robust faculty and staff	Support quality teaching & learning: Develop & deliver information literacy instruction	Deliver comprehensive formal information literacy instruction through LIBR 0001 in support of student success in ENGL1301.	C. Formal classroom instruction will increase by 1%.	C. Librarians increased their outreach to departments. Many faculty began to take advantage of utilizing specialized LibGuides. Covid-19 played a role in the decrease in library instruction classes.	C. Partially met.	As we return to campus, for 2021/2022, the librarians will encourage alternatives to traditional face-to-face instruction, including virtual sessions, mini-sessions, and video instruction. The goal will be to return to our pre-pandemic numbers.

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Learning Resource Ctr Office	Goal II. Goal II: Respect, Value and Empower People II. Objective II: Employee Development and Recognition 1. Promote and encourage varied and viable options for personal, professional, and leadership	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	A. Librarians will attend one professional conference. They will share one piece of information which they found interesting/applicable/ informational.	A. Virtual conferences are difficult at best. The librarians, although optimistic, often found the online sessions lacking and non-engaging.	A. Met	A. As the pandemic lessens, hopefully we will be able to return to face-to-face conferences. Professional development will remain part of the unit plan moving into 2021/22.
NLC Learning Resource Ctr Office	Goal II. Goal II: Respect, Value and Empower People 1. Promote and encourage varied and viable options for personal, professional, and leadership development II. Objective II: Employee	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	A. Librarians will attend one professional conference. They will share one piece of information which they found interesting/applicable/ informational.	B. Staff greatly appreciate the opportunity and encouragement to attend virtual trainings. All were very selective in choosing what they attended. As with all meetings however, the \virtual only\" format is creating burnout."	B. Met	B. Moving into 2021/22, staff will continue to be encouraged to attend trainings offered within AlamoTalent, and through other library and customer service related organizations. As with conferences, it will be good to return to some face-to-face opportunities.
NLC Learning Resource Ctr Office	Goal II. Goal II: Respect, Value and Empower People II. Objective II: Employee Development and Recognition 1. Promote and encourage varied and viable options for personal, professional, and leadership	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	A. Librarians will attend one professional conference. They will share one piece of information which they found interesting/applicable/ informational.	C. NLC staff have been very vocal about the redundancy of the Cross College Library Retreats (CCLR). Again, the lack of true networking due to the virtual format may have a lot to do with that.	B. Met	C. The District Library Administrators are in discussion about CCLR for the upcoming year. We hope to address the repetitiveness of the retreats. CCLR will remain a mandatory event for NLC library staff in 2021/22, regardless of the format moving forward.
NLC Learning Resource Ctr Office	Goal II. Goal II: Respect, Value and Empower People 1. Promote and encourage varied and viable options for personal, professional, and leadership development II. Objective II: Employee	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	B. Staff will attend one optional AlamoTalent training. They will share one piece of information which they found interesting/applicable/ informational.	A. Virtual conferences are difficult at best. The librarians, although optimistic, often found the online sessions lacking and non-engaging.	A. Met	A. As the pandemic lessens, hopefully we will be able to return to face-to-face conferences. Professional development will remain part of the unit plan moving into 2021/22.
NLC Learning Resource Ctr Office	Goal II. Goal II: Respect, Value and Empower People II. Objective II: Employee Development and Recognition 1. Promote and encourage varied and viable options for personal, professional, and leadership	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	B. Staff will attend one optional AlamoTalent training. They will share one piece of information which they found interesting/applicable/ informational.	B. Staff greatly appreciate the opportunity and encouragement to attend virtual trainings. All were very selective in choosing what they attended. As with all meetings however, the \virtual only\" format is creating burnout."	B. Met	B. Moving into 2021/22, staff will continue to be encouraged to attend trainings offered within AlamoTalent, and through other library and customer service related organizations. As with conferences, it will be good to return to some face-to-face opportunities.

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Learning Resource Ctr Office	Goal II. Goal II: Respect, Value and Empower People 1. Promote and encourage varied and viable options for personal, professional, and leadership development II. Objective II: Employee	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	B. Staff will attend one optional AlamoTalent training. They will share one piece of information which they found interesting/applicable/ informational.	C. NLC staff have been very vocal about the redundancy of the Cross College Library Retreats (CCLR). Again, the lack of true networking due to the virtual format may have a lot to do with that.	B. Met	C. The District Library Administrators are in discussion about CCLR for the upcoming year. We hope to address the repetitiveness of the retreats. CCLR will remain a mandatory event for NLC library staff in 2021/22, regardless of the format moving forward.
NLC Learning Resource Ctr Office	Goal II. Goal II: Respect, Value and Empower People 1. Promote and encourage varied and viable options for personal, professional, and leadership development II. Objective II: Employee Development and	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	C. Library staff will attend the CCLR. They will share one piece of information which they found interesting/applicable/ informational. Any absence must be excused by their supervisor.	A. Virtual conferences are difficult at best. The librarians, although optimistic, often found the online sessions lacking and non-engaging.	A. Met	A. As the pandemic lessens, hopefully we will be able to return to face-to-face conferences. Professional development will remain part of the unit plan moving into 2021/22.
NLC Learning Resource Ctr Office	Goal II. Goal II: Respect, Value and Empower People 1. Promote and encourage varied and viable options for personal, professional, and leadership development II. Objective II: Employee Development and	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	C. Library staff will attend the CCLR. They will share one piece of information which they found interesting/applicable/ informational. Any absence must be excused by their supervisor.	B. Staff greatly appreciate the opportunity and encouragement to attend virtual trainings. All were very selective in choosing what they attended. As with all meetings however, the \virtual only\" format is creating burnout."	B. Met	B. Moving into 2021/22, staff will continue to be encouraged to attend trainings offered within AlamoTalent, and through other library and customer service related organizations. As with conferences, it will be good to return to some face-to-face opportunities.
NLC Learning Resource Ctr Office	1. Promote and encourage varied and viable options for personal, professional, and leadership development Goal II. Goal II: Respect, Value and Empower People II. Objective II: Employee Development and Recognition	Support quality teaching & learning: Professional development	To increase the collective knowledge of staff and to boost job satisfaction, professional development will be required of all library staff.	C. Library staff will attend the CCLR. They will share one piece of information which they found interesting/applicable/ informational. Any absence must be excused by their supervisor.	C. NLC staff have been very vocal about the redundancy of the Cross College Library Retreats (CCLR). Again, the lack of true networking due to the virtual format may have a lot to do with that.	B. Met	C. The District Library Administrators are in discussion about CCLR for the upcoming year. We hope to address the repetitiveness of the retreats. CCLR will remain a mandatory event for NLC library staff in 2021/22, regardless of the format moving forward.
NLC Vice Pres Acad Affairs Office	I. Goal I: Quality Teaching, Learning, and Student Success	Increase Fall-to-Fall and Fall to Spring Persistence for FT-FTIC Students	Increase student persistence through 4DX strategies	Increase Fall to Spring FT-FTIC Persistence to 85% (Fall 19 to Spring 21)\r\nIncrease Fall to Fall FT-FTIC Persistence to 67.5% (Fall 19 to Fall 20)	The COVID 19 pandemic that resulted in remote operations for the latter half of Spring 20 and the entire Fall 20 semester had an anticipated impact on persistence. In particular we saw a decline of enrollment of FTIC students and continuing students.	Not Met	Academic Success has put into place several strategies to impact persistence for Fall 20 to Spring 21 and Fall 20 to Fall 21.\n\nStrategies include:\n1. adding imbedded tutoring and supplemental instruction into high challenge Math and English courses, \n2.faculty student mentoring, \n3. Increase in the number of on-campus course offerings in Fall 21.\n4. Increase in the number of fully online, asynchronous, offerings in Fall 21. \n5. Return to full on-campus offerings for Spring of 2022.\n

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		Met
		Partially Met
		Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Vice Pres Acad Affairs Office	I. Goal I: Quality Teaching, Learning, and Student Success	Submit successful Compliance Certification to SACSCOC	Submit a successful Compliance Certification to SACSCOC by March 1, 2021.	Ten or less non-compliance items resulting from the review of the Off-site Committee	A focused report will need to be submitted by Mid September to the on-site committee to address the non-compliance items.	Partially Met	Submit necessary narrative and evidence with the Focused report to be found compliant by the on-site committee.
NLC Vice Pres Acad Affairs Office	I. Goal I: Quality Teaching, Learning, and Student Success	Increase Fall-to-Fall and Fall to Spring Persistence for FT-FTIC Students	Increase student persistence through 4DX strategies	Increase Fall to Spring FT-FTIC Persistence to 85% (Fall 20 to Spring 21)\r\nIncrease Fall to Fall FT-FTIC Persistence to 69.7% (Fall 20 to Fall 21)	The COVID 19 pandemic that resulted in remote operations for the latter half of Spring 20 and the entire Fall 20 semester had an anticipated impact on persistence. In particular we saw a decline of enrollment of FTIC students and continuing students.	Not Met	Academic Success has put into place several strategies to impact persistence for Fall 20 to Spring 21 and Fall 20 to Fall 21.\n\nStrategies include:\n1. adding imbedded tutoring and supplemental instruction into high challenge Math and English courses, \n2.faculty student mentoring, \n3. Increase in the number of on-campus course offerings in Fall 21.\n4. Increase in the number of fully online, asynchronous, offerings in Fall 21. \n5. Return to full on-campus offerings for Spring of 2022.\n
NLC Vice Pres Acad Affairs Office	I. Goal I: Quality Teaching, Learning, and Student Success	Increase Fall-to-Fall and Fall to Spring Persistence for FT-FTIC Students	Increase student persistence through 4DX strategies	Increase Fall to Fall FT-FTIC Persistence to 69.7% (Fall 21to Fall 21)	The COVID 19 pandemic that resulted in remote operations for the latter half of Spring 20 and the entire Fall 20 semester had an anticipated impact on persistence. In particular we saw a decline of enrollment of FTIC students and continuing students.	Not Met	Academic Success has put into place several strategies to impact persistence for Fall 20 to Spring 21 and Fall 20 to Fall 21.\n\nStrategies include:\n1. adding imbedded tutoring and supplemental instruction into high challenge Math and English courses, \n2.faculty student mentoring, \n3. Increase in the number of on-campus course offerings in Fall 21.\n4. Increase in the number of fully online, asynchronous, offerings in Fall 21. \n5. Return to full on-campus offerings for Spring of 2022.\n

FY 20/21 Performance Strategies as August 31, 2021

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
SciKi	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 1. Utilize high impact practices in teaching and learning	PGR and Retention	To increase retention and productive grade rates in total across the disciplines in the Natural Sciences and Kinesiology Department through the attainment of Student learning outcomes as well as success in the attainment of Program Level outcomes. 1.a.1. Analysis of productive grade rate data and implementation of appropriate methods will result in an increase in retention in SciKi courses. 1.a.2. Analysis of productive grade rate data and implementation of appropriate methods will result in an increase in PGR in SciKi courses	1.a.1. Retention rates of students in Kinesiology and Science courses will increase from Fall 2019 to Fall 2020, and from Spring 2020 to Spring 2021.\r\n\r\n1.a.2. Productive grade rates of students in Kinesiology and Science courses will increase from Fall 2019 to Fall 2020, and from Spring 2020 to Spring 2021.\r\n	The move back to face-to-face learning will affect students differently. Some will embrace it, while others will opt for remote/online learning. It will be important to see what trends occur as we move back to face-to-face class meetings, and how these trends might affect PGR and retention, and why. \n	Partially Met.\r\n\r\nPGR Fall 2019: 74.67\r\nPGR no W Fall 2019: 83.06\r\nRetention Fall 2019: 89.76\r\n\r\nPGR Fall 2020: 77.55\r\nPGR no W Fall 2020: 84.99\r\nRetention Fall 2020: 91.25\r\n\r\nPGR Spring 2020: 84.93\r\nPGR no W Spring 2020: 90.73\r\nRetention Spring 2020: 93.60\r\n\r\nPGR Spring 2021: 76.62\r\nPGR no W Spring 2021: 85.81\r\nRetention Spring 2021: 89.27	We will continue to monitor PGR and retention rates for our courses since these are critical factors in student success. We will also continue to monitor our PGR minus withdrawals, since this more accurately captures how faculty were able to help students who completed the course. Once a student withdraws from a course (for whatever reason), they cannot achieve a productive grade for that course in that semester.\n

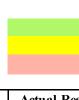|	Met
(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
SciKi	I. Goal I: Quality Teaching, Learning, and Student Success.I. Objective I: Enhance Learning 1. Utilize high impact practices in teaching and learning	PGR and Retention in High Challenge Courses	Increase PGR and retention in high challenge courses. 4.a.1. Retention in "high-challenge" courses will increase from Fall 2021 to Fall 2022, and from Spring 2022 to Spring 2023.4.a.2. PGR in "high-challenge" courses will increase from Fall 2011 to Fall 2022, and from Spring 2022 to Spring 2023.	4.a.1. Retention in "high-challenge" courses will increase from Fall 2019 to Fall 2020, and from Spring 2020 to Spring 2021.\r\n\r\n\r\n4.a.2. PGR in "high-challenge" courses will increase from Fall 2019 to Fall 2020, and from Spring 2020 to Spring 2021.\r\n	With the exception of GEOL 1301, these courses are often on the High Challenge course list across the Alamo Colleges due to their difficulty. It will be important to determine if the increases in PGR and retention seen in Fall 2020 and Spring 2021 are due simply to the modality of instruction (remote), or if there are other strategies we have implemented during Covid restrictions that have helped students. If these can be identified they can be kept and incorporated into more courses. If the improvement is due mostly to changes in instruction due to the pandemic, we need to find out why, and possibly figure out how to close the gap once we are back to primary face-to-face instruction.	Partially met.\r\nHigh Challenge All\r\n\t\t PGR \tPGR no W\tRetention\r\nFall 2019\t 56.04\t69.53\t\t80 .20\r\nFall 2020\t 64.00\t74.91\t\t85 .44\r\nSpring 2020\t74.02\t82.0 7\t\t90.20\r\nSpring 2021\t63.29\t74.8 1\t\t84.60\r\n\r\n\r \nBIOL 2401\r\n\t\t PGR\tPGR no W\tRetention\r\nFall 2019\t 63.60\t78.33\t\t81 .14\r\nFall 2020\t 74.80 \t\t84.62\t\t88.40\r\ nSpring 2020\t80.30\t89.8 3\t\t89.39\t\r\nSpring 2021\t65.44\t80.9	Monitoring of PGR, PGR no W, and retention will continue for high challenge courses next year.

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
						2021\t63.44\t80.91\t\t80.88\r\n\r\n\r\nCHEM 1305/1405\r\n\t\t PGR\tPGR no W\tRetention\r\nFall 2019\t 57.06\t73.48\t\t77.06\r\nFall 2020\t 59.62\t70.06\t\t85.10\r\nSpring 2020\t77.84\t85.63\t\t90.91\r\nSpring 2021\t62.09\t73.64\t\t84.31\r\n\r\n\r\nCHEM 1411\r\n\t\t PGR\tPGR no W\tRetention\r\nFall 2019\t 60.74\t75.23\t\t80.74\t\r\nFall 2020\t 62.86\t83.02\t\t75.71\r\nSpring 2020\t66.98\t78.02\t\t85.85\r\nSpring 2021\t55.81\t69.5	

FY 20/21 Performance Strategies as August 31, 2021

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<tr><td style="background-color:#92D050"></td><td>Met</td></tr>
<tr><td style="background-color:#FFFF00"></td><td>Partially Met</td></tr>
<tr><td style="background-color:#FF9999"></td><td>Not Met</td></tr>
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Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
SciKi	Goal II. Goal II: Respect, Value and Empower People I. Objective I: Respectful Inclusive Culture 2. Prioritize purposeful, multilateral communication, and respectful listening for increased employee engagement	Increase Student Persistence	Increase Fall to Fall student persistence.5.a.1. Opportunities for information dissemination to students within the division will increase during the 2022-23 academic year.5.a.2. Opportunities for information dissemination and faculty communication within the division will increase during the 2022-23 academic year.	5.a.1. Opportunities for information dissemination and faculty communication within the division with regard to collaboration will increase during the 2020-21 academic year. At least two instances of such communication will be reported by faculty each week.\r\n\r\n5.a.2. Opportunities for student engagement within the division with regard to student engagement will increase during the 2020-21 academic year. At least two instances of such instances will be reported by faculty each week.\r\n	Impact: NLC remained remote through the Fall 2020 semester, with a few classes returning to a F2F format in Spring 2021 after spring break. The remote environment required faculty to find different ways to collaborate, and to engage students, mostly focusing on ways to improve the online/remote classroom experience. With more students returning to campus in the 2021-22 academic year, it is expected that opportunities for student engagement outside of the classroom will become more numerous, and within the classroom such strategies will focus more on getting back to the F2F environment.	Partially met.\r\n\r\nOpportunities for both student engagement and faculty communication were reported by faculty over the planning year. The initial goal was to have faculty report out on at least two instances of student engagement and faculty communication each week, but in some weeks we did not achieve that goal.\r\n\r\nFaculty reported collaboration events such as:\r\n-\tDiscussing ways to promote	Action Plan: During the 2021-22 academic year, the focus has changed somewhat due to new lead measures being implemented for 4DX. \n\n•\tWIG: Increase student persistence from Fall 2021 to Spring 2022. \n\n•\tLead Measure 1: At least two faculty will report out on strategies to increase student engagement during WIG meetings each week. Each faculty member will report out at least twice during the semester. \n\n•\tLead Measure 2: At least one faculty will report out on instructional improvement strategies during WIG meetings each week. Each faculty member will report out at least once during the semester. \n\n•\tLead Measure 3: At least one faculty will report out on actions taken/strategies for increasing enrollment in upcoming semesters (Fall 2021 Flex II and Spring 2022) during WIG meetings each week. Each faculty member will report out at least once during the semester.\n\n

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
						enrollment in KINE courses\r\n-Organizing events for the SciKi Event Series\r\n-\tCreating a question item bank to assess Student Learning Outcomes\r\n-\tWorking in groups to create/improve common assessments for Program SLOs \r\n\r\n Faculty reported student engagement instances such as:\r\n-\tCommunication	

