

FY 17 Performance Strategies as August 31, 2017

On Target			Increasing or decreasing
Watch			Flat
Intervention			Decreasing or increasing

Department	Goal	Obj	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
ACADEMIC SUCCESS										
BCHP	I	I	1	Philosophy instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016.	Spring 2016 Phil 1301 mean score 2.75; % of students at 3 or better at 64; Phil 2306 mean 2.56; % at 3 or better 57	Improve 2% from spring 2016 to fall 2016	Fall 1301 mean score 3.06; 3 or better % at 87; fall 2306 mean of 2.63; 3 or better at 64			We have successfully institutionalized student success measures in the area of Social Responsibility and will be proposing other goals to further institutional effectiveness within the Philosophy Department for the coming year.
BCHP	I	I	1	Psychology instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016.	Spring 2016 mean of 3.01 in overall score of Critical Thinking skills in Psych 2301	Increase of 2% in critical thinking skills from spring 2016 to fall 2016; % of students receiving 3 or better at 73	2301 courses show a decrease from 3.01 to 2.93; % of students at 3 or better declines to 64			While we didn't increase by 2%, this discipline already has demonstrated by relatively high assessment scores that they have successfully institutionalized student success measures in the area of Critical Thinking Skills and will be proposing other goals to further institutional effectiveness within the Psychology Department for the coming year.
BCHP	I	I	1	Humanities instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016.	Personal Responsibility Skills: % of students in HUMA 1301 mean of 2.35; receiving 3 or better 41%; 1302 mean of 2.89; 3 or better 69%	Increase of 2% in both categories	Hum 1301 mean of 2.41, % at 3 or better 56; 1302 mean decrease to 2.09; 3 or better to 31%			Unit Assessment 3 will also be retired in favor of focusing on other goals to promote institutional effectiveness and student success.
BCHP	I	I	1	Speech instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016.	Spch 1311 mean at 3.01; 3 or better scores at 69 in Teamwork Skills	Spring 2016 to fall 2016 improvement of 2 % in each category.	Fall mean of 2.97, with % of 3 or better at 70			While we didn't increase by 2%, this discipline already has demonstrated by relatively high assessment scores that they have successfully institutionalized student success measures in the area of Teamwork and will be proposing other goals to further institutional effectiveness within the Speech Department for the coming year.

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BCHP	I	I	5	Accounting instruction will be improved based on analysis of the assessment results from CSLO success rates for Fall 2016 & Spring 2017.	CSLO success rates of at least 70% in ACCT courses	Improvement of at least 2% Spring to fall	CSLO rates of 92.01%			With ACCT CSLO rates this high, it makes sense to also retire this Unit Assessment. Faculty have obviously institutionalized strategies to affect student success on CSLOs in ACCT and they will be proposing another assessment for next year to improve in another area of institutional effectiveness.
BCHP	I	I	5	BCIS instruction will be improved based on analysis of the assessment results from CSLO success rates for Fall 2016 & Spring 2017	CSLO success rates of at least 70% in BCIS courses	Improvement of at least 2% spring to fall	CSLO rates of 84.64			With BCIS CSLO rates this high, it makes sense to also retire this Unit Assessment. Faculty have obviously institutionalized strategies to affect student success on CSLOs in BCIS and they will be proposing another assessment for next year to improve in another area of institutional effectiveness.
BCHP	I	I	5	COMM instruction will be improved based on analysis of the assessment results from CSLO success rates for Fall 2016 & Spring 2017.	CSLO rates of 70%	2% improvement	NA		NA	Since all COMM courses currently are taught as SAC@NLC as part of the JECA program, we will be retiring this Assessment.
BCHP	I	I	5	Humanities instruction will be improved based on analysis of the assessment results from CSLO success rates for Fall 2016 & Spring 2017.	CSLO rates of 70%	2 % improvement spring to fall	CSLO rates of 83.33%			With HUMA CSLO rates this high, it makes sense to also retire this Unit Assessment. Faculty have obviously institutionalized strategies to affect student success on CSLOs in HUMA and they will be proposing another assessment for next year to improve in another area of institutional effectiveness.
BCHP	I	I	5	Philosophy instruction will be improved based on analysis of the assessment results from CSLO success rates for Fall 2016 & Spring 2017.	CSLO of 70%	Improve by 2%	CSLO of 75.81%			With PHIL CSLO rates consistently above the 70% rate, it makes sense to also retire this Unit Assessment. Faculty have obviously institutionalized strategies to affect student success on CSLOs in PHIL and they will be proposing another assessment for next year to improve in another area of institutional effectiveness.
BCHP	I	I	5	Psychology instruction will be improved based on analysis of the assessment results from CSLO success rates for Fall 2016 & Spring 2017.	CSLO of 74.05 in fall of 2015	Improve by 2%	CSLO of 78.27 in fall 2016			With PSYC CSLO rates consistently above the 70% rate, it makes sense to also retire this Unit Assessment. Faculty have obviously institutionalized strategies to affect student success on CSLOs in PSYC and they will be proposing another assessment for next year to improve in another area of institutional effectiveness.
BCHP	I	I	5	Modern Language instruction will be improved based on analysis of the assessment results from CSLO success rates for Fall 2016 & Spring 2017.	CSLO rate of 70% in spring 2016	2% improvement	CSLO rate of 81.02%			With SPAN CSLO rates this high, it makes sense to also retire this Unit Assessment. Faculty have obviously institutionalized strategies to affect student success on CSLOs in SPAN and they will be proposing another assessment for next year to improve in another area of institutional effectiveness.

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BCHP	I	II	4	Speech instruction will be improved based on analysis of the assessment results from CSLO success rates for Fall 2016 & Spring 2017.	CSLO rate of 70% in spring, 2016	2% improvement	CSLO of 82.44%			With SPCH CSLO rates this high, it makes sense to also retire this Unit Assessment. Faculty have obviously institutionalized strategies to affect student success on CSLOs in SPCH and they will be proposing another assessment for next year to improve in another area of institutional effectiveness.
BCHP	I	II	4	BCHP faculty will conduct student interventions to increase student success rates via results-oriented mentoring.	Fall 2016 PGR for depts. 85.81%	Improve to 88%	PGR for dept. was 85.67% in spring 2017			The overall PGR for the BCHP Division consistently falls above the District standard for PGR of around 82%. This Assessment will be modified during the coming year to include maintenance of the outstanding Division PGR and will include a further stipulation of identification of student success strategies that are causing this trend.
English and Education	I	I	1+3	English instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016.	% of ENGL 1301 in AA earning 3 or above in Comm Skills at 46; in AS 46, in AAT at 47 in spring 2016	Increase of 1% in each program	Fall 2017: AA72%, AS 55%, AAT 58%; Spring 2017 AA 54%, AS 81%, AAT 50%			We will continue to improve by tweaking instruction and perfecting our processes. Specifically, the midterm PSLO assignment should help us raise our scores in the Fall 2017 semester.
English and Education	I	I	1+3	English instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2015.	ENGL 1302 % of students earning 3 or higher in personal responsibility in spring 2016: 60 AA; 57 AS, 46 AAT	Improvement of 1 % by spring 2017	Fall 2016: 57% for AA, 67 for AS; 61 for AAT; Spring 2017 54 AA, 60 AS, 72 AAT			We will continue to improve by tweaking instruction and perfecting our processes. Specifically, the midterm PSLO assignment should help us raise our scores in the Fall 2017 semester.
English and Education	I	I	1+3	Education instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2015.	EDUC 2301 scores of 4 or above in Instructional planning at 100%	Maintain at 100%	1005 in fall 2016; 63% in spring 2017			The Common Assignment will continue to be tweaked to yield accurate results.
English and Education	I	I	1+3	Education instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2015.	EDUC 1301 % of students earning 3 or up in Learning Perspectives 45% in spring 2016	Improve to 50% in fall 2016	80% in Fall 2016; decline to 13% in spring 2017			We must do norming on Scoring day to ensure more accurate results.

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English and Education	I	I	1+3	English and Education instruction will be improved based on analysis of the assessment results from student survey data in Fall 2015.	Fall 2016 % of students in all English courses improving critical thinking skills "quite a bit": AA, 86.06, AS 84.34, AAT, 85.34	Improve each degree category by 1% in Fall 2016 and again by Spring 2017	Fall 2016: AA 82.88; AS 81.5; AAT 83.09 Spring 2017; AA 84.22; AS 89.49; AAT 86.75			We need to continue to communicate the importance of Critical Thinking to our students.
English and Education	I	I	1+3	English and Education instruction will be improved based on analysis of the assessment results from student survey data in Fall 2015.	% of students improving Communication skills "quite a bit" from Fall 2015: AA 84.92, AS 85.67, AAT 87.33	1% per category from fall 2015 to fall 2016	Fall 2016: AA 84.01, AS83.29, AAT 83.09; Spring 2017 AA83.68, AS 85.09; AAT 82.93			We need to continue to communicate the importance of Communication Skills to our students.
English and Education	I	I	1+3	English and Education faculty will conduct student interventions to increase student success rates via results-oriented mentoring.	PGR of English classes in fall, 2015: 72.12% and spring 2016 76.19 %	Improve 1% by fall 2016 and spring 2017	Fall 2016, 75.33; spring 2017 73.95			Our interventions are much more closely related directly to PSLO's in general and documentation in particular.
Instructional Division FPA	I	I	1	Scoring Day scores will improve based on the better measurements implemented by FPA faculty.	Fall 2016: ARTS 1301 FTF Works Effectively with Others: 3.59 Supports a Shared Purpose: 3.57 Considers Different Points of view 3.55 Arts 1301; Online Effectively 3.26, Shared 3.26, POV 3.48 Combined: Effectively 3.43 shared: 3.36 POV 3.51;	Improve each category: effectively by .15; Shared by .21; POV by .24	Spring Arts 1301 FTF Effectively 3.29, Shared 3.36; POV 3.28; 1301 Online effectively 3.22; shared 3.38; POV 3.34; combined Effectively 3.27, Shared 3.36; POV 3.30;			1. We will continue one on one partnering with our adjunct faculty. 2. We will strive to identify and clarify steps of teamwork for students. 3. We will continue to examine and improve our assessment methods for both formative and summative assessment for the PSLOs. A very few areas declined; most scores improved, and in a few cases the goals were met; goal for FPA was BeBmet

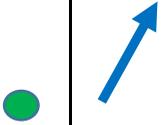
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Instructional Division FPA	I	I	1	Scoring Day scores will improve based on the better measurements implemented by FPA faculty.	Dram 1310 Effectively 2.75; Shared 2.70, POV 2.60; MUSI 1306 Effectively 1.98, shared 2.50, POV 1.95; MUSI 1310 Effectively, 2.85; Shared 2.50, POV 3.05; FPA Effectively 2.75, Shared 2.78, POV 2.78	Improve each category: effectively by .15; Shared by .21; POV by .24	Drama Effectively 2.83, Shared 2.96; POV 2.88; MUSI 1306 Effectively 2.57; Shared 2.71; POV 2.88; MUSI 1310 Effectively 2.94; Shared 2.94; POV 3.00; FPA Effectively 2.90, Shared 2.99, POV 3.02			1. We will continue one on one partnering with our adjunct faculty. 2. We will strive to identify and clarify steps of teamwork for students. 3. We will continue to examine and improve our assessment methods for both formative and summative assessment for the PSLOs. A very few areas declined; most scores improved, and in a few cases the goals were met; goal for FPA was BeBmet
Instructional Division FPA	I	I	2	Skills that students will learn in this community will enhance their student success in other subjects.						The class is currently offered for Fall 2017. Results from Fall 2017 will be examined against the benchmark from the 2016-17 Unit Plan.
Instructional Division FPA	I	I	1	New learning communities formed between Art and Speech. (classes: ARTS 1301/SPCH 1311) will improve success in other subjects					NA	Learning Community postponed until fall 2017 to address instructor concerns about class
Instructional Division FPA	I	I	5	The formative assignment will become more meaningful as a teaching tool to help the student achieve better results for the summative assessment.	Combined assessment score fall 2.92	Improve formative scores	Combined Assessment score of 3.37			We will continue to use our midterm assessment methods and build on them.
Instructional Division FPA	II	II	3	Anticipated growth in these programs. Participation in these programs will contribute to student engagement, community engagement, and student success.	Fall 2016 Arts 1311 12 Arts 2341/42 13 Arts 2348/49 18 Dram 1351 14 Arts 1316/17 33 Arts 2316/17 11 Arts 2346/47 10 Arts 1312 8 MUEN 1151 3 Avg 13.56	Increase enrollment in studio and performance courses	18 Arts 2341;42 14 Arts 2348-39 18 Drama 1351 9 Arts 1316/17 25 Arts 2316/17 14 Arts 2346/47 13 Arts 1312 8 MUEN 1151 3 AVG 13.56			We held steady. We plan to repeat the open house process in Fall 2017 and will also recruit in high schools in Spring 2018.

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Mathematics & Computer Science Unit	I	I	5	Mathematics instruction will be improved after analyzing PGR data and implementation of methods and scoring in fall 2016.	Division PGR fall 2016: 60.24	1% increase	Spring 2017: 60.73			The expansion of the Math computer lab is beginning in Fall 2017, and should be finished for the Spring 2018 semester. The math faculty will be encouraged to require students to go to the computer lab for help and tutoring. This has been avoided at NLC before now, because the lab space is so small (28 computers) and requiring hundreds of students to attend the lab consistently was not possible. It is likely that requiring lab participation as part of the grade in developmental and college algebra classes would increase PGR and retention. Further analysis concerning capacity of the lab, which courses will have a requirement to use the computer lab, and exactly how to run the lab will be needed.
Mathematics & Computer Science Unit	I	I	1	Mathematics instruction will improve based on analysis of the assessment results from student artifact scoring in fall 2015. Faculty will establish a process and conduct analysis of assessments results for program outcomes for the AA, AS and the AAT degree.	% of students enrolled in math who earn a 4 or above in Critical Thinking 51%	2 % increase	Spring: 61%			Continue to weave the Critical Thinking skills into assignments already in the classes. More project-based learning helps critical thinking skills, and encouraging faculty to ask “why” something works instead of merely rote work, would also help. Perhaps it would help if we provided an internal workshop about inquiry methods for improving critical thinking skills
Mathematics & Computer Science Unit	I	I	5	Mathematics instruction will be improved based on analysis of the assessment results from student artifact scoring in fall 2016.	Successful completion of SLOs Fall 2016: 48%	2% improvement	0.55			This measure is made almost meaningless by the nature of SLO data. SLOs are often too narrow or too general, and that varies within each course, much less trying to compare different courses. This measure needs to be either rewritten entirely, or focused on just one course, or possible just one SLO in one course. As for the data as it’s presented, the improvement implies a massive change in how things were taught, or perhaps how they were measured—it’s almost impossible to tell.
Mathematics & Computer Science Unit	I	I	5	Achievement of concentration learning outcomes will increase from fall 2016 to spring 2017.	Scores of 3 or 4 in PSLO aggregate fall 2016: E&Q 69 SciComm 65 D & T 100	2 % improvement	E&Q 66 SciComm 74 D&T 93			Faculty will continue to revise and make improvements to the formative assessment. This includes discussions about when the formative assessments should be given in class, and when the summative assessments should be given in class. Depending on the assessment and course, the timing may vary widely. Faculty continue to discuss the best ways to present the material, and use the data from the formative assessment to make improvements in the instruction before the summative assessment.
Mathematics & Computer Science Unit	I	I	1	Instructional improvements and student interventions will increase retention and productive grade rates in Math 1314, Math 1414, and Math 2412, identified as high risk courses.	Fall 2016 Retention in Math 0305, 0310, 0320, 1314, and 1414 83; PGR 58	Retention improvement 2%, PGR improvement 1%	Spring 2017: Retention 81, PGR 57			A tighter focus on the 4DX goal for the division should be considered, and perhaps a new goal put forth. The Early Alert process is undergoing change, and though participation remains high, it is still an underutilized tool for the MCS Division. The student withdrawal process is changed as of Fall 2017, and hopefully retention will be favorably impacted. A more formalized arrangement (internal workshops, perhaps) for sharing teaching techniques within the division needs to be done.

