NLC POINTS OF PRIDE

MOST PROMISING PLACES TO WORK
EMPLOYEE SUCCESS

ACHIEVING THE DREAM
STUDENT SUCCESS

GREAT PLACE TO WORK
EMPLOYEE EXPERIENCE

CARING CAMPUS
STUDENT SUCCESS

TEXAS VETERAN EDUCATION EXCELLENCE RECOGNITION AWARD
SERVICE TO VETERAN COMMUNITY

NATIONAL SECURITY AGENCY
ACADEMIC EXCELLENCE IN CYBER DEFENSE EDUCATION

Northeast Lakeview College
The Mighty Nighthawks

Key Facts

o Two - year public postsecondary institution found in northeast Bexar County

o Founded in 2007 as one of the five colleges within the Alamo Colleges District

o Uniquely situated at the southern end of Austin - New Braunfels - San Antonio corridor

o Received SACS accreditation in Fall 2018

o Fall 2025 student enrollment listed a 10,500 a 91 percent increase since initial accreditation

o Produced approximately 1,200 degree and certificate awards annually with student transfer opportunities four-year institutions

Telling Tori's Story
An Exercise in Institutional Agility

Timeline

2022/23
- Academic Stop Outs (The Need for Change)
- Environmental Scan (Market Service Area)
- Student Learners (Caring Culture for Success)

2023/24
- Strategic Enrollment Management Plan
- Student Entry to Exit Data Continuum
- Integrating Learning thru Data Intersectionality

2024/25
- NLC Strategic Plan (2025 thru 2030)
- Texas House Bill 8
- Aspen Unlocking Opportunities

2025/26
- Carnegie Classification Mixed Associate Medium
- Institutional Context and Location
- Linking Strategic Plan to Service Needs

#NLCUL8R

CAUTION
Nighthawk
leaving the Nest!

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NLC's Average Student – "Tori"

General Characteristics

- Resides in the NLC market service area
- Part-time student
- A member of any socio-economic or generational group
- 6 years to graduate in part-time status
- Need for flexible/accelerated degree programs
- Parent or caretaker for the elderly
- Work multiple jobs
- Academic stop-outs
- Some college no degree completion
- Adult Learners (25+)

Institutional Agility Operationalized
(The Role of NLC/IRE)

Strategic Planning Themes

- Workforce Alignment
- Career Readiness

- Pathways
- Career Clarity
- Value Added

- Learner Success
- Academic Quality
- Technology
- Belonging
- Engagement

Senior Leadership

Middle Managers

IRE Data Profiles

Retrospective/Prospective

Operational Councils

Aligned Data Profiles

- MSA Enrollment Analysis
- Semester Enrollment Scrubs
- Ad Astra Platinum
- Tableau Persistence Profile
- Student Engagement Surveys
- Postsecondary Data Partnership (PDP)
- Texas House Bill 8
- Aspen Unlocking Opportunities
- Caring Campus Initiatives

PDP Data Intentionality & Student Achievement
Longitudinal Insights

- Enrollment Headcount
- Fall to Fall Persistence
- Credit Accumulation
- Stop - Outs

- Percent of students completing college level Math and English
- Productive Grade Rates
- Reduction in High-Risk Courses
- Targeted High Impact Practices

- Degree and Certificate Awarded
- Transfers
- Credentials of Value
- Student Debt

Tracking Tori's Cohort: Persistence Performance

Tori's Credit Accumulation Credit Completion Milestones

Success Outcomes Achieved by Tori

Cohort Tracking – Analysis Ready File

NLC Strategic Plan 2025-2030
Core Themes

⟶

NLC/NB MSA*
2030 Growth Areas

Concurrent Imperative

- Innovation and digital transformation

- Relationship-rich experiences

- Workforce alignment and career readiness

- Student learner - centered designed

- Community integration

- Texas House Bill 8
  - Outcome – Funding
  - Workforce Alignment

- Unlocking Opportunities
  - Jobs paying family sustaining wages
  - Efficient transfer to bachelor's degrees

- Caring Campus Initiatives
  - Increase Connectedness
  - Engage all staff
  - Close learner equity gaps

- Carnegie Classification
  - Mixed Associate
  - Access & earnings

- High growth focus industries

- Leading occupational sectors

- 11 percent growth in 18-64 working age population

- 14 percent growth in the 25-45 working age population

- 8 percent growth in the 18-25 age working age population

*NLC/NB - Northeast Lakeview New Braunfels Market Service Area

Previous Planning Assumption (2020-2030)

2030 Growth Projection

	Comal County	Guadalupe County
Projected Population 2030:	**226,709**	**216,582**
Population 2023:	193,928	188,454
Population 2022:	184,749	182,702
Population 2020:	**163,659**	**173,697**
Persons 0 – 17 years:	26.3%	29.3%
Persons 18 – 64 years:	53.9%	55.6%
No degree; 25 years & over	7,203	12,244
High school; 25 years & over	25,441	34,539
Some college; 25 years & over	39,554	37,462
Median household income:	$91,171	$87,030
Persons in poverty:	6.9%	10.3%

38.5% 24.7%

Source: data.census.gov and census.gov/quickfacts

2030 Midpoint Planning Assumptions

- What are the growth industries projected for the NLC/NB I-35 corridor by 2030?

- Which working age categories within the NLC/NB service area are suitable for workforce alignment and career readiness by 2030?

- Within categories factor in "some college"/no degree learner populations.

- Rank the seven student learner profiles shown in the NLC 2025-30 strategic plan by workforce alignment and career readiness initiatives.

- Align Texas HB 8 and Unlocking Opportunities with the NLC strategic planning goals and service area growth by 2030.

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Service Area Employment Sectors
Projected for 2030

Health Care & Biosciences

- Continued population growth and aging, plus regional health systems expansion, sustain strong demand for nurses, allied health, technicians, and health IT.

Cybersecurity, IT, and Tech-Enabled Business Services

- San Antonio's established cybersecurity cluster, data centers, and IT services are projected to keep growing, with demand for network/cyber technicians, cloud support, data analysts, and software support roles.

Advanced Manufacturing & Aerospace/Defense Supply Chain

- Manufacturing tied to defense, automotive, and precision components along I-35 will need mechatronics, industrial maintenance, quality, and production technicians.

Logistics, Warehousing, and Transportation

- The I-35 corridor's role as a major freight route supports growth in logistics coordinators, CDL drivers, warehouse supervisors, and supply-chain tech roles.

Construction & Skilled Trades

- Rapid residential and commercial growth in New Braunfels and northeast Bexar/Guadalupe drives demand for electricians, HVAC, plumbing, and construction management.

Hospitality, Tourism, and Experience Economy

- Still important in the corridor, especially New Braunfels and San Antonio, with demand for management, culinary, and event operations—though often lower wage unless paired with supervisory/management skills.