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
SciKi	Goal II. Goal II: Respect, Value and Empower People I. Objective I: Respectful Inclusive Culture 2. Prioritize purposeful, multilateral communication, and respectful listening for increased employee engagement	Increase Student Persistence	Increase Fall to Fall student persistence.5.a.1. Opportunities for information dissemination to students within the division will increase during the 2022-23 academic year.5.a.2. Opportunities for information dissemination and faculty communication within the division will increase during the 2022-23 academic year.	5.a.1. Implementation of strategies to increase student engagement will increase during the 2022-23 academic year. At least two instances of these strategies will be collectively reported by faculty each week. 5.a.2. Implementation of strategies to increase student engagement will increase during the 2022-23 academic year. At least one instance of these strategies will be collectively reported by faculty each week. 5.a.3. Implementation of strategies to increase enrollment will increase during the 2022-23 academic year. At least one instance of these strategies will be collectively reported by faculty each week.	Impact: NLC remained remote through the Fall 2020 semester, with a few classes returning to a F2F format in Spring 2021 after spring break. The remote environment required faculty to find different ways to collaborate, and to engage students, mostly focusing on ways to improve the online/remote classroom experience. With more students returning to campus in the 2021-22 academic year, it is expected that opportunities for student engagement outside of the classroom will become more numerous, and within the classroom such strategies will focus more on getting back to the F2F environment.	Partially met.\r\n\r\nOpportunities for both student engagement and faculty communication were reported by faculty over the planning year. The initial goal was to have faculty report out on at least two instances of student engagement and faculty communication each week, but in some weeks we did not achieve that goal. \r\n\r\nFaculty reported collaboration events such as:\r\n-\tDiscussing ways to promote enrollment in KINE courses\r\n-Organizing events for the SciKi Event Series\r\n-\tCreating a question item bank to assess Student Learning Outcomes\r\n-\tWorking in groups to create/improve common assessments for Program SLOs \r\n\r\n Faculty reported student engagement instances such as:\r\n-	Action Plan: During the 2021-22 academic year, the focus has changed somewhat due to new lead measures being implemented for 4DX. \n\n•\tWIG: Increase student persistence from Fall 2021 to Spring 2022. \n\n•\tLead Measure 1: At least two faculty will report out on strategies to increase student engagement during WIG meetings each week. Each faculty member will report out at least twice during the semester. \n\n•\tLead Measure 2: At least one faculty will report out on instructional improvement strategies during WIG meetings each week. Each faculty member will report out at least once during the semester. \n\n•\tLead Measure 3: At least one faculty will report out on actions taken/strategies for increasing enrollment in upcoming semesters (Fall 2021 Flex II and Spring 2022) during WIG meetings each week. Each faculty member will report out at least once during the semester.\n\n

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
SciKi	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 1. Utilize high impact practices in teaching and learning	PGR and Retention	To increase retention and productive grade rates in total across the disciplines in the Natural Sciences and Kinesiology Department through the attainment of Student learning outcomes as well as success in the attainment of Program Level outcomes. 1.a.1. Analysis of productive grade rate data and implementation of appropriate methods will result in an increase in retention in SciKi courses. 1.a.2. Analysis of productive grade rate data and implementation of appropriate methods will result in an increase in PGR in SciKi courses	1.a.1. Retention rates of students in Kinesiology and Science courses will increase from Fall 2021 to Fall 2022, and from Spring 2022 to Spring 2023. 1.a.2. Productive grade rates of students in Kinesiology and Science courses will increase from Fall 2021 to Fall 2022, and from Spring 2022 to Spring 2023.	The move back to face-to-face learning will affect students differently. Some will embrace it, while others will opt for remote/online learning. It will be important to see what trends occur as we move back to face-to-face class meetings, and how these trends might affect PGR and retention, and why. \n	Partially Met.\r\n\r\nPGR Fall 2019: 74.67\r\nPGR no W Fall 2019: 83.06\r\nRetention Fall 2019: 89.76\r\n\r\nPGR Fall 2020: 77.55\r\nPGR no W Fall 2020: 84.99\r\nRetention Fall 2020: 91.25\r\n\r\nPGR Spring 2020: 84.93\r\nPGR no W Spring 2020: 90.73\r\nRetention Spring 2020: 93.60\r\n\r\nPGR Spring 2021: 76.62\r\nPGR no W Spring 2021: 85.81\r\nRetention Spring 2021: 89.27	We will continue to monitor PGR and retention rates for our courses since these are critical factors in student success. We will also continue to monitor our PGR minus withdrawals, since this more accurately captures how faculty were able to help students who completed the course. Once a student withdraws from a course (for whatever reason), they cannot achieve a productive grade for that course in that semester.\n

FY 20/21 Performance Strategies as August 31, 2021

	Met
(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
SciKi	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 1. Utilize high impact practices in teaching and learning	PGR and Retention in High Challenge Courses	Increase PGR and retention in high challenge courses. 4.a.1. Retention in "high-challenge" courses will increase from Fall 2021 to Fall 2022, and from Spring 2022 to Spring 2023.4.a.2. PGR in "high-challenge" courses will increase from Fall 2011 to Fall 2022, and from Spring 2022 to Spring 2023.	4.a.1. Retention in "high-challenge" courses will increase from Fall 2021 to Fall 2022, and from Spring 2022 to Spring 2023. 4.a.2. PGR in "high-challenge" courses will increase from Fall 2021 to Fall 2022, and from Spring 2022 to Spring 2023.	With the exception of GEOL 1301, these courses are often on the High Challenge course list across the Alamo Colleges due to their difficulty. It will be important to determine if the increases in PGR and retention seen in Fall 2020 and Spring 2021 are due simply to the modality of instruction (remote), or if there are other strategies we have implemented during Covid restrictions that have helped students. If these can be identified they can be kept and incorporated into more courses. If the improvement is due mostly to changes in instruction due to the pandemic, we need to find out why, and possibly figure out how to close the gap once we are back to primary face-to-face instruction.	Partially met.\r\nHigh Challenge All\r\n\t\t PGR \tPGR no W\tRetention\r\nFall 2019\t 56.04\t69.53\t80 .20\r\nFall 2020\t 64.00\t74.91\t85 .44\r\nSpring 2020\t74.02\t82.0 7\t90.20\r\nSpring 2021\t63.29\t74.8 1\t84.60\r\n\r\n\r \nBIOL 2401\r\n\t\t PGR\tPGR no W\tRetention\r\nFall 2019\t 63.60\t78.33\t81 .14\r\nFall 2020\t 74.80 \t84.62\t88.40\r \nSpring 2020\t80.30\t89.8 3\t89.39\r\nSpr ing 2021\t65.44\t80.9 1\t80.88\r\n\r\n\r \nCHEM 1305/1405\r\n\t\t PGR\tPGR no W\tRetention\r\nFall 2019\t 57.06\t73.48\t77 .06\r\nFall 2020\t 59.62\t70.06\t85 .10\r\nSpring 2020\t77.84\t85.6 3\t90.91\r\nSpri ng 2021\t62.09\t73.6 4\t84.31\r\n\r\n\r \nCHEM 1411\r\n\t\t PGR\tPGR no	Monitoring of PGR, PGR no W, and retention will continue for high challenge courses next year.

COLLEGE SERVICES

FY 20/21 Performance Strategies as August 31, 2021

		Met
		Partially Met
		Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
Budget Office	I. Objective I: Enhance Learning	NLC total Contact Hours FY 2021 formula Funding	Monitor NLC total Contact Hours FY 2021 to maintain funding allocated through the 2021 funding model in collaboration with Academic Success	Continue to grow NLCS budget through enrollment to become in alignment with sister colleges. Contact Hour projections to meet the 20/21 budget should be 2% of 19/20 actuals 899,281 for Fall 2020, 812,915 for Spring 2020, and 182,755 for Summer 2020. Strategies will be implemented across college to accommodate student needs for both on-site and remote courses \r\n	Projected Contact hours was 899,281, final Fall Contact Hours Was 762,080 which equated to a 749,690 revenue lost.\n\nProjected Spring 2021 Contact Hours were 812,915 and Final Spring contact hours were 661,664 which equated to a 1,009,865 revenue lost\n\nProjected Summer 2021 Contact hours were 182,755 and Final Summer Contact hours were 156,544 which equated to a 179,015.11 revenue lost.	NOT MET	To increase gradually increase contact hours to pre-pandemic actuals NLC is projecting a 5% contact hour increase over FY 2020 Fall, Spring, and Summer Actuals.\n\nFall 2021 Projected Contact Hour Target will be 734,848\nSpring 2022 Projected Contact Hour Target will be 694,747\nSummer 2022 Projected Contact Hour Target will be 187,824\n\nIn addition, in order to reach the projected target the mix of face to face course offerings will be increased to meet student demand.\n\nAcademic Success Strategies to increase enrollment include:\nIncrease the number of on-campus (face-to-face) sections to return to levels similar to Spring 2019.\nUtilize Platinum Analytics predictions and other AdAstra custom reports to develop a schedule that meets the needs of our student population (day, evening, weekend, flex terms, and modalities).\nFully Implement the Social Media and Digital Marketing program.\nImpact persistence by expanding supplemental instruction in high challenge courses.\nImpact persistence and success in online courses by pursuing QM certification for Learner Support.\n
DPS	Goal II. Goal II: Respect, Value and Empower People Goal III. Goal III: Enrich Internal and External Community Engagement and Communication I. Objective I: Enhance Learning 5. Expand and increase awareness of student support services.	Track Clery Reported Offenses Reported	Track 7 major categories covered by the Jeanne Clery Act\nCrime Categories Covered\nCriminal homicide: murder and non-negligent manslaughter, manslaughter by negligence.\nSexual assault: rape, fondling, incest, statutory rape.\nRobbery.\nAggravated assault.\nBurglary.\nMotor vehicle theft.\nArson.	Create Baseline data for Offenses reported through the Jeanne Clery Act	Reporting Criminal Offenses to Campus Officials Faculty, staff and students are encouraged to report any problems with the campus environment directly to the Alamo Colleges District Police, but you may also report criminal offenses to designated campus officials (including but not limited to directors, deans, and department heads) or to other local law enforcement agencies.\n\nCrimes can be reported anonymously by calling Crime Stoppers at (210) 224-STOP. The Alamo Colleges District Police Department, Counseling and Psychological Services, and the Department of Student Affairs at each campus will accept confidential and anonymous reports of crimes for inclusion in the annual statistical report. Although exempt from the reporting requirements of the Clery Act, pastoral and professional mental health counselors are encouraged to refer persons they are counseling to report crimes on a voluntary, confidential basis for inclusion in the annual statistics especially if the incident poses a continuous threat to the campus. It is our goal to provide assistance wherever the report is made to make sure we include the crime in our annual security report.\n\n	Met	Continue to be in compliance with the Clery Act which requires colleges and universities that receive federal funding to disseminate a public annual security report (ASR) to employees and students every October 1st. This ASR must include statistics of campus crime for the preceding 3 calendar years, plus details about efforts taken to improve campus safety.\n\nASRs must also include policy statements regarding (but not limited to) crime reporting, campus facility security and access, law enforcement authority, incidence of alcohol and drug use, and the prevention of/response to sexual assault, domestic or dating violence, and stalking.\n

FY 20/21 Performance Strategies as August 31, 2021

🟩	Met
🟨	Partially Met
🟥	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
DPS	I. Objective I: Enhance Learning; II. Objective II: Enhance Student Support and Engagement	Customer Service Satisfaction	Continue to improve customer satisfaction with the Department of Public Safety	80% Favorable survey responses on Customer Satisfaction survey as employees and students return on-site from the Pandemic Increase Respondents from 2019/2020 to 2020/2021	NLC respondents increased by 120%. FY 2021 NLC was still in a pandemic state with several courses and several employees that remained remote. The department of public safety was impacted with covid cases and exposures throughout the year that impacted entire shifts throughout the year. Also over the year the department had 33 vacancies that impacted shifts at the colleges been staffed to full capacity.	Partially Met	Continue to implement Solutions to help with the concerns at NLC\n• Hiring more Officers for NLC on all shifts.\n• Officers completing more visibility checks and crime prevention reminders.\n• Hiring vacant positions to staff at capacity at the college for all shifts\n• Implementing of the 5 annual drills to make students and employees aware of how to react in emergency situations.
Facilities	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning	Maintain a safe working campus environment	FY 2020-21 State Mandated Inspection results for Fire Sprinkler Systems, Fire Alarms System, Fire Extinguishers, Fire Line Backflow Preventers, Hydrant Test, and Emergency/Exit Lights, will reflect an overall 25% decrease in minimal findings compared to FY 2019-2020 results and continue to have 0 major findings	25% decrease in minimal findings in FY 2020-21 compared to FY19-20	For the Emergency lighting and extinguishers, both inspections were completed in January 2021 as usual. To the best of my knowledge, all of the emergency lighting deficiencies have been addressed. I will confirm with John on this. As for the fire extinguishers, 24 total were out of date and needed to be replaced (22 – 10lb ABC & 2 – 5lb ABC). We did not receive a report back from JCI on these by location, (Ms. Toliver and myself have both asked for this.) so we do not know where on the campus these were located. However, all of the deficient extinguishers were replaced and all are now in compliance. Please let me know if you have any questions. \n\nFire Alarms passed with no deficiencies.\n\nLife Safety Inspections\nThe deficiencies for the backflow devices were repaired 1/22/21 utilizing PO# P2007244 to Johnson Controls. I will follow-up with a list of the fire sprinkler PO's and repairs.\n\nFollow-up, please see all Backflow and Hydrant deficiency information below:\n \nNortheast Lakeview College\n \nRequisition: 139782028 PO#: P2007244\nRequisition: 139780315 PO#: P2007246\nRequisition: 139782602 PO#: P2007267\n \n	Not Met	Over the next year the facilities department, in coordination with College Services, will continue to address and correct the remaining minor deficiencies discovered and not repaired during the annual inspections.\n\nTo be more efficient and responsible stewards of the facilities, continue monthly and quarterly inspections in effort to decrease deficiencies in the annual inspections year to year. \n\nNLC Facilities Department will continue to generate Preventive Maintenance work orders as of September 1 to be in compliance with Federal, State and Local codes or manufacture recommendation. \n\ncontinue to complete the following preventative maintenance items in order for the buildings to be functional and to keep NLC in compliance:\n\n•\tBackflow Prevention Devices\n•\tFire extinguishers\n•\tEmergency generation\n•\tEmergency Phones\n•\tEmergency Lights\n•\tFire Alarm System\n•\tFire Sprinkler Systems\n•\tFire Hydrants\n\nTo continue to decrease violations/deficiencies, Simplex Grinnell will continue to conduct annual testing and inspections, monthly inspections of Control Valves; monthly pump run (where required), Quarterly Water flow, locks, emergency lights and exit signs. Simplex comprehensive Sprinkler Services will inspect and service all major equipment brands, as well as systems originally installed by others. This includes fire pumps, backflow devices, and special hazards systems, as well as fire detection and alarm. Fire Sprinkler Valves will be inspected/tested monthly, fire systems will be inspected/tested quarterly, and fire sprinklers will be inspected/tested quarterly. \n\nTo be more efficient and responsible stewards of the facilities, in addition to tracking deficiencies, facilities will continue to track monthly and

FY 20/21 Performance Strategies as August 31, 2021

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
Facilities	I. Objective I: Communication and Engagement	Maintain and enhance physical environment to ensure all student services operate effectively	Continuous reduction in open work orders as of 8/31/21.	5% or less of open work orders as of 8/31/2021	20/21 Data\n22 work orders rolled to 2021-2022, (only 2 corrective)\n\n2020/2021 Work Order/Facilities requests\n\n9,455 – Preventive Maintenance (PM)\n175 – Corrective Maintenance (Repair)(CM)\n7 – Pest Control (Outside of Normal Routine)\n1 – Building Automation\n41 – Event Set-ups\n\nThe large increase in PM work orders is due to the fact that for most of 2020, these were turned off during Covid months. They were turned back on at the start of 2021. The decrease in CM work orders is primarily due to us performing work directly from calls or emails and creating and closing a corresponding work order. Ms. Toliver was more experienced at catching and tracking these than myself (she submitted a lot herself), we will work on this going forward.\n	Met	This assessment will continue to be monitored to ensure work order remain minimal based on new contracted housekeeping and grounds vendors. \n\nThe Support Services base contract Association of Physical Plant Administrators (APPA) levels of housekeeping and grounds is Housekeeping @ APPA Level 3 and Grounds @ APPA Level 2:\nLevel 3 – Casual Inattention\n• Floors are swept or vacuumed clean, but upon close observation there can be stains. A buildup\nof dirt and/or floor finish in corners and along walls can be seen.\n• There are dull spots and/or matted carpet in walking lanes. There are streaks or splashes on\nbase molding.\n• All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints.\nLamps all work and fixtures are clean.\n• Trash containers and pencil sharpeners hold only daily waste, are clean and odor-free.\nGrounds Level 2" Lawns, grounds, and planter beds are thriving and neat and tidy in the improved\ncollege core with minimal amounts of trash, debris, and weeds observed occasionally in the\nimproved college core. In the unimproved campus areas grasses are maintained and mowed and\ntrimmed up to the tree lines.\n\nContinue the ongoing preventative maintenance work order request to be scheduled in accordance with federal, state, and local codes or manufacturing recommendation. These PM work orders will continue to be scheduled weekly, monthly, and annually. Regular reports/updates will be provided to the VPCS that will be reported out in the VP/President individual meetings, daily huddles, or weekly Exec Meetings\n
Human Resources	Goal II. Goal II: Respect, Value and Empower People 1. Practice shared organizational leadership by including all stakeholders at the table 2. Prioritize purposeful, multilateral communication, and respectful listening for increased employee engagement 4. Empower diverse, cross-campus, inclusive work teams through organizational support 2. Recognize, award, and celebrate the accomplishments of NLC employees.	Robust Leadership and Development	Provide mid-year employee salary increases to full time and part-time employees.	Implement employee salary increases as supported by budget and performance	To recognize and thank the extraordinary employees who demonstrated their commitment to excellence and student success in very challenging times, the Board also approved a one-time, non-recurring award of $1,000 to full-time employees and $500 to part-time staff and part-time adjunct/CE faculty who performed work between March 1, 2020 and August 31, 2021, and who are employed as of September 30, 2021, to compensate their extra efforts managing a return to on-site work and to incentivize retention.	Not Met	On July 27, 2021, the Alamo Colleges District's Board of Trustees approved pay increases for full-time and adjunct faculty, continuing education instructors, regular and part-time/temporary staff, and administrators. The pay increases were recommended to the Board as part of Alamo Colleges District's strategy to recruit and retain talented faculty, instructors, staff and administrators in support of student success and performance excellence.\n\nThe Alamo Colleges District's Board of Trustees has also approved the 2nd phase of Offer Equity (OE), which is recommended to begin on September 1, 2021, for employees of the ACD Student Success job family. OE Phase 2 is designed to apply the OE Formula to existing Student Success employee pay, with increases as required to align the pay across the job family. \n