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Academic Support Center	I	I	4	1.a. Improved productive grade rate* (PGR) and retention for students who receive tutoring assistance in identified high risk courses**	Retention: Engl 1301 96.49 tutored; 92.00 non-tutored Engl 1302 100/78.08		Engl 1301 94.21/83.33 Engl 1302 95.24/89/23 Math 0320 4.62/86.67;			Will work more collaboratively with chairs and faculty who teach high-risk and developmental math courses to push tutoring early and often. Students who come in too late or who do not take advantage of tutoring support on a regular basis are much less likely to have a positive outcome. Continue to focus on Reactive Tutoring by concentrating on adjunct faculty who are more likely to be unaware of support services for students. The ASC will include information for all learning centers/online tutoring on information pages and target students in all New Student Orientations (NSO). Work continues with faculty teaching developmental and high-risk courses for consistent participation in academic support services and Early Alert initiatives. Pilot for Grades First in academic support labs was unsuccessful because data was inaccurately captured by system: putting this on hold until District IT fixes the data corruption issue.	
				1.b. Increased usage of Academic Support Center (ASC) and all other areas of academic support throughout the semester by increasing cross-departmental promotion and high risk course support initiatives. 1.c. Benchmark DLR satisfaction levels will indicate adequate satisfaction.	Math 0320 87.5/56.25; Math 1314 87.5/92.31 PGR Engl 1301 88/84.21; Engl 1302 75/68.65 Math 0320 75/37.50 Math 1314 87.5/65.38 ASC satisfaction 92%	PGR and retention higher for tutored than non-tutored; increase use of ASC by 2%; student satisfaction of 75%; faculty satisfaction of 75%	Math 1314 100/73.53 Engl 1301 82.35/73.81 Engl 1302 83.33/81.54 Math 0320 69.33/63.33 Mth 1314 85.71;52.94 ASC increase by 67%; Math Lab increase by 65% ASC satisfactio 97% Faculty satisfaction 95%	●	↗		
Academic Support Center	I	I	4	2.a. Improved student success and productive grade rate and retention by promoting access to online tutoring. 2.b. Improved tutoring support and services by additional trainings and maintenance of CRLA certification.	Hours 215.29 Sessions 637	Increase usage of sessions and hours by 3%; 75% satisfaction with online; completion of 10 hours CRLA and Course Esam Maintenance of CRLA Cert	Hours 187.29 Sessions 536 95% satisfied 100% of tutors completed CRLA; two cross-trained in CEC CRLA Cert maintained		●	→	Will work more collaboratively with chairs and faculty to continue to push tutoring early and often for students in online modalities as well as students enrolled in face-to-face courses and that services are easily accessible to students via Canvas and face-to-face. Tutor training will remain a priority as students indicate satisfaction with the responsiveness of tutors and that they are sufficiently trained to respond well in an on demand tutoring model. Work with District to restructure administrative support of students in college-owned courses to be able to respond to online tutoring requests based on college-owned CRN and their pool of available hours.hours and sessions decreased, but all other goals attained

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Academic Support Center	I	I	4	3.a. Faculty will have high satisfaction with metacognition curriculum and resources embedded in identified courses. 3.b Students will have high satisfaction with metacognition resources and workshops.		Establish baseline of workshop attend; faculty 75% satisfaction Stude 75% satisfaction	Baseline for future of 101 students 75% Faculty said improved; 100% said helpful 82% student Satisfaction			Initial Pilot of TAT 101 launched in Summer and was embedded in four courses; assessment of student learning was promising and facilitated further development of TAT 101 to include pre-assessment and postassessment of student learning. Continue to train new Academic Program Specialist to work with ASC Coordinator on metacognition module TAT 101 and develop additional online resources and modules to support students in the development of metacognition and study skills. Faculty comments and requests indicate a need for a specific Bloom's Taxonomy embedded module. Plans to embed metacognition in additional courses are planned for 17-18. Target additional course sections to pilot TAT 101 with suggested best practices; be more specific to faculty and students on how TAT 101 should be administered. Students' pre- and post- testing assessment scores will be assessed to determine TAT 101 learning impact.
Distance Learning and Instructional Innovation Center	I	I	3	1.a. Improved learning support with an annual oneday conference (Teaching & Learning Academy) to help develop good classroom strategies and best instructional practices through presentations and break-out sessions. 1.b. Improved support from the IIC for faculty, staff and students with workshops, training materials, and consultations in order to increase teaching effectiveness and student success.	103 participants	Increase T&L by 2%; 80% of T&L will be satisfied; 75% will say presentations were useful 70% of Third Friday indicate satisfaction; # of workshops increase 3%; # of consultations increase 2%; 80% of survey responses satisfied with center	132 participants (29% increase) 80.8% ratedT&L excellent98% rated presentation average or above Third Friday attendance poor; data not viable 198 workshops (33% increase) /consultations 4655 (up 58%) 93% of respondents rated good or excellent			The DL/IIC office is responsible for all of the administrative functions for all e-learning technologies including the learning management system. DL/IIC staff are called upon to support staff and faculty professional development related to online instruction and other pedagogically-based development. This office is also responsible for assisting students in the use of eLearning technologies as well as preparing them in the best practices of online learning. Given the growing demand to also support OER / No additional Cost, this department will continue to work with the DL advisory committee in identifying appropriate trainings and in the development of appropriate workshops and help materials. Staffing is a key to further expansion of services and maintaining quality of support. Action plans for improvement will be <input type="checkbox"/> Increase workshops for faculty in more mobile or remote formats <input type="checkbox"/> Offer one workshop per long semester in partnership with TLTC <input type="checkbox"/> Develop three automated self – paced courses for faculty to learn a specific tool utilized in Canvas <input type="checkbox"/> Develop position description for Multimedia Specialist
Distance Learning and Instructional Innovation Center	I	I	4	2.a.1. Increase the number of online and hybrid certified courses. 2.a.2. Increase the number of online faculty and reviewers who are APPQMR-certified.	132 7	Increase the number of hybrid/online course 5% increase	161 (22%) 14 (100 %)			To further streamline the course review process, DL/IIC and DL Advisory will propose a roundtable style internal course review process. This is a system that has been in place at several peer institutions and it creates an environment of transparency as well as ownership by faculty. This is a part of the process to improve OTC success rates and market the relevancy of APPQMR. Lastly, the DL/IIC offices have long been inadequate to their function These two discrete areas are isolated from all other division functions by being two floors higher and without an adequate space to host workshops for students and faculty. The migration

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Distance Learning and Instructional Innovation Center	I	I	5	3.a.1. Students who are new to online learning will successfully complete an orientation to online learning "pre-course" (OLRN-0001). 3.a.2. Students who successfully complete OLRN-0001 will have higher percentages of success in their initial online courses. 3.a.3. Students will have high satisfaction with OLRN-0001. 3.a.4. Students will have satisfaction with LMS and eLearning technology support they received in the online modality.	85% PGR olrn success 72%; not success 58%	Increase by 2% Higher in 2017 for success 85% satisfaction	91% Pgr olrn success 79%; not success 34% 88% satisfied, 91% would recommend			Plans for improvement for program outcomes: <input type="checkbox"/> In anticipation of increased enrollments in OLRN, DL/IIC will automate 88% of the OLRN to increase success and fluidity <input type="checkbox"/> With a goal to saturate OLRN at the FTIC level, increase number of OLRN registrants by 3% <input type="checkbox"/> Create and Open Learning OLRN CRN to allow for student completion at the point of need and to accommodate FTIC. <input type="checkbox"/> Promote the availability of CANVAS training to students in non-FDE courses through DL Advisory, Academic Support Advisory, and Academic Leaders
LIBRARY	I	I	4	2.a. Successful, seamless migration and implementation of cloud-based ILS. 2.b. Fully embedded Library and Academic support modules in all CANVAS shells using LibGuide LTI. Increased access to resources in enhanced, online, and hybrid courses.		Benchmark established for satisfaction	Satisfaction good to excellent; response rate 3.6 (very low)			Librarians and DL staff will continue to work on revising the NLC-DL Template to streamline the process for pulling Library and Academic Support into the CANVAS DL course pages. Staff worked on cleaning up the records and access in the discovery system and will enhance metadata access by creating more accessible records that indicate public performance rights in media and streaming media that can be used for community and non-direct mediated instruction.

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LIBRARY	I	I	4	1.a. Continue the delivery of formal information literacy instruction (LIBR 0001/002) in support of ENGL 1301 / 1302 English/Education Division course learning outcomes through a linked online module to improve students' basic information literacy skills. Post-assessment scores will correlate positively to student PGR. 80% or higher student completion rates.		75% of ENGL 1301 will complete LIBR 0001; 75% of those will pass with 70 or higher; same 3s for 1302	88% 1301 completed; of completers 91.5% scored 70 or higher; 82.2% of 1302 completers; 80% with 70 or higher			<p>The library's instruction program is the primary program that supports the college strategic plan and mission.</p> <p>Student success and satisfaction with the instruction program has been captured in surveys such as Noel Levitz, CCSSE, and specific surveys conducted for faculty and students. Because of the importance in supporting distance learning and in helping faculty develop OER / No Additional Cost alternatives for students, hiring an additional librarian who specializes in these areas will be key to building and sustaining quality in this area as well as growth in ENGL 1301 LIBR 0001 / ENGL 1302 LIBR 0002 sections.</p> <p>Library and DL staff are working with the Division of Arts and Sciences to kick-start an OER Curation process using an identified vendor. Workshops and trainings will be developed to support this initiative.</p> <p>Librarians continue to work with classroom faculty in supporting course and program learning outcomes. All LibGuides are built around an assignment or a learning outcome. Several common assignment activities and resources have been developed for various disciplines.</p> <p>Improvement in understanding how success in LIBR impacts student success will be to track student success and correlation from LIBR 0001 to LIBR 0002.</p>
				1.b. Identify and develop opportunities for co-curricular partnerships in support of program learning outcomes that align with Library mission. Concentration on summative common assignments and general education competencies and EDUC 1300.	Success: 88 Non 80	Increase LIBR 0001 post-assessment by 5 points	Libr 0001 scores improved by 9.21 points; LIBR 0002 improved 10.5	●		
				Faculty survey will indicate satisfaction with foundational summative common assignment support processes and resources. Continue to measure faculty and student satisfaction with formal information literacy instruction and use more in-depth instruction analysis survey.	Success 68.5 Non 56.4	0001: higher PGR than non-success completers	Success 85 Non success 74			

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LIBRARY	I	I	4	1.c. Increased access to instruction through students served, the development of research support materials (including LibGuides), modules, workshops, formal instruction, etc.	<i>Continued from Previous Assessment</i>						
LIBRARY	I	I	4	3.a. Position created, approved by administration, Human Resources. Appropriate personnel in place.	No position	Library position and requisition	Paperwork completed; budget allocation not yet made.	●	➔	No improvement at this time. Holding until funding becomes available. With the pending retirement of our lead instruction and distance learning librarian, will need to distribute workload to sustain all of LIBR 0001 and growth in this area. The growth in this area is directly linked to the growth in all ENGL 1301 and ENGL 1302 course sections.	
Division of Kinesiology and Science	I	I	5	Analysis of productive grade rate data and implementation of appropriate methods will result in a 1% increase in PGR in SciKi courses.	Division PGR: Fall 2015 76.43 (w/withdrawal) 84.13 (w/o w) sp 2016 74.48; 84.43; Online Fall 2015, 74.16, 80.51; spring 2016 76.06, 85.17 FTF fall 2015 77.29, 84.12; Sp 2016 76.06, 85.17	Increase PGR by 1% fall 2015 to fall 2016, and from spr 2016 to spr 2017	Fall 2016 w/w 75.69, w/o withdrawal 83.90 Spring 2017 w/w 76.86; w/o w 83.57; Online fall 2016 73.94, 83.08 Spring 2017 76.93, 84.42; FTF fall 2016 74.96, 84.22; Spr 2017 76.93, 84.42	●	➔	Continue to revise course materials to encourage students to study (improvements to lab materials and lecture notes). Remove impediments to students when possible to help them remain in courses. Find ways to improve scores in online courses.	
	I	I	5	SciKi student achievement of SLOs will increase through improvements of instructional techniques addressing the SLOs of each course.	0.693	2% increase in completion of SLOs	0.712		Partially met	Progress has been made here, so we should continue to find ways for students to successfully complete specific SLOs. SLO completion rate increased by 1.19 percent	

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Division of Kinesiology and Science	1	1	5		E and Q: All classes: All 3.45 Sub M 3.51 D Coll 3.64 Analys 3.25 Concl 3.39 Biol 1308 2.69 2.65 2.40 2.70 3.00		NA E&Q all classes All 3.07 Sub M 3.40 D Coll 3.29 Analys 3.09 Concl 2.51 Biol 1308 2.75 2.83 2.77 2.50 2.88			
				Faculty will establish a process and conduct analysis of assessment results for program outcomes for the AA, AS, and AAT degrees	Data and Tech All Courses Overall 3.05 Data col 2.89 Data ana 3.34 concepts 2.91 Chem 1411 overall 2.26 Data Coll 1.89 Data ana 2.71 Concepts 2.18 S Communica All courses overall 2.79 Comm 2.92 applic 2.78 Real W 3.04 Biol 1406 Overall 2.35 Comm 1.98 Applic 2.02 Real Worl 3.04	Improve E & Q by 2%; Improve D & T by 2%; Improve Sci Communication by 2%	D & T 3.35 3.30 3.62 3.12 2.70 2.20 3.15 2.75 2.88 3.01 3.08 2.55 2.42 2.15 2.35 2.75			Modify assignments (formative and summative) in order to relate them better to the rubric – this may help to increase scores.
Division of Kinesiology and Science				SciKi student achievement of SLOs will increase through improvements of instructional techniques addressing the SLOs of each course.	0.693	2% increase in completion of SLOs	71.20%			Progress has been made here, so we should continue to find ways for students to successfully complete specific SLOs. SLO completion rate increased by 1.19 percent