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Workforce Alignment & Career Readiness
(NLC Student Learner Populations)

1. **Ages 25-34 Some College, No Degree (Stop-Outs & Near Completers**)
   - Largest growth group and often attached to labor market
   - Completing a credential of value quickly boost earnings and HB 8 outcomes

2. **Ages 18-24 First –Time in College, Continuing, Dual Credit & Early College Students**
   - Critical for long-term regional talent outcomes
   - Strong alignment with HB 8 metrics, transfer, and degree completions

3. **Ages 45-64 Needing Reskilling/Upskilling**
   - Important for short – cycle, non-credit –to- credit pathways in logistics, IT, health support, and trades
   - Often best served by flexible, competency based or short-term programs

4. **Parenting Students (Primarily 25-44) Across All Educational Levels**
   - High leverage: childcare, scheduling, and financially supports can dramatically raise completion rates

5. **Economically/Academic Disadvantage & First-Generation Learners (All Ages)**
   - A cross – cutting equity lens (a separate group)
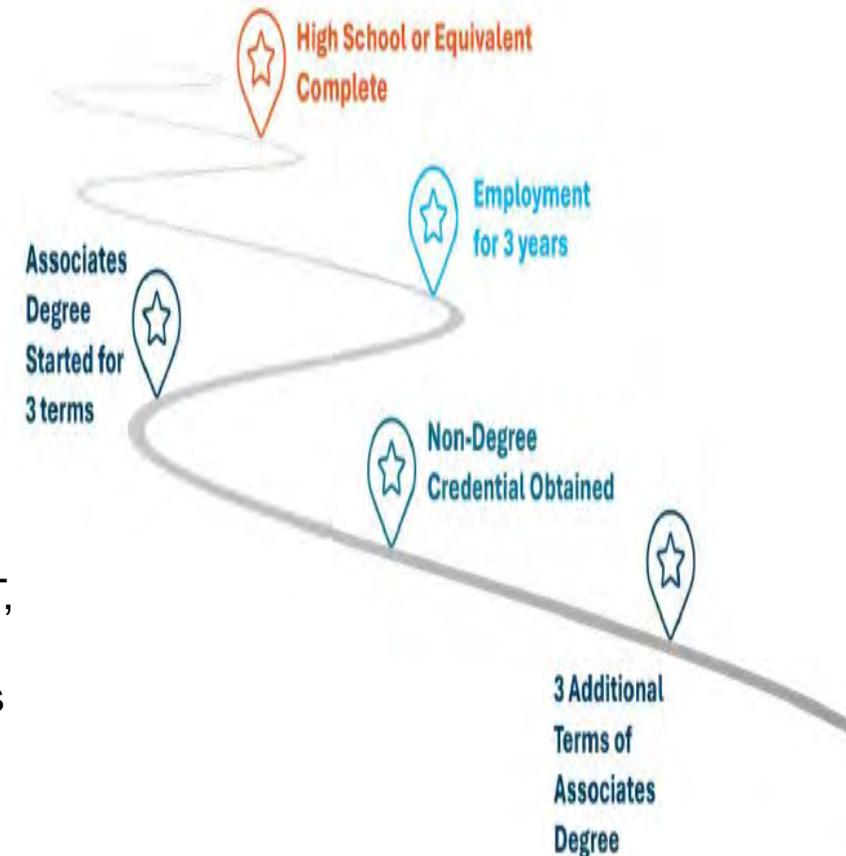
Photo Credit: Trellis Strategies 2025