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	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
Human Resources	Goal II. Goal II: Respect, Value and Empower People I. Objective I: Enhance Learning 1. Practice shared organizational leadership by including all stakeholders at the table 2. Prioritize purposeful, multilateral communication, and respectful listening for increased employee engagement II. Objective II: Employee Development and Recognition 1. Promote and encourage varied and viable options for personal, professional, and leadership development	Promote employee development and recognition	Full-time employees will complete Annual Mandatory Training assigned in AlamoLearn by established deadline.\n\nContinue Reduction in FY 2021 ethics complaints compared to FY 2020.	Completion rate of at least 80% or above on mandatory training	As of January 24, 2021 73.60% of NLC Employees had completed the Information Security Awareness Training. \n\nInformation was reviewed in the weekly Executive Meeting and by March 24.2021 83.39% employees had completed.\n\nThe following report was sent out monthly starting in January to the Executive Leadership Team:\n\nI received a report this morning on the status of the Security Awareness Training. As of 01/04/2020 the following employees are showing as incomplete. I'm sorry this list is not sorted by division, because Banner does have that information. Please let me know if you need any additional information. I also have a list of all of the employees that show as completed if you are interested in that information. Dr. Cleary indicated he is very interested in getting to 100% completion. If there is anything we can do to help, please let me know.\n\nFrom the Employees on the incomplete list the following showed why the data was incorrect:\nPart of the issue is that we have adjuncts that are not teaching in the spring because of our current circumstances but we don't want to process a separation from employment just to re-hire them in a few months for summer or fall employment.\n\nAlso included part-time employees that were not employed during the training period.\n\nAlso several employees were included that had actually completed the training.	Met	Training Title: Civil Rights and Title IX for Employees and Students\nTraining Type: Online Class \nDescription: Civil Rights and Title IX for Employees and Students prepares faculty and staff to cultivate and maintain a workplace culture resistant to discrimination, harassment and retaliation. Faculty and Staff will be equipped with the information and skills that promote intervention, empathy, and allyship. This course includes a section specific to requirements under Title IX and the Clery Act.\nTraining Duration: 1 Hours 0 Minutes\nAvailability Start Date: 8/19/2021\nDue Date: 11/17/2021\n\nTraining Title: Alamo Information Security Awareness\nTraining Type: Online Class \nDescription: This certified cybersecurity training program includes employee security awareness training to protect Alamo Colleges' technology and data related assets from data theft, destruction, exposure, and/or abuse. After completion, click the X to close the video. \n\nIf you have questions or concerns regarding Information Security at Alamo Colleges, refer to the Information Security Awareness Website. Email us at Security@alamo.edu or visit http://share.alamo.edu/securityawareness/default.aspx\nTraining Duration: 0 Hours 27 Minutes\nAvailability Start Date: 10/1/2021\nDue Date: 5/15/2022
Human Resources	Goal III. Goal III: Enrich Internal and External Community Engagement and Communication 1. Promote and encourage varied and viable options for personal, professional, and leadership development; 2. Recognize, award, and celebrate the accomplishments of NLC employees. I. Objective I: Communication and Engagement	Establish communication policies to promote professionalism and awareness	Reduction in FY 2021 ethics complaints compared to FY 2020.	Reduction of 50% or more in ethics complaints	Prior to retirement of the District Ethics and Compliance Officer two quarterly brochures were provided to employees related to handling harassment and the Code and the Road\n\nCommunications Plan (document attached)\nSeptember 3, 2020\n\nColleagues,\n \nAs part of our Ethics Communication Plan, we (the Alamo Colleges District) are presenting our first brochure for\nFY-2021 (September 1-November 30, 2020) – Handling Harassment.\n \nNOTE:\nWith this message, we are recognizing that each of us is responsible for our working environment. Every employee\nneeds to understand the kind of behavior that fosters a positive, productive climate — and to recognize unacceptable\nbehavior that can negatively affect our workplace.\n\nCommunications Plan (document attached)\nDecember 1, 2020\n\nColleagues,\n \nAs part of our Ethics Communication Plan, we (the Alamo Colleges District) are presenting our second brochure for FY-2021 (December 1-February 28, 2021) – The Code and the Road.\n \nNOTE:\nWith this message, we are recognizing that our Code of Conduct is a navigation tool specifically designed to guide your daily decisions in the right direction.	Met	Continue to Track Ethic Complaints submitted to Ethics Point\nCoordinate with the new District Ethics and Compliance Officer on Ethics Complaints and plan of awareness\n\nFiscal Year\tTraining: Northeast Lakeview College\n2021\tTools for an Ethical Workplace*\n*Training will be pushed out to the entire organization January, 2022.

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	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC College Services (VPCS)	II. Objective II: Enhance Student Support and Engagement 5. Expand and increase awareness of student support services.	Expand Environmental Sustainability initiatives and NLC	Expand Environmental Sustainability initiatives and NLC	Track Environmental Sustainability Initiatives shared for implementation at the college compared to initiatives implemented.	Submitted Javier Leal to be the replacement for NLC on the Environmental Sustainability committee\n\n\t Environmental \n Sustainability \n Council\n\nAgenda\nApril 28, 2021\nZoom Meeting\n3:00 p.m. – 4:00 p.m.\n\n1.\tDiscussion/Approval of Minutes – March 17, 2021 Meeting\n\n2.\tFile sharing platform (Google Drive) \n\n3.\tDevelop Task Lists for Workstudy/Intern students\n\n4.\tDevelop ESC membership requirements Document \n\n5.\t Planning for ReWorksSA's Recycling Certification Program \na.\tWhich campus will be first ?\nb.\tHas SPC begun the Program ?\nc.\tWork with ReWorkSA to certify each college.\n \t Environmental \n Sustainability \n Council\n\nMinutes\nEnvironmental Sustainability Council\nMarch 17, 2021\n2:00pm-3:00pm\nZoom Meeting \n\n\nMembers Present:\n\n\tRose Reyes (DIST)\t \t\tMeredith Miller (ECO-CENTRO)\n\tLinda Plevak (PAC)\t\t\tIsabel Garcia (SAC)\n\tShannon Gonzales (SPC)\t\tLaura Alvarez (NVC)\n\t\n\nMeeting began at @: 3:04pm \n\nDiscussion/Approval of Minutes – January 20, 2021 Meeting – minutes were reviewed by the Council, there were no corrections. Motion to approve minutes was made by Meredith Miller and seconded by Isabel Garcia, with no objections, minutes were approved.\n\nUpdate on the file sharing platform – Constanza will add council members for comments on the documents.\n\nCreation of comprehensive district sustainability policies –Meredith and Constanza will compile all item, Meredith will send outline of 40 plans, and will input onto Google drive.\n\nReview and update membership requirement for council – Meredith mentioned that we have a lot a feedback on how many members is too many for the Council. We will list all considerations and put them into one file and have this discussion in a future meeting.\n\nSustainability Interns –Meredith has two student workers for this semester and summer. Meredith will get the students started in creating a task list and SOP for management. In the future we will look at getting student interns from colleges and district level. Ashley Brooks from Financial Aid is the contact. Meredith will do weekly check in's with the students, as they are working from home. We can come up with lists for the interns.\n\nFile sharing platform – It was suggested to using Google Drive to share documents and resources between the council members. It was not clear is Alamo Colleges is able to use	Not Met	Several meetings occurred with the Environmental Sustainability Council and NLC was not represented. Future meetings Javier Leal will participate and provide guidance to NLC on steps to re-implement our Environmental Sustainability projects
NLC College Services (VPCS)	II. Objective II: Enhance Student Support and Engagement 1. Develop programs that enrich our community	Reports used to assist in Executive Team with budget management, position control and decision making related to the Colleges strategic plan	Continue Creation and enhancement of reports used to assist in Executive Team with budget management, position control and decision making related to the Colleges strategic plan	Provide Reports to the Exec Team to assist in analysis, tracking spending patterns, and decision-making.\r\n\r\nExpand Reports provided to Executive Team to assist in cross college decision making as it relates to budget, personnel, and operation through 8/31/2021\r\n	Provided scenarios that showed funding based on FY 2020 with growth funding for Fall and Spring. The combined spreadsheet allows for reviewing the status of CRSSA funds, the monthly budget status, vacancy report, Contact Hour and Enrollment projections compared to actuals to include revenue losses/gains.\n\n\n	Met	2021-2022 continue to create and enhance reports used to assist in Executive Team with budget management, position control and decision making related to the Colleges strategic plan. Based on the pandemic and across the nation the toll Co-vid 19 is impacting higher education institutions, reports will focus on monitoring 2% smart growth enrollment projections and 5% smart growth contact hour projections. The intent is to move the enrollment and contact hours back to prior to pandemic actuals

FY 20/21 Performance Strategies as August 31, 2021

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Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC College Services (VPCS)	I. Objective I: Respectful Inclusive Culture	Continue College Services front facing website Procedures	Implement Focus PDCA- (Process improvements) to review operations, dps, internal reservations, emergency management	Upload College Services Procedures to NLC website to enhance cross-college processes\r\n\r\n	College Services was vacant several key positions during FY2021. This year consisted of reorganization of positions based on job assignments and filling vacant position\n\n	Not Met	Development of the Drone procedure began in August 2021 for finalization, review and approval.. \n\nAlso the following procedures identified to be developed in FY 2021\n\nCampus Moving & Relocation Services\nDoor Key Issue and Building Access Control\nStudent Equipment Loan\nTechnology Purchases\n\nSister Colleges procedures will be reviewed to identify additional College Services procudures.
NLC Information Technologies	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 5. Identify and utilize relevant technology to meet college population needs	Measure Student Level of Satisfaction	measured students' levels of satisfaction on Technology provided by NLC helps meet improved students' educational needs\n	Technology satisfaction percentages for NLC remain higher than the National Community College percentage	Based on the results, student satisfaction increased.	Met	Continue expanding services and hours.\nThis includes laptop and hotspots available for use by students.
NLC Information Technologies	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 5. Identify and utilize relevant technology to meet college population needs	More Available Hours of IT Staff	More available hours of IT staff will increase student satisfaction\n	Computer lab attendance percentages for NLC 2021 results will be higher than 2020 attendance results	Making sure employees understand how they impact student learning and evaluation created a sense of ownership. Employees further understand why their role is important and job satisfaction increased.	Met	Better plan offering of schedules to employees. This includes work life balance improvements as long as the needs of students are being met or exceeded.
NLC Information Technologies	Goal II. Goal II: Respect, Value and Empower People I. Objective I: Respectful Inclusive Culture 3. Strive for optimal staffing levels and infrastructure to support program and	Conduct Annual Inventory	To be responsible for the annual inventory of Northeast Lakeview College's tagged property.\n	100% of inventoried items will be accounted for in 2020-21 inventory (inventory completed by end of calendar year)	Scheduled and completed asset tracking to meet state guidelines on inventory.	Met	Work closer with Alamo District throughout the year so the work is easier. This will provide seamless tracking of inventory.
NLC Institutional Advancement (Resource Development)	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and	Grant awards	Secure $180,00 in grant awards	$180,000 in funded proposals	* Project CIMA: Increasing the number of underrepresented minority students who transfer into STEM bachelor's degree programs. Activities include tutoring, peer mentoring, and undergraduate research.\n* African American Community Fund: The Male Excellence Network (MEN) student organization peer mentoring program paired peer mentors at NLC with students from groups underrepresented in higher ed at local public schools to help those students identify obstacles to college attendance and navigate through them\n* Emergency Funds for Foster Youth: Proposal for funding from the Greehey Foundation for textbook and other emergency assistance for foster	MET: Secured total of $241, 500 in competitive grants.	\nIncrease large scale institutional funding, including an increase in Federal Funding. \n* A new Director of Grants Administration will have to be hired.
NLC Safety Initiative (Emergency Management)	1. Practice shared organizational leadership by including all stakeholders at the table	8/31/2021 Annual Tabletop	Implement an on-campus tabletop exercise by 8/31/2021	Tabletop exercise by 8/31/21 (First Friday in August)	After speaking with Will Davis, there was a need to postpone the NLC tabletop that was proposed for 8/13/21. Due to the rapid rise in number of cases that he is receiving, we will need to reevaluate when we can hold this exercise.\n \n	Not Met.	College Coordinator will be sending out missing FEMA trainings that are needed to be completed by all ERT Members.\n\nMonitor to attempt to identify a new date before the end of the year to schedule a tabletop\n\nMonitor current pandemic and work with safety team and emergency response team to implement and enhance pandemic protocols.\n\nSchedule annual table top exercise by 8/31/2022

FY 20/21 Performance Strategies as August 31, 2021

	Met
(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Safety Initiative (Emergency Management)	4. Empower diverse, cross-campus, inclusive work teams through organizational support	Evacuation Drills to be in compliance with HB 1831	Complete remaining Drill Schedule before December of the calendar year. \nComplete 5 annual Evacuation Drills to be in compliance with HB 1831 before 12/31 of each year.	Complete remaining Drill for current calendar year\r\n\r\nComplete the 5 drills by 12/31(Based on calendar year)\r\n	Week of 2/15-19/2021 NLC and the Alamo Colleges experienced severe weather which caused the colleges to be shut-down and 100% remote. Duirng this severe weather across the city and surrounding areas employees experience rolling power outages and frozen pipes. This impacted employees and students abilitiy to work and students ability to attend remote classes. During this time employees were asked to be lenient with employees and students based on the circumstances across the city and the extreme impacts they were having on many.\n	Not Met	To be in compliance with HB 1831 NLC will begin implementaiton of their annual drills schedule in FY 2021-2022. \n\nEvacuation - Moving to a safe location away from a threat to life and safety, whether inside a structure or outside. There is no return until an 'All Clear' is given.\n\nReverse Evacuation - Moving people inside shelter away from the original evacuation area when there are additional outside threats to life and health, e.g., evacuation from a building fire, but then it starts raining outside at the assembly area.\n\nShelter in Place - Remaining inside a structure when a threat exists outside a structure that threatens life and safety. People have the choice to either stay or go at their own risk. An 'All Clear' is given when the threat is gone.\n\nLockdown - Stopping and restricting all movement of the public in a defined area because of an immediate, credible threat to health and safety, until the threat is removed or controlled. No free movement occurs without official direction until there is an "All Clear."\n\nShelter-in-Place for Hazmat: A response action schools take to quickly move students, staff, and visitors indoors, perhaps for an extended period of time, because it is safer inside the building than outside. Affected individuals may be required to move to rooms without windows or to rooms that can be sealed. Shelter-in-Place for hazmat examples include train derailment with chemical release or smoke from a nearby fire.\n\nShelter for Severe Weather: A response action schools take to quickly move students, staff, and visitors indoors, perhaps for an extended period of time, because it is safer inside the building than outside. For severe weather, depending on the type and/or threat level (watch vs. warning), affected individuals may be required to move to rooms without windows on the lowest floor possible or to a weather shelter.\n\n
NLC Safety Initiative (Emergency Management)	1. Promote and encourage varied and viable options for personal, professional, and leadership development	on-campus safety and emergency response pandemic protocols	Continue to implement and enhance a on-campus safety and emergency pandemic protocols through 8/31/2021.	Continue a minimum of two on campus enhancements by 8/31/2021 to control spread of pandemic on-site	As we implement our return to campus plans and more individuals are working and learning on our colleges, we want to implement safety and mitigation practices to keep our faculty, staff and students as safe as possible. Voluntary COVID-19 nasal swab screenings provide early alerts of infections, and weekly screening allows us to monitor the infection rate for each of our colleges and take necessary measures if the rates fluctuate.\n\n	Met	All employees, students, and vendors' employees who are scheduled to regularly work or attend classes on site will be required to participate in weekly COVID-19 screening (PCR test). All weekly COVID-19 screening will be conducted on site by Community Labs during scheduled hours, or as arranged by campus administration for High School Programs students.\n\nPromote Commitment to the AlamoTogether Pledge\nOur #ALAMOTOGETHER PLEDGE is a shared

OFFICE OF THE PRESIDENT

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Public Relations	I. Objective I: Communication and Engagement 2. Invest in systems to facilitate transparency and dissemination of information and resources to both internal and external stakeholders. 4. Engage with our community partners to provide educational enrichment opportunities on campus.	Enhance Community Support	The Marketing & Communications Office will enhance community support through the Friends of Nighthawks, local chambers, and other civic organizations\n	1. Meeting agendas, presentations, and placement of college website\r\n2. Finalizing purpose statement and updating on college website\r\n	The FON's major impact over the past year was to finalize and update their purpose statement at the May 2021 meeting. Hopefully, as COVID protocols lessen, the group can start meeting in person to allow Dr. Garcia and her leadership to re-engage with the group. A copy of of the finalized/updated purpose statement is linked in the document section	MET. The Friends of Nighthawk group met as scheduled through virtual sessions due to COVID-19 restrictions. The group was provided updates on college expansion, new programs, and student success metrics. They were also given the opportunity to participate in feedback sessions, including a session on mentoring and providing internships for our students	1. Host at least half of the quarterly meeting on campus and on site to re-engage with members.\n2. Update membership to find replacements for those who have since transitioned jobs and no longer with the organization\n3. Expand membership to include some program advisory members and members from northeast San Antonio
NLC Public Relations	I. Objective I: Communication and Engagement 1. Increase awareness of college and community services to enhance engagement. 4. Engage with our community partners to provide educational enrichment opportunities on campus.	Enhance Community Support	The Marketing & Communications Office will enhance community support through the Friends of Nighthawks, local chambers, and other civic organizations\n	1. Meeting agendas, presentations, and placement of college website\r\n2. Finalizing purpose statement and updating on college website\r\n	The FON's did finalize and update their purpose statement at the May 2021 meeting, which has since been updated on the FON website. Hopefully, as COVID protocols lessen, the group can start meeting in person to increase engagement/ re-engage with this valuable group of community partners\n\nA copy of the finalized/updated purpose statement is linked in the document section of this unit plan	MET. The Friends of Nighthawk group met as scheduled through virtual sessions due to COVID-19 restrictions. The group was provided updates on college expansion, new programs, and student success metrics. They were also given the opportunity to participate in feedback sessions, including a session on mentoring and providing internships for our students	1. Host at least half of the quarterly meetings on site to re-engage with this community group\n2. Update membership to find replacements for members who have since transitioned jobs and no longer with the community organization\n3. Expand membership to include Advisory members and members in northeast San Antonio