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Division of Kinesiology and Science	I	II	4	Instructional improvements and student interventions will increase retention and productive grade rates in BIOL 2401, CHEM 1405, and GEOL 1301 courses identified as "high-risk").	PGR No W 78.81 W: 68.97 Retention 87.5 Chem 1405 No W 68.93 W 65.14 Ret 94.5 Geol 1301 No W 65.44 W 55.97 Ret 85.5 Spr 2016 Biol 2401 No W 75.0 W 68.33 Ret 85.1 Chem 1405 No W 68.75 W 52.03 Ret 75.57 Geol 1301 No W 64.44 W 48.88 Ret 75.8	Retention and PGR will increase by 2% from fall to fall and spring to spring	Fall 2016 80.84 66.18 81.9 72.88 56.58 77.6 59.13 46.26 78.2 Spr 2017 69.49 59.85 86.1 70.34 62.58 89.0 65.35 51.23 78.4			Geology in particular showed significant improvements spring to spring, other results were mixed; Continue to implement course improvements to increase PGR in high risk courses. Instructors are improving online lab material to help students prepare for lab exams. Instructors continue to devote office hours to helping students in the Science Study Center, and our data show (at least in BIOL 2401 and BIOL 2402) that when students spend more time in the SSC studying, their grades improve in general.
Division of Kinesiology and Science	I	I	1	Scheduling strategies and course development will increase enrollment in Kinesiology courses.	15 sec 190 stu Fall 2016 15 sec 180 stu	2% increase from spring to fall and fall to spring	17 sec 255 stu Spr 2017 17 sec 236 stu			Continue to find more creative ways to increase enrollment. Find ways to introduce KINE courses back into the core. Possibly find a way for JECA to use our KINE courses in their curriculum again. Once we are accredited, we could introduce a full KINE program such as those found on other AC campuses.
Division of Kinesiology and Science	I	I	2	Courses in organic chemistry and physics will be offered at NLC within two years.		Develop courses in organic chem and physics	Physics 1305 to be offered spring 2018; Org Chem to be offered as labs are stocked			Continue searching for more Physics and Chemistry faculty, and continue to purchase equipment and supplies for Physics and Organic Chemistry courses. Funding beyond the normal division budget will be required.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Division of Social Sciences	I	I	1	Economics instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016 and Spring 2017.	Fall 2016 Explanation of issue AA 3.16 AAT NA AS 3.25 Evidence AA 3.16 AAT NA AS 3.13 Pos/Anal AA 2.64 AAT NA AS 3.13 Conclusion AA 2.28 AAT NA AS 2.88	Improve Econ scores by .1 in each degree program	Spring 2017 3.50 3.50 3.25 3.25 3.67 3.75 3.63 3.50 3.75 3.25 3.00 2.75	●	➔	Common Assignment descriptions and prompts will be updated to align with findings from The Transparency in Learning and Teaching (TILT) project. We hope the TILT method promotes student understanding of the elements of critical thinking from the PSLO rubric. According to the TILT, “Transparent teaching methods help students understand how and why they are learning course content in particular ways. This list of options is adapted frequently as faculty participants identify further ways to provide explicit information to students about learning and teaching practices.” • ECON faculty will tie the critical thinking components of the common assignment to class instruction and formative assessment, focusing on data gathering, evaluation and synthesis. • Currently, all ECON sections are taught by part-time instructors. Hiring a full-time instructor would provide needed leadership in the content area. AS students declined slightly in conclusions
Division of Social Sciences	I	I	1	Government instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016 and Spring 2017.	Fall 2016 Ethical self-aware AA 2.92 AAT 2.97 AS 2.33 Ethical Issues Rec AA 2.71 AAT 2.83 AS 2.21 Applic of Ethical AA 2.46 AAT 2.83 AS 2.31 Eval of ethical per AA 2.52 AAT 2.67 AS 2.19	Improve Personal Responsibility scores in GOVT 2305 by 1% in each degree program	2.61 2.67 2.34 2.73 2.44 2.47 2.41 2.39 2.07 2.29 2.00 2.06	●	➔	• GOVT 2305 faculty will continue to employ the Eight Key Questions (8KQ) to ethical reasoning in their classes as a framework. • GOVT 2305 faculty will tie the personal responsibility components of the common assignment to class instruction and formative assessment, focusing on ethical self-awareness and the application and evaluation of ethical concepts. • Common Assignment descriptions and prompts will be updated to align with findings from The Transparency in Learning and Teaching (TILT) project. We hope the TILT method promotes student understanding of the elements of personal responsibility from the PSLO rubric. According to the TILT, “Transparent teaching methods help students understand how and why they are learning course content in particular ways. This list of options is adapted frequently as faculty participants identify further ways to provide explicit information to students about learning and teaching practices.”

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Division of Social Sciences	I	I	1	Government instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016 and Spring 2017.	Fall 2016 Intercult competence AA 2.66 AAT 2.54 AS 2.47 Civic Resp AA 2.41 AAT 2.21 AS 2.30 Community AA 2.44 AAT 2.33 AS 2.31	Avg. score in Social Responsibility in Govt 2306 will improve by 1%	2.60 2.20 2.74 2.39 2.30 2.44 2.45 2.20 2.46			<ul style="list-style-type: none"> GOVT 2306 faculty will tie the social responsibility components of the common assignment to class instruction and formative assessment, focusing on intercultural competence, knowledge of civic responsibility and engaging effectively in regional, national, and global communities. Common Assignment descriptions and prompts will be updated to align with findings from The Transparency in Learning and Teaching (TILT) project. We hope the TILT method promotes student understanding of the elements of social responsibility from the PSLO rubric. According to the TILT, "Transparent teaching methods help students understand how and why they are learning course content in particular ways. This list of options is adapted frequently as faculty participants identify further ways to provide explicit information to students about learning and teaching practices."
Division of Social Sciences	I	I	1	History instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016 and Spring 2017.	Expl issue AA 2.14 AAT 1.96 AS 2.34 Evidence AA 2.12 AAT 1.96 AS 2.26 Analysis AA 2.03 AAT 1.83 AS 2.12 Conclusion AA 1.85 AAT 1.42 AS 1.99	Avg Critical Thinking score will improve 1\$ in HIST 1301	Spring 2017 2.54 3.38 2.53 2.41 3.13 2.31 2.30 2.75 2.34 2.19 2.75 2.22			<ul style="list-style-type: none"> HIST 1301 faculty will tie the critical thinking components of the common assignment to class instruction and formative assessment, focusing on analysis, evaluation and synthesis of primary historical sources. Common Assignment descriptions and prompts will be updated to align with findings from The Transparency in Learning and Teaching (TILT) project. We hope the TILT method promotes student understanding of the elements of critical thinking from the PSLO rubric. According to the TILT, "Transparent teaching methods help students understand how and why they are learning course content in particular ways. This list of options is adapted frequently as faculty participants identify further ways to provide explicit information to students about learning and teaching practices."
Division of Social Sciences	I	I	1	History instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016 and Spring 2017.	Fall 2016 Org and De AA 2.91 AAT 3.27 AS 3.12 Mechanics AA 2.52 AAT 2.92 AS 2.86 Support AA 2.23 AAT 2.58 AS 2.68 Central Mes AA 2.50 AAT 3.12 AS 3.00	Improve Comm skills in Hist 1302 by 1%	2.78 3.06 2.78 2.69 2.67 2.68 2.47 3.00 2.37 2.89 3.00 2.95			<ul style="list-style-type: none"> HIST 1302 faculty will tie the communication components of the common assignment to class instruction and formative assessment, focusing on the effective development, interpretation, and expression of ideas. Common Assignment descriptions and prompts will be updated to align with findings from The Transparency in Learning and Teaching (TILT) project. We hope the TILT method promotes student understanding of the elements of communication from the PSLO rubric. According to the TILT, "Transparent teaching methods help students understand how and why they are learning course content in particular ways. This list of options is adapted frequently as faculty participants identify further ways to provide explicit information to students about learning and teaching practices."

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Division of Social Sciences	I	I	1	Sociology instruction will be improved based on analysis of the assessment results from student artifact scoring in Fall 2016 and Spring 2017.	Fall 2016 Explan AA 2.89 AAT 2.71 AS 3.25 Evidence AA 3.03 AAT 2.57 AS 3.11 Analysis AA 3.00 AAT 2.29 AS 3.25 Conclusio AA 2.63 AAT 2.14 AS 2.82	Improve each element of critical thinking in Soci 1301 by 1% per degree program	2.43 3.00 2.76 2.20 3.30 2.53 2.23 3.00 2.79 1.93 2.50 2.32			<ul style="list-style-type: none"> • SOCI 1301 faculty will tie the critical thinking components of the common assignment to class instruction and formative assessment, focusing on evidence gathering, evaluation and synthesis. • Common Assignment descriptions and prompts will be updated to align with findings from The Transparency in Learning and Teaching (TILT) project. We hope the TILT method promotes student understanding of the elements of critical thinking from the PSLO rubric. According to the TILT, “Transparent teaching methods help students understand how and why they are learning course content in particular ways. This list of options is adapted frequently as faculty participants identify further ways to provide explicit information to students about learning and teaching practices.”
Division of Social Sciences	I	I	1	Social Sciences faculty will pose 1 PSLO-related class discussion question per week.	PGR Fall 2015 82.89 % Spring 20`16 81.92%	PGR for all depts. Courses will improve by .5% from fall 2015 to fall 2016, and .5% from spring 2016 to spring 2017	Fall 2016 82.89% Spring 2017 83.96			The Wildly Important Goal for the division will focus on PSLOs. Our contention is that improved learning will manifest itself in higher PGR.
Vice President, Academic Success	II	II	1+2	PACE results increase to national average	3.66	Medium CC 3.68 All 3.69	3.84			Next steps involve working with other Vice Presidents and the President responding to data from the PACE survey administrations. Within Academic Success, the planned action is to continue current steps of foster in communication among faculty and staff within the Division, with frequent informal measurements of faculty and staff satisfaction.
Vice President, Academic Success	I	II	3	Increased CCSSE results to National Average	A & C learning 49.9 Effort 45.0 Challenge 44.8 S/F interact 47.5 Support 48.6	National average of 50%	52.2 47.9 50.2 48.0 49.7			Future action regarding student engagement should begin to include strategies and techniques to provide motivation for student engagement in their studies. Students are recognizing and acknowledging the high quality of their educational opportunities, but also their ratings reflect a tendency not to contribute to the learning process as extensively. More focus on inspiring students should be explored. A faculty focus group meeting in 2017-18 on the 2017 CCSSE results will provide some proposals for improving student engagement

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Vice President, Academic Success	III	I	1	Successful approval for candidacy	Candidate	Accreditation approval in June, 2017	Approval in December, 2017			Future steps are dependent on SACSCOC's decision on accreditation at the December meeting -- whether we will be denied accreditation and need to prepare to resubmit, will be approved but placed on probation or warning and need to prepare further required documentation, or approved without reservation and then need to prepare a QEP submission.
Vice President, Academic Success	I	I	4	1) Increased instructional support for students' academic preparedness 2) Increased faculty development to increased active and collaborative learning resulting in higher PGR	74.88	Increase of PGR from spring 2016 to spring 2017	77.67			Next steps involve continued focus on PGRs for all Divisions. Significant shifts in PGRs at this point will require significant increases in institutional support, such as increased staffing in order to provide more customized, intense, and personalized tutorial assistance in tutorial support labs., or perhaps increased budgetary flexibility for new technology, such as providing iPads for all students in Speech classes (as has been documented at another Alamo College). We will continue to discuss strategies at weekly meetings of Academic Leaders.
Vice President, Academic Success	I	I	1	Decreased number of high-risk courses from 2014-15	Spring 2016 11 Fall 2016 11	Decrease from fall and spring 2016	Spring 2017 10			Immediate future action will focus on improving the PGR within the individual courses. This is already a high priority within the three Divisions offering the traditional high-risk courses. Successes will be reckoned primarily on the individual student basis. Expectation to improve the PGR sufficiently in any course so to remove it from the list of high-risk courses is unreasonable; these are intrinsically difficult courses and our students are historically not well prepared. Longer-term action will depend upon additional resources -- increased staffing for tutorial labs in particular -- in order to enhance the teaching opportunity on an individual student basis. Other proven strategies, such as the use of tablets in the speech courses pioneered at SAC, will be attempted here as finances permit.
Vice President, Academic Success	I	II	2	Lead Alamo Colleges to increased course completion rates.	91.47	Increase CCR from spring 2016 to spring 2017	91.72			The most immediate, fruitful next steps will be working with CSI to improve the automated withdrawal system (it is new and does have some problems), training faculty on proper use of the system as it is revised, and then utilizing any data from it that may inform the instruction within courses identified as having CC Rates out of thenorm. Early returns suggest that the automated withdrawal system may result in serious decreases in course completion rates. NLC will coordinate with other Alamo Colleges to see if the new system has presented a new statistical reality we must deal with.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Vice President, Academic Success	I	I	1	<ul style="list-style-type: none"> College Dashboard that will report results and analysis for the following measures: PGR, CCR, High-Risk Courses Disaggregated by: <ol style="list-style-type: none"> NLC and SAC@NLC FTF and Online End of Term for PGR and HR courses Discipline SACSCOC Certificate data results for spring 2017 submission. PACE and CCSSE results for spring 2016 administration Provide PTE Dean with data analysis for AAS degree development submissions by Spring 2017. 						Future plans are to continue reliance on data for informing decisions and for rationalizing proposals.
Vice President, Academic Success	I	I	2	Development of four (4) AAS degrees by Spring 2017. At least one each term for spring, summer, fall 2016.	0 AAS	4 AAS proposals by spring 2017	0 AAS programs			Budgetary issues caused closing of CE in August, 2017; accreditation delay caused delay in AAS implementation Next steps are already outlined regarding providing required notice or applying for approval regarding the AAS degree programs and potential scaffolded certificate programs and SACSCOC, THECB, and internal ACCD processes. Next steps are, at this point, dependent on SACSCOC's decision on accreditation at the December meeting and on the President's advance of the proposals at the PVC level within ACCD. The VPAS Office's next steps will depend on those decisions. However, the PTE Dean will complete an environmental survey and coordinate efforts to develop at least two new AAS programs and 2-5 new 1+1 programs in the coming year.
				Increased community education and workforce opportunities from 2015-16.	44 comm ed courses	Increased Comm ed activity	0 Comm Ed			