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Share of Stop-Outs by Financial Aid Eligibility
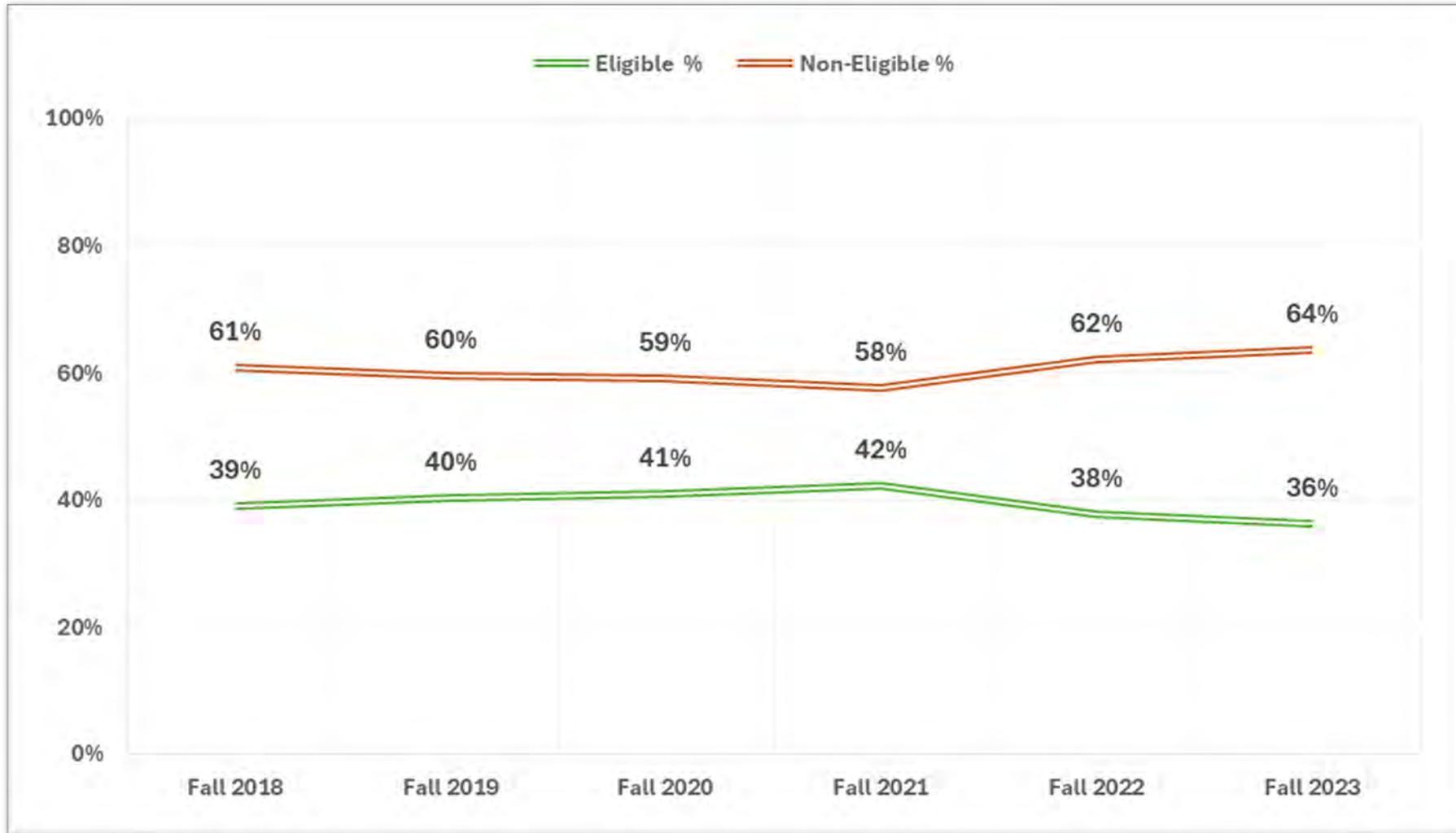
Unpacking the Stop-Out Curve: Full-Time, Part-Time, and Aid Status
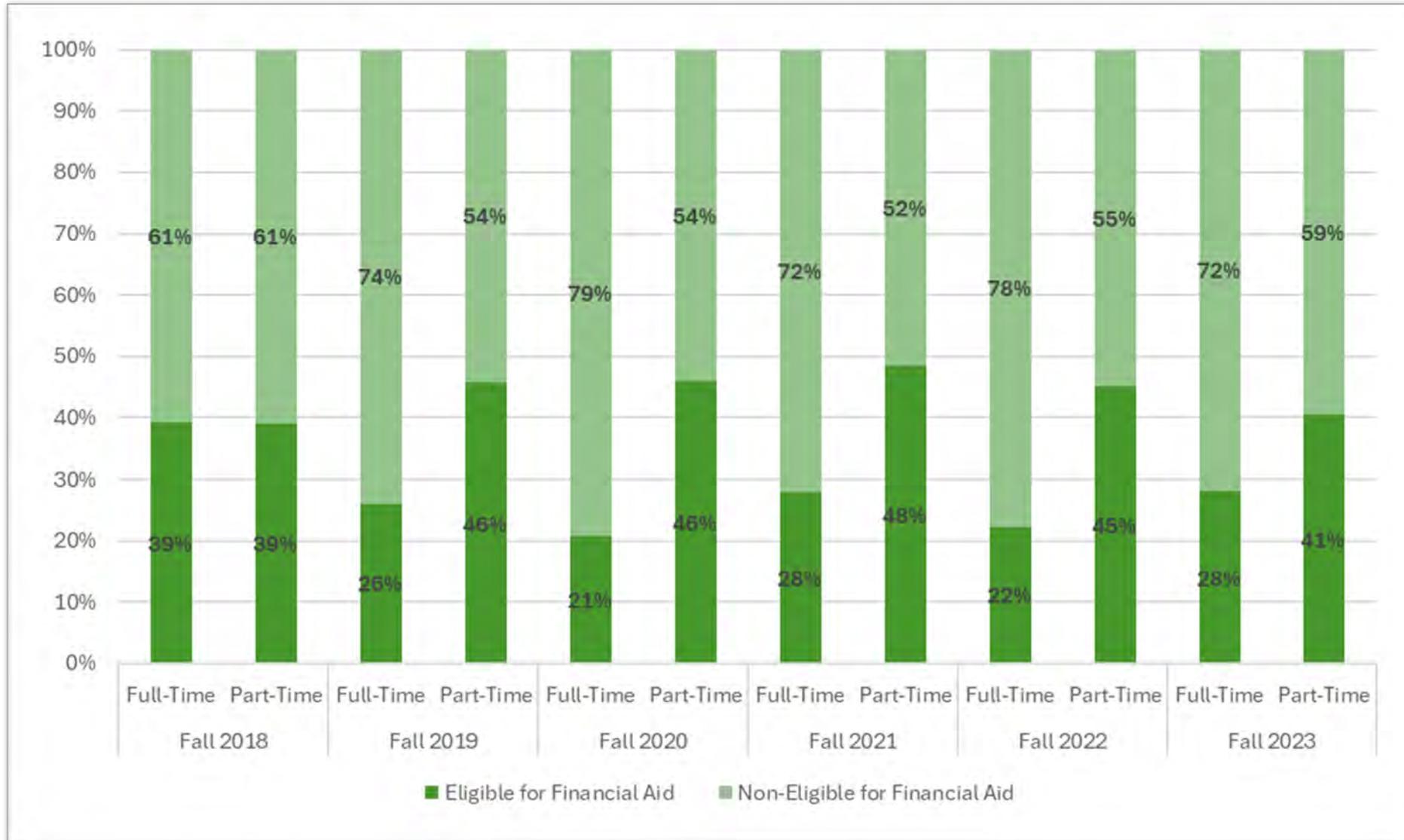
- **Non-eligible students constitute the majority of stop-outs in every term, ranging from 55% to 61%**

- **Part-Time learners dominate stop-outs across all years**

Program Vitality: Tool for Analyzing Enrollment Trends Among Students with Some College and No Degree

Location
- County, City, Zip Code & CIP Code
- NLC Service Area Emphasis

Population
- Zip Code Total /18-64 Working Age Group
- Age 25 + Potential Learners

Income
- Zip Code Median Household
- Zip Code Median Disposable

Access
- Likelihood for College Enrollment or Re-enrollment
- Income and Poverty Thresholds (Census Bureau)

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NLC Inactive Stop Out Population:

Students that have been *inactive* for at least one year

Economic Disadvantage

Economic Disadvantage may affect **45%** students in this population:

- Non-Pell
- Not AlamoPromise
- No Scholarship
- No Veteran Benefits
- At least **25%** of these students do not have In-District discount rates
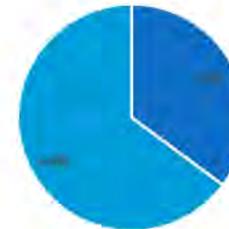- (**56%** of these students meet SAP standards)
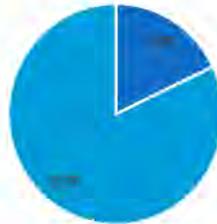
■ FTIC ■ Continuing/Transfer

Academic Disadvantage

Academic Disadvantage may affect **51%** students in this population:

- **45%** students with *unmet* College Ready Status are also on Academic Probation/Suspension
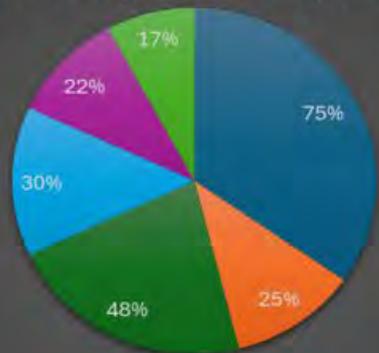

■ FTIC ■ Continuing/Transfer

About 10% of the Inactive Stop Out population are neither Academically nor Economically Disadvantaged