FY 20/21 Performance Strategies as August 31, 2021

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<tr><td style="background-color:#90EE90"> </td><td>Met</td></tr>
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Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Public Relations	I. Objective I: Communication and Engagement 1. Increase awareness of college and community services to enhance engagement. 4. Engage with our community partners to provide educational enrichment opportunities on campus.	Timely and transparent dissemination of information	The Marketing & Communications Office will provide and disseminate timely and transparent communication to internal and external stakeholder\n	Activity volume: including the list of publications (Monday Minutes, Nighthawk Notes, and student resources communications distributed)\r\nlisting of one-way and two way communication methods\r\nposting of internal and external communications on the college website	The Office transitioned the Nighthawk Notes and Student Support newsletter to an online software program that provides easier access to links and supporting documents for students.	MET	1. Continue to expand the use of this digital software to maximize results\n2. Transition to a bi-monthly distribution of NN\n3. Nighthawk Notes will be coupled with the monthly distribution of the Student Support newsletter to provide the most up-to-date information to students
NLC Public Relations	I. Objective I: Communication and Engagement	Effectively market to NLC service area	The Marketing and Strategic Communications Office will expand its use of current technology and utilize marketing trends to effectively market and create an increased awareness of NLC to its service area (this includes media coverage online or in print)\n	engagement and followers of social media. Data results from social media campaigns and other digital campaigns. CCSSEE scores on question \Would you recommend NLC to a friend or family member)"	Utilizing digital platforms for awareness and marketing yielded positive results in name and brand recognition. The college will continue to utilize and expand its use of digital platforms and online/digital marketing campaigns	\r\nMET	1. Work with academic and student success to secure dates for major events earlier so that the Marketing department can maximize campaign\n2. Utilize webpage homepage takeovers to market low enrolled/high yielding and new programs\n3. Utilize digital platforms to maximize NLC advantage and online erate tuition
NLC Public Relations	1. Increase awareness of college and community services to enhance engagement.	Effectively market to NLC service area	The Marketing and Strategic Communications Office will expand its use of current technology and utilize marketing trends to effectively market and create an increased awareness of NLC to its service area (this includes media coverage online or in print)\n	engagement and followers of social media. Data results from social media campaigns and other digital campaigns. CCSSEE scores on question \Would you recommend NLC to a friend or family member)"	Utilizing digital platforms for awareness and marketing yielded positive results in name and brand recognition. The college will continue to utilize and expand its use of digital platforms and online/digital marketing campaigns	\r\nMET	1. Work with academic and student success to secure dates for major events earlier so that the Marketing department can maximize campaign\n2. Utilize webpage homepage takeovers to market low enrolled/high yielding and new programs\n3. Utilize digital platforms to maximize NLC advantage and online erate tuition

FY 20/21 Performance Strategies as August 31, 2021

	Met
(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Public Relations	I. Objective I: Communication and Engagement 1. Increase awareness of college and community services to enhance engagement. 4. Engage with our community partners to provide educational enrichment opportunities on campus.	Increase and Enhance Community Engagement	The Marketing & Strategic Communications Office will enhance community engagement by executing two events; one community event and one fundraising event	1. Activities held\r\n2. Dollars raised\r\n3. Renaming, rebranding of event	After discussion with the College president, NLC decided not to host the Boozarfest in 2020, given the state of the pandemic when the planning for the event started. However, community support continued as the Blue Jean Benefit will be held in November of 2021.	Partially Met	1. The goal of the 2021 Blue Jean Benefit was to get the name of the event back out into the community after the hiatus in 2020\n2. A minimum of breaking even for the event as company's and sponsors recover from the almost two year-long pandemic\n3. Solicit/secure a minimum of three sponsors, including one sponsor to cover the cost of food.
NLC Public Relations	2. Invest in systems to facilitate transparency and dissemination of information and resources to both internal and external stakeholders.	The practice of shared information, including ethical and open communication	The Marketing & Strategic Communications Office will continue its practice of timely, shared information with the institution to include the practice of open and ethical communication.	This year will be a baseline score for this goal as the college transitions to a new survey platform to measure employee engagement. Data used will be score (s) on questions to employees that reflect how information is shared, transparency of communication, and open and ethical communication. Once the new platform is identified, survey questions can be determined.	The College will continue with the same survey instrument as in previous years, the PACE Climate Survey for Community Colleges (PACE). Employees were recently emailed the link to complete the survey. The survey will be open until November 12, 2021	NOT MET: Due to Covid-19 pandemic, there was no employee satisfaction survey taken. Nor was a new survey instrument selected	The Marketing Office will take the results from this PACE survey and compare them to the results from the 2019 survey, the last time the survey was taken. Considering 2020 was a gap year, the marketing office hopes to achieve the same results from 2019.\nObtain a Mean score increase of at least 3.689 (on a scale of 1-5) on PACE survey on the question that specifically addresses the extent to which information is shared within the institution.\n\nObtain a Mean score of at least 3.804 (on a scale of 1-5) on PACE survey on the question that specifically addresses the extent to which open and ethical communications is practiced.
STUDENT SUCCESS							
NLC Admissions And Records	II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and innovative resources for student success.	Admissions and Records Website	The website for Admissions and Records needs to under go a transformation to be more student/user friendly.	1. Re-designed website	The NLC Admissions website provides information for students wishing to enroll in classes. The website can be hard at times to locate the enrollment steps and other pertinent information for our students. As NLC's enrollment continues to grow, we need to make improvements to the website to help our students. Streamlining the website, and making improvements has helped cut down on calls, and emails from students needing basic information. The updates have provide the Student Success division a way to communicate important information to our students seeking services either remotely or in person. This goal will be closed out, but we will continue to make improvements on the website.	Partially met.	The website committee will to work to review all Student Success content for NLC to ensure that the information students see or are looking is up to date and easy to find. As we work to navigate a post COVID world we have to adapt and change how we are working with our students. The students need to have somewhere they can go to get what they need, like contact information, office hours, campus guides, and enrollment checklists. The committee members have been charged to continue to find areas of improvement. As this is an ongoing effort, this unit plan will be extended to FY 2021-2022.

FY 20/21 Performance Strategies as August 31, 2021

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Admissions And Records	II. Objective II: Employee Development and Recognition 1. Promote and encourage varied and viable options for personal, professional, and leadership development	Building Effective teams	The A&R team will participate in team building that will contribute to positive moral, foster constructive dialogue, and creates lines of support.	1. A&R Staff will meet as a team at least once a month to discuss issues and processes in their area.\r\n2. Each employee will attend at least 1 professional development training or conference during the rating period.\r\n	This was a tough year for the A&R staff. We lost all seasoned staff members to other institutions, and had to rebuild the team from the bottom up. Doing so however has afforded the team time to come together via Zoom, and learn from one another and help each other problem solve and learn. This has increased the communication from the Director of Enrollment to the front line staff on important updates from cross college meetings. this has also contributed to team moral as we have been mostly remote during this rating cycle, the weekly team meetings have become a place where we can come together and build team unison. The team will continue to meet weekly to learn and support one another. As a result of the teams diligence to meet each week, we have set a cadence for each meeting. We spend time each meeting with announcements and reviewing vital information. The second half is dedicated to training and answering questions the team may have regarding situations they may face when helping students.	This unit goal was partially met.	As a result of this unit plan, A&R will continue to move forward with our weekly meetings. As the team grows in their skill, we will continue to look for training opportunities. We will use this time to focus on how A&R supports student enrollment. One item that the A&R staff have learned from this past year is that we need an A&R process manual. As we have had a brand new staff start during this rating cycle, training became hard and we had to rely on our team meetings when issues came up. A process manual will also help us train others on A&R process in the even that the A&R staff gets overwhelmed and we need help from others.\n\nMoving forward we will also start having a team meeting for all Enrollment Services, to come together and create a more cohesive enrollment team and processes to better serve our students. As we are able to be back more in person on campus, it would also be good to have a team retreat to focus on team building, and unifying NLC's enrollment team.
NLC Admissions And Records	II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and innovative resources for student success.	Increase application conversion rates from I to D	Admissions and Records will work to move applications from I to D status, and continue to convert students to registration ready.	Admissions and Records have not tracked conversion rates on moving Applications from I to D status. This will be a baseline year.	In March 2020, NLC went to a completely remote format, and that continues through most of the 202-2021 academic year. Programming was severely interrupted, all classes and services were moved completely online, and faculty and staff worked entirely from home through Summer 2021. This cut down on face to face contact and a student's ability to bring transcripts in, leaving the only option to mail or email them. Working remote may have created issues in converting applications to accept status. The A&R Team during this rating cycle also changed the way in which they work with students in the enrollment cycle to be a support for the Enrollment Coach team.	The goal for this unit was not met.\r\n	Moving forward the A&R team will work with the Enrollment Coach team to create a process centered around who will support our incoming students based on what they need. A&R has a responsibility for processing transcripts that move a students application from incomplete to accept status, where as the Enrollment Coaches work with the students on all other parts of the enrollment process. A&R will focus their future efforts on helping students submit their transcripts to assist the Enrollment Coaches in helping students become registration ready. As this unit plan has been evolving for some of the previous rating cycles, A&R will move this unit plan forward to FY 2021-2022, and focus on conversion rates of applications in \I\" status to \"D\" status. \n"

FY 20/21 Performance Strategies as August 31, 2021

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Admissions And Records	II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and innovative resources for student success.	Increase application conversion rates from I to D	Admissions and Records will work to move applications from I to D status, and continue to convert students to registration ready.	Increase the conversion rates of students who apply to registration ready who are Returning, Transfer, and Transient. 2019-2020 was a baseline year for tracking this data.\r\n\r\n-80% of Retuning will become registration ready (n=78%)\r\n-70% of Transfer will become registration ready (n=68%)\r\n-75% of Transient will become registration ready (n=73%)	In March 2020, NLC went to a completely remote format, and that continues through most of the 202-2021 academic year. Programming was severely interrupted, all classes and services were moved completely online, and faculty and staff worked entirely from home through Summer 2021. This cut down on face to face contact and a student's ability to bring transcripts in, leaving the only option to mail or email them. Working remote may have created issues in converting applications to accept status. The A&R Team during this rating cycle also changed the way in which they work with students in the enrollment cycle to be a support for the Enrollment Coach team.	The goal for this unit was not met.\r\n	Moving forward the A&R team will work with the Enrollment Coach team to create a process centered around who will support our incoming students based on what they need. A&R has a responsibility for processing transcripts that move a students application from incomplete to accept status, where as the Enrollment Coaches work with the students on all other parts of the enrollment process. A&R will focus their future efforts on helping students submit their transcripts to assist the Enrollment Coaches in helping students become registration ready. As this unit plan has been evolving for some of the previous rating cycles, A&R will move this unit plan forward to FY 2021-2022, and focus on conversion rates of applications in \I\" status to \"D\" status. \n"
NLC Assessment And Testing	1. Increase awareness of college and community services to enhance engagement.	Assessment Center Webpage	The Assessment Center webpage will contain the most up to date information regarding the Texas Success Initiative to ensure a smooth enrollment process.	1. Updated webpage.\r\n2. Students show awareness of TSI requirements, understand the process to take the TSI either in person or virtually.	As the Assessment Center team began to offer services virtually in addition to in person, the webpage became a more vital tool to communicate with students.	Partially Met	Based on the 2020-2021 planning year, the Assessment Center team will need to determine what indicators show student awareness of webpage information. We will need partner with other areas who have more expertise in webpage user experience such as public relations and instructional technology. The Assessment Center team also learned this year that it is important to implement a systematic approach to webpage review and updating, meaning that they will need to create a calendar system to stay on top of reviewing, otherwise it always gets put to the side. \n\n
NLC Assessment And Testing	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 5. Identify and utilize relevant technology to meet college population needs.	Virtual TSI Testing	Update procedures manual to include implementation of virtual TSI testing process from start to finish.	1. Updated procedures manual.	With the onset of the COVID-19 pandemic the Assessment Center Team decided it best to update the Assessment Center procedures manual to include procedures relevant to virtual TSI testing. The goal was met as the procedures manual was updated to include the TSI voucher screening process which assists in the enrollment process. This update will assist students, the Assessment Center team, and new employees to become more efficient.	Met	As the need/want for virtual services grow, additional procedures will arise and the team will need to update the procedures manual accordingly. Looking forward as these needs and wants grow, and as TSI policies and legislation change, the Assessment Center team will have to develop a set schedule of procedure manual review to ensure it contains the most accurate and up to date information. This will include reviewing current procedures for accuracy and developing new procedures as the team sees fit. \n\n
NLC Assessment And Testing	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and innovative resources for student success.	Salesforce/Alamo Enroll Report Procedures	Update procedures manual to show how Salesforce/Alamo Enroll report is worked to impact enrollment.	1. Updated procedures manual.	The Salesforce and Alamo Enroll reports are used by the Assessment Center team to assist students through the enrollment process. The reports are used for student outreach including scheduling TSI appointments, completing Alamo Enroll modules, proactively clearing TSI holds for exemptions and waivers and following up on current term applications for the following semester to ensure enrollment. The goal was met as the procedures manual was updated to include the Salesforce and Alamo Enrollment report procedures. This update will assist students, the Assessment Center team, and new employees to become more efficient.	Met	The Assessment Center team will continue to use the Salesforce and Alamo Enroll reports to maximize enrollments, improvements that can be made include creating a schedule to review the procedures manual to ensure that it stays up to date with the most accurate information. The team will also brainstorm new ways to filter and use the reports and possibly partner with other areas such as Admissions and Records and the Recruitment team to improve the methods for student outreach.

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Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Vice President for Student Success	3. Expand opportunities for student engagement and innovative resources for student success.	Relevant student success departments and programming space	Continue to establish relevant student success departments and programming space to adequately serve the diverse NLC student populations through expansion of Advising Suite and relocate and create an Admissions and Records.	Right size advisors to meet the 350:1 ratio advising allocated based on the smart growth enrollment of NLC home campus students\r\n\r\nRevie w and request increase allocation of staffing to meet the demands across the student success division to meet increased enrollments\r\n\r\nSec ure funding to for minor renovations	Positions below were approved for hire in fall\nC50998 Sr Specialist - Stu Success VA hired 12/1/2020\nP50536. Career Experience Team Leader Experiential Learning hired 4/16/2021\n\nPositions approved in Spring\nC50957 Sr Specialist - Stu Success Welcome Center hired 8/1/2021\nP50556 Career Experience Navigator Experiential Learning hired 8/23/2021\nC50954 Administrative Services Specialist, Student Life, was put on hold and approved to be hired in\n\nSummer 2021 to support student engagement and return to campus post pandemic\nConverted STCM 104 conference room to employee lounge to allow a space for employees to eat lunch and\ncollaborate away from their desk.\n\nSTCM 208 Classroom to converted to additional office shared with Advocacy and for expansion of student\nsuccess services.\n\nRemodel of cafeteria furniture to allow collaboration spaces. Installation of baffles in cafeteria to reduction of\necho sound in the area. This allowed space for students to not only have lunch but gather for studying, have\na space to go in between class especially during inclement weather, and a space for JECA upper class to\ncongregate in a safe space with limited supervision.	Met	Expand Enrollment staffing to increase recruitment and college connections data. Expand Advocacy Staff to meet\nboard commitment for July 2019.\n\nContinue to look at areas for enhancement and refinement to meet employee needs and expand Student Success\nservices.\n\nContinue to right size Advisors compared to Home College Ratio to meet the 350:1. Collaborate cross college to look at\na multiyear advising ratio moving from 350:1 to 250:1 in 5 years. Also look at division of labor to realign non-advising\nduties back to the appropriate department.
NLC Vice President for Student Success	II. Objective II: Enhance Student Support and Engagement 1. Strengthen all aspects of career and transfer pathways awareness through the Alamo Institutes 2. Build upon current practices designed to increase completion and minimize excess credit hours 3. Expand opportunities for student engagement and innovative resources for student success. 4. Fully integrate cross-college processes for holistic advising 5. Expand and increase awareness of student support services.	Strategic Enrollment Management Plan Development	Develop and Implement a Strategic Enrollment Management Plan based on July 2019 board approval at NLC.	Creation of NLC core cross-college SEM Team and working groups.\r\n\r\nMetrics for SEM to be determined by cross-college team.\r\n\r\nDevelop a repository for documents and cross-college sharing of resources and reporting progress\r\n\r\nTrain NLC on SEM protocol and data analysis.\r\n\r\nImple ment established assessment protocol and data analysis.\r\n	Reduce Good Standing Stop-Outs\na.\tKPI: Retention and Persistence Rates\nb.\tEnrollment Impact: An additional 391 will be retained\nc.\tFinancial Investment: $15,600 in annual expenses\nd.\tFinancial Gain after 6 years: $3,685,700\ne.\tPrioritization Score: 14.7/15\nSummary\nStop-outs are those students who are performing in good standing, but leave the institution for various reasons, mostly work-school balance. In Fall 2019, only 1303 of the 2,833 (46%) students in good standing returned the following fall. In order to increase the retention of good standing students by 30% over 6 years, stop out indicators will be identified and used to implement targeted communication and support. Northeast Lakeview College is currently working with Hanover Research to identify "stop-out markers. Peer Advisors will be assigned to check in with those students that possess those indicators in 2021.\nIncrease FAFSA Completion Rates\na.\tKPI: Enrollment Headcount\nb.\tEnrollment Impact: An additional 339 will complete FAFSAs\nc.\tFinancial Investment: $4,500 in annual expenses\nd.\tFinancial Gain after 6 years: $5,369,562\ne.\tPrioritization Score: 14.6/15\nSummary\nCurrently, Northeast Lakeview College's admitted students complete FAFSA at a rate of 56.1%. The goal is to increase that rate over 6 years to 85%. The plan to increase FAFSA completion rates include more targeted outreach to ISDs and bringing high school students to campus for a "College Onboarding Day" including ApplyTX and FAFSA completion. The indirect benefits of increased FAFSA completion are a greater pool of identified Pell eligible, which would lead to HSI designation and grant money to support student success. Along with an overall increase in enrollment, NLC has also seen an increase in Hispanic and African American students enrolling in the college. NLC saw a 30% increase in Hispanic students from Fall 2017 to Fall 2019. Similarly there was a 57% increase in African American students. NLC is working to earn a Hispanic Serving Institution designation. Although this initiative is targeting enrollment KPI, it will also have an impact on retention.\nExpand Supplemental Instruction in High Challenge Courses\na.\tKPI: Retention and Persistence\nb.\tEnrollment Impact: An additional 367 students will successfully pass ENGL and MATH\nc.\tFinancial Investment: Approximately $100,000	MET NLC Action Plans Developed\r\n1. Secure HSI status and eligibility\r\n\r\n2. Create a comprehensive enrollment plan for Alamo Promise\r\n\r\n3. Develop student success plans by population\r\n\r\n4.Develop a delivery and outreach plan for adults, transfer and VA populations\r\n\r\n5.Implement an influencer engagement plan\r\n\r\n6.Expa nd SI and HIP practices\r\n\r\n7. Create a program portfolio plan\r\n\r\n–Expan d online delivery	Northeast Lakeview College is prepared to support the implementation of each of the Action Plans the community has created to address and improve enrollment gaps. In order for these plan to be successful, the following will need to consider:\n•\tDue to not meeting both our enrollment headcount goals and contact hour goals for fall 2020 and spring 2021, the budget for the 2021-2022 AY year has not been decided and funding needed to support the workforce needed to support the plans may not be realized.\n•\tStrategic Planning started pre-COVID and addressed challenges that existed in the traditional environment. NLC will be cognizant of how to adjust the delivery and implementation of the Action Plans to accommodate enrollment and instructional challenges.\n•\tAs NLC and Alamo Colleges create strategies to overcome the impact COVID and remote learning has had on enrollment, the colleges will continue to face competing priorities and initiatives, while trying to implement and track Action Plans.\n•\tThe Strategic Enrollment Planning started with the 2019 baseline and adjusted to fall 2020 baseline once enrollments were certified. NLC had the opportunity to make adjustments on growth and decided to retain current projections. These projections will support the expected growth of NLC to reach 10,000 students by 2026.\n\nFY 2022 will create and implement performance scorecard to track the action plans as implemented.