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
STUDENT SUCCESS										
Admissions	I	II	2	Maintain and update, as needed the database of standard responses to Frequently Asked Questions (FAQ) to facilitate a 24 to 48 hour response time.	108 (4.5 days) hours response rate	24-48 (2 days) hours response rate	An average response time of 24-48 hours to all incoming emails (1-2 days) was achieved during this rating cycle. There was an overall response rate of 48 hours (2 days). The majority of the email inquires were from students asking about their enrollment status.			<ol style="list-style-type: none"> 1. Look at school's website to determine how we can enhance it to guide students to the information they need. 2. Provide access to all A&R staff to email account as back up during peak times. 3. Look into options for additional forms of communication such as text messaging our web chat. 4. Provide additional staff to assist in peak-times. 5. Implementation of the navigation system.
Admissions	I	II	2	Returning, Transfer, and Transient student will complete enrollment.	No Baseline (based prior on FTIC population)	85% contact rate	The overall contact rate for the Returning, Transfer, and Transient populations was met at 100%. Focus for 2017-2018 will be tracking the conversion rates of these students from enrollment to registered.			<ol style="list-style-type: none"> 1. Work with Student Success Data Analyst to improve filtering of the STU094 report and tracking process. 2. Review outreach strategies to determine effectiveness and inclusion of all possible methods. 3. Develop a clear timeline and process to determine when a student record is moved to inactive. 4. Look at alternate forms of communication with students such as texting, live chat and EAB Navigation. 5. Create welcome email from NLC that contains information needed to move through the enrollment process. 6. Establish a protocol for outreach by student type. 7. Develop tracking and reporting mechanism for students moving through enrollment funnel.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Advising Center	I	I	5	Students will express satisfaction with services provided by Academic Advising	86% of students will express satisfaction with academic advising/planning (CCSSE, 2015)	<p>1. 87% of respondents declared being “somewhat” to “very satisfied” with academic advising/planning (CCSSE, 2017)</p> <p>2. 75% of student strongly agree their advising experience met their needs (Advising Internal Survey)</p>	<p>There were three survey instruments for 2016-2017 academic year, and 2 of the 3 yielded a decrease in satisfaction scores of the academic advising department.</p> <p>1. CCSSE – satisfaction rate decreased by 7% from 2015 (86%) to 2017 (79%)</p> <p>2. Advising Internal Survey – 90% satisfaction rating</p> <p>3. SENSE – satisfaction rate decreased by 1% from 2013 (57%) to 2017 (56%)</p>			<p>1) Advising Team will begin to assign students to advisors by their Alamo Institute assignment in an effort to have a more personal impact on their advising experiences.</p> <p>2) Advisors will begin to encourage students to make advance appointments for advising meetings, and to provide more individualized service for students on their caseload.</p> <p>3) Advising Team will work with IR to align the questions on all survey instruments (CSSE, Noel-Levitz, and SENSE) to ensure the same questions are being asked of the students, not matter what survey they complete.</p>
Advising Center	I	II	2	A) Students will register for courses via Group Advising. B) “Close the loop” campaign procedure/protocol will assist in registering students who did not register during Group Advising	<p>1. 90% of students will register during GA session</p> <p>2. 81% of students were registered who did not register during Group Advising</p>	<p>1.93% of students will register during GA and TRGA sessions</p> <p>2. Closer Model was enacted and institutionalized due to its success</p>	<p>1. 97% of FTIC students attending GA registered</p> <p>91% of students attending TRGA registered</p> <p>94% avg. both strands Closer Model was enacted and institutionalized due to its success.</p>			<p>1) Maximize the number of registrants and attendees for Transfer Group Advising by calling all Alamo Enroll decision made students, and providing reminder calls to students about the sessions.</p> <p>2) Work with Financial Aid to provide list of decision made students to determine where they are in the Financial Aid application process. Use this information when contacting students to help them better prepare for the Group Advising Session.</p> <p>3) For future year the FTIC Group Advising tracking will no longer be tracked on the unit plan. The focus will be on increasing the effectiveness of the Transfer Group Advising sessions by increasing the percentage of students registering after attending the session.</p> <p>4) To address the feedback we are getting from Returning Students and Transfer students about their advising experiences, the department will implement a registration hold on all returning students that requires them to attend Transfer Orientation.</p> <p>5) Transfer Orientation will be reorganized to allow students attending an opportunity to create an Individual Success Plan for each of their degree goals.</p>

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Advising Center	I	II	3	Students will demonstrate a working knowledge of GPS/Individual Success Plan (ISP).	1. 90% average for post test 2. 88% of students will complete GPS/ISP	1. 88% average for post test score 2. 95% of students in SDEV sections will complete the GPS/ISP 3. 80% of students in EDUC 1300 sections will complete GPS/ISP.	1. Students scored an average of 55% on the post assessment results for SDEV. While the goal was not met, students improved from their pre-test to post-test score for each group. 2. 93% of students in SDEV completed GPS/ISP 3. 56% of students in EDUC completed GPS/ISP. 75% avg. both strands (SDEV + EDUC)			1) Work closely with EDUC faculty and Academic Success leadership to determine how we can improve the completion rate for EDUC students on the ISP assignment. 2) Begin conversations with other SPCH instructors and Chair to see if we can expand the availability of presenting in those courses. 3) Develop and implement a plan to address how to engage Transfer and Readmit students to complete an ISP for their degree plans. 4) Develop a new pre and post-test for ISP presentations. The data will be used to evaluate the effectiveness and impact of each advisor as presenters and educators. A new benchmark will be established for this portion of the assessment.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Advising Center	I	II	3	A) Decreased response time to student email inquiries during peak months. B) Increase student usage of SightMax Live chat software and reduce the dependence on email web advising. C) Reduce the amount of phone calls into the Call Center.	Email response within 48 hours during peak months	Email response within 48 hours during peak months (Nov, Jan, April & May)	1. The average hours in the peak months of November (21.74 hrs.), January (17.10 hrs.), April (19.55 hrs.), and May (13.77 hrs.) all had a response time below the 48-hour benchmark. 2. The implementation of live chat has only moderately enhanced online web advising. 3. The addition of live chat does not appear to have had an impact on the call volume. The overall number of email inquiries did decrease from year to year (1166 in 2015 and 612 in 2016).			1) The team will work on more extensive marketing strategies to encourage students to use the live web chat option instead of calling the Call Center with Advising questions. 2) Team will extend hours of chat to mirror the regular office hours of Advising Center and Call Center. 3) Team will evaluate other less expensive software options that SightMax to determine if there is an opportunity for cost savings, and to expand the opportunity to train more members of the team to be web advisors.
Advising Center	I	II	4	Certified Advisors will have a more formalized process for tracking students on Early Alert, recording intervention contacts, and tracking outcomes from Early Alert interventions.	N/A	1. 100% of advising staff will be trained on the upgraded Early Alert software 2. 00% of students identified on Early Alert will meet with their assigned advisor for referral to	1. 100% of the advising team attended a special training session on GradesFirst software. 2. The team only achieved a 56% intervention rate for students reported on Early Alert. The			1) Advising Team will do a Grades First refresher training during the Fall and Spring semesters in an effort to learn more fully how to utilize the software. 2) Team will create a process manual along with shortcuts guide to be included in the Advising Procedures Manual. 3) Team will explore all options for engaging students who are placed on Early Alert status for interventions.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Assessment Center	I/II	I/I	4/2	Increase the number of CLEP tests administered.	238	10% increase, (n=258)	An increase of 5.7% of CLEP testers was achieved during the 2016-2017 year, for a total of 247.			In order to comply with Texas House Bills 4.55 and 4.85 the Assessment Center will follow these strategies for success: 1. Find additional opportunities to collaborate with the English and Math departments for a robust and timely refresher class schedule. 2. Assist students who place college ready in all areas with registration for New Student Orientation. 3. Collaborate with recruitment and advising to ensure that students are registered for refreshers in a timely manner. 4. Review Alamo Enroll data to identify student with TSI exemptions and move them on to the next phase of the enrollment process.
Assessment Center	III	I	2	The Assessment Center will increase revenue generated.	15800	10% increase, (n=17,380)	A total of \$15,530 was generated during the 2016-2017 year, a decrease of 1.74%.			NO ACTION PLAN
Assessment Center	I/II	I/I	5/4	Students will respond and express satisfaction with services provided by the personnel in the Assessment Center.	NONE	0.75	0% Survey not produced or implemented.			NO ACTION PLAN
Assessment Center	I	I/II	1/3	The Assessment Center will verify that all students taking to TSIA have completed a pre-assessment activity. Register all students based on the results of the TSIA exam into mandatory English/Math Refresher courses.	100% Compliance with HB 4.55	100% Compliance with HB 4.55	This unit goal is a state legislative mandate. NLC's compliance is reported on the THECB CBM 002 Report each semester. 2,791 students received mandatory pre assessment activity, post test advisement and access to no cost refresher courses this rating period			In order to implement the satisfaction survey for 2017-2018 the assessment center will: 1. Review survey questions to ensure questions align with mission statement and key performance indicators and implement survey. 2. Assessment center staff will ensure that each student will complete survey before exiting center.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Business Office	I	II	3	1. Students will report a positive, satisfactory experience with the services provided at the Business Office transaction counter. 2. Students will consistently rate services provided by the Business Office as satisfactory	Satisfaction Rate of 74%		Achieved a 58% satisfaction rating this period. The office was understaffed for a couple of months, and new staff experienced a learning curve. Goal will be continued next rating cycle.			NONE
Business Office	I	II	2	1. Students will persist from semester to semester. 2. Students will pay balances on past due accounts. 3. Students will register for classes.	None	70% holds cleared	72% of holds were cleared although staff averaged 24 contacts per week instead of the 30 intended contacts. Staff will continue to use this proactive measure of reviewing records and communicating to students.			1. Implement new goal to keep in alignment with the 4DX (disciplines of execution) wildly important goal (WIG) of the Business Office. 2. Reduce the amount of student accounts that each staff member will be held accountable.
Business Office	I	II	2	1. Student accounts being sent to collections agency will be reduced 2. Students will be continue to attend classes from semester to semester	2015-2016, 18% of accounts went to collection	To reduce accounts sent to collections by 2%	20% of total NLC installment plans went to collections. The 2% reduction in installment plan collection placements was not met.			1. With the implementation of our new 4DX WIG we have focused on contacting 12 students a week with a reminder message. 2. Staffed so we can effectively make contact with students by means of emails (school and personal) and phone calls reminding students of their balance.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Career Services	I	II	1	Students will participate in career readiness activities.	1. 255 2. 178 3. 532	1. 5% increase in the number of individual career advising appointment. (N=255) 2. 5% increase in the number of students participating in career readiness workshops. (N=178) 3. 5% increase in student participation in career fairs. (N=532) 4. Two career panelist presentations will be hosted.	276 individual career advising appointments were made for the 2016-17 assessment cycle. 259 students participated in Career Readiness Workshops during the 2016-17 assessment cycle. 561 students were reported as participating in the career fairs held during the 2016-17 assessment cycle. Two events were developed to provide career and professional panels for student organizations.	   	   	1. Career Services will enhance the Alamo Institute by collaborating with Alamo Institute Leads to provide programming as career exploration for all the Alamo Institutes. 2. Career Services will work together with the career specific student organizations to provide career exploration through events and activities that are Alamo Institute centered.
Counseling	I	II	3	Students will use counseling intervention as a resource to assist with academic success.		90% of students receiving crisis counseling and/or short-term counseling will complete the semester with a satisfactory GPA of 2.0 or higher.	277 individual career advising appointments were made for the 2016-17 assessment cycle.			As the variability of outcomes for a student in crises are difficult to predict and control, the Counseling office will focus on mechanisms to increase touchpoints with students in crises in order to develop best practices for student support in crises situations. These include: <input type="checkbox"/> A second touchpoint will be created with students in crisis, especially those students who have only met with the Counselor once in crisis. <input type="checkbox"/> This touchpoint will be in collaboration with Advising Staff. The student may not be eligible to take further classes due to the low GPA. Student will be encouraged to seek additional help
Counseling	III	I	1/2	Increased activity on campus with students as a result of working with community partners.		Three additional partners from the community will join in promoting the organizational mission and goals of Northeast Lakeview College.	278 individual career advising appointments were made for the 2016-17 assessment cycle.			Moving forward, Counseling will increase off campus partnerships in order to provide students with options for referrals and community engagement: <input type="checkbox"/> Partnerships will be sought with additional local community organizations to promote services that students might need and might not be aware are available to them. This will benefit the students and their families and friends by getting specific help for specific problems. Resources are, at times,

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Dean of Student Success	II	II	1	1. Staff will complete required trainings in order to meet Federal & State mandates. 2. Staff will attend trainings to improve and enhance job related competencies. 3. Staff will attend leadership development training through Alamo Learn.	1. 100% of staff will complete required trainings. 2. 85% of staff will complete professional development and/or leadership trainings	1. 100% of staff will complete required trainings 2. 90% of staff will complete professional development and/or leadership trainings	1. 100% of staff completed required trainings. 2. 100% of staff completed professional development training and 92% of staff completed supervisory or leadership training, yielding a 96% completion rate			1. Identify supervisor-training opportunities to enhance and improve supervisor/employee relationships, leading to stronger, unified teams.
Dean of Student Success	I	II	2	Full implementation of the advising case management model for delivering advising services.	1. 82% of Advising departmental staff will be hired. 2. 100% of new staff hired will complete CAEL training.	1. 100% of Advising departmental staff will be hired. 2. 100% of new staff hired will complete CAEL training.	1. 86% of Advising department staff was hired. 2. 100% of new staff hired completed CAEL training			1. Create a Quality Control Check advising rubric to assess advisors on advising services/information being provided to students.
Disability Support Services	III	I	42737	Increased activity on campus with students as a result of working with community partners	None	Three additional partners from the community will join in promoting the organizational mission and goals of Northeast Lakeview College	Disability Support Services partnered with Special Olympics, Jane Madison of Veteran's Affairs, and the San Antonio Council on Alcohol and Drug Abuse. A total of 306 people attended the Fall Health Fair and the Unified Game.			DSS will expand external and internal partnerships through: <input type="checkbox"/> Moving forward, partnerships will be sought with additional local community organizations to promote the organizational mission and goals of Northeast Lakeview College. Students will benefit from the availability of additional resources to assist them. <input type="checkbox"/> DSS staff will partner with Academic Affairs Division to focus on specific classes and groups in planning future involvement with them.
Disability Support Services	I	II	3	Increase the number and frequency of contacts with students advised through the DSS office	88% of 166 students on the DSS caseload will receive an advising touchpoint each Fall and Spring semester (N=144 of 166)	100% of 270 students on the total advisee caseload will receive an advising touchpoint each Fall and Spring semester	100% of students on the DSS caseload received an Advising touchpoint each Fall and Spring semester. Total caseload is 270 which includes active, inactive, Judson Early College Academy (JECA) and non-DSS students.			Moving forward, advising changes will be implemented as follows: <input type="checkbox"/> Pins will be tracked and 30 hour pins will be added in the 2017-2018 cycle <input type="checkbox"/> Required student data will be entered in Banner under the SGADISA tab <input type="checkbox"/> State Reports will be tracked on the spreadsheet and in the Banner system.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Financial Aid	I	II	3	To increase students satisfactory rate of Financial Aid Services to very satisfied.	0.54	0.59	Two surveys were sent to students for 2016-2017 academic year and results support an 4% increase in very satisfied.			The Student Financial Aid office will continue to provide Customer Satisfaction by providing accurate information to students and parents. Will also gather data thru surveys to show an increase in customer satisfaction. This will be done twice a year, once in February and once in September after the census dates. The use of Banner Workflows for faster processes of files. Also utilizing a third party to assist in completing and verifying information the verification process, the company is called Pro-ed. By also continuing to utilize Who's Next program for reasons students
Financial Aid	I	II	4	Efficient use of Banner in the delivery financial aid awards to include technology of work flows.	8 weeks	4 weeks	With the utilization of workflow, financial aid has been able to reduce the time frame from 8 weeks to 4 weeks			<ol style="list-style-type: none"> 1. Continue to make train students how to understand their ACES Financial Aid tab. 2. Staff will be proactive in the outreach to students to inform them of outstanding items. 3. Staff will work collaboratively with Recruitment and Advising Offices for on-boarding of new students.
Job Placement	I	I	3	Students will express satisfaction with Job Placement Services	How satisfied are you with the following Services at this college? 64.3% The career services office provides students with the help they need to get a job. 2014 - NLC Satisfaction - 5.51 National Peer Group Satisfaction -5.02 2016 - NLC Satisfaction -5.78 Peer Group Satisfaction -5.19	70% of respondents selecting "somewhat" to "very" satisfied rating on CCSSE Survey. 2. 85% of respondents scoring "good" to "excellent" on Job Placement Services Satisfaction Survey.	How satisfied are you with the following Services at this college? 65% The office of Job Placement did not create or utilize a Job Placement Satisfaction Survey.			<ol style="list-style-type: none"> 1. Develop a satisfaction survey for those students who receive job placement services. 2. Promote awareness of Job Placement Services during on campus events by having a table with information. 3. Promote awareness of Job Placement Services by speaking at student organization meetings and Student Development classes. 4. Identify populations of students in need of job placement services.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Job Placement	I	II	3	Students will participate in job readiness activities.	2015-16 Job Readiness Activities Report Individual Appointments - 252 Workshop Attendance - 414	1. 5% (N=252) increase in individual appointments. 2. 10% (N=414) increase in student participation in workshops.	335 individual appointments were made for 2016-2017, yielding a 33% increase from the previous assessment cycle. 458 students participated in Job Readiness and Professional Development workshops. The number of students attending the workshops increased from 414 in 2015-16 to 458 in 2016-17. This resulted in an 11% increase.			1. Utilize technology and provide workshops online so that students have access at their convenience. 2. Look for opportunities to align professional development workshops with Alamo Institutes and Academic Courses. 3. Participation in workshops and individual appointments has been tracked and successfully measured for 3 cycles. Programming for services will be operationalized and put into the Job Placement procedures manual. Moving forward Job Placement will be tracking the increase of knowledge and level of preparedness the student feels after utilizing Job Placement Services (pre/post-test test or survey)