- Students are *both* College Ready and Financially Supported
- Satisfactory SAP (Financial Aid) Status & "College Ready" status: **32%**
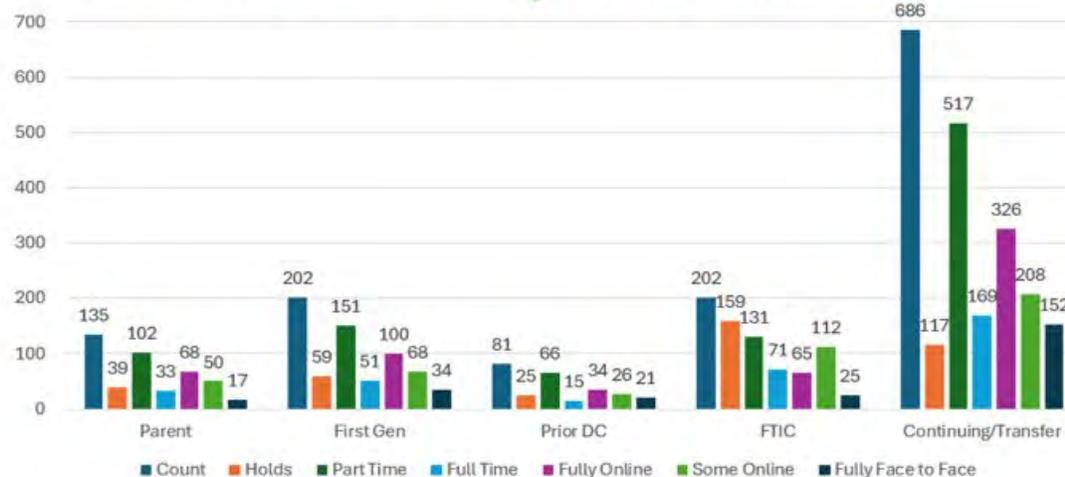- In-District students receiving tuition from grants, scholarships, veteran benefits, etc.: **26%**
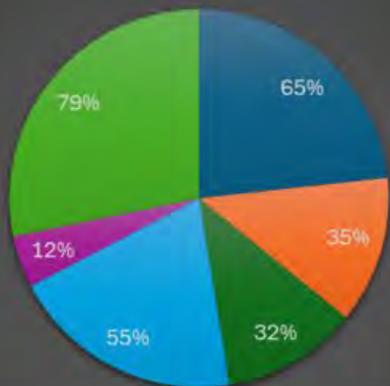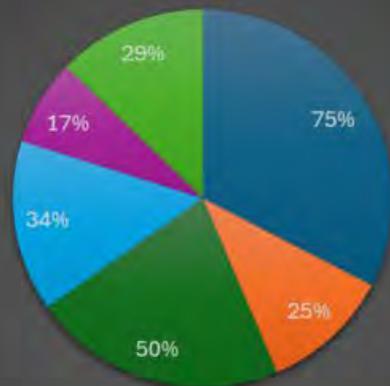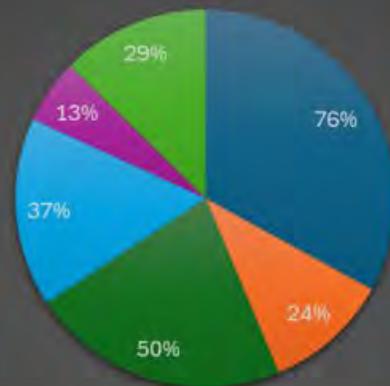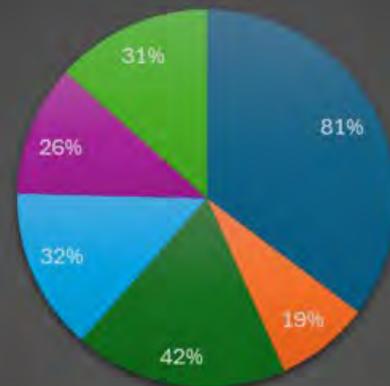
Rank	Working Age Category	Why Alignment Matters by 2030	% of Inactive 2025 NLC Stop Outs*
1	Ages 25-44: Some College, No Degree	Largest growth group in labor market approximately 35%: Fastest ROI aligns with HB8 "Credentials of Value". Highest payoff for completion & upskilling.	16.8%
2	Ages 18-24: Recent HS graduates, FTIC, dual credit, early college	Sustain long-term pipelines: strong transfer and completion outcomes (key to HB8 metrics).	71.5%
3	Ages 45-64: Reskilling/upskilling needed	Industry shifts (tech, automation) require new skills; ideal for short-cycle programs as many may seek expedited programs	8.0%
4	Ages 25-44: Working/ Parenting aged students	High–impact supports (flexible, targeted support services) may dramatically improve completions.	27.4%
5	All ages: Economically/academically disadvantage & first –generation	Equity lens cross-cuts all programs: central to HB8 valued outcomes and Aspen mobility metrics.	62.1% *Students may fit more than one category

Improve Operational Capacity

1. Identify at risk students
2. Clear roadblocks for retention
3. Assign re-entry coach, if inactive
4. Offer expedited programs and flexible scheduling

Retention + Persistence =
Degree Completion & Graduation

- Reach out to students with low mid-term grade and/or have sent a Withdrawal Form
- Emphasize benefits of FAFSA and ensure each student completes the process
- Add "Holds Removal" assignment to Freshman Course Module (Advisor-supported)
- Devise in-depth training for Recruitment staff/mentors to better understand and meet the needs of returning students, including "Fresh Start" processes
- Remove re-entry roadblocks and provide targeted support to returning students in the form of Retention Coaches
- Redesign High Value program scheduling to expedite completion with shorter sessions

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Comparing IPEDS and National Student Clearinghouse PDP

Postsecondary Data Partnership

Student-Centered

Primary Use is Student Success Initiatives

- Student-level data uploaded to the National Student Clearinghouse; combined with EnrollmentVerify and DegreeVerify

- Dashboards provided internally; limited set available externally ("Student Insights")

- Voluntary participation; cost to participate

IPEDS Integrated Postsecondary Education Data System

Institution-Centered

Primary Use is Compliance

- System of interrelated surveys conducted annually by the U.S. Department of Education

- Data are aggregated before upload

- Mandatory to participate if institution participates in the federal student financial aid programs.