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					ENGL and MATH\nc.\tFinancial Investment: Approximately $100,000 annually\nd.\tFinancial Gain after 6 years: $1,941,049\ne.\tPrioritization Score: 13.82/15\nSummary\nNortheast Lakeview College does experience challenges in some of our programs. We have implemented strategies to augment course delivery and increase student learning outcomes attainment. As it relates to our strategic enrollment management, the co-requisite model has shown an increase in students completing a college-level course, who might not have otherwise or who could take semesters to complete. Students in co-requisite classes have to be enrolled in both a college level and a co- requisite (non-college level) class in the same 16-week semester. This accelerated model will impact progress and completion measures, as the data shows the co-requisite accelerated model proves better than the developmental sequence. The current high risk course methodology includes both the parent and child course sections that embody a co-requisite course. NLC IR department is suggesting to update the high risk course methodology to review co-requisites separately as it relates to institutional effectiveness indicators. This suggestion is based on the learnings of the parent and child relationship and its impact on the Fall 2019 PGR.\n\nCurrently, the average pass rate of our ENGL 1301 and MATH 1314 collectively is 61.75%. The expansion of Supplemental Instruction into those two courses would not only increase the passing rates of students, but English and Math are the two most important gateway courses for successful degree completion. The SI plan has adopted the Fall 2020 ACD target for PGR of 84%. In order to reach the target. Pass rates would need to increase by 6% incrementally over the next 6 years, which would result in an additional 367 students successfully completing math and/or English. NLC would need to support the hires of two Academic Program Specialists. The first specializing in English and the second focused on math with an additional credential in Economics, which would allow for future expansion into Economics. Two part time positions will be combined to create one Academic Program Specialist position.\nImplement an Influencer Plan for Adult Populations\na.\tKPI: Enrollment Headcount\nb.\tEnrollment Impact: An additional 94 adult learners will be enrolled at NLC\nc.\tFinancial Investment: $15,740 in annual expenses\nd.\tFinancial Gain after	d online delivery for classes and programs\r\n–Plan for facility and instructional capacity\r\n\r\nNLC & ACD Integrated Action Plans\r\nA.Stream line admission and enrollment processes\r\n–Validate application for one-year\r\n\r\nB.Address Financial Need\r\n–Deliver comprehensive content for Texas HS mandate: Fin. Aid Orientations\r\n–Continue and elevate FAFSA completion campaigns\r\n–Create an NLC culture to complete the FAFSA\r\n–Creat	

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					6 years: $691,318\ne.\tPrioritization Score: 13.19/15\nSummary\nOur goal at Northeast Lakeview College is to ensure that every student has met their educational goals and has the skills and/or experiences to be successful in the workplace or personal enrichment. We conduct targeted outreach to employers to coordinate program development with specific local labor- market demands. Community colleges can stimulate employer engagement and investment in employee education, while upskilling their work force. Up until 2018, NLC's courses and programs were limited to liberal arts associate degrees, providing a marketing challenge to a wide range of audiences. Now, our programs continue to grow to include degree and non-degree courses and certificates, and industry specific certifications that will prepare students for their future. We are also enhancing partnerships with business and industries in our area so that we can customize training solutions for individuals and organizations. Classes are specific to the organization to improve employee skills and/or train employees for a new career. Due to previous program offering limitations and general college awareness needs, adult learners have not been the main focus of marketing dollars. This is one area for enhancement\nWith NLC's inception on new technical programs, this will provide additional opportunities to reach out to a new audience. Analyzing persistence and retention data the office markets to current students (some of these would include tutoring services, completion initiatives, etc.). Also, continuing to analyze demographic data of our students, the marketing office also has an opportunity to expand its marketing efforts for initiatives that target high-risk populations (such as minority males). The marketing office discusses its overarching marketing goals with the college president and executive team to determine top priorities and focus.\n\nNortheast Lakeview College has a population of 1306 students over the age of 25, while in the geozone there resides 85,597 high school graduates over the age of 25 without a degree. NLC Veteran Population has grown since accreditation and the ability to certify veteran benefits. NLC is located in a prime area to recruit and serve Veteran students. The Bexar County area is home to 153,000 veterans, not including their families. Veterans between the ages of 18-24 have double	e a grants/ contracts position to secure student financial support\r\n–Addre ss growing challenge of out of district demand and cost differential\r\n–Ke ep COVID-19 expedited refund\r\n\r\nC.Im plement CRM\r\n\r\nD.Ali gn district marketing with NLC initiatives\r\n–Res triction of 2/4 new program marketing campaigns per year\r\n–Develop a technology communication plan for NLC with budget (increase text messages,	

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	Not Met

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					the unemployment rate of all other veterans.\n\nThe influencer plan would target surrounding community businesses and military education offices to recruit adult students. The increase in community partnerships would also allow greater opportunities for internships and career placement, which in turn would support the ACD Mission of social mobility.\n\nNew Academic Programs\na.\tKPI: Enrollment Headcount\nb.\tEnrollment Impact: An additional 287 new students will be enrolled\nc.\tFinancial Investment: Total over 5 years: $784,573\nd.\tFinancial Gain after 6 year\ne.\tPrioritization Score: 13.18\nSummary\n\nNLC initially began as a branch campus of first Saint Philips College and then San Antonio College. As a branch campus, courses and program offerings were focused primarily on transfer education pathways in high student demand areas. Numerous options for transfer opportunities have been piloted throughout the years with those that have been successful becoming a staple of the course and program offering provided to our students.\n\nCurrently NLC provides only two technical degrees in Information technology. There are two additional programs currently in the approval process in Social Media and Digital Marketing, and Logistics and Supply Chain Management. These areas of growth were identified through an environmental scan conducted several years ago. Expanding our programmatic offerings in technical areas is of critical\nimportance and is NLC's primary program growth priority. The next priority for technical program expansion is manufacturing technology. Below is a graphic of additional technical program offerings currently in consideration for future growth.\nThere are a variety of program offerings needed and requested at NLC. As an example, health care programs are both in high demand by students and the community but also of deep need by our business community. Programs in healthcare-related areas exist at both our peer and competitor institutions. We have evaluated opportunities to offer these types of programs but critical barriers including funding, staffing, and facilities are limiting factors of program expansion to meet these needs.\n\nAdditionally, program growth in transfer areas is also a priority for NLC. Expanding offerings in Business and Physics are proposed for next year, and other areas such as engineering are under consideration. We will be exploring the addition of	social media, connection based on market)\r\n–Strengthen NLC identity and brand\r\n–Distinguish colleges to determine best ACD fit for students\r\n–Coordinate branded identity of all colleges at the district	

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					areas such as engineering are under consideration. We will be exploring the addition of Criminal Justice discipline faculty and growing the program for police and firefighters in the NE area as well as certifications in those areas.\n\nFuture plans in Fine and Performing Arts include fully implementing the Field of Study (FOS) areas which are outlined and protected by the Texas Higher Education Coordinating Board. Music would be the first discipline of focus for creating a complement of full course offerings to support the FOS, followed by creating availability of all course offerings included in the newly created Fields of Study in Art and Drama. Eventually, more faculty would need to be hired in all FPA disciplines to help achieve this goal and serve students to the best of our ability.\n\nAnother method to determine whether to expand a program is to consider institutional data on the number of declared pre-majors in that program and compare that to the overall enrollment head count. In the case of Business, there are currently 685 declared pre-majors. That accounts for 10% of the overall student population. Currently, NLC does not offer business (BUSI) courses with the exception of Accounting and Business Computer Information Systems. Because of this, students are not able to complete the Business Management program at NLC. It is important to note that while NLC sought accreditation, programs had to remain frozen, so no new programs were added for many years.\n\nBased on the data, the Academic Success team plans on offering one new Academic program per year for the next 6 years. NLC is offering one new program in Social Media for fall 2021, satisfying the goals of the plan for the first year.\n		

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NLC Vice President for Student Success	I. Objective I: Respectful Inclusive Culture	Student Success Team Building	Continue to create positive workplace environment, culture, and build morale and trust in the Student Success Division.	Maintain 75% of employee retention in student success throughout the year.\r\n\r\nImplement allocation of PD Funds across the Division that incorporates 75% of the student success departments by 8/31/2020\r\n\r\nImplement Training into Monthly Divisional Meetings and Leadership Meetings to assist with change management.	NLC Student Success Staffing maintained a 89% retention rate. Two advisors left the NLC for higher positions, one left to be a Coordinator at a sister college. The A&R Sr. Specialist was promoted to an Enrollment Coach at one of the sister colleges. The Admin Services Spec retired and the VA Sr. Specialist (Certifier) resigned to become a full-time mom.\n\n2020-2021 STUDENT SUCCESS DIVISION PROFESSIONAL DEVELOPMENT is linked below for supporting documentation.\n\n\nRecognizing Unconscious Bias training was held on 11/2. We're all biased. Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other factors impact the lens with which we view the world. In this course, diversity expert Stacey Gordon helps you recognize and acknowledge your own biases so that you can identify them when making decisions, and prevent yourself from making calls based on a biased viewpoint. Stacey explains some of the most common forms that a bias takes: affinity bias, halo bias, perception bias, and confirmation bias. She helps you recognize the negative effects of bias within your organization, as well as the benefits to be realized by uncovering bias in decision-making processes. Finally, she outlines strategies for overcoming personal and organizational bias.\n\nEquity and Diversity training was held on 9/25\n\nEthics and Bullying training was held on 10/23\n\nAlly Training, several sessions throughout the year, at Northeast Lakeview College -vThe Genders and Sexualities Alliance (GSA) at Northeast Lakeview College (NLC) aims to raise awareness of LGBTQ+ issues and to work for social equality and justice and to provide an inclusive environment for those who identify as queer, gender variant, straight, cisgender, or questioning. Allies are those who consider themselves to be open and knowledgeable about gay, lesbian, bisexual, transgender, and questioning (LGBTQ+) issues. Allies choose to openly provide support, and advocate for LGBTQ+ individuals. Allies help in fostering and encouraging awareness and sensitivity related to LGBTQ issues, within organizations, on campuses, and in their community. Allies will help to create a team of enthusiastic activists, ready to utilize their gained knowledge and skills to foster a supportive and inclusive atmosphere for those who identify as LGBTQ+. \n\nAllies of NLC is a network of students, faculty, and staff who are visibly supportive of lesbian, gay, bisexual, transgender people, and of anyone dealing with sexual orientation or gender identity issues AND who have attended the training seminar. Ally training at NLC promotes and addresses injustices that the LGTQIA+ students face both in and out of the classroom. Ally training allows participants to engage in learning that will contribute to the creation of a more equitable, respectful, and affirming environment for those who identify as LGBTQIA+.\nThe goals of Ally training are: \n• Increase knowledge of LGBTQ+ community \n• Develop an understanding of the experiences those who identify as LGBTQ+ face \n• Learn ways to support those who identify as LGBTQ+ \n• Provide a snapshot of everyday practices of Allyship that make an impact on our world \n• Address issues of power and oppression through open dialogue \n• Promote a welcoming environment \n• Create institutional structures that advocate for equality \n• Attempt to provide a safe and inclusive environment \n• Give various stakeholders in higher education—especially students— opportunities for education and Allyship \n	Goal Met	Monthly divisional trainings will continue to be incorporated to continue 100% of NLC student success departments participation in professional development. \n\nThe continuance of Covid 19 pandemic may continue to limit face to face trainings in Fall 2021, but online professional development will continue to be encouraged. The hope is by Spring 2022 we will reach some normalcy. Also that in Fall presenters can attend training\n\nDuring the pandemic several positions across the college are being included in the hiring chill, Student Success will continue to track our retention rates; however, based on lack of mid-management and up positions, will focus on an staffing retention rate of 75% during the pandemic period. After the end of the pandemic, the retention rate will be increase.

FY 20/21 Performance Strategies as August 31, 2021

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	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Vice President for Student Success	II. Objective II: Enhance Student Support and Engagement	Facilitate NLC's Smart Growth Enrollment	Increase NLC's enrollment and contact hours 2% each semester above previous years enrollment by semester.	Increase NLC's enrollment and Contact Hours to meet the 2% SMART Growth Fall 2020, Spring 2021, and Summer 2021\r\n\r\nFall 2020 Enrollment - 6,671 \r\n \r\nSpring 2021 Enrollment - 6,240 \r\n\r\nSummer 2021 Enrollment - 2,419	Fall certified enrollment was 99.8% of the Fall Target\nSpring certified enrollment was 98.7% of the Spring Target\nSummer preliminary enrollment was 95% of the Summer Target\n\nEnrollment Strategies to increase enrollment were put into place and submitted weekly by department to move the needle on meeting the target each semester\n\nFall 2020 Enrollment Strategies and Initiatives \nFTIC: \n1. Five Zoom rooms set up for each College Connection school. \n2. Weekly e-mails sent from Enrollment Coaches to their caseloads\n3. Work Studies calling NSO "Incompleters" and FTIC with missing items. \n\nAP FTIC: \nPersonal phone calls, texts and e-mails from Lead Enrollment Coach\n\nTransfer and Transient: \n1. Open Zoom room Wednesdays 5:00-6:30\n2. Postcard sent to 2522 students who were accepted in Fall 2019, but did not enroll at ACD. \n3. Peer Advisors calling all transfer and transient students who have applied and have not completed NSO or have missing items. \n4. Geotargeting sent to students who attended UNT, Texas State University, Texas A & M, Texas A & M Kingsville\n\nContinuing: \nAdvisors calling students on their caseloads who have not registered for Fall 2020. (If student decides not to register, advisor asking for reason)\n\nSpring 2021 Enrollment and Registration Strategies: (Tammy, Will and Julie)\n1. Pulling list of FTIC who did not enroll in Math, ENGL and EDUC in Fall 2020\n2. Spring 2021 Priority Registration for the following students populations:\na. Alamo Promise\nb. Catch the Next\nc. Engineering Academy\nd. Athletes\ne. Veterans\n3. NSO starting Nov. 1st\n4. More Group Advising sessions and Scheduled through Spring FLEX II \n5. Additional Preview Day 's scheduled\n6. Contacting all students who had applications in Fall, but did not register\n\nSummer 2021 Strategies\n1. Alamo Promise Cohort I: Tutoring Center staff called all 152 AP student to check-in and provide support for Finals\n2. Advising and Onboarding Collaboration: University Partners Presentation\na. Presented to Nine of our University partners on the process for transient students.\n i. University of Houston – Victoria (Katy Campus)\n ii. Our Lady of the Lake\n iii. St. Mary's University\n iv. Sam Houston State\n v. Texas A&M\n vi. Texas A&M – Kingsville\n vii. Prairie View Texas A&M\n viii. University of Texas San Antonio\nb. Provided resources and sending them an NLC T-shirt\n3. Advising: Converted Paid Tabs report to reflect course enrollments by POT to assist advisors in guiding students to NLC courses -daily\n4.	Not Met	2% Smart Growth Enrollment for Fall 2021, Spring 2022, and Summer 2022. \n\nFall 2021 Target 6,790\nSpring 2022 Target 6.343\nSummer 2022 2,468\n\nImplementation of Enrollment Express Events\nImplementation of Enrollment Concierge Services\nRemote and Walk-in enrollment services provided\nExpansion of Preview Days\nGroup Advising/Group Registration for students registration ready\nF2F FTIC Group Advising Registration on Monday's\nVirtual FTIC Group Advising Registration on Wednesday's\nVirtual Transfer/Returning Group Advising Registration on Thursday's