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Job Placement	I	II	3	Increase and maintain student employability by providing employer's access to students.	<p>Employment Activity 2015-16</p> <p>Students Enrolled in CSO 558</p> <p>Jobs in CSO 477</p> <p>Onsite Recruiting Employers 17</p> <p>Onsite Recruiting Attendance 160</p> <p>Number of Students Placed 117</p> <p>Job Placement Rate 55%</p>	<p>1. 5% increase in job postings. Baseline = 477</p> <p>2. 5% increase in onsite employer recruitment. Baseline = 17</p> <p>3. 5% increase in student participation in onsite employer recruitment. Baseline = 160</p> <p>4. 5% increase in the number of students placed in employment. Baseline = 117</p> <p>5. 2% increase in job placement rates. Baseline = 55%</p>	<p>Employment Activity 2016-17</p> <p>Students Enrolled in CSO 174</p> <p>Jobs in CSO 350</p> <p>Onsite Recruiting Employers 43</p> <p>Onsite Recruiting Attendance 544</p> <p>Number of Students Placed 93</p> <p>Job Placement Rate 86%</p>			<p>1. Job Placement will recruit employers that align with Alamo Institutes to join and post positions to the Gradleaders platform- Nighthawk Job Bank</p> <p>2. Job Placement will develop a case management system to help students find work and track employment until 6 months post-graduation.</p> <p>3. Partner with Public Relations to develop a community campaign to promote job placement services to employers in the Metrocom area.</p>
Job Placement	I	II	3	Develop and maintain internship opportunities.	<p>1.2 internal internships were utilize.</p> <p>2.5 external Internships were utilize.</p>	<p>Identify 2 internal, and 2 external partnerships for student internships</p> <p>Conduct one public relations facilitated focus group with students for internships</p>	<p>During the 2016-17 assessment cycle, two internal (JECA and FSA) and 6 new external Internships were implemented.</p> <p>Job Placement did not collaborate with the office of public relations to put together a focus group regarding internships.</p>			<p>1. Job Placement will create a standard process for employers who are interested in hosting an NLC student as an intern. This form will be made available to employers through the new job bank, Night Hawk Jobs.</p> <p>2. Data for the JECA and FSA internship programs has been measured and successfully tracked for 3 cycles. Procedures on how to conduct the program will now be operationalized as part of the Job Placement internship process.</p> <p>3. For 2017-2018, an analysis of the effectiveness of these internships will be conducted with focus groups and written evaluations in order to enhance the programs.</p>

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Recruitment	I	II	3	First Time in College (FTIC) students will attend New Student Orientation (NSO)	82% of registered FTIC's will attend a NSO session	1. 4 on campus events held for local high school groups 2. 75% of all students who RSVP for NSO will attend an NSO session	4 on campus events were held for local high school groups 74% of FTIC's that registered to attend an NSO session attended.	 	 	1. Increase awareness by expanding service areas to Northeast Independent School Districts. 2. Enroll at least 10% of graduating class from non-College Connections high school 3. Increase on-campus participation by Adopt-a-School students and parents.
Recruitment	III	I	2	Increase awareness of college access at area middle and elementary schools.	1. 24 off-campus events held at middle and elementary schools 2. 9 on-campus events were held for middle and elementary schools	1. Increase participation in events held at local middle and elementary schools from 14 to 16. 2. Increase events held on campus for area middle and elementary schools from 9 to 11.	Off-Campus There was a decrease in participation events held at local middle and elementary from 14 in 2015-2016 to 8 for 2016-2017. On-Campus There was a decrease in events held on campus for area middle and elementary from 9 in 2015- 2016 to 7 in 2016-201.			1. Increase on-campus programming to 12 per academic year. 2. Increase off-campus visits to 16 per academic year.
Student Development	I	I	5	SDEV students will have a greater understanding of their Rights and Responsibilities as a NLC student.	New unit goal. No baseline	90% of SDEV adjunct faculty will complete the assessment with an 85% or higher score.	The Student Development department was unable to create the assessment for this goal. The Student Development department decide to align with the college adjunct faculty council's Pedagogy Book Club series in late June to focus on the area of metacognition as part of our professional development conducted during summer 2017.			1. The following information was shared with the SDEV adjunct faculty on May 30, 2017 at the SDEV End of the Semester Meeting. 1) This year we will be placing more emphasis on the NLC Student's Rights and Responsibility area, 2) this information will correspond with the information in the 2017-2018 NLC Student Handbook and Planner, 3) The information can be found on pages 61-72 in the 2016-2017 NLC Student Handbook and Planner, 4) the Student Development department will be updating all the Canvas Master Shells this summer and, 5) the majority of updates will be dealing with the modules. This goal will be continued in the 2017-2018 academic year. 2. The Student Development department will ensure the creation and completion of the assessments for SDEV Adjunct Faculty and SDEV students. 3. SDEV Adjunct faculty will complete the survey before the end of the fall semester.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Student Development	I	I	3	Student Development adjunct faculty will be integrated into the "Alamo Way" and feel connected to college.	New unit goal. No baseline	90% of SDEV adjunct faculty will have completed professional development.	The Student Development department provided two professional development opportunities to SDEV adjuncts but did not meet the completion rate for SDEV adjuncts attendance to sessions.			<p>professionaldevelopment from each Student Development adjunct for the 2017-2018 academic year in addition to the number of professional development opportunities offered.</p> <p>2. To increase professional development opportunities for Student Development adjuncts we will consider using participation/completion in the Adjunct Certification Program for the 2017-2018 and APEX: A Learning Summit on Diversity & Inclusion (Summer 2018) as other opportunities to include as professional development.</p> <p>3. We are exploring additional professional development options such as evening, weekend and electronic options for Student Development adjuncts that are unable to participate in professional development in the traditional manner of face to face sessions like have been conducted in previous years.</p>
Student Development	I	II	3	<p>1. Improvement in GPA</p> <p>2. Completion of SDEV 0171 course shown by students</p> <p>3. Apply Covey curriculum in NLC course and real world experiences</p> <p>4. Student Satisfaction and student learning</p>	Cumulative GPA of 2.44 or higher	75% of student will say they have the strategies they need to be successful in order to complete NLC courses.	This unit assessment was partially met because the SDEV was able to conduct focus group for each SDEV 0171 sections taught however wasn't able to meet the set 2.44 GPA benchmark. SDEV has collected data over 4 semesters and have collected enough data to assess the effectiveness of the covey curriculum.			
Student Development, Leadership and Activities	I	II	3	1.) Students will demonstrate campus involvement both on and off college grounds.	1.) 2015-16 Baseline for registered student organizations is 14- Fall 2015 & 13- Spring 2016	1.) Register 15 or more student organizations for Fall 2016 & Spring 2017	1.) Fall 2016 had 13 student organization participating and Spring 2017 had 12 students organizations participating.			<p>1. SDLA will focus on increasing the number of student interest groups as a pathway to increasing student organizations on campus.</p> <p>2. SDLA will focus on engaging newly enrolled and non-active students throughout the 2017 – 2018 academic year.</p> <p>3. SDLA will establish additional annual events to increase club efficiency and attendance.</p>
				2.) Establish new student clubs and organizations	2.) 2015-2016 programs planned and executed (n=150)	2.) 2016-2017 AY (n=151) programs planned and executed by student organizations	2.) 5 % decrease in student organization planned and executed programming for 2016-2017 (difference of n=23) as compared to 2015-2016 data.			

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Student Development, Leadership and Activities	I	II	3	1.) The number of individual students participating in student organizations will increase each year.	1.) 2015-2016 (n=960).	1.) 5% increase (n=1008)	1.) There was a 7% decrease in student participation in student organizations for 2015-2016 (n=960) compared to 2016-2017 (n=895).			1. SDLA will begin highlighting and advertising current Alamo institutes alignment as a way to get other students involved in student organizations.
Student Development, Leadership and Activities	I	II	3	2.) Student organizations will host an on campus event.	2.) Fall- (n=11) and Spring- (n=10)	2.)75%= Fall 2016: (n= 9.75) and Spring 2017: (n=9)	2.) Fall 2016 - 76% (n=10) and Spring 2017 – 75% (n=9) of all registered student organizations hosted a campus event in AY 2016-2017. Student numbers are duplicated counts.			2. SDLA will mandate all student organization activities to include all meetings and off campus travel
Student Development, Leadership and Activities	I	II	3	The department will be better informed of: 1. The effectiveness of procedures and actions designed to improve extramural student athlete’s academic success and professional acumen. 2. Areas of improvement. 3. A general baseline for extramural student athlete academic standard.	No baseline	1. 75% of Extramural student athlete respondents indicate that participation on the team improved their Academic success. 2. 75% of Extramural student athlete respondents indicate that participation on the team improved their Professional acumen	100% of focus group participants indicated being on the extramural teams improved the academic success			1. While Extramural teams are in season, SDLA will administer S.A.M.S. on a monthly basis (September, October, November, February, and March) 2. SDLA will require all Student Athletes to attend at least two hours of study hall per week 3. SDLA will collaborate with advising to check for student athletes appearing on early alert campaigns

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Student Development, Leadership and Activities	I	II	3	Offer a variety of special events that integrate students to programming and aids them in becoming a part of the fabric of NLC.	2100 students will participate in campus events and programming.	5500 students or more	6557 students participated in campus events and programs for 2016-2017. This was a 19% increase over the benchmark. The increase in number of students becoming more engaged could be due to the SDLA focusing on increase student engagement for the last three WIG cycles. Student numbers are duplicated counts.			No Action Plan

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Student Development, Leadership and Activities	I	II	3	<p>Student organization officers will initiate and achieve General Education Competencies:</p> <p>a) Critical Thinking Skills b) Communication Skills c) Social Responsibility d) Teamwork e) Personal Responsibility f) Empirical and Quantitative Skills</p>	<p>Fall 2015- 56% (average n= 26 out of 41 students) and Spring 2016- 46% (average n= 21 out of 46 students)</p>	<p>Fall 2016: 75% (n=28.5 out of 38) attendees & Spring 2017: 75% (n=37.5 out of 50) attendees</p>	<p>Fall 2016- 53.29% of all officers of student organizations were able to teach general education competencies through presentations. (average n= 20.25 out of 38 students) Spring 2017- 47% of all officers of student organizations were able to teach general education competencies through presentations. (average n= 23.5 out of 50 students) SDLA has not created an effective instrument to assess the general education competency learning. Currently, SDLA is assessing the learning of the general education competencies through one on one organization meetings.</p>			<ol style="list-style-type: none"> SDLA will provide refreshments at roundtable meetings to increase student leader attendance. SDLA will facilitate reflection exercises during each monthly roundtable meeting pertaining to the college values. SDLA will select rotating student organizations to lead and facilitate monthly roundtable meeting.
Student Development, Leadership and Activities	III	III	1/2	<p>The department will be able to:</p> <ol style="list-style-type: none"> Determine if the event will be annually held. Identify areas of potential growth for the event. 	n/a	<p>Attendance for the event exceeds 150 people. (50% percent capacity of wellness gym) Two or more community partners.</p>	<p>The attendance goal was met with 156 The community partner goal was with 3</p>			No Action Plan

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Transfer Services	I	I	5	<p>1. Students will express satisfaction with transfer services provided.</p> <p>2. Students will rate transfer services favorably on internal survey.</p> <p>3. Students will rate transfer services favorably on off-campus university visits.</p>	<p>1.(2015 CCSSE)-73% Satisfaction Rate</p> <p>2. No baseline</p> <p>3. No baseline</p>	<p>1. 75% of respondents selecting "somewhat" to "very" satisfied rating on 2017 CCSSE Survey.</p> <p>2. No survey created</p> <p>3. 85% of students will rate favorably on Off Campus University Visit Survey.</p>	<p>1. 91% of respondents from the 2017 CCSSE survey reported that they were "somewhat" to "very" satisfied with transfer advising/planning. This yielded a 25% increase in student satisfaction from the previous CCSSE administration in 2015.</p> <p>2. No survey created.</p> <p>3. 41 students participated in off campus trips. All students completed a survey rating their satisfaction. 100% of the student participants listed that they "agree" or "strongly agree" with the statement that, "Overall, I was very satisfied with the visit to this university."</p>			<p>1. Transfer Services will collaborate with Alamo Institute Leads to promote trips to universities offering programming that is program specific to the Alamo Institutes. Most faculty Institute Leads teach an institute course(s) that could provide an opportunity to inform students during their classes of the off campus trips.</p> <p>2. Transfer Services will participate in student organization activities and events, to include Officers' Roundtable, to ask student leaders what universities they would like included as off-campus trips.</p>