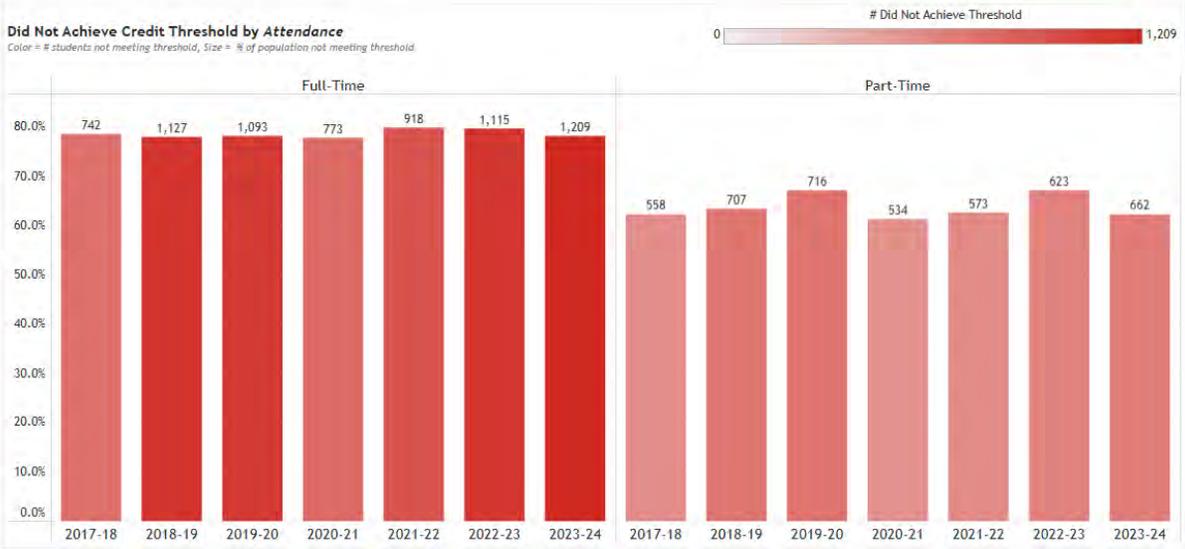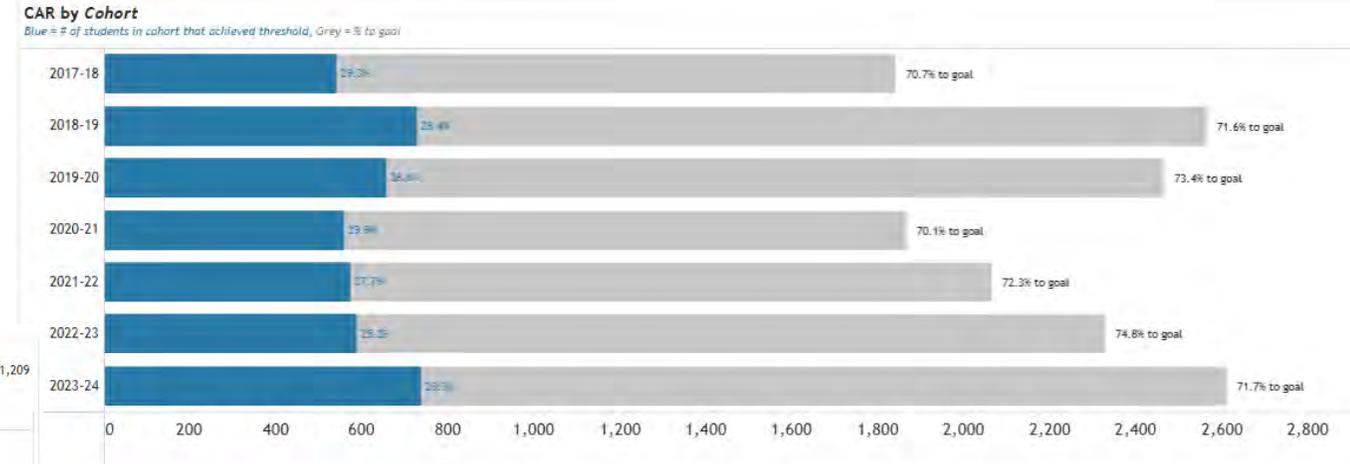- Data are publicly available and identified; data tools available

1st Year Credit Accumulation Rate

Attendance: Part-Time vs. Full-Time

Identify percentage of first-year students completing sufficient credits for satisfactory academic progress.
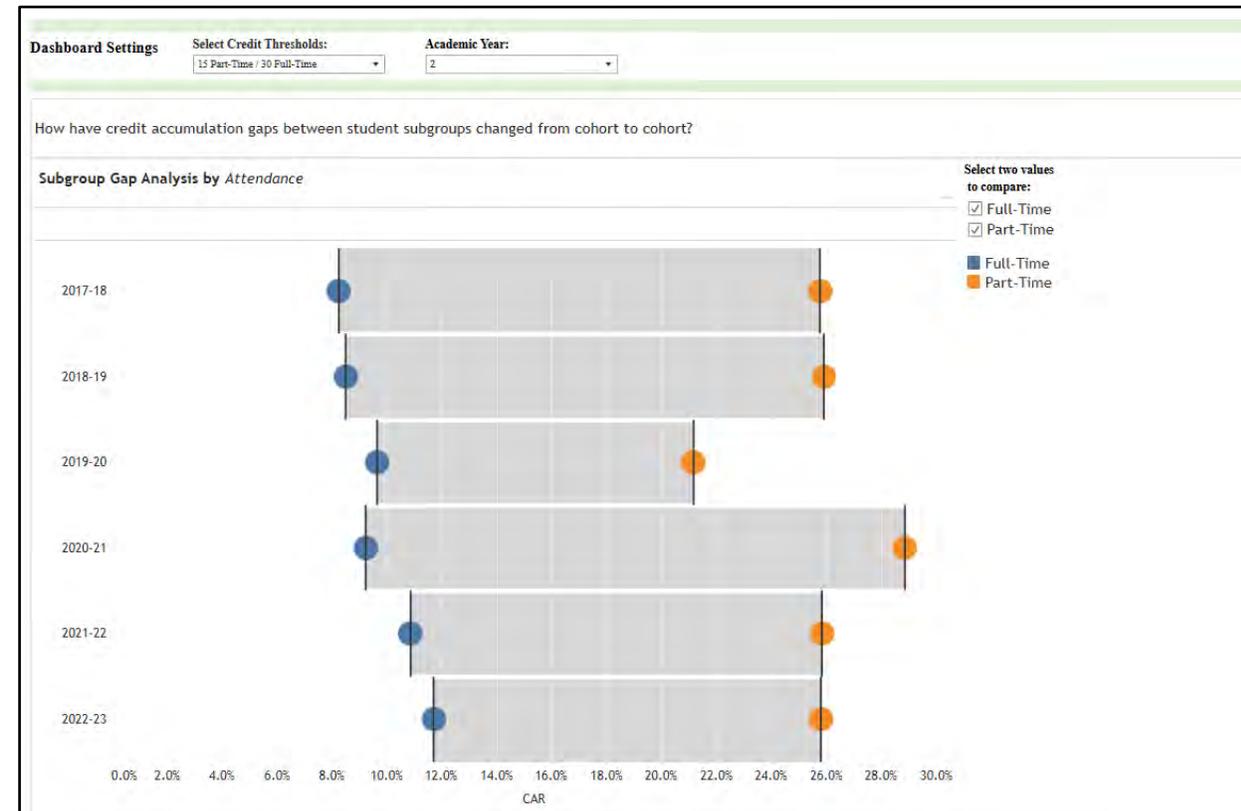
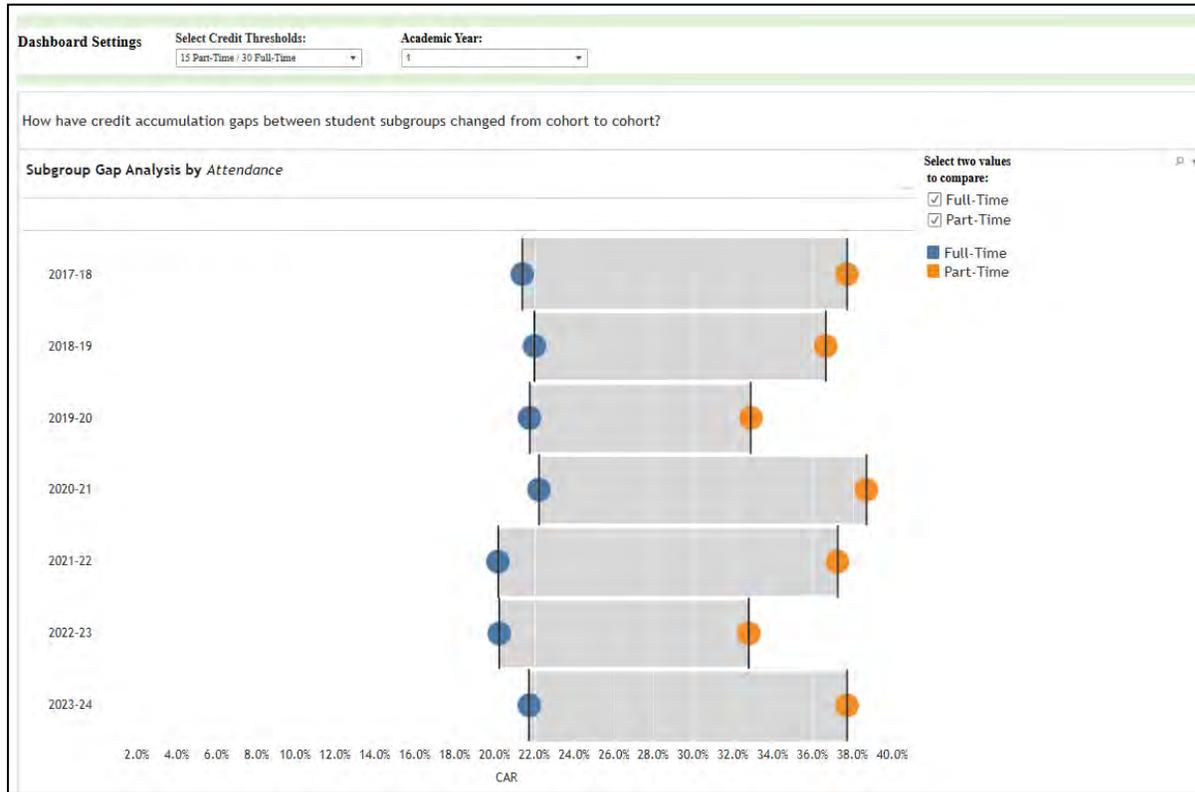How have credit accumulation gaps between attendance status changed from cohort to cohort?