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Vice President for Student Success	II. Objective II: Enhance Student Support and Engagement	Expand Student Success Department Metrics	Expand Student Success Department Metrics beyond tracking at the VP and Dean Level.	Student Success Department Scorecards and Tracking Metrics:\r\nAdvising\r\nEnrollment/Onboarding\r\nHigh School Programs\r\nStudent Life\r\nExperiential Learning\r\nSpecial Populations\r\nAdvocacy, Counseling, and DSS\r\n	Recruitment and High School Programs created a tracking sheet for college connection, non-college connection, alamo promise, and Dual credit students as they registered and where they are in the registration process throughout the year. Also provides enrollment in sections of dual credit students.\n\nAdmissions & Enrollments\n Top 10 Feeder Schools (Fall 2020 Market Penetration)\n College Connection Schools Market Penetration Rates\n Registered Headcount by Semester \n Alamo Promise Co-hort 2 Tracking\n Graduation Target to Actual\n Degrees Awarded \n Degrees Awarded by Alamo Institutes\n\nAdvising Metrics\n Advising Survey - Percentage of Students Satisfied with Advising (Internal Survey) Goal: 95% data based on their \n caseloads, \n Which students have completed their my mission statement, ISP, transfer intent, and Advising Syllabus \n Metrics by advisor on their 15, 30, 45 hour touch points and strategies they are using, and\n StopOut tracking of students with Active Application\n\nHigh School Programs \n Home School Students/MOUS\n Dual Credit Enrollment by semester\n Gender, Average GPA, Total hours attempted compared to total hours completed, progressive grade rate, average \n semester hour, dual credit graduation data\n Estimated Cost Share, Stipend and Instructional Material Charges\n\nStudent Life\n Leadership Development Opportunities\n Experiential Learning Opportunities\n Financial Literacy Opportunities\n Annual number of interest groups, clubs, and organizations\n\nAdvocacy\n Total Advocacy Sessions semester to include.a breakdown by DSS, Emergency Aid, and Counseling Services\n Total Unique Students served by semester (basic needs requested)\n Pop-Up market attendees\n Foster Youth Services \n\nVA\n Certification Count (Federal, Hazelwood, Guests)\n Student Contact (inbound and Outbound)\n Retention Rate\n VA Benefits\n Veteran Types \n Accepted and Declined DocuSign\n Graduation data by veterans and dependents\n Average Processing Time \n\nExperiential Learning staffing in transition year from Student Life. Also completion of hiring of staff was in August	Partially Met	Admissions & Enrollments Scorecard improvements for FY 2022\n Student Acceptance by Zip Code: See where your students are coming from, and use the information to tailor \n marketing programs.\n Retention Rates: Percentage of students that return for the next semester\n Registered Headcount please include the Previous Year for Fall, Spring and Summer to allow us to use for comparison\n\nExpand Student Life scorecard to reflect engagement activities by semester, student feedback data, etc.\n\nAdvocacy to expand scorecard to include add the number of accommodations are done for students per semester to the data that is being measured \n\nExperiential Learning will create a scorecard for FY 2021-2022 since transition completed from Office of Student LIfe. \n
NLC Advising	2. Build upon current practices designed to increase completion and minimize excess credit hours	Increase Advisor Touchpoint Percentages	Increase the number of students working with their advisors to ensure persistence, completion, and transfer intent.	95% for all touchpoints (15,30,45; 30hr transfer Intent, Advising Syllabus I)	Advising Syllabus was met in 2020-2021 with 98% (Goal 95%). Transfer Intent was not tracked until 2020-2021 there was an increase from Fall 2020 38% to Spring 2021 67%. The increase was due to Advisors annotating in the proper area when they met with students and discussed their Transfer Intent and career goals. Previously Transfer Intent was not annotated consistently. 15,30,45 PINs were not met in 2020-2021 but increased from 2019-2020 academic year. 15hr PINs increased 73.5% to 80%, 30hr PINs increased from 73.5% to 75.5% and 45hr PINs increased from 74.5% to 77%.	Partially Met	In FY2020-2021 the Advising Syllabus metric goal of 95% was exceeded by 3% with 98%. Advisors will continue meeting and exceeding the goal for Advising Syllabus by introducing it during New Student Orientation Group Advising sessions. Students that attend a one on one Group Advising Session will be given access to the Advising Syllabus at that time. Based on impacts for FY2020-2021 Advising did not meet the Transfer
NLC Advising	Goal II. Goal II: Respect, Value and Empower People II. Objective II: Employee Development and Recognition	Student Success Procedures Manual	Utilize the Student Success Procedures Manual to ensure employees are trained and onboarded effectively and efficiently.	Fully understand the Student Success Procedures Manual to include but not limited to where to locate it and how to reference it as needed.	All 3 new employees were assigned an Institute mentor to assist with training and onboarding and given access to the Student Success Procedures Manual to review as part of their onboard training. The goal was partially met because a written assessment was not given at 6 months to evaluate understanding of the Student Success Procedures Manual. \n	Goal Partially Met	Based on impacts for FY2020-2021 the goal of utilizing the Student Success Procedures Manual to ensure employees were trained and onboarded effectively and efficiently was partially met. New Employees were shown and reviewed the Student Success Procedures Manual and were assigned an Institute mentor. They were verbally asked if they understood the material. The gap of this goal was the written assessment portion. New

FY 20/21 Performance Strategies as August 31, 2021

	Met
(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Advising	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 2. Build upon current practices designed to increase completion	Increase Graduation Rate	Continue utilizing the 45-credit hour report to identify students approaching graduation and assist them through graduation application	685 students graduating in 20-21 academic year.	NLC's graduation goal was increased by 52% from previous academic year. In 2019-2020 a total of 672 students graduated. The goal for 2020-2021 was increased to graduate 685 students. The 2020-2021 graduation goal was exceed by 33% and 911 students graduated. Advisors exceeded the goal by meeting with students that had 45 hours of credits or more to complete a graduation audit and submit a graduation application.	Goal Met	In 2020-2021 Advising continued to increase student graduation. Advisors met with each student that had completed 45 hours of credit or more. A graduation audit was completed to ensure student was on track for graduation. Advisors assisted students with completing graduation application. In 2021-2022 Advisors will continue to increase student graduation. The graduation goal for FY2021-2022 is 930 an increase of 36% and 245 students
NLC Advising	I. Goal I: Quality Teaching, Learning, and Student Success I. Objective I: Enhance Learning 2. Build upon current practices designed to increase completion	Individual Success Plans(ISP)	Continue increasing the number of students working with their advisor to develop an ISP and MMS.	95% student completion for both ISP and MMS.	In 2019-2020 academic year ISP average was 81% and MMS average was 50%. In 2020-2021 academic year ISPs increased to 88% and MMS to 86%. Advisors continued to increase ISP and MMS in Group Advising, presentations in EDUC1300, and during one on one advising appointments. Requiring every student to have a completed ISP and MMS assists students with persistence and completion. ISPs assist students with staying on track semester to semester to ensure they are registering for courses in their degree plan.	Goal Partially Met	Based on impacts in FY2020-2021 Advising increased the number of students working with their advisors to develop an ISP and MMS but did not meet the target of 95%. In FY2021-2022 Advisors will continue to increase ISPs and MMS to ensure 95% of students have completed both. Advisors will send out campaigns to meet one on one with those that have not completed their ISP or MMS. Workshops will be scheduled both
NLC Advocacy	3. Expand opportunities for student engagement and innovative resources for student success.	Implement case management model in alignment with cross-college advocacy centers	Ensure case management model is fully implemented	Student assessments and service plans fully implemented \r\nStaff and interns trained	The Advocacy Case Management Model has been implemented at NLC. Currently, all forms including self-assessment, biopsychosocial and service plan are being utilized to provide student services. This outcome will be closed as the Case Management Model is currently in operations. \n\nAdvocacy Services doubled in Spring 2021 in comparison to Fall 2020. We project that with the new CRRSSA funds, MSI and American Relief Act funds, the number of students needing support will continue to trend upward. \n\nThe current UTSA and OLLU interns are here only twice per week and have very limited access to our data bases such as Banner and Maxient, which does not allow them assist to the full extend needed. \n\nCurrently, we just hire a Senior Coordinator, but the position is grant funded and will end during the next academic year. The Senior Coordinator will assist with the overall delivery of services to any functional area (one or more) within the Advocacy Center by coordinating case/project management including initiating, training, advocacy and student records as well as coordinating payment support including monitoring payment deadlines, status and updating refund profile for checks and debit cards. This position can support overall Student Success as needed, such as enrollment, retention, grants, counseling, special populations, recruitment, advising, testing, welcome, wellness, student discipline, events programing, student development, and student engagement, etc.\n	The expected outcome was met. The Student Advocacy Center has fully implemented the cross-colleges Advocacy model. When a student applies to receive services, the Advocacy staff completes a biopsychosocial assessment to identify the needs and a service plan to address those needs. All services involve a student-centered approach while building upon the student strengths to promote and foster personal self-reliance. \r\n	During academic year 2021-2022, the Student Advocacy Center will develop and implement a plan to address transportation support for students. The plan will include a survey in collaboration with Trellis. Currently, the closest bus stop at NLC is about a mile and a half away from the college — approximately a half hour walk. We project that this may contribute to higher student retention rates. \n\nPart of the next steps includes the following:\n1) Collaborate with Trellis to draft a transportation survey\n2) Launch survey in Spring 2022\n3) Review results and develop plan of action

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Advocacy	3. Expand opportunities for student engagement and innovative resources for student success.	Develop program reports reflecting student demographics and outcomes	Ensure data collection of students served is accurately tracked in order to make data-informed decisions about service delivery and staffing patterns.	Implementation of data collection process	Current data collection processes were reviewed and mapped out in a workflow. The visual tool allowed us to make a few changes in order to improve service delivery.	Outcome was partially met. A SWOT analysis helped to sustain the need for a new software system in order to track student data and to assist with making data-informed decisions. The software is currently in the early implementation phase. The purchase was completed at the	During the 2021-2022 academic year, and in order to continue improving services, the Student Advocacy Center, will complete training related to the implementation of the new software, guardian, in order to improve data collection. This will involve activities related to training and testing the software to ensure it fits the needs of the program. Additionally, we will need to create workflows in order to map out service delivery. \n \n\n
NLC Career ServicesandJob Placement	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 1. Strengthen all aspects of career and transfer pathways awareness through the Alamo Institutes 3. Expand opportunities for student engagement and innovative resources for	Enhance career resources for students of diverse populations.	Enhance career resources for students of diverse populations to enhance job readiness and employability.\n\n \n	1. Offer one specialized presentation to two diverse population groups. \r\n\r\n2. Identify resources for at least four diverse populations.\r\n \r\nTargeted Diverse Populations:\r\n* Racial/ethnic\r\n* Women\r\n* LGBTQIA+\r\n*	People of diverse populations often face challenges to their career development and job search process, which compounds the ability to find and secure gainful employment. For example, applicants with ethnic sounding names receive only half as many invitations to interview. Transgender people are often conflicted with preferred name and pronouns not matching their legal employment documents. Those with a criminal record are frequently discounted before allowing the opportunity to explain past circumstances.\n\nThe goal for this unit was to expand resources for students of diverse populations. Specialized workshops or events highlighting members of diverse racial/ethnic groups, sexual identity & orientation, varying physical & mental abilities, and veterans were targeted. The unit was able to co-host and promote 12 events with specific intention to diverse populations. By cultivating specialized web resources and promoting events targeting special population groups, this equipped students to feel more knowledgeable of processes and remedies to approaching the job	Met	To continue to enhance this area, it would be advisable for the career team staff, to identify and attend professional development with the focus on working with students of diverse populations. This would allow us to learn strategies, best practices, and resources to better assist students facing unique challenges.

FY 20/21 Performance Strategies as August 31, 2021

	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Career ServicesandJob Placement	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 1. Strengthen all aspects of career and transfer pathways awareness through the Alamo Institutes	To provide students with access to potential transfer colleges/universities.	Enhance student awareness and engagement for career and transfer pathways with improved access to university connections.	At least 18 opportunities will be offered for students to connect with university representatives or learn more information about transfer admissions.\r\n	EMSI reports that student enrollment is down 11% since 2011, at U.S. colleges and that first-time enrollments are projected to decline sharply over the next five years. The pandemic compounded the dip in college enrollment with students isolating at home and hesitant to take fully virtual or online classes. Without the ability to seek on-campus assistance, it was essential to leverage electronic media to promote services. \n\nThe unit goal was to enhance student awareness and engagement for career and transfer pathways with improved access to university connections. Traditional transfer college fairs were not held, due to operating in a remote learning and working modality. Career & transfer services and university partners had to think creatively to connect with students in an intentional and accessible manner. \n\nUniversity partners moved traditional campus visits into virtual tours and 360-degree campus visits. They provided interactive videos and virtual campus visits containing live narration of slide shows with photos and videos. Many hosted weekly, targeted sessions such as, transfer student information, preview days, and workshops on completing admission and financial aid applications. Then, began to build video libraries to provide on-demand access to previous sessions and short-tips such as, understanding major requirements, how to check your application status, how to submit documents, and calculating transfer credit. \n\nThe unit quickly leveraged the use a current platform, AlamoEXPERIENCE, powered by Anthology, to enhance the student engagement experience with career and transfer services. The unit goal was to provide students with at least 18 opportunities to connect with university representatives. Throughout the reporting year, the unit promoted a total of 229 career and experiential learning-related opportunities and a total of 72 transfer related events, on AlamoEXPERIENCE. In addition, Transfer Services at Northeast Lakeview College co-hosted the first ever Cross-College Virtual Transfer Fair, in partnership with the other Alamo Colleges. \n	Met	Due to departmental reorganization, Transfer Services is now under the administration of the Academic Advising department. The recommendation for Transfer Services is to continue to promote online university resources, such as campus tours, information sessions, and on-demand video clips. To balance, as pandemic restrictions ease, begin to reintroduce university campus recruiting and transfer college fairs, for the sought in-person experience.
NLC Counseling	II. Objective II: Enhance Student Support and Engagement 5. Expand and increase awareness of student support services.	Increase student focused activities addressing Mental Health issues and coping strategies	It is important to understand students need in order to provide the appropriate supports. Given the current pandemic uncertainty, there is a higher level of stress, which directly impacts the student mental health. The Counseling Department will focus on raising mental health awareness as well as information about coping strategies in order to support student success.	Conducted sessions	The expected outcome was met and will be closed out; based on the surveys provided by students, the information was beneficial. Out of 80 students who responded to the survey 92% found the information useful. 86% learned something new and most of the student were engaged in the session. This demonstrates the need to continue supporting students by providing access and information to mental and emotional health resources.	Expected outcome was met. During the academic year 2020-2021, the Counseling office completed 2 virtual listening sessions and provided 3 mental health workshops for students. Themes included coping with remote learning, stress management and positive thinking. Over 80 students participated in workshops. \r\n\r\n\r\n	During 2021-2022 academic year, the Counseling office will focus on increasing mental health resources for students; statistics show that suicide is the second leading cause of death among young adults, 39% of college students experience a significant mental health issue and 1 in 5 adults have a mental health diagnosis. The counseling office will provide 3 mental health workshops related to reducing stress and anxiety and improving overall mental health. We will also focus on student engagement by participating in 5 college events.

	Met
(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Counseling	3. Expand opportunities for student engagement and innovative resources for student success.	Optimizes work process, ehance and expand counseling services to meet student needs	To develop a standardized process for interns onboarding which will in turn enhance accessibility of counseling services to our student population.	One week onboarding completion from the time the office is notified of background clearance	This outcome will be closed out in order to focus on student engagement and increasing access to mental and emotional health and support. \n\nMultiple layers of security are set in place to support a safe utilization and access to all systems. There is some overlap in the required documentation required by the IT and the onboarding team.	The expected outcome was partially met. The onboarding process for interns involves multiple layers of security, which involves a lengthy process to achieve this task	The counseling office, will continue to partner with local universities to provide a field placement for interns. Currently, we partner with UTSA and OLLU and will explore the possibility of working with another local university. \n\nIn addition, the counseling office will increase focus on providing emotional preparedness during New Student Orientation – Emotional Preparedness is defined as the ability to take care of oneself, adapt to new environments, control negative emotions and/or behavior and build positive relationships – as it is a major factor to students' success during their first year of college.\n\n
NLC Dean of Student Success Office	5. Expand and increase awareness of student support services.	Increase Full time FTIC persistence rates	Collaborate with NLC departments to increase Fall to Fall persistence rates for FT FTIC.	1. Meet AP FTIC Fall to Fall Persistence Goal of 67.5%\r\n2. Meet FTIC Fall to Fall Persistence Goal of 67.5%	In an effort to increase persistence of NLC FTIC, two approaches were implemented in Fall 2020 through Summer 2021. \n1. With the first cohort of Alamo Promise, a specialized focus was implemented coordinated by the Alamo Promise Progress and Completion Tea. The team comprised of Academic Success, Tutoring, Experiential Learning, and Advising. The team provided cohort enrollment, priority registration, Welcome session with curbside pick-up, bi-weekly phone calls from tutoring, Early Alert outreach, assigned advisors per Institute, and specialized programming for Alamo Promise. Although the AP students retained from Fall to Spring was 77.2%, the Fall to Fall persistence fell to 55%. \n2. Worked with across college departments on a comprehensive outreach plan for FTIC persistence from Fall 2020-Fall 2021, including phone calls, text messages, e-mails and social media. In August partnered with Trellis in additional communication campaigns through text and phone calls. Although, there was a concentrated approach to re-enrollment of our Fall 2020 continuing students, did not reach out target of 67.5%. ACD reported NLC FTIC persistence at 61.8%.	Goal Partially Met	1. The Alamo Promise Progress and Completion Team will continue to meet bi-weekly to focus on Alamo promise success. In addition to the strategies outlined, the following has been adjusted in the plan: 1. EDUC 1300 coordinator and the Lead Enrollment Coach has joined the team. 2. A dedicated certified advisor has been assigned to the Alamo Promise student population and participates in all AP events from the beginning. \n2. Although the persistence goal was not met for FTIC, the responsibility does not fall solely on Student Success and it continues to be a cross college effort. This goal will be discontinued, but the Dean's Office will continue to support the college in retention and persistence efforts.
NLC Disability Services	II. Objective II: Enhance Student Support and Engagement	Reduce appointment wait times	2020-2021 DSS will track all services and conduct the DSS student Satisfaction Survey with the intent to increase participants by 5%.	80% of students applying for accommodations receive an appointment within 72 hours.	In order to continue the process improvement cycle, it is important to have the resources and tools needed. This involves, ensuring that the new software is successfully installed and staff is appropriately trained.	This outcome was partially met. We were able to capture a baseline for appointment wait times; 52% of students who complete a DocuSign application receive an appointment within 72 hours.	In the 2021-2022 Academic Year, the DSS office will focus on increasing access to services in multiple ways \nincluding in-person and virtual by appointment or drop-ins. \nStaff will explore ways to implement an easy access to services process flow that can be linked to the software in order to capture data.