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Transfer Services	I	II	3	Increase the number of student participation in transfer fairs, one on one recruitment sessions, and off campus university visits.	1.1. Students participating in Transfer Fairs: N=708 2. Student participants in one on one recruitment sessions. N=368 3. Student participants in Off Campus Trips. N=21	1. 5% increase N= 743. 2. 5% increase N=386 3. 50% increase N=32	1. 800 students participated in the transfer fairs for the 2016-2017, yielding a 13% increase in student participation from 2015-2016 of 708 participants. 2. 430 students participated in one on one recruitment sessions with universities, yielding a 17% increase from the previous assessment cycle where 368 were recorded. 3. 41 students participated in these off campus trips which was a 95% increase from the previous assessment cycle of 21.			1. Transfer Services will identify possible means of transportation for trip beyond 30 miles. Large passenger vans or sport utility vehicles would be ideal for such trips. 2. Transfer Services will explore the possibility of utilizing SSFAC funds for trips geared to all students to assist with the costs associated with them. 3. Transfer Services will identify university sponsored visit and open house events to attend.
Transfer Services	I	II	2/3	Increase the number of eligible reverse transfer students.	Number of reverse transfer graduates 2015-16: N= 5	1. 20% increase N=6	41 students were identified as reverse transfer graduates, yielding a 720% increase from previous assessment cycle. The 41 reverse transfer graduates also accounted for 29% of the total graduates for 2016-2017 academic year.			1. Transfer Services will look to develop a form that includes FERPA that would coincide with a Transfer Articulation MOU allowing Transfer Services to request transcripts directly from the university for potential reverse transfer candidates. 2. Transfer Services will ensure that all universities participating in on campus activities actively participate with identifying reverse transfer candidates by providing a semester update to the transfer senior advisor as a condition of onsite recruitment, transfer fair participation and off campus trips.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Veterans	I	II	3	Military connected students will experience support on campus	The 2015-2016 benchmark was 7 on campus events.	The 2016-2017 Veterans Student Alliance will increase number of activities on campus to 9.	The 2016-2017 cycle included club participation in 21 on campus events compared to participation in 7 on campus event in 2015-2016 cycle			<p>This strategy will be operationalized and become a part of standard operating procedures, and will no longer be tracked as an unit assessment.</p> <ol style="list-style-type: none"> 1. During the next assessment cycle, the VA Office in collaboration with the SVA will work to establish a veteran student ambassador's program to serve as liaison between students, staff, faculty and administration. 2. The SVA would like to use community partners from the transfer schools to interact both in on campus meetings and tours of the transfer institutions. The Veterans office will contact the partner institutions to come to SVA meetings and discuss SVA and VA benefits. 3. The SVA will enhance communicate with college administration through the following established avenues: <ul style="list-style-type: none"> <input type="checkbox"/> Officers Roundtable <input type="checkbox"/> Student Government Association representation <input type="checkbox"/> Invite administration to meetings
Veterans	I	II	3	Students will be able to retain Hazlewood benefits.	Hazlewood Students persistence rate for Fall 2014-Summer 2015 (220) to Fall 2015-Summer 2016 (395) was 56%.	65% of Hazlewood students will achieve persistence rate.	Persistence rate for Hazlewood Students for Fall -Spring is 65%.			<p>The VA Center for 2017-2018 assessment cycle will:</p> <ol style="list-style-type: none"> 1. Monitor graduation rates for Veteran Affairs caseload and will track persistence rates of NLC students. 2. Future goal will also focus on NLC graduation.
Welcome Center/Call Center	I	II	3	Students will be successful in understanding the steps for enrollment, advising, assessment and registration.		1. Welcome Center procedures manual completed by May 1, 2017. 2. 100% of WC staff will be trained on WC processes/ protocols. 3. Create and implement Registration Protocol	The unit goal is not measureable via the method used in this action plan. The action steps/task list was developed as the indicators of success. Although this is inappropriate as a measurement of success for the stated goal, the team was successful in completing the action steps as indicated in the plan.			<ol style="list-style-type: none"> 1. Identify additional procedures/protocols to update the WC procedures manual. 2. Create a triage protocol for the Welcome Center by type of service. 3. Training of employees on WC procedures will be operationalized.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
	I	II	3	Students will receive timely and accurate answers to questions on enrollment steps when utilizing Call Center services.		1. Call Center procedures manual will be completed by May 1, 2017. 2. 100% Call Center Staff will be trained on processes/ protocols. 3. Call Center Staff will maintain an answered call efficiency rate of 75%.	The Goal and Expected Outcome as written are not measurable. The indicators of success was based upon the unit action steps/task list. Efficiency Rate for 2016-2017 85%	 	 	1. Moving forward, the Call Center will further utilize the Supervision software report to continue to identify peak volume by month in order to provide adequate staffing. 2. Create a staffing protocol based on peak times in order to increase the call efficiency rate. 3. Work with department leads to identify FAQ's that can be added to department web sites that can provide information to commonly asked questions.
COLLEGE SERVICES										
Budget	I	I	4	Board of Trustees will approve the 2017/2018 budget by August 31, 2017 to allow spending in Banner Finance by 9/1/17	Board approval by 8/31/2016 and available for spending 9/1/16	Board approval by 8/31/2017 and available for spending 9/1/17.	Non-labor budgets became available for departmental spending on 8/16/17, with a transaction date of 9/1/17.		N/A	Implement new funding model developed and implemented for the FY 17/18 Budget. Educate College constituents of new budget funding model.
Budget	I	I	4	Monitor NLC average class size for incremental increases to 25 to maintain funding allocated through the budget model	Fall (Sections by Rubric): Fall (Budget by Fund Code): 25.4 Fall (Fund Code Trend by Rubric): 25.5 Spring (Sections by Rubric): Spring (Fund Code Trend by Rubric): 23.8	Fall (Sections by Rubric): Fall (Budget by Fund Code): 25 Fall (Fund Code Trend by Rubric): 25 Spring (Sections by Rubric): 25 Spring (Fund Code Trend by Rubric): 25	Fall (Sections by Rubric): Fall (Budget by Fund Code): 25.7 Fall (Fund Code Trend by Rubric): 25.5 Spring (Sections by Rubric): Spring (Fund Code Trend by Rubric): 24.3			Implemented in Summer 2017 review of Faculty Load and Compensation (FLAC) compared to Paid Tabs Report to reduce low class enrollment in monitor adjunct and overload cost to budget. Will continue this process for each term for Fall 17, Spring 18, and Summer 18. Fall Ad Astra Platinum Analytics will be launched to help in schedule building and maximizing class sizes.
Budget	I	I	4	Monitor NLC total Enrollment/Headcount Fall 16 to maintain funding allocated through the 2016 funding model.	Fall(Location): 5131 Fall(Owner): 3332	Fall(Location): 5650 Fall(Owner):	Fall(Location): 4854 Fall(Owner): 3484			Ad Astra Platinum Analytics will be used to enhance course schedule build needed to provide classes for FTIC students to enroll at our College instead of other Colleges and to ensure course offerings needed for student completion. 4.6% increase NLC only students

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Budget	I	I	4	Monitor NLC's contact hours to sustain the funding level of the FY 17 allocated budget.	781,954 Fall 15 and Spring 16 679,360	Fall 16 Projected at 781,954 and Spring 17 projected at 748,160	Fall 2016 709,327 Spring 2017 644,176			Ad Astra Platinum Analytics will be launched to help in schedule building. Continue review of Faculty Load and Compensation (FLAC) compared to Paid Tabs Report to monitor preliminary contact hours and preliminary contact hours revenue generated compared to cost The revised FY18 contact hour projection template was provided to NLC, which included the FY17 projection. FY18 Contact Hour - decided to keep "flat" with FY17 actuals on Dual Credit and for the colleges to only include growth on non-dual credit if have certain new programs in the ramp up mode per their ROI. For Fall Tuition revenues in excess of budget, we would then amend FY18 budget to distribute at our November 2017 special board meeting on budget.
Budget	I	I	4	Provide on-going budget monitoring and management to ensure NLC operates within the 2016 budget allocation.	98.6% -1.4% of the budget remained at the end of the year	Less than 3% budget balance will remain at the end of fiscal year	98% - 2% of the budget remained at the end of the year			Provide budget update to College Community 3 times a year (November, May, and August). Provide preliminary budget needed to right size budget in order to increase personnel and expense budgets and be within the 79% staffing ratio. Monitoring will continue in the 2017- 2018 fiscal year. In order to increase efficiencies, be responsible financial stewards, and effectively support the learning environment, new internal procedures will be implemented that include non-formula revenue generated will be monitored at the same level as the spending of the budget, vacancy reports will be provided monthly to monitor the amount generated toward 674,963 built in deficit. The intent is to continue to have 3% or less of the budget balance remaining at the end of fiscal year and 97% of non-formula revenue to be generated at year end. Implementation of a monthly revenue generated budget report card as a means for administration to track budget

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Department of Public Safety (DPS)	II	I	3	Continue to improve customer satisfaction with the Department of Public Safety	100%	Maintain Favorable ratings on Customer Satisfaction Survey: 100%	100% Results were favorable			<p>In FY 2017-2018, the Department of Public Safety will continue to conduct another survey that will begin during October and run through mid-November. The expectation is NLC will maintain 100% favorable responses in the 2017-18 Customer Satisfaction Survey.</p> <p>Strategies to address NLC DPS improvements will continue to be.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Issue: More of a police presence in the building and parking lot during the evening hours. <p>Strategies: We can have the officer's call out more building walkthroughs. Ask the officers to make two handshakes during the building walkthrough.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Issue: Having officers visible during evening hours, when students/staff are leaving for the day. <p>Strategies: Officers callout high traffic areas when students arrive and depart campus. Having more officers.</p> <p>Crime Prevention Officer Chris Fairbank assigned to present the majority of presentations for the Police department throughout the district on the following topics, Active Shooter, Campus Safety, Campus Carry, Social Media Awareness, Anti-Bullying to name a few.</p> <p>The Police Department has restructured the way presentations are being requested throughout the district. DPS will accomplish this by having all presentation requests go through the Crime Prevention Office and not through the campus coordinators or the assigned officers on campus. This will help us ensure that each presentation that is requested will have an officer in attendance to present.</p>
Department of Public Safety (DPS)	II	I	3	Increase employees perception of NLC providing a safe and secure work environment	3.93	NLC providing in a safe and secure work environment will be at least 4.00 Increase participation rate 50% above 15/16 rate.	4.16 PACE Result 15.5% increase rate			<p>PACE will be administered again in Fall 2017, based on administrative changes and to implement an increase in participation as well as viewpoint. The intent is to have above 50% participation and safety and NLC providing in a safe and secure work environment will be at least 4.00 (on a 1-5 scale). Officers will continue to improve Police / Community Interaction with social media. Officers will make a conscious effort to be more visible and engaging on campus on all shifts.</p> <p>Noel Levitz will also be administered in Spring 2018. Safety and security percentages for NLC remain higher than the National Community Colleges percentage Safety and security percentages for NLC 2018 satisfaction results will be higher than 2016 satisfaction results</p>

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Department of Public Safety (DPS)	II	I	3	Reduction in criminal offenses.	30.8% decrease	2015/16 to 2016/17 data, reduce total number (13) of all crimes reported 20% (data based on calendar year).	46.2% decrease			To continue to increase awareness campus wide DPS continue to give the presentations to the NSO and add more classes from any department who request the presentations. In addition, provide additional awareness presentations at First Friday, Convocation, lunch and learn, and/or Employee Development Day activities. Continue to train on Active Shooter emergency. Crime Prevention Officer Chris Fairbank assigned to present the majority of presentations for the Police department throughout the district on the following topics, Active Shooter, Campus Safety, Campus Carry, Social Media Awareness, Anti-Bullying to name a few. The Police Department has restructured the way presentations are being requested throughout the district. DPS will accomplish this by having all presentation requests go through the Crime Prevention Office and not through the campus coordinators or the assigned officers on campus. This will help us ensure that each presentation that is requested will have an officer in attendance to present
Facilities	II	I	5	FY 2016-17 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 2015-16 results and continue to have 0 major findings.	49 - Total Violations by Type	25% decrease in minimal findings in FY 2016-17 compared to FY 2015-16 results (37).	62 - Total Violations by Type			26.5% Increase over 15/16 deficiencies. Over the next year the facilities department, in coordination with College Services, will address and correct the remaining minor deficiencies discovered and not repaired during the annual inspections. NLC 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. Facilities will continue to complete the following preventative maintenance items in order for the buildings to be functional and to keep NLC in compliance: <ul style="list-style-type: none"> • Backflow Prevention Devices • Fire extinguishers • Emergency generation • Emergency Phones • Emergency Lights • Fire Alarm System • Fire Sprinkler Systems • Fire Hydrants
Facilities	II	I	5	Inspections for FY 2016-17 will have a 0 violations and 0 Late Filing Notices.	0 violations and 3 Late Filing Notices.	0 violations and 0 Late Filing Notices.	No Violations and No Late Notices in FY 2017			Wheel Chair Lifts reduced to no deficiencies or late notices. Will continue assessment in 2018. The intent is to have 0 deficiencies or late notices for three consecutive years and to retire/close assessment once 3 years of positive results achieved.
Facilities	II	I	5	Inspections for FY 2016-17 will have a 0 violations and 0 late notices compared to FY 2015-16.	0 violations and 10 Late Filing Notices.	0 violations and 0 Late Filing Notices.	No Violations and No Late Notices in FY 2017			Elevator reduced to no deficiencies or late notices. Will continue assessment in 2018. The intent is to have 0 deficiencies or late notices for three consecutive years and to retire/close assessment once 3 years of positive results achieved.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Facilities	II	I	5	Continuous reduction in open work orders as of 8/31/17.	13 work orders carried forward to FY 17	5% or less of open work orders as of 8/31/17.	8 work orders carried forward to FY 18			<p>This assessment will continue to be monitored to ensure work order remain minimal based on new contracted housekeeping and grounds vendors.</p> <p>The 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: Level 3 – Casual Inattention</p> <p>Grounds Level 2” Lawns, grounds, and planter beds are thriving and neat and tidy in the improved college core with minimal amounts of trash, debris, and weeds observed occasionally in the improved colleges core. In the unimproved campus areas grasses are maintained and mowed and trimmed up to the tree lines.</p> <p>Continue 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. The early detection of issues allows for resolution before becoming an increased problem. Also constant verification of operational controls decrease future problematic maintenance issues.</p>
Human Resources	II	II	1	95% of full-time employees will complete IT Security Awareness Training Course by the established deadline.	83% completion rate of mandatory training	95% completion rate by 10/31/16 deadline	43.1% Completed			<p>Coordinate with HR to run training reports to provide to Exec team. This will allow Exec Team to monitor early reports of non-completers to ensure a higher completion rate of mandatory trainings.</p>
Human Resources	II	II	1	100% of full-time employees will complete Annual Mandatory Training assigned in AlamoLearn by established deadline	91% completion rate of mandatory training	100% completion rate	Not Assessed. Module de-activated 1/13/17.	N/A	N/A	<p>In an effort of continuous awareness to NLC employees to enhance the student learning experience and to be in compliance with the Alamo Colleges Board Policy D.6.1 - D.6.1.2 (Procedure) Required Training Responsible Department: Human Resources Based on Board Policy: D.6.1 - Professional Development, all NLC full-time employees shall complete the current year’s on-line annual ethics training. Also, supervisors will be responsible for ensuring that all employees under their supervision complete the annual training, and shall include the employee’s completion of such training as an element of the employee’s annual performance appraisal. NLC employees will continue to complete mandated training in accordance with Alamo Colleges Policies.</p>