Credit Accumulation- 1st Year vs. 2nd Year

Helps clarify which students are (or are not) gaining academic momentum early to identify which students need support.

What is the gap in credit accumulation between full-time and part-time students?

Benchmarking 2 Yr. Public TX Community Colleges: Credit Accumulation Rate

Benchmarking 2 Yr. Public TX Community Colleges: Outcomes by Overall

Outcomes by Overall

Select a dimension in the line chart above to filter by category.

Legend:
- Cohort - Not Enrolled
- Cohort - Still Enrolled at Original Institution
- Cohort - Still Enrolled at Other Institution
- Cohort - Completed at Original Institution
- Cohort - Completed at Other Institution
- Benchmark - Not Enrolled
- Benchmark - Still Enrolled at Original Institution
- Benchmark - Still Enrolled at Other Institutions
- Benchmark - Completed at Original Institution
- Benchmark - Completed at Other Institutions

Year	Cohort	Benchmark
2017-18	22% / 52% / 10% / 14%	24% / 54% / 9%
2018-19	24% / 50% / 12% / 13%	29% / 46% / 12%
2019-20	27% / 47% / 11% / 12%	31% / 44% / 12%
2020-21	26% / 49% / 13% / 10%	31% / 43% / 13%
2021-22	26% / 49% / 12% / 11%	31% / 46% / 11%
2022-23	27% / 49% / 9% / 13%	30% / 47% / 9% / 12%
2023-24	28% / 48% / 14%	31% / 45% / 9% / 12%
2024-25	36% / 58%	44% / 47%
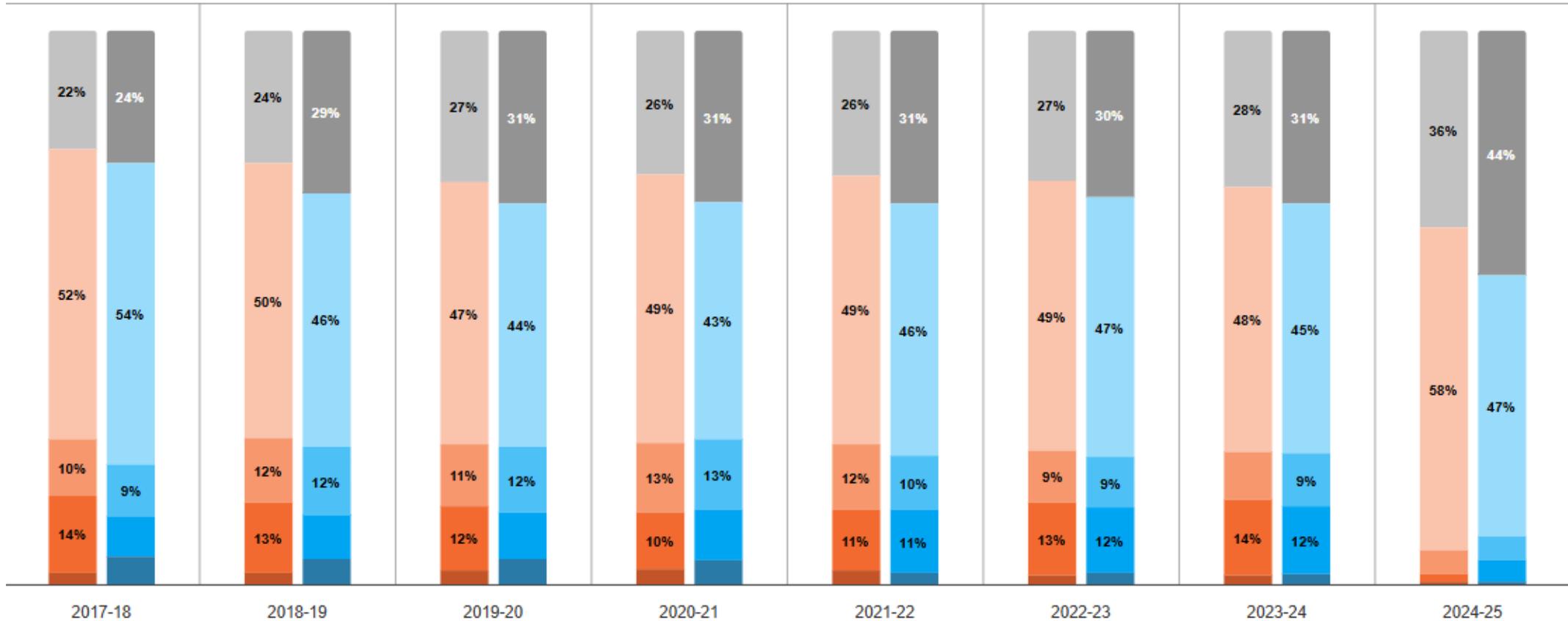
College Scorecard Examples (Operational Excellence)