FY 20/21 Performance Strategies as August 31, 2021

	Met
(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Early College High School	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and innovative resources for student success.	Increase student enrollment in dual credit programs	Overall dual credit enrollment will increase by 3% for fall 2021.	5% growth rate in dual credit enrollment	NLC went into partnership with a new Dual Credit partner in fall 21. Founders Creative Academy of Schertz signed an MOU with NLC in spring 21 and courses began in August. Enrollment is currently less than 20 students. Assisting students with enrollment was difficult due to COVID-19 and working remotely. Coordinators had to work much more closely with school counterparts to ensure that enrollment steps were completed and students were registered.	Goal Met	Attend Multiple Measures training to increase overall DC enrollment.\n\noutreach to new potential DC partners.\n\nPlan and execute JECA enrollment activities at Kirby Middle School.
NLC Early College High School	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and innovative resources for student success. 5. Expand and increase awareness of student	Customers will report satisfactory experience with HSP	Students, faculty, staff and ISD admininstration will consistently rate services provided by High School Programs department as satisfactory.	60% of students surveyed will respond to satisfaction survey	A student feedback survey was created in spring 2021 using the Survey Monkey website. The survey was designed to measure student satisfaction with their assigned High School Programs Coordinator. Unfortunately due to the COVID-19 pandemic and student remote learning it was decided not to send out the survey to students. Many of the dual credit students did not have an opportunity, during the school year, to meet any college staff face-to-face. Coordinators offered open zoom office hours but didn't see nearly as many students as normal. for those reasons it was decided to postpone the survey until a time coordinators are able to have more interaction with dual credit students.	Goal Not Met	formulate survey based on dual credit populations.\n\nAdminister survey once students return to campus (NLC and high school campus)
NLC Early College High School	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 5. Expand and increase awareness of student support services.	Dual credit students will be introduced to resources and services provided by HSP	Dual credit students will be made aware of and encouraged to utilize the resources and services provided by NLC High School Programs department	6 dual credit information sessions between all populations\r\n4 campus visits for dual credit students\r\n3 dual credit workshops for each semester	Goals for increasing awareness of NLC programs and support services for dual credit student populations was partially met. High School Programs staff participated in more than 80 student/parent information sessions. The sessions ranged from general information, to enrollment steps and onboarding, to success in dual credit programs. 67 of the sessions were for individual home school students. These students receive the same information as the large groups but in a one-to-one format. The remaining 13 presentations were group sessions held for Incarnate Word High School, Clemens High School, Steele High School, and The Judson Early College Academy students.	Goal Partially Met	Coordinators will re-establish in-person visits to high school campuses.\n\nHome school onboarding will transition to a group advising format.\n\n
NLC Early College High School	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 5. Expand and increase awareness of student support services.	Dual credit students will be introduced to resources and services provided by HSP	Dual credit students will be made aware of and encouraged to utilize the resources and services provided by NLC High School Programs department	6 dual credit information sessions between all populations\r\n4 campus visits for dual credit students\r\n3 dual credit workshops for each semester	Although campus tours and visits were planned, there were no visits due to the COVID-19 global pandemic. High School Programs Coordinators established Zoom office hours, online workshops and email reminders to assist students with acclimating themselves to NLC.	Goal Partially Met	Re-establish campus visits for spring 2021 to current and prospective students.

FY 20/21 Performance Strategies as August 31, 2021

	Met
(green)	Met
(yellow)	Partially Met
(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Early College High School	I. Goal I: Quality Teaching, Learning, and Student Success II. Objective II: Enhance Student Support and Engagement 5. Expand and increase awareness of student support services.	Dual credit students will be introduced to resources and services provided by HSP	Dual credit students will be made aware of and encouraged to utilize the resources and services provided by NLC High School Programs department	6 dual credit information sessions between all populations\r\n4 campus visits for dual credit students\r\n3 dual credit workshops for each semester	The High School Programs Team developed 9 workshops designed to help dual credit students with topics such as selecting a major, financial aid, transitioning to a four-year university, and self-care. Although the workshops were offered, attendance was very low. In the spring, the workshops were opened up to all students but attendance remained low.\n\nFall 2020 Dual Credit Workshops:\n1.\tExploring Alamo Experience (September 17, 2020)\n2.\tFASFA Info (October 21, 2020)\n3.\tConnecting Majors to Careers (November 18, 2020)\n4.\tSurvival Tips for Finals Week (December 2, 2020)\n\nSpring 2021 Dual Credit Workshops:\n1.\tCash for College (January 20, 2021)\n2.\tCareer Preptacular (February 17, 2021)\n3.\tJust for the Health of it! (March 17, 2021)\n	Goal Partially Met	Each coordinator will develop and deliver workshops based on their population needs, and learning modality.
NLC Early College High School	5. Expand and increase awareness of student support services.	Dual credit students will complete the enrollment process	High School Programs staff will assist dual credit students through the enrollment process to make them registration ready	80% of students interested in dual credit will complete the enrollment process prior to start of term	In an effort to ensure accurate record keeping a goal of having 80% students registered for classes prior to census day was established. The goal was met and the High School Programs Team was able to register 95% of the dual credit applicants prior to census day of the fall semester. \nIn conjunction with the Recruitment Team, enrollment sessions were held on the Schertz-Cibolo-Universal City ISD high school campuses to ensure dual credit students completed their Apply Texas applications, and enrollment modules. SCUCISD held TSI testing sessions and the NLC Assessment team provided post-assessment advising for student that needed module completion. \nEnrollment sessions were held for home school and Incarnate Word High School students to assist with onboarding. The assigned Coordinator of High School Programs attended in person sessions as well as held online onboarding sessions for students needing assistance. \nJudson Early College Academy students were given enrollment checklist steps in their high school acceptance packets. Online enrollment sessions were hosted to allow students/parents to be assisted with portions of the onboarding process.\n\n	Goal Met	Increase application to registration yield rate above 60%\n\nIncrease percentage of students registered for classes prior to census to at least 95%

		Met
		Partially Met
		Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Recrutment and Retention	1. Increase awareness of college and community services to enhance engagement.	Increase enrollment (yield) for NLC FTIC population for Fall 2021.	Increase enrollment yield for NLC FTIC population for Fall 2021 for College Connection and Non-College Connection High Schools excluding dual credit and Alamo Promise.\n\n	15% of total population of high school seniors enrolled from College Connection and Non-College Connection Schools excluding dual credit and Alamo Promise.\r\n	Based on the STU 0194 enrollment report the following enrollment counts were achieved. \n\nFall 2020 489 registered\nFall 2021 481 registered\n\nContinue to provide enrollment assistance through both in person and remotely.	Partially Met. Due to COVID-19 all of Alamo College campuses and ISD partners continued business remotely. Normally enrollment & recruitment services are conducted on site. Although the recruitment team continued to provide services to the college connection and non college connection feeder schools, the goal was not met. \r\n\r\nHowever, the enrollment count was slightly less than the previous year	ISD partners are now back on campus and allowing visitors to provide services to graduating seniors. Students can complete enrollment steps in real time with a skilled enrollment coach. Relationships are built between counselors, students and parents and therefore allow for more communication. Still allowing remote assistance as an available option will also continue for students who choose to take advantage. \n\nThe recruitment office will implement improvements to our services to our high school students for the upcoming school year. In addition to our high school visits, we will continue to host virtual drop in zoom sessions in order to provide assistance after school hours. This will also be in addition to the Thursday night sessions and 1st Saturday assistance. The drop in zoom sessions provide flexibility for students and their parents who are getting out of school and work and still traveling to the campus for assistance. Utilizing the Trellis services to send out phone calls and text messages to students with our contact information for further assistance. This impacts students who don't check e-mails or voicemails as often as they would a text message. This is a service that will reach out to the students in more of a real time faster more effective way. Continue to send out monthly postcards to students and parents with a QR code to be apart of our mailing list will be a more direct way of reaching students. The post card also provides snapshots of our upcoming events such as Preview Day. \n\nContinue to attend FAFSA night

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
		site				previous year. Under the circumstances the recruitment team continued to provide services and continued a positive partnership with ISD partners.	sessions with the financial aid staff to provide any enrollment assistance and/or answer any questions. Adding another on site visit will not only build better relationships with school partners, students and staff but will also allow another opportunity to get our name out there.\n\nNew ideas that the recruitment office will implement reaching students is contacting them immediately after the application has been processed. A personalized letter through e-mail and direct mail that provides not only a welcome/congratulations letter from the president but it will also have the student's information such as ACES login, Banner ID and most importantly the contact information for the recruitment office. This acknowledgement means a great deal to a potential student as they share with their families. Not only will the letter confirm that we received the application but it will provide them with the correct office in order to get the next steps in the enrollment process and on to registration. \n\nAnother new idea is to update the recruitment website with the recruitment staff indicating which territory they are assigned. Not only will the page include a photo of the staff, the assigned school district but contact information including phone and e-mail. The zoom hours link will also be displayed on this page so students are aware of the days/times but can sign up. Lastly, there will be an option for students to set up a personalized appointment with the staff member either in person or virtually. This option allows the staff to reach out to the student much quicker and do the appropriate planning before the appointment. \n

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Met
Partially Met
Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Recrutment and Retention	5. Expand and increase awareness of student support services.	Create and update existing procedures for the recruitment office.	The recruitment office will create and update existing procedures in order to share resources among staff and streamline services for prospective students.\n\nProcedures will include services provided remotely due to COVID-19.\n\nAreas to focus include New Student Orientation, recruitment outreach and enrollment assistance. \n	Increased awareness of procedures in order to better serve student through the enrollment process. \r\nRun STU 0194 report to compare Fall 2020 to Fall 2021 enrollment counts.	Due to COVID-19 recruitment services had to become 100% remotely from Fall 2020 to Spring 2021. \nIn addition to phone calls, text messages and e-mails. The recruitment office provided services through daily ZOOM drop in hours.	Met. Three recruitment procedures were created and/or updated to better serve students in a remote environment. \r\nFall 2021 registration went up from Fall 2020.	The recruitment office will continue to create new and update existing procedures through the FY 2022. As new innovative ways of recruiting are used the procedure needs to be documented. This way we can assess what needs to be discounted or improved. As we get new staff, new ideas of reaching potential students will need to be documented. Over the COVID-19 pandemic the recruitment office needed to look for new ways of reaching students. Providing daily zoom drop ins allowed staff to communicate enrollment steps, answer questions and provide follow up in real time. Without a zoom option students would only rely on phone or email communication and this could be delayed in responding. The impact for providing the zoom option was we didn't lose as many students who would have not received this service. Many students prefer to have services in person than communicating through phone or email. Although the zoom option is virtual, it can have the same impact as in person because of real time interaction. As the college returns to campus 100%, the virtual option will remain. We know now that our services can be provided virtually so it would make sense to continue. There are students who are out of the state or country but would like to attend NLC. We need to have virtual options to not only take courses but receive services. The ZOOM hours were continue to be provided daily, evening hours on late Thursdays and the 1st Saturday of the month to accommodate student's schedules. Overall, updating procedures is continuous improvement as we see what works and what doesn't. Continuing to provide a virtual zoom option for services will continue to serve students who would prefer this type of format.
NLC Recrutment and Retention	III. Objective III: Civic responsibility and cultural awareness. 1. Promote programming about different cultures.	Increase second cohort of Alamo Promise Enrolled (Completers)	To increase second cohort of Alamo Promise Enrolled (Completers) above Fall 2020 actuals.	Second cohort enrolled will be 5% above Fall 2020 actuals\r\n\r\n	The partnership between Northeast Lakeview College and Judson ISD still continued during the global pandemic. Communication was still being used to ensure students completed enrollment steps, completed new student orientation and registered for classes. Communication channels included e-mail, phone calls, text messages and ZOOM drop in hours. \n\nConstant communication with the Alamo Promise district office allowed the recruitment team up to date data to share with partner counselors. District Alamo Promise financial aid team also provided up to date FAFSA completion and missing document reports to share with students.\n\nFAFSA Saturdays and Alamo Promise financial aid assistance were provided to all students via ZOOM sessions.	Partially Met\r\n\r\n\nBased on the data counts from the district Alamo Promise office, the increase was 3%.\r\n\r\n*Fall 2020 Enrollment 174 \r\n*Fall 2021 Enrollment 180 \r\n\r\n	For the upcoming cohort 3 students, the partner schools are now operating on site and allowing visitors again. The recruitment team can now provide services in person and can allow for more completion on enrollment steps. Remote assistance will still be provided as an option for students. \n\nVeterans Memorial High School has been added to cohort 3 which will allow for more enrollment. \n\nFor each Alamo Promise schools fanfares will be held for the save the date. Also the recruitment team will work with each school to complete each step of the Alamo Promise commitment by the appropriate deadlines.

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		Met
		Partially Met
		Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Student Activities	I. Objective I: Enhance Learning 2. Expand student opportunities for cross-curricular/programmatic learning..	Create and Implementation of Experiential Learning	In accordance with board budget approval for FY 2020, the Director of Student Success and Experiential Learning designee was charged to create and implement the Experiential Learning Model at NLC. The FY 2021 expected outcome is to implement phase 2 of the Experiential Learning model.	\r\n1. Updated AlamoEXPERIENCE branch Event Submission Process (ESP) forms, which include targeted questions to capture experiential learning. \r\n\r\n2. The establishment of the NLC Experiential Learning Advisory Group.\r\n \r\n3. Increase experiential learning events for AlamoINSTITUTES events paid by the Student Activity Fee by 10% (from 12 to 13) and number of participants by 10% (from 599 to 650).\r\n\r\n4. Formalized learning outcomes added to the AlamoEXPERIENCE model.	The impact of the AlamoEXPERIENCE model, Phase 2 sets the stage for processes, which are essential for the Phase 3 sustainability. The committees, forms, and communication pieces established at this stage are the people, processes, and tools, which took the conceptual ideas and formed concrete deliverables. \n\nThe AlamoEXPERIENCE model, Phase 2: Integration & Evaluation\n\n1. Operationalize experiential learning forms\n2. Initiate and execute communication plans for:\n * Students\n * Faculty & staff\n * Administrators\n * External Partners\n3. Establish a baseline of student learning objectives\n4. Train on the Taxonomy of Reflective Learning\n5. Evaluate systems and processes\n\nWith staffing in place, continuation of Phase 2 objectives is needed to adequately test the function and effectiveness of the experiential learning forms, including adding a reference guide to assist event creators determine if the event qualifies as experiential learning. Another consideration would be the use of a student-initiated form. The form would enable students to report independent experiences, not affiliated with the college, yet may be harder to verify. Documentation of participation would be needed, along with employer/community contact information, and a reflective component to ensure the experience met the criteria of experiential learning. \n\nCommunication plans for the four constituent groups will be developed, edited, and approved by the District Strategic Marketing and Communications office. Once finalized communication pieces are approved, steps to promote the AlamoEXPERIENCE program will be enacted to increase awareness of the program goals and resources. The Experiential Learning staff members at NLC will continue to work with colleagues across the District at planning and workgroup meetings which meet twice per week. This allows collaboration and alignment throughout the District. \n\nAs Hanover Research asserts, there is no best measure for capturing the cognitive, affective, and behavioral outcomes associated with experiential learning. As such, a mixed methods approach may be needed to capture development by experience type.\n\nAt the college level, the Experiential Learning Advisory Group will brainstorm, research, create, and promote experiential learning opportunities for students in the areas of co-curricular, extra-curricular, service learning, and field experiences. The advisory group will provide the ideal forum to evaluate systems and processes and offer feedback for improvement. AlamoINSTITUTE meetings are held monthly with a college cross-section of faculty and staff. The meetings for the Creative & Communication Arts, Business & Entrepreneurship, and Public Service are facilitated by Dean Tammy Perez. Dean Will	1. Met\r\n\r\n2. Met\r\n\r\n3. Met\r\n\r\n4. Met	The implementation of the communication plans are central to provide awareness to students of the benefits, expectations, and resources related to experiential learning opportunities. Student guides, handouts, and resources should be connected to multiple areas and promoted on various media. For example, weblinks could possibly be added to the web pages of Student Life, Campus Activities, Leadership Activities, Service Learning, or the AlamoEXPERIENCE district webpage. Additionally, promotion through postings on the AlamoEXPERIENCE platform, social media, and email will offer communication through various modalities. Highlighted information can also be shared during career presentations, such as those offered during Preview Day and class presentations for Student Development and Learning Framework courses. \n\nTo enhance the use of the event form, in the AlamoEXPERIENCE platform, a definitions guide is under development, to assist event creators determine if the event qualifies as experiential learning. Further, it provides a logic model to accurately classify experiential learning types. By being able to apply the logic in classifying the experience types, this will provide a commonality for establishing a baseline of participation in the types of experiences and test the effectiveness of capturing and reporting on the AlamoEXPERIENCE platform. It may also assist in future processes if the need to adjust assessment measures is needed. \n\nLastly, the office would benefit from collecting an inventory of the various avenues for capturing experiential learning. For example, program courses which require an internship, events posted to AlamoEXPERIENCE, review of the Student Life events schedule, postings to the job board, and others. In summary, the next year should focus on finalizing processes, building program awareness, implementing processes into practices, testing effectiveness, and evaluating systems.\n\nDue to the overlap of responsibilities, this plan will be shared with the Experiential Learning Planning Unit. Student Life will focus on Experiential
NLC Student Activities	3. Expand opportunities for student engagement and innovative resources for student success.	The NLC community will have access to Student Life programming	In 2019, the office of Student Life requested their name change to align with Alamo College District sister departments. in FY2020 and FY2021, The office of Student Life seeks to brand and scale diverse programming for increase student engagement. (Aligne	1. Provide a variety of Student Life Youtube Video (event highlights, club/organization highlights, and tutorials)\r\n2. Provide recording of virtual/remote and on-campus programming on Youtube.\r\n3. Baseline number of social media followers (Instagram	Gap Analysis: \nAlamoEXPERIENCE reporting feature is limited in the types of reporting admin can produce. Over the FY 2020 - FY 2021 year, Directors of Student Life across the Alamo Colleges District conducted meetings with the AlamoEXPERIENCE software, Anthology. Allowing for more category selections when creating events will allow for stronger disaggregation of the event data such as \health and wellness\". Also	ensuring that user can select from all available modalities such as on-campus	out-side