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Human Resources	II	I	4	Reduction in FY 2017 ethics complaints compared to FY 2016	The number of validated ethics complaints decreased 85.7%	0% in ethics complaints in 2017.	Ethics Hotline calls increased 300% from FY 2016 to FY 2017. The number of validated ethics complaints increased 500%			Share annual ethics data with executive team. Incorporate substantiated ethics complaints into First Friday and other College Discussions. The type of validated ethics complaints were: 1. A student who was a threat to her own; F.3.1.3-Procedure - Student Health - Threat to Health and Safety 2. Employee harassment; H.1.2-Policy - Civil Rights Discrimination, Harassment, and Retaliation 3. Employee misconduct; D.9.1.1-Procedure - Progressive Discipline: Non-Tenured Employees 4. Traffic violation; C.2.2.2-Procedure - Traffic and Parking Controls 5. Use of offensive language; D.9.1.1-Procedure - Progressive Discipline: Non-Tenured Employees 6. Threat of inappropriate behavior; D.9.1.1-Procedure - Progressive Discipline: Non-Tenured Employees At Division meetings share quarterly reports sent to all employees
Human Resources	II	I	5	Provide mid-year employee salary increases to full time and part-time employees.	Only Employees below market salary received a mid-year increase on 1/1/16.	Implement employee salary increases	Salary increase incorporated for full year on 9/1/16.		N/A	Continue to recommended adjustments are designed to maintain faculty compensation at the adopted "threeness" target-level among our large college peer group and to move staff and administrator compensation to an equally competitive position. The Alamo Colleges District Board of Trustees request to approve compensation adjustments effective January 1, 2018 for full-time regular faculty, adjunct and CE faculty, full-time and part-time/temporary staff and administrators costing approximately \$300,000 for Northeast Lakeview College.
IT	II	I	5	Implement Phase IV of the workstation replacement programs, Classroom and Lab Desktop through replacing identified equipment with warranty expirations before August 2017	68.2% were upgraded	75% of 178 identified out of warranty equipment will be purchased (Pending funding)	100% of workstations and laptops orders			Out of Warranty technology replacements will continue to be purchased and deployed, pending funding, in FY 17/18. 25 Printers were not purchased they are being replaced by the Stewart Device Management Contract. Proposed implementation of Stewart Replacement for our Non-Xerox Printer Fleet to be deployed in FY 17/18. This replacement will consist of approximately 51 replacements. Departments will continue to pay click charges.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
IT	II	I	5	To be responsible for the annual inventory of Northeast Lakeview College's tagged property.	99.98%	100%	99.95%			<p>In response to our recent District Inventory and Reconciliation results, IT (as approved by Dr. Dove) have made a few changes to the way IT handle surplus storage (STCM202). The changes have already taken place so these changes are in effect.</p> <ul style="list-style-type: none"> • Access to STCM202 has been limited. Alex, Ken, and myself are the only people with access (keys) to STCM202. Any addition or removal from STCM202 must be coordinated through one of us. We will confirm with is coming in or coming out and sign or scan the items. • If you are putting items into STCM202, you must have paperwork (if we are in a NO SCANNING period) or a scanner to scan the items into STCM202 as they are put into room. • If you are removing items from STCM202 to re distribute them to another location, you must have the paperwork (if we are in a NO Scanning period) with the new location or you must scan the items into the new location as soon as they are in their new location. <p>Other changes that have taken effect that are not related to STCM202, but are related to moving equipment around.</p> <ul style="list-style-type: none"> • If we are in a NO Scanning period, you must fill out the paperwork for any moves of tagged equipment. The paperwork must be filled out completely and signed. The paperwork should them be turned into me or left in my box. Please make sure that the paperwork in correctly dated. Please turn in the paperwork as you fill it out. In order to stay current, we need to have the documentation on file. • If we are in a scanning period, make sure that the equipment is scanned into any new location (Storage > Staging > Distribution). <p>In FY 17/18 100% of the 405 Non-IT items to be accounted for and 100% of the 2,575 IT items are to be accounted for.</p>
IT	II	I	5	IT Call Centers quarterly average for Service Level and Monthly Efficiency will be 80% or higher through August 2017. Note: A goal for their monthly averages being 80% by August 2018.	Service level % and Efficiency % were not 80% or higher for the 4 quarters.	2017 quarterly average for Service Level and Monthly Efficiency will be 80% or higher	11 of the 12 months Service Level percentage was 80% or above			<p>During FY16/17 employee turnover of part-time employees impacted the call center. Call center now fully staffed; lab techs also serves as backup to assist with response time.</p> <p>Currently the IT Help Desk is staffed by one FTE and two PT staff members. The FTE works during the peak hours from 7am – 4pm 5 days a week, one of the PT staff works during the mornings 4 days/week and the other covers the evening shift till 9pm 4 days a week. This scheduling covers the IT Help Desk during most of the peak hours that the college is open but not all, leaving gaps in coverage. Also, the FTE is alone during the afternoons which leads to difficulties with coverage, especially when the FTE is ill, in training, etc. This shortage in personnel has led to lower call center numbers and a general dissatisfaction from many college staff/faculty/student members that are being put more frequently on hold or redirected to the voicemail system during periods of higher than normal call volume, which are becoming more common.</p>

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
IT	I	I	5	<p>Continue to increase student satisfaction with computer labs available at the college. (CCSSE)</p> <p>Continue to increase employee satisfaction with technology available at the College. (PACE)</p>	<p>FY 2015 CCSSE 92.9%</p> <p>PACE 3.83</p>	<p>CCSSE 95%</p> <p>PACE atleast 3.90</p>	<p>CCSSE 67.5%</p> <p>PACE atleast 3.90</p>			<p>VDI stations workstations removed form ACA 12 provided a back stock of 28 that could be used in another area on campus that has simpler needs.</p> <p>Monitor through Noel Levitz Spring 2018 students satisfaction of computer labs and technology. Continue to coordinate semester meetings with Academic and Student Success leaders for feedback on technology and software needs to enhance the College.</p> <p>Implement meetings with Faculty and Staff Senate each semester to also get viewpoints technology and software needs from various levels of employees to enhance College.</p> <p>Student and Faculty focus groups will be administered to get feedback on computer lab usage and what the College can do to lure BYOD users also to the computer labs. Noel Levitz will be administered in Spring 2018 to continue to get students perception.</p> <p>PACE will also be administered in Fall 2017 for employee perception. The intent is to increase satisfactions rates for both surveys.</p>
Institutional Research & Effectiveness	I	I	5	<p>Assist departments with disaggregated data resources for the following College mission critical effectiveness requirements:</p> <ul style="list-style-type: none"> • Annul Program Unit • Four Disciplines of Execution (4DX) • Multi – Year Program Reviews 	<p>thirteen (13) major data profile tabs with inclusions of twenty-two (22) individual student achievement sub profiles</p>	<p>IR SharePoint website will be updated with KPI data for Fall and Spring Semester to provide College Constituents information needed to maintain</p>	<p>AY 2016/17 has increased to 31 major profile data tabs with further inclusions of sixty-seven (67) individual sub profiles</p>			<p>For the AY 2017/18, the IR unit plan to expand upon profile disaggregation experiences by transitioning acquired concepts into the Tableau report/visualization software platform.</p> <p>In addition acquired analytical insights is expected to be of value during IR’s continued participation in the Civitas predictive modeling initiative.</p> <p>Planning efforts for the next report period will focus on Tableau and Civitas implementation</p>
Institutional Research & Effectiveness	I	II	3	<p>Assist Departments with disaggregated data resources for the following College mission critical institutional effectiveness requirements:</p> <ul style="list-style-type: none"> • Annul Program Unit • Four Disciplines of Execution (4DX) • Multi – Year Program Reviews 	<p>included four (4) major student engagement profile tabs.</p> <p>Within tabs, four (4) individual sub profiles were further disaggregated by institutional peer comparisons and engagement category</p>	<p>IR SharePoint website updated with CCSSE/ SENSE and Noel Levitz Student Engagement results occurs during the Spring and Summer semester sessions.</p> <p>Posted profiles provide College constituents with information needed to maintain</p>	<p>student engagement tabs increased by two (2) from the previous year to include a total six (6) performance profiles.</p> <p>Disaggregated engagement profiles increased by two (2) from the previous year to include a total of six (6)</p>			<p>For AY 2017/18, the IR office will facilitate continued CCSSE/SENSE/ Noel Levitz Coordination in College strategic planning and institutional effectiveness efforts.</p> <p>Noel Levitz Survey launch scheduled shortly after the 2018 spring semester census date.</p> <p>Maximize demographic profile breakouts (e.g. Ethnicity/Gender) for enhance insights/perspectives on student engagement and student achievement.</p>

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Institutional Research & Effectiveness	III	II	1	Required update to the previous scan conducted in 2010, with expanded focus on socio-economic demographic trends by MSA postal zip codes and workforce industry projections as developed the by Regional Council of Governments and State of Texas.	An initial environmental scan of NLC's Immediate Market Service Area – Baseline Data	Summary analysis of initial NLC Environmental Scan placement on IR SharePoint and further utilization by the College for an expanded assessment of service area Workforce needs and resulting new academic program development.	Environmental scan document completed.			Goal Objective achieved for the AY 2016/17 report period. To advance the scan a Clarus Corporation will be hired in FY 17/18 to complete a Employer Survey, that will consist of an On-site visit to the College to interview staff and gain information for survey design; development of a 10 to 15 minute employer survey; sample frame representative of the SIC Codes in District; data collection by telephone of 250 completed surveys with employers; data analysis and report generation. Presentation of data results and recommendations for action will be provided on-site at the College. Written report and data downloaded to the College will be provided for further analysis by IR.
Institutional Research & Effectiveness	II	I	2	Documentation of monitoring processes designed to track individual program unit compliance for institutional effectiveness documentation and College mission attainment.	An initial environmental scan of NLC's Immediate Market Service Area – Baseline Data	Placement of report tracking template on the IR SharePoint, which further enhances transparency of the NLC institutional effectiveness reporting cycle	As noted in Example 13 (see summary assessment Unit Goal 4), the IR developed compliance template provides a matrix snapshot of unit plan and multi-year program review report submissions over a six year reporting cycle			For the AY 2017/18 continue to maintain and update report submission tracking on a bi-annual basis as required. Monitor and provide report outs to Exec Team based on timeline requirements for unit plans and multi-year reviews.
Operations	II	I	5	Implement Phase I of the equipment replacement programs, through replacing identified broken and out of warranty equipment, excluding desktops before August 2017	Baseline – First year to implementation	100% of identified broken and out of warranty equipment will be purchased (Pending funding)	93% Ordered			In FY 2018 will implement Phase II of the equipment replacement programs, through replacing identified broken and out of warranty equipment, excluding desktops before August 2018. Exec Team will receive notification of request by November 30th to provide prioritize list by mid-January for review, approval, and purchases. Renovating Labs, Offices, and indoor and outdoor sticky spaces to accommodate student growth and employee future expansion.
Operations	II	I	3	Continue to Create or Update continuity books in College Services.	0% complete to 100% complete in all areas by May 16, 2016. 17 Procedures created.	0% complete to 100% complete in all areas by January 9, 2017.	6 Procedures created 28 Procedures updated			Team achieved the lead measure of 12 consecutive weeks, the minimum time for a team to form a habit; therefore, assessment closed. As we celebrate 10 years of being at our existing location, NLC College Services team will survey different constituent groups to see what they like or feel should be different as it relates to the current design. This will help NLC as we plan our new buildings and make changes along the way to our existing design. Survey implementation, results, and feedback will be a new assessment for 17/18.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Operations	III	I	2	Continue to expand the community access to boost activity in Wellness building and boost revenue	Open Gym year round implemented FY 15/16 was \$2,685	The target is to make at least 75% of revenue received in 15/16 or \$16,684.	104.7% increase above the 15/16 revenue			Wellness usage will continue to be monitored for an additional year. Based on kinesiology being taking out of the core for students, different plan must be implemented to look at to increase usage of the facility. Continue to upgrade equipment through rental revenue and add cable to equipment tv's, also covered by rental revenue to attract more community members to use. Also, coordinate increased marketing plan to attract community to increase external usage. Usage target in 17/18 is to increase by 10%. Revenue also to increase by 15%.
Operations	III	I	2	Continue to assess external facilities rentals as an additional revenue stream (Previously Assessed by VPCS)	22,245.00	to make at least 75% of revenue received in 15/16 or \$16,684	\$45,525.50 rental revenue raised. 104.7% increase above the 15/16 revenue.			Implement the online total contract management for single use rentals to streamline agreement processing at the College and Users level. Also, provides a single place as an agreement repository for the District and the College In FY 17/18 expected rentals to decrease for Wellness based on cost charged to the ABA basketball team for practices. Intend to continue with AAU practices as well as musical events in the Performing Arts Center. The target is to make at least 25% of revenue received or 11,381.38. Decrease reflects wellness no longer having the ABA basketball games, which was to bring in a large amount of revenue.
Resource Development	III	I	2	Increase the percent of male scholarship applicants	31.1% of scholarship applicants were male, an increase of 2.1%	Increase the proportion of male scholarship applicants from 29% to 34%	194 of 539 scholarship applicants were male. This represents 36% of the total number of applicants and exceeds the target.			ORD will continue marketing scholarship opportunities to classes with high levels of male enrollment in an effort to continue to increase the ratio of male scholarship applicants. In the upcoming scholarship recruitment season, ORD will focus on recruiting students participating in student organizations, particularly those with high male enrollment.
Resource Development	III	I	2	This office will maximize scholarship funds to eligible students.	One student received more than one scholarship in AY 2015-2016. This equates to 0.24% of the 421 total recipients of Alamo Colleges scholarships.	No more than 3% of students will receive more than one scholarship from Alamo Foundation sources.	Out of the 252 students who were awarded scholarships, only 3 received more than one scholarship from The Alamo Colleges Foundation. This amounts to 1% of scholarships awarded the same students.			Continue to maximize impact of scholarship awards by awarding one scholarship per student, and continue practice of awarding more than one scholarship to a student only if there are no other qualified candidates for that scholarship. When this situation presents itself, ORD will contact Alamo Foundation for guidance.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Resource Development	III	I	2	This office will increase the number of scholarship applicants	104 fewer scholarship applications were received than in AY 2015-2016 than in AY 2014-2015. 34 fewer Alamo Foundation scholarships were awarded than last year and 44 fewer T-STEM scholarships.	Increase Alamo Foundation scholarship applications to 425 and maintain current level of T-STEM applicants (43) for a total of 468 scholarship applicants.	The number of applicants for Foundation scholarships increased to 539, but the number of T-STEM applicants declined to 23. The total number of scholarship applicants was 562.			Increased outreach and a revamped scholarship workshop helped increase the number of Foundation scholarship applications. However, the loss of the T-STEM coordinator and the resulting lack of daily contact with potential T-STEM scholarship applicants has hurt our T-STEM recruitment. ORD will increase outreach to science faculty and request assistance from them to aid in recruiting more T-STEM applicants.
Resource Development	III	I	2	This office will award available scholarship funds to eligible students.	The total amount of Alamo Foundation scholarships available to NLC students was \$153,496. The total amount awarded was \$150,986 so that 98.4% of available funds were awarded.	Maintain awarding 95% of the scholarship dollars during the fall semester	258 Foundation scholarships were available and 252 were awarded. 98% of Foundation scholarships were awarded. 23 T-STEM scholarships were awarded to NLC students out of an allotted 34. 68% of T-STEM scholarships were awarded. A total of 292 scholarships were available to NLC students and 275 were awarded. 94% of all scholarships were awarded.			Scholarship awards on the Foundation side were above target, but the loss of the T-STEM Liaison has had an impact on the number of T-STEM scholarships that were awarded. As we move forward, we must continue with outreach to courses where large numbers of students can be found who qualify for eligibility-restricted scholarships such as the Sandra and Smiley Williams Scholarship but we must focus more effort on outreach to Science and math students and faculty to improve application and award rates for these scholarships. Setting up a scholarship table in the Science study area and the Math lab are possibilities. 252