Instructional
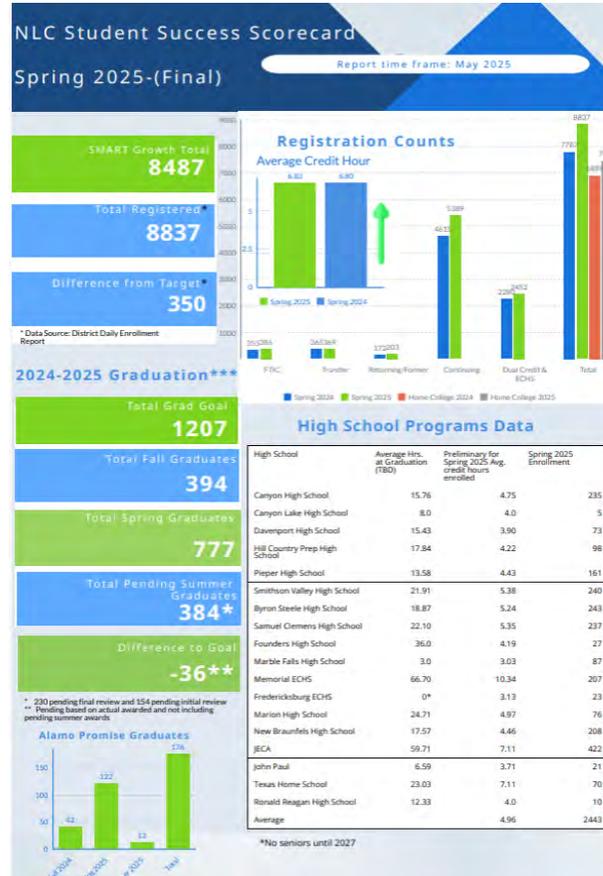
Non-Instructional
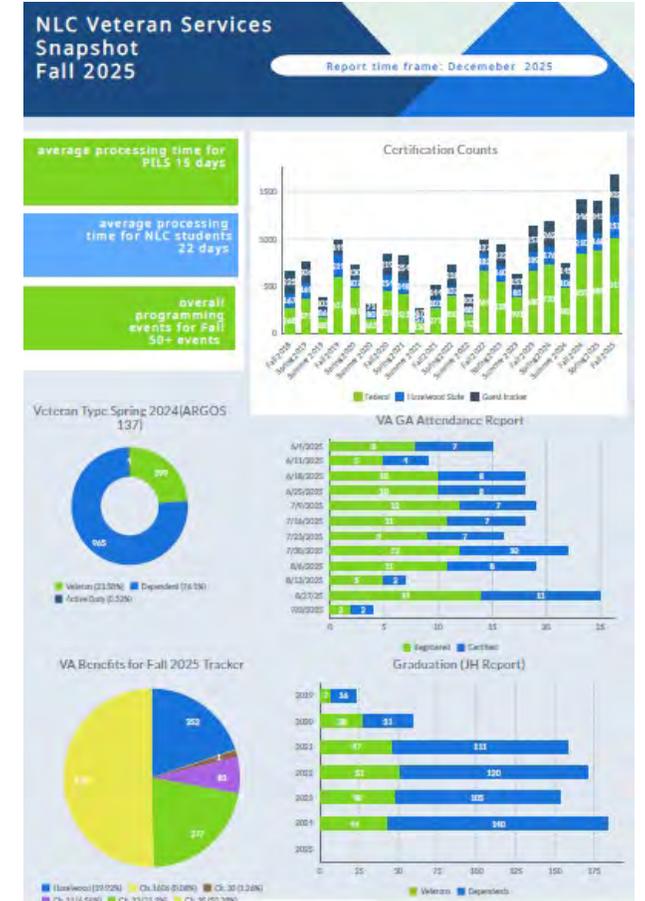
Special Populations

Workforce Program Classification Calculations

Data source: MIT Living Wage Standard, San Antonio City, (Bexar County)
Average household size: 1 adult

High Value
· $43,347 and above
· Living wage for one adult

Medium Value
· $31,921-$43,346

Low Value
· Below $31,920
· 200% of the Federal Poverty Level

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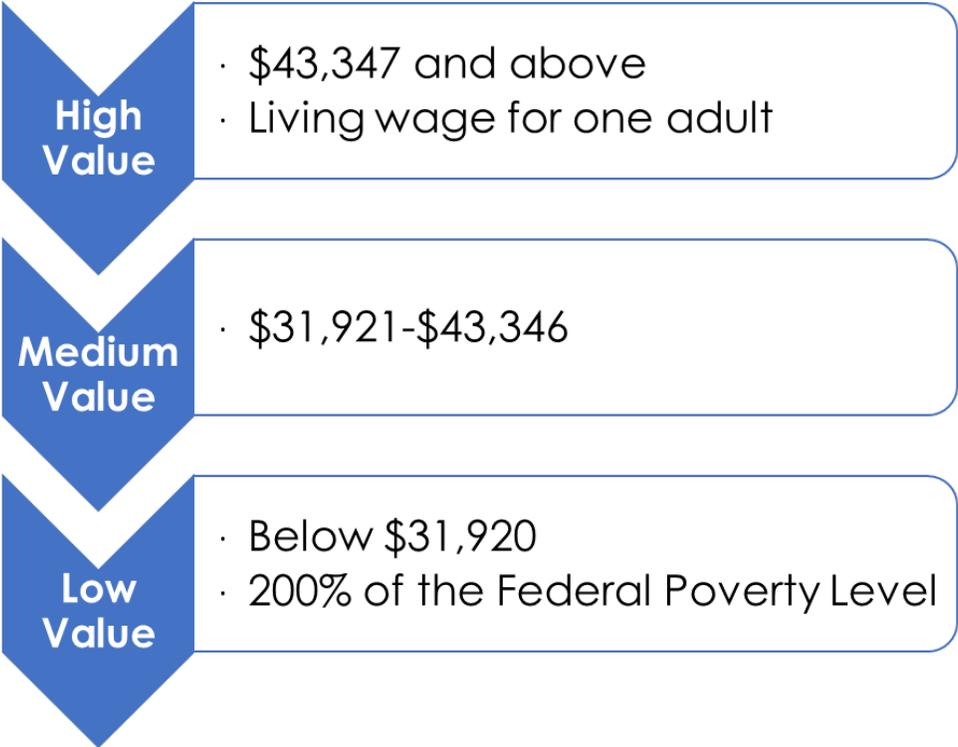
From Silos to Synergy: An Integrated Approach to Results

Strategic Priority	Stop-Out Focus	HB 8 Funding Alignment	Aspen "Unlocking Opportunities "
Workforce Credentials	Re- engage adults needing quick upskilling	Credentials of value & funding	Program wage outcome analysis
Dual Credit & Pathways	Support parents & returning adults, build family pipelines	HB 8 incentives	Guided pathways design
Adult & Part-time Services	Target top - priority segments	Support momentum metrics	Proactive advising redesign
Employer Partnerships	Adult learners hired fastest	Labor market alignment required	Work-based learning expansion
Equity & Access	High proportion first-generation low - income	State expectations for access	Aspen equity – minded reforms

Note: Aligning learner group needs with NLC strategic priorities and overarching mandates for value added

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Thank you | Questions

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10 MOST ADMIRED UNIVERSITIES & COLLEGES TO WATCH 2018

Achieving the Dream LEADER COLLEGE OF DISTINCTION

Appendix

Strategic Enrollment Action Plan
(Telling Tori's Story)

- **New Accelerated 8 Week Academic Programs and Micro credentials**
  (Complete 15-18 months)

- **Increase FAFSA Completion**

- **Expand Supplemental Instruction to High Challenge Courses**
  (Math, Science, English)

- **Decrease Good Standing "Stop-Out" Students**

- **Men of NLC Cohort Model/The Boardroom Project**

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AACRAO GROW YOUR ENROLLMENT. DEVELOP YOUR CAREER.