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	Met
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(pink)	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Student Activities	II. Objective II: Enhance Student Support and Engagement 3. Expand opportunities for student engagement and innovative resources for student success.	Increase student clubs and organization will be established at NLC.	Throughout the 2020-2021 academic year student Clubs and Organizations will provide opportunities for NLC students to be engaged in programming on and off campus also to establish new student clubs and organizations. (Aligned Assessment with 851 006 NLC Student Activity Fee)	1. Register a Minimum of 15 Student Clubs/Organizations and Interest Groups for the Fall and Spring semester. \r\n2. Meet and/or exceed the 2019-2020 programs planned and executed by Student organization involvement both on and off campus.\r\n	\nGap Analysis:\nStudent organizations and clubs struggled to convene in FY2021. An average of 6 students attended the monthly student organization officer meeting known as Officers RoundTable. These meetings were conducted remotely using zoom. Due to COVID 19, student organizations and club numbers were lower than previous years. The Office of Student Life suggested that the NLC return to work plan will assist in helping clubs and organizations refocus and recruit. Additionally, NLC student leaders struggled to communicate to Student Life staff and advisor through the pandemic. Student Life found that technology software and apps such as Groupme, Instagram, AlamoEXPERIENCE and Facebook were the best tools in contacting student organization leaders while learning remotely. \n\n\n\nImpact:\nAs a result of the unit goal analysis, the office of Student Life will encourage clubs and organizations to increase their digital and online presence by conducting weekly social media posts, like, share, subscribe, conduct polls, engage, repost events and activities. It is crucial now more than ever that Interest groups, clubs, and organizations have a strong digital presence so they can raise brand awareness, reach students, engage with students and drive growth. Finally, clubs and organization will use these platforms to share their unique stories of success at NLC. \n	Partially Met	Action Plans:\nAs a result of this unit goal impact, the Office of Student Life offers three strategies for improvements. Student life will extend the deadline for interest group, club, and organization to register. Student Life will host two Opportunity Rush Fairs in both the Fall of 2021 and Springs of 2022. With one being in-person and the second virtual via AlamoEXPERIENCE and Youtube. Finally, Student life will continue to highlight student organizations on social media platforms such as Youtube, Instagram, Facebook, and AlamoEXPERIENCE. The intended outcome is that Student Life will experience an increase in club and organization engagement and the total number of club and organizations formed at Northeast Lakeview College. \n\n
NLC Student Activities	3. Expand opportunities for student engagement and innovative resources for student success.	Financial Literacy Programming Implementation	In 2020 -2021, the office of Student life provided live and on-demand Financial Literacy workshops.	1. AlamoEXPERIENCE completed event planning/ event list \r\n2. Satisfactory rating of workshop student learning outcomes. \r\n3. Staff Completion of the Financial Literacy Certification	Gap Analysis:\nAs it result of the unit goal analysis, it clear that the was a lack of participation in student on-demand and virtual sessions. Students in financial literacy seek a personable connection with financial advisor just as if they were meeting with a career advisor. Marketing was a challenge for the financial literacy team and is an area of improvement for the FY 2021- 2022 year. \n\nImpact:\n\n1. Shared drive folder or Teams group\nCreate an accessible space for advisory group members and other key individuals to access meeting notes, planning documents, video recordings, resource information, workshop schedules, promotional flyers, and brochures.\n\n2. Partner with Trellis to expand offerings of financial literacy workshops.\nTrellis is a charitable organization focused on improving post-secondary attainment for low-income students and student of color in Texas with support and resources aimed at retention and student financial wellness. Trellis offers holistic student support by assisting with the development, delivery, and integration of support services essential for persistence and completion. Trellis also aims at reducing barriers for students for returning learners to resume their post-secondary studies and work toward completion of their academic and career goals. \n\n3. Promote web resource, iGrad, by Trellis: https://nlc.igrad.com/ \n\niGrad Features:\n A. Live and archived webinars\n B. On-demand courses on topics such as, banking & finance, paychecks & budgeting, saving, insurance, borrowing & managing debt, student loans, credit score, identity theft, and more. \n C. Interactive tools such as, financial knowledge assessments, curated scholarship listings, vetted job search feature, and numerous types of financial calculators.\n \n4. Build student awareness of web resource of Mosaiec, by Trellis: https://www.mosaiec.org \n\nMosaiec Features:\n A.. Tips and video guides to completing the Free Application for Federal Student Aid (FAFSA)\n B. Podcasts on financial aid, budgeting, money management, and more.\n C. Calculator tools on earnings & salaries, student loan debt & payments, loan interest, and more. \n D. Free	Met	As a result of the unit goal impact, the following action steps are recommended.\n\n1. Ensure an additional NLC Staff member is completed the financial literacy certification.\n2. Trellis (Track NLC participation)\n3. Create a Financial Literacy Teams Group and Shared Folder\n4. Create a Marketing Plan for Trellis (Enlist NLC Marketing Office)\n

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	Met
	Partially Met
	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Student Activities	3. Expand opportunities for student engagement and innovative resources for student success.	Students will have the opportunity to attend at least two leadership development events at NLC.	Design and implement a variety of Leadership opportunities:\n1. NICO Leadership Summit\n2. Student Organization Officer Roundtable\n3. Male Excellence Network\n4. Women Leaders of NLC	1. Baseline Participation Numbers\r\n2. Satisfactory Student Survey \r\n	Gap Analysis:\nStudent Leadership participation was impacted by the COVID 19 pandemic. Student Leadership survey data was impacted as well with a low amount of survey respondents. The virtual modality limited the ways students could engage in leadership practices and theory. The office of Student Life also observed a deep in student leadership retention from FY 2019 -2020 to FY 2020 - 2021. However, Leadership options at NLC were examined for effectiveness which lead to Women Leaders of NLC transition to the Office of Student Life, program objectives were defined, and leadership options for online students were strengthened. \n\n\Impact: Based on the indicators of success and the unit analysis, all four intentional student leadership opportunities met their learning objectives. \n\nWomen Leaders of NLC:\nFuture funding was committed through the Student Activity Fee (SAF) as a strategy for improvement and alignment. Hence, Women Leaders will officially be adopted as a charter organization with access to over $36,000 upon budget submission and approval in FY22. \n\nMale Excellence Network (MEN of NLC):\nBased on the implementation of the Male Excellence Network (MEN of NLC) Program presentation next steps in June of 2020, FY 20 - 21 focused on increased program awareness, advertising to feeder high school, track persistence, track graduation, and strengthen partnerships with My Brothers Keeper San Antonio. \n\nStudent Organization Officer Roundtable:\nStrategies in this area should focus on increasing the average number of student attendee at Roundtable meetings. A strategy to increase attendance is a concentrated effort on meeting advertisement and marketing. \n\nNICO Leadership Summit:\nBased on student survey feedback, a strategy for improvement is to add back the in-person element of the NICO Leadership Summit. Hence, FY 2021-2022 NICO Summit will be hybrid (in-person and virtual) or only in-person.\n\n	Met	Action Steps: NICO Leadership Summit:\nThe following are action steps for improvement for NICO Leadership Summit\n1. NICO leadership Summits will showcase outcomes through digital and artistic storytelling.\n2. Increase Survey Participants\n3. NICO Leadership Summit will be recorded and added to the NLC Student Life Youtube\n\nStudent Organization Officer Roundtable\nThe following are action steps for improvement Student Organization Officer RoundTable\n1. Increase end of year evaluation participants\n2. Use technology to offer hybrid meetings Women Leaders of NLC\nThe following are action steps for improvement for Women Leaders of NLC.\n1. Add Women Leaders of NLC into the SSFAC budgeting process\n2. Identify program objectives with action steps\n3. Re-engage the Women Leaders of NLC Steering Committee\n4. The Women Leaders program will be moved under Student Life to better support the initiative. Male Excellence Network (MEN of NLC)\nThe Male Excellence Network (MEN of NLC) has identified seven objectives with action steps for the FY 2021 - FY 2021 Academic year. The objectives and action steps are; \n1. Increase Engagement – Participants to attend at least half of all program planned\n2. Increase Retention – Monitor and track enrollment\n3. Ensure Success – Ensure all participants have a mentor and ensure all participants complete NLC scholarship application.\n4. Ensure Completion – Track degree completion of participants & Track Advising Check points (15, 20, and 45 hour).\n5. Increase Awareness – Provide a 2 program highlights in Monday Minutes each semester. Increase IG followers. \n6. Continue Recruitment – Send NLC Enrollment Coach and AlamoPromise leads program details to disseminate.\n7. My
NLC Student Activity Fee-Designated	3. Expand opportunities for student engagement and innovative resources for student success.	Increase participation in Intramural sports at NLC.	The unit outcome aligns with continuous increased of co-curricular offerings at NLC. Additional the increase of intramural sports offering and IMLeague enrollment brings more attention and student participation in the student lounge.	1. Increase of IMLeagues of 25% (From 38 members to 48 new additional members)\r\n2. Positive feedback from Intramural Sports Focus Group	Gap Analysis: NA\n\n\Impact:\nDue to COVID 19, Intramural and Extramural Sports was suspended for the Spring 2020 and Fall 2020 Semester effective March 13th. Effective January 3, 2022 NLC extramural sports will reconvene. Extramural teams will have access to the Wellness gym. To improve the unit assessment, intramural sports will find ways to utilize AlamoEXPERIENCE in tracking and engaging intramural sports. Also, intramural sports will find was to diversify offerings in the Spring of 2022.	Not Met (Intramurals at NLC was postponed for FY2021 academic year)	Action Steps:\n1. Rehire Coaches (4 coaches)\n2. Transition Intramural Sports Specialist back to Office of Student Life\n3. Recruit for Men's Basketball, Cheer, Women's Basketball, and Women's Basketball\n4. Hire Mascot personnel \n5. Re-engaged with TCAC Sports League\n6. Review Extramural/ Intramural procedures\n7. Review AlamoEXPEREINCE for alignment

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Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Student Activity Fee-Designated	4. Expand and increase awareness of academic support services.	Overall extramural sport program GPA will increase	An additional expected outcome of increased academic support initiatives is that faculty involvement with extramural sports will increase .	1. The overall sports will meet or increase from previous year overall GPA of 3.08.\r\n2. Faculty and Staff will present to Extramural Student Athletes on academic success.\r\n3. Athletes will attend study hall 2 times a week.	Gap Analysis: NA\n\nImpact:\nDue to COVID 19, Intramural and Extramural Sports was suspended for the Spring 2020 and Summer 2020 Semester effective March 13th. To improve the unit assessment, extramural sports will review it; policy and procedures to prepare for the FY 2022 year.	Not Met (Extramural sports was suspended into fall 2021 effective March of 2020)	Action Plan (Steps):\n1. Rehire Coaches (4 coaches)\n2. Transition Intramural Sports Specialist back to Office of Student Life\n3. Recruit for Men's Basketball, Cheer, Women's Basketball, and Women's Basketball\n4. Hire Mascot personnel \n5. Re-engaged with TCAC Sports League\n6. Review Extramural procedures\n7. Update recreation sports webpages
NLC Student Activity Fee-Designated	3. Expand opportunities for student engagement and innovative resources for student success.	Students will be involved both on and off campus.	Along with students being involved with clubs and organization at NLC, the office of student life seeks to provide an array of opportunities for student Involvement. Annually, the office of student life presents to the Alamo Districts College board on NLC Involvement Numbers. (This unit goal is aligned to Objective ID 301 and Objective ID 302)\n\n	1. 10% Increase in AlamoInstitute / Experiential Learning Events\r\n2. 10% increase in overall Involvement numbers\r\n3. Student Activity Fee (SAF) is visible on the NLC Webpage	Gap Analysis:\nDue to the pandemic, the Office of Student Life spent much of FY 2021 re-engaging students to the importance of getting involved outside of the classroom. Student involvement along with student fee allocation, experience a significant deep as compared to other years. The office of Student Life found it difficult to find unique was in using the Student Activity Fee in a remote setting due to ACD polices. As a result, policies that impact the Office of Student Life such as request events have been and will be reviewed bi-annually. \n\nImpact:\nAs a result of this unit goal, Student Life was able to maintain student involvement virtually during a global pandemic. Students were offered virtual opportunities at same level and quality as face-to-face offerings. Additionally and due to the level of engagement, a NLC student was named the alternate student trustee on the Alamo Colleges District board. Two strategies for improvement in the FY 2021 academic year are cross-training to new Admin Support Specialist in the office of Student Life to support event processing and work with the Director and Coordinator of College services to safely bring back on-campus events.	Partially Met	Action Steps:\n1. Action steps for improvement is focusing on re-engaging faculty, staff, and students on the importance of getting involved on campus.\n2. Meeting Bi-annually with College Services \n3. Share the office of Student Life's alignment with NLC student enrollment and persistence.

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Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Veterans Affairs	2. Build upon current practices designed to increase completion and minimize excess credit hours	Track Retention	Students will persist semester to semester\n\nStudents will complete a degree program at NLC utilizing the services provided by the Veterans Center	system in place to collect data from term to term for student cohorts	The Veteran Center began tracking retention for all students utilizing VA benefits. The purpose was to find opportunities to increase retention overall. The Center utilized a tracking sheet for VA students which allowed the Center to perform outreach to students who have not registered or have registered and not submitted documents for certification. The Veteran Center identified 488 students who attended in Fall 2020 and/or Spring 2021. The Staff each contacted 122 students by email and phone call to remind them of priority registration for Summer 2021 and Fall 2021 semesters. The tracking sheet was important in identifying the students. Additionally the WIG tracking sheets were instrumental in documenting barriers to enrollment from semester to semester. It also gave the staff an opportunity discuss support services with students who identified financial barriers to enrollment. \n\nUtilizing the STU 220 report for Fall 2021 and comparing that report to the WIG targeted students, the VA Center was ale to determine that 263, a total of 54% of the contacted students enrolled for the Fall semester. Of those students, 257 or 53% maintained Northeast Lakeview as their Home College, 6 students enrolled, but selected San Antonio College as their Home College for Fall 2021. Additionally, 225 or 46% of the targeted students did not attend any of the Alamo Colleges for Fall 2021. \n\nSome of the challenges to the out reach were competing priorities for staff to complete the phone calls while registering and certifying students. Additionally, student reasons for not enrolling included financial issues and lowered GPAs from the remote learning environment which impacted some of the benefits. Challenges included incorrect contact information for students and students not reviewing their emails or answering calls from unidentified numbers. \n\nThrough outreach the Center is able to nudge students to register and submit documents before the purge deadlines.	This objective was met. \r\n\r\n\r\n	Moving forward, the VA Center will continue to provide the out reach to students utilizing the STU 220 Argos report and internal documentation. Some areas for improvement include use of work students to make phone calls and working with District to send a text message to the identified students with priority registration information and VA office priority certification deadlines. \n\nIn the Next cycle the VA Center will set a goal of 60% of targeted students for retention. This will e combined with earlier out reach, and incorporating different methods of out reach such as text messaging. \n\nThe VA Center will streamline tracking by utilizing a case management system, Guardian to run regular monthly reports on student progress and identify where students get stuck in the process. \n\n
NLC Veterans Affairs	2. Build upon current practices designed to increase completion and minimize excess credit hours	Decrease Processing Times	The Veteran Center will decrease the average processing time by 20%. \n?	Tracking mechanism in place\r\nDecreased processing times	The VA Center hired a second Certifying Official in November 2020. The additional staff was fully trained and began processing and certifying VA packets that were electronically submitted through docusign for the Spring 2021 term. The Center was able to decrease the processing times for students utilizing VA benefits. For students who receive benefits that pay tuition, this minimized the number of students who were identified on the purge reports and secured their classes for the semester. Some factors to consider in the over all change are that staff worked primarily from home during the 2020 cycle. Working off campus limited the amount of disruptions in work due to student "drop ins," or office distractions. Additionally, overall enrollment dropped as a result of COVID which impacted the number of student packets submitted. The Center will continue to monitor processing times as the College transitions back to campus to ensure the practices are efficient. \n	Met	The Veteran Center was able to significantly decrease processing times this cycle. Moving forward, the Center plans to continue current staffing levels of two Senior Specialists to coordinate certifications, tuition submissions and parent letters to and from other colleges. Additionally, VA center will recruit and train work study students to assist with students with document submission, answer phones and initial requests for information. This will allow the certifying officials tot focus the majority of their time on the certification process to continue to maintain and decrease processing times. \n\nBased on challenges encountered during this cycle, including adequate communication between staff members and clear delineations of tasks, the Center will incorporate the Guardian case management system for the 2021-2022 cycle. This web based case management system allows staff to follow a student from initial submission to certification and payment in a clear milestone based format. Additionally this system allows for flagging students who get \stuck\" on a milestone and a notes feature that allows all staff to clearly see all previous communications the student has had will all VA staff members

FY 20/21 Performance Strategies as August 31, 2021

   	Met
   	Partially Met
   	Not Met

Planning Unit	Institutional Goal	Objective Title	Description	Assessment Measure	Gap Analysi	Actual Results	Action Plan
NLC Veterans Affairs	2. Build upon current practices designed to increase completion and minimize excess credit hours	Decrease Processing Times	The Veteran Center will decrease the average processing time by 20%. \n?	Tracking mechanism in place\r\nDecreased processing times	The Department of Veteran Affairs requires School Certifying Officials to report student benefit information on to the VA via the VAonce database no later than 30 days after student request. The Veteran office has continued to work toward not only meeting this requirement but exceeding the expectation. In order to measure this requirement, the Veteran Center began tracking the processing times in the 2019-2020 cycle. The Center began measuring in March 2020. The average processing time from March 2020 to August 2020 was 27 days. While the office was in compliance, the results were not ideal. The Center continued to work on processes to decrease the processing times. Tracking and delegating responsibilities to the staff were among the improvements. The Veterans Center was audited by the Department of Veteran Affairs and was found to be in compliance with this stand with one error. It was determined that the student submitted the request late in the semester and the Center was not penalized.	Met	The Center will continue to monitor processing times as the College transitions back to campus to ensure the practices are efficient.
NLC Veterans Affairs	II. Objective II: Enhance Student Support and Engagement	Increase student satisfaction with VA Center services	Students will indicate satisfaction with VA services provided by the Veteran Center in general and with customer service.	Students will show satisfaction with services provided by the Veteran Center and staff	The Center continues to strive toward customer satisfaction and implemented multiple strategies throughout the cycle. However, in order to determine the level of satisfaction to the fullest extent the Center must provide a continuous feedback loop for student input. \nThe Center will implement a case management system to better monitor areas where students are in their certification process and for better communication among staff to ensure student response times are decreased and consistent messaging is provided to students regarding their documentation and process. Additionally, in office hours increased during this cycle and will continue to be available to students moving forward.	Partially Met	For the 2021-2022 cycle, the Veteran Center will send out surveys each semester and track the responses. From these surveys the Veterans Center will capture baseline data of areas on improvements to enhance services provided. Also baseline data on additional services that could be provided to support veterans and dependens.