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Resource Development	I	I/II	4/3	This office will submit grant proposals to appropriate funding sources.	Grants developed and continued to refine a grant proposal for a mentoring program for young men. No public funding opportunities were identified for this project, but a number of potential private funders were identified. After asking diverse individuals from different areas of the College to be grant manager for this project, was unable to find anyone willing	Submit three proposals for initiatives to support academic success of students at NLC.	A TRIO Upward Bound grant was partially developed but not submitted. RFPs for grants from the National Endowment for the Humanities and other sources were not explored because no grant manager for the project could be found.			A TRIO Upward Bound grant was partially developed but the grant manager withdrew from the project because of concerns that the budget for staffing would not be adequate. Office space for the project also could not be found. Grant managers for other RFPs that NLC was eligible to apply for proved difficult to find. Action plans for improvement from previous Unit Plans recommended moving forward with grant projects only after someone has been identified as a grant manager for the project. Finding staff willing to manage grant projects has proven challenging, and finding faculty willing to do so even more so. As NLC achieves accreditation, the College will be eligible for grants which include staffing; a grant manager for such a project will only need to manage the implementation phase of the project. However, finding office space for these projects will continue to present challenges. Only the Office of the President can provide leadership and make determinations about space utilization in these situations
Resource Development	I	I/II	4/3	This office will submit grant proposals to appropriate funding sources.	developed and submitted proposals for four community education projects. Two were funded, one was declined, and one is still pending as of this writing.	Submit two proposals for initiatives supporting a community education program	underwater robotics summer camp was completed and submitted in November for a Governor's Summer Merit Program grant. . ORD assisted Sabrina Hammel and Robert Vaugh in the development of Innovation grants in service learning and community gardening projects			Proposals were developed and submitted for a robotics summer camp, a community gardening program, and a community-based service learning program. A decision was made not to pursue a summer camp to teach girls how to write computer code due to lack of staffing in the Community Education program. Traditionally the Community Education Program has been the principal customer of ORD in developing grant proposals for community programs, so an inability to pursue grant projects will have an impact on ORD's ability meet the benchmark for this goal in the future. Additionally, the robotics camps run by Community Programs that have been funded by Governor's Summer Merit Program grants no longer align with the overarching goals of the Community Programs and Workforce Development area. As accreditation nears, this area is focusing on developing AAS programs in computer security and networking. Grants that assist that department in program development would be a better fit at this time, as would be grants that fund summer camps in these areas after the programs have launched.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
VPCS	I	I	4	Receive no negative findings in the CAFR for the Years End August 31 2016 and 2015.	FY 2015 CAFR had zero deficiencies	Maintain zero findings in the NLC Comprehensive Annual Financial Report (CAFR) as of August 31, 2016.	The FY 2016 CAFR had zero deficiencies			This assessment has been assessed with positive results for several years and therefore will be closed.
VPCS	II	I	3	Complete 5 annual Evacuation Drills to be in compliance with HB 1831.	Completed 3 of the 5 drills for 2016 by 8/31/16 Shelter in Place/Severe Weather 4/26/16 Evacuation 1/6/16	Completed remaining 2 Drills For 2016 Complete the 6 drills by 12/31/17 (Based on calendar year)	Completed remainig 2 Drills For 2016: Reverse Evac 11/21/16 Lockdown 12/5/16 Shelter in Place Completed 2 of the 6 Drills by 8/31/17 for 2017 Reverse Evac 7/21/16 Evacuation/Severe Weather 8/25/17			Complete 5 annual Evacuation Drills to be in compliance with HB 1831 before 12/31/18. Create 2018 Evacuation Drills schedule to be in compliance with state directive. Coordinate with Academic Leaders in January to complete Drills plan meeting Drill requirements early in the calendar year, beginning in Spring 2018. Complete remaining 2017 Drill Schedule before 12/18/17. Lockdown Scheduled for November and Shelter in Place Scheduled for October.
VPCS	II	I	3	Increase Emergency Management Awareness by Engaging Faculty, Staff, and Students	New Assessment to promote awareness	Engage of minimum of 160 NLC faculty and staff by October 3, 2016 Interact (present) to an average minimum of 65 students every week until May 13, 2017.	Numbers achieved – Total staff and faculty engaged was 165 Total of 1,468 students engaged. 1,239 final count after duplicate students removed.			Both Assessments closed Implement Licensed concealed campus carry at NLC by August 1. Educate NLC Employees and students on concealed handgun law and ensure compliance with Procedure G.1.4.5
VPCS	II	I	3	Conduct a minimum of two on-campus safety and emergency response trainings by 8/31/17.	ePanic Button Software Webinar completed September 21, 2015 Disaster Preparedness Homeowner Workshop completed June 26, 2016	Continue a minimum of two on-campus safety and emergency response trainings by 8/31/17.	99 employees attended the concealed carry awareness presentation at the 5/5/17 first Friday. 36 employees attended the CPR First Aid Training.			To examine current policies, procedures, resources and actions in the context to a response to an active shooter/killer in a college setting, with multiple target locations as well to continue to educate the College community on concealed carry in the community college, college wide presentations/trainings will continue to be conducted in FY 17/18. To promote greater understanding and ability of the college to react in an active shooter emergency as well as understand the legislation and ask questions as it pertain to the Texas Campus Carry legislation. To make improvements as identified as an outcome related to active shooter emergency.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
VPCS	II	I	3	Implement an on-campus tabletop exercise by 8/31/17.	Active Shooter/Killer table top completed 12/14/16	ERT tabletop exercise by 8/31/17.	ERT Tabletop held 8/4/17			Standard is to make NLC tabletop exercise be conducted the first Friday of every August. EMP Recommended Priorities for 2018 Enhance Communications and PIO Role Outdoor “big voice” system Interior voice capacity in older non-CIP facilities Incorporate Mobile App to enhance E-messaging Upgrade Emergency Notification System (Connect-5) software Update facility/emergency mapping
VPCS	II	I	5	Provide Periodic Reports to Executive Team to assist in cross college decision making as it relates to budget, personnel, and operation through 8/31/17	New Assessment to promote Executive Team Monitoring	Provide Monthly Position Vacancy Data average class size data, by semester, update monthly on budget status and concerns, facilities related data through 8/31/17.	Provided Vacancy Report Monthly to President starting May 2017; Provided budget analysis with contact hour comparison at Exec Team Meetings.			Create an NLC Workload Allocation used to assist in tracking budget to actuals for FY 2018. Providing analysis to the Exec Team, and tracking spending patterns for decision making. Expand Reports provided to Executive Team to assist in cross college decision making as it relates to budget, personnel, and operation through 8/31/18.
PRESIDENT OFFICE										
Office of the President	III	I	1	Continue to monitor strategies determining compliance with SACSCOC core requirements, comprehensive standards, and federal requirements	At its meeting on June 16, 2016, the SACSCOC Board of Trustees granted Candidacy Status	Successful SACSCOC Accreditation Committee Visit	At the exit report the College received no negative recommendations and one commendation for its use of research and data to inform its student success and continuous improvement agendas.			September 2017: NLC's will submit a special report focusing on six specific standards and their relation to the College's level of institutional autonomy (issues already reviewed and adjudicated by SACSCOC in February as “in compliance”) is due to SACSCOC. December 2017: Expected date which SACSCOC will adjudicate NLC's application for initial accreditation. This review will be informed by: 1) NLC's February onsite review by SACSCOC (no recommendations noted); and 2) NLC's response to six specific standards in relation to demonstrating institutional autonomy (also previously adjudicated by SACSCOC in February 2017 with no issues found). Spring 2018: Complete substantive change for ECHS and prepare for site visit. Launch

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Office of the President	III	III	2	Complete participation of year two in the Communities of Excellence team, a partnership with SCUCISD, Methodist Hospital, City of Schertz, , and ESC Region 20.	STEP launched in October 2016 and met six times over the 15/16 year - NLC began with a 9 member team. NLC submitted an Organization Profile to the Quality Texas Foundation May 15, 2016 and received a Pioneer Level Award (Beginners Level) recognition June 27, 2016.	Expand NLC Communities of Excellence Team Completion of Year 2 Framework that focus on the People “The Who” as of 8/31/17	Year 2 complete and Summary provided to President Exec Team and to Existing and new STEP members			Faculty to join the NLC STEP Team Year Three <input type="checkbox"/> 2017-18 → Framework (Processes/Structure “The What”): <input type="checkbox"/> Category 2 – Strategy* <input type="checkbox"/> Category 4 – Measurement, Analysis, & Knowledge Management* <input type="checkbox"/> Category 6 – Operations* * Category 7.1 – Product & Process Result & Category 7.5 – Financial & Market Result The analysis documents will look a bit different as the questions will take ADLI (Approach, Deployment, Learning, Integration) into consideration. The intent of the change is to challenge the organizations to drill deeper and think about each stage and what point they are at relevant to ADLI.
Office of the President	II	I	1	Launch and align College 17-19 Strategic Plan across institution	New Assessment	Strategic Plan Roll-Out by 12/15/16 Update, align, and begin to track goals/strategies in the strategic plan status report by 12/15/17 Update and Align Strategy Map by 5/31/17	All benchmarks completed.			November 30, 2017 VP, Dean, or designee complete closeout Strategic Plan Status Report Performance Goals based on Unit Plan Results. VPCS pdf and submit to Director of PR to upload to College Webpage under Strategic and Unit Planning. Roll and Launch 17/18 Strategic Plan Status Report with Performance Goals based on Unit Plan Assessments Linked to the 17/18 Unit Plans. Coordinate with Presidents Executive Team, update, and submit 17/18 Strategy Map targets to District by October 20, 2017. Continue focus of Strategic Plan Goal 3, increasing communication, and Goal 2, valuing and empowering people, throughout the year. A review of Fall 17 PACE scores, with implementation of initiatives through the governance structure as well as focused initiatives at First Friday, employee development day, and other on campus activities.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Public Relations	III	I	2/3	The President will have regular meetings with members of the Friends of the Nighthawk Advisory Group to ensure two-way communication between the college and the community.	The group meets on a regular basis. Information regarding key college highlights is shared with group and their feedback is requested. 1. Summaries of the meetings can be found on the college website.	Dates and agendas of quarterly meetings	Dates of meetings have been scheduled and noted on the President's webpage through July 25, 2018			1. In conjunction with the NLC President's Office, the PR Office will continue to enhance its relationship with the members of this President's Advisory Group. 2. During 2017-2018, the Friends of Nighthawks and their key constituents will participate in a focus group in preparation for program development at Northeast Lakeview College.
Public Relations	III	I	2/3	Community members will engage in the planning and execution of events and activities in association with the institution's 10-year milestone	New Assessment	1. Program and Activities scheduled 2. Community Event/President's Scholarship Gala	The following events were completed that involved community partners and/or donors: 1. The 10th Anniversary Report (appendix 1) (featured the first four Founding Donors to establish a scholarship at Northeast Lakeview College). 2. Coin Design & T-shirt Design contests Open to students, employees, and the community – designs for the college challenge coin and celebration t-shirts were created.			1. This unit plan will be closed out in 2018 to include results from all community events, including scholarship dollars raised, and a donor and community partner listing. 2. The PR Office will conduct a debrief following the November 9 event to determine which community event should continue and become the College's annual signature community event.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Public Relations	III	I	2/3	The PR department will increase the extent to which information is shared within the institution by 5%	2015 Mean: 3.081	A Mean score increase of 5% from the 2015 PACE survey (on a scale of 1-5) on the question that specifically addresses the extent to which information is shared within the institution. 2015 Mean Score (3.08) 5% increase (3.23) for 2016	2016 Mean: 3.563 Increase demonstrated is 15%			1. Continue to dialogue with internal constituent groups to ensure information is being shared in a timely matter and on subject matter important to each group
Public Relations	II/ III	I/I	2/3	The PR department will increase the extent to which open and ethical communication is practiced at this institution by 5%	2015 Mean: 3.02	A Mean score increase of 5% from the 2015 PACE survey (on a scale of 1-5) on the question that specifically addresses the extent to which open and ethical communications is practiced. 2015 Mean Score (3.02) 5% increase (3.17)	2016 Mean: 3.369			1. The Public Relations Office will increase engagement in college communications activities by keeping meetings on schedule and within timeframe allotted 2. Ensure information shared and/or agenda items has a clear-cut goal and fits into one of the institution's three strategic goals.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Public Relations	II/III	I/I	2/3	The PR Department will Produce distribute quarterly assessment newsletter internally and externally	The PR Office produced four editions of the "Assessment Matters @ NLC" Newsletter. The newsletter was placed online and distributed to employees via email	Distribute 4 assessment newsletters annually.	In 2017, the PR Office produced a 10th Anniversary Report (appendix 1) in lieu of these quarterly reports. The report was a highgloss multipage document that featured former students, graduates, highlighted donors, college recognitions over the past decade.			<ol style="list-style-type: none"> The PR Office will produce a quarterly newsletter to highlight key initiatives, recognize students and community partners, and include key college data information. Produce a SACSCOC/Accreditation special edition insert/postcard/or publication.
Public Relations	II/III	I/I	2/3	will re-assess employees to determine inefficiencies in its current internal communications process	Unit assessments 4 will be assessed in 2016-2017 utilizing a similar method to avoid survey fatigue	Modifications/Adjustments to internal communications activities	Three different data sets were collected: (1) Employees were surveyed to determine the effectiveness of the weekly e-news (appendix 2) (2) Employees were surveyed on the effectiveness of the college's monthly all-college meeting (appendix 3) (3) Periodic meetings with staff and faculty constituent groups provided valuable opportunities for improvement (4) Revised Share governance document and shared online and at Convocation.			<ol style="list-style-type: none"> The PR Office will continue to work with the college constituent groups to streamline the announcements process during the all-college meeting. Based on recommendations from constituents, anonymous feedback/question portal will be created. Will add the list of communication tools to the Shared Governance Document for the 2017-2018 academic year.
Public Relations	III	I	3	promote college events, activities and accolades through media outlets and external communication methods.	2,882,119 exceeding unit goal by 20%	Increase baseline unit goal of media impressions by 5% to 2,520,000	Media impressions for 2016-2017 totaled 14,458,526 (an increase of 473%)			<ol style="list-style-type: none"> Maintain consistent media impressions and overall media reach (between 10-15million impressions) Continue to solicit news stories, highlights, and achievements from internal constituent groups.

Department	Goal	Objv	Stgy	Strategy/Activity	FY 2016 Baseline	FY 2017 Target	FY 17 Actual	Status	Change	FY17/18 Improvements
Public Relations	III	I	3	Utilize digital technology mediums to market Northeast Lakeview College and communicate with internal and external constituents.	Facebook Average reach per post 2015/16 101 Twitter Impressions 2015/16 37649	Increase social media engagement and website traffic by 5%	As of March 2017, social media engagement increased 178% Additionally, webpage had reached an all-time high of 177,221 during the same timeframe from the previous year See communications flyer that demonstrates various data points Facebook Average reach per post 2016/17 268 165% increase Twitter Impressions 2016/17 55176 47% increase			1. Launch new website template to include mobile-friendly applications 2. Utilize new website to expand digital presence and college branding across all mediums
Public Relations	III	III	1/2	The PR Office will plan and execute celebrations for internal and external audiences	New Assessment	Events scheduled and executed	34 events and activities were coordinated and celebrated; targeting each audience (employees, students, community)			This unit plan will be exhausted and closed out due to its specificity on the 10-year milestone.