SEM 2022

NLC Completion of Awards by Value (2024-2025)

Transfer High Value	Transfer Low Value
AA Art	AA Anthropology
AA Business Administration	AA Digital Art
AA Criminal Justice	AA Drama
AA Kinesiology	AA Economics
AA Liberal Arts	AA English
AA Psychology	AA History
AAT TX Teacher EC-6, 4-8, & EC-12	AA Humanities
AS Biology	AA Music
AS Biology/Pre-Nursing	AA Philosophy
AS Biology/Pre-Professional	AA Political Science
AS Chemistry	AA Sociology
AS Computer Science	AA Spanish
AS Engineering	AA Speech
AS Environmental Studies	AAT 7-12 & Other EC-12
AS General Science	AS Biology/Pre-Pharmacy
AS Geology	AS Nutrition
AS Mathematics	

High Transfer Value:
78.8%

Low Transfer Value:
7.3%

% Transfer Programs:
86.1%

High Workforce Value:
3.2%

Medium Workforce Value:
0.1%

Low Workforce Value:
10.6%

% Workforce Programs:
13.9%

Workforce High Value	Workforce Medium Value	Workforce Low Value
AAS Cloud Computing	AAS Construction Management	CERT1 CISCO Certified Network Assoc
AAS Cyber Defense	AAS Logistics/Supply Chain Mgmt	CERT1 Cisco Crtfied Netwrk Assoc <15
AAS Database Adminstration		CERT1 Cyber Defense
AAS Network Administration Tech		CERT1 Cyber Investigator
AAS Nursing		CERT1 Digital Marketing
AAS Power Line Worker		CERT1 Logistics Management
AAS Social Media & Digtl Marketing		CERT1 Network Support Technician
		CERT1 Social Media

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Institutional Concern:
Fraudulent Applications/Registrations/FA Collections

❖ We are finding that an unknown number of applications and registrations are fraudulent for the (assumed) purpose of collecting Financial Aid funding. Some of these students may be included on our Stop Out List. Red Flags include:

🚩 Out of State applicants (may insist on Out-of-state Residency Hold removal)

🚩 Applications for Certificate programs (do not require TSI)

🚩 AI doctored photographs of Driver's License (plus other document tampering)

🚩 Suspicious email addresses (including email addresses that are formatted with name and birthdate)

🚩 Suspicious physical addresses (including warehouses)

🚩 Callers/Zoom Callers with foreign accents

Fraudulent "students" may register for a term but do not complete and do not return for subsequent terms, inflating both our Enrollment & Stop Out numbers.

Definition Discrepancies: Students Included/Excluded

Postsecondary Data Partnership

Include students enrolled in Adult Basic Skills Programs (e.g., ESL programs)
Include CEU students
Exclude dual-enrolled high school students

IPEDS Integrated Postsecondary Education Data System

| |
|---|
| **Exclude** students ONLY enrolled in Adult Basic Skills Programs (e.g., ESL Programs) |
| **Exclude** students ONLY enrolled in Continuing Education Units |
| **Include** dual-enrolled high school students |

Reference: *https://help.studentclearinghouse.org/pdp/knowledge-base/first-year-enrollment-dashboard/*

Reference: *https://nces.ed.gov/ipeds/survey-components/5*

Definition Discrepancies: Collection Dates

PDP 12-month Enrollment: The number of first-year students enrolled in courses leading to a credential during the fall, winter, spring, and/or summer terms (academic year).

July 1   Fall Term Starts   June 30   Summer Term Ends
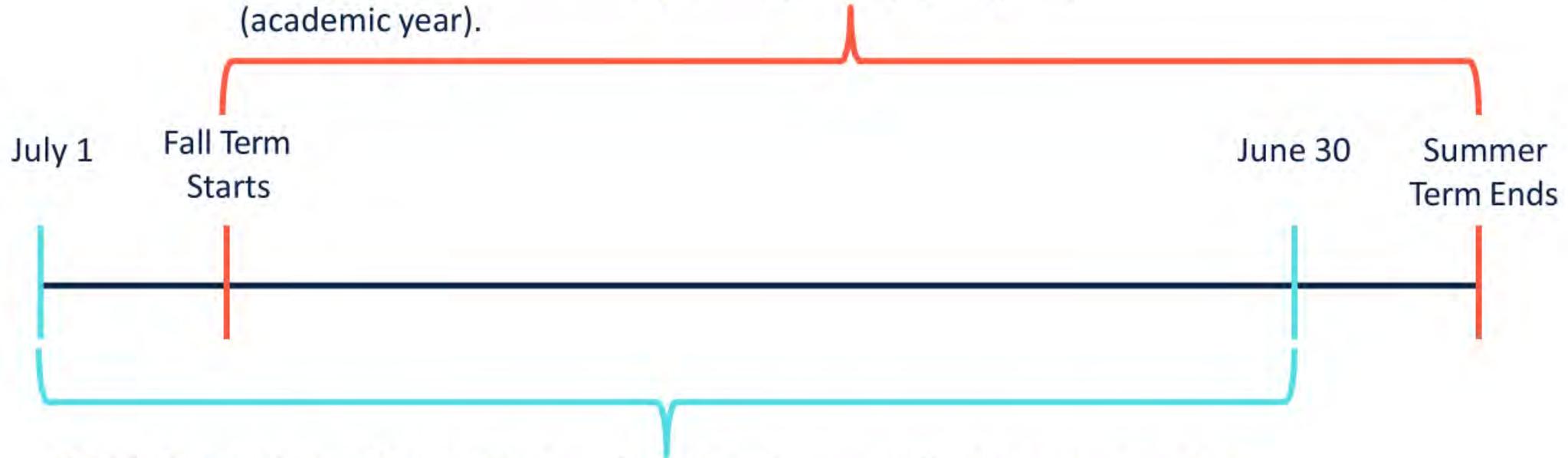
IPEDS 12-month Enrollment: The number of students enrolled in any course for credit leading to a degree/credential and courses in vocational/occupational programs and dual-enrolled programs (fiscal year).

Reference: https://help.studentclearinghouse.org/pdp/knowledge-base/first-year-enrollment-dashboard/

Reference: https://nces.ed.gov/ipeds/survey-components/5

Data Literacy Example at NLC