

2018
ENGAGEMENT
LEVEL
APPLICATION



ALAMO COLLEGES DISTRICT
Northeast Lakeview College



1201 Kitty Hawk Rd.
Universal City, TX 78148



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Engagement Level Publicity Permission & HRO Release/Ethics Statement

1. Publicity Permission

Does the Quality Texas Foundation have your permission to recognize and publicize your organization as a Texas Award for Performance Excellence participant (after the examination process is complete)? *This will include recognition of participation in a Press Release, as well as at the Annual Texas Quest for Excellence Conference.*

Yes No

2. Release & Ethics Statements

We understand and agree that this application will be reviewed by members of the Board of Examiners.

We /agree/ decline to host the site visit and to facilitate an open and unbiased examination. We understand the organization must pay reasonable costs associated with a site visit.

If our organization is selected to receive an Award, we agree to share nonproprietary information about our successful performance excellence strategies with other organizations and at the annual Texas Quest for Excellence conference.

I state and attest that

(1) I have reviewed the information provided by my organization in this Application Package.

(2) To the best of my knowledge

- no untrue statement of a material fact is contained in this Application Package, and

- no omission of a material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices has been made. This includes but is not limited to sanctions and ethical breaches.

Signature, Highest Ranking official

Signature

3/22/18
Date

Name: Veronica Garcia

Title: President

Telephone No.: 210-486-5230

Fax No. 210-486-9040

Email Address: vgarcia2@alamo.edu



Quality Texas Foundation
201 Woodland Park
Georgetown, Texas 78633-2007
(512) 656-8946
Email: drmac@quality-texas.org

February 20, 2018

Dr. Veronica Garcia
1201 Kitty Hawk Road
Universal City, Texas 78148

Dear Dr. Garcia:

Based upon the information provided in your Eligibility Certification Form, the Quality Texas Foundation is pleased to report Northeast Lakeview College is eligible to participate in the 2017-2018 Quality Texas Performance Excellence Program Cycle 5. Your organization will be evaluated at the Engagement Level in the Education Sector. All Engagement Level recipients will be recognized at the Quality Texas Foundation annual awards event to be held at the Sheraton Georgetown, June 24-26, 2018 in Georgetown, Texas. Please make plans for your organization's attendance.

An original application document, one additional copy, and a flash drive (word document) containing the complete application packet must be postmarked no later than March 23, 2018, along with a check in the amount of \$3,500 to cover assessment fees. Please make checks payable to the Quality Texas Foundation and send submission package to the Quality Texas Foundation, 201 Woodland Park, Georgetown, Texas 78633-2007. Contact Lin Wrinkle-McGuire at linwrinkle@quality-texas.org for other payment options. The Award Criteria is the same as the National Baldrige.

We look forward to working with you during your submission and we hope you will be successful in becoming a recipient of our recognition. Please feel free to call or email us if you or your staff has any questions.

Sincerely,

A handwritten signature in cursive script that reads "Mac McGuire".

Dr. Mac McGuire
Chief Executive Officer
Quality Texas Foundation
cc. Dr. Tangila Dove



Applicant Eligibility Certification Form

1. Applicant Organization

Official Name: Northeast Lakeview College
 Other Name:
 Prior Name (if applicable):

Applicant Address:
 1201 Kitty Hawk Rd
 Universal City, TX 78148

2. Application Level and Cycle: (Please check one)

Baldrige Next Level:	Progress Level:	Commitment Level:	Engagement Level:
(former TAPE recipients)	Cycle 2 _____	Cycle 2 _____	Cycle 2 <u> X </u>
Cycle 1 _____	Cycle 3 _____	Cycle 3 _____	Cycle 3 _____
Award Level:	Cycle 4 _____	Cycle 4 _____	Cycle 4 _____
Cycle 1 _____	Cycle 5 _____	Cycle 5 _____	Cycle 5 _____

If Progress Level, do you want to receive a site visit? _____ Yes _____ No

Note: In addition to the application fee – Next Level, Award Level (Cycle 1) and Progress Level site visits (Cycle 3 only) also require examiner expenses to be paid by the applicant. Cycle 1 Award Level applicants are not eligible for the Texas Award for Performance Excellence if they opt out of the site visit.

3. Highest Ranking Official

_____ Mr. _____ Mrs. _____ Ms. X Dr.

Name: Veronica Garcia
 Title: President
 Telephone No.: 210-486-5230
 Fax No. 210-486-9040

Email Address: vgarcia2@alamo.edu
 Address (If different from Headquarters):

4. Eligibility Contact Point

_____ Mr. _____ Mrs. _____ Ms. X Dr.

Name: Tangila Dove
 Title: Vice President of College Services
 Telephone No.: 210-486-5471
 Mobile No. 210-836-7584
 Fax No. 210-486-9188

Email Address: twatts@alamo.edu
 Address (If different from Headquarters):

5. Applicant Status

Has the applicant officially or legally existed for at least one year prior to the Applicant Eligibility Certification package deadline?

X Yes _____ No

6. Application History

a. Has your organization previously submitted an eligibility certification Package? Yes _____ No X

If yes, please list the years and indicate the organization's name, if different. _____



Applicant Eligibility Certification Form

b. Has your organization ever received the Texas Award for Performance Excellence? Yes _____ No X

If yes, please list the years and indicate the organization's name, if different. _____

7. Sector and For-Profit/Not-For-Profit Designation (must indicate if for profit or non as applicable.

____ Business* ____ Non Profit ____ For-Profit
*including Manufacturing, Service, Government, Non Profit and Small Business)

____ Health Care ____ Non Profit ____ For-Profit

____ Education: Pre-K - 12 ____ Non Profit ____ For-Profit

X Education: Higher Ed. X Non Profit ____ For-Profit

8. Criteria Being Used

____ Business* X Education ____ Health Care
*including Manufacturing, Service, Government, Non Profit and Small Business)

9. Size and Location of Applicant

a. Total number of: Employees (business) or Staff(education/healthcare) 360

b. For the preceding fiscal year, the organization had: _____ in:

____ 0 - \$1M ____ \$1M - \$10M ____ Sales

X \$10M - \$100M ____ \$100M - \$500M X Budgets

____ \$500M - \$1B ____ More than \$1B ____ Revenues

c. Number of sites: 1 In Texas _____ Outside Texas

d. Percentage employees: 100% In Texas _____ Outside Texas

e. Percentage physical assets: 100% In Texas _____ Outside Texas

f. If some activities are performed outside the applicant's organization (e.g., by a national or overseas component of the applicant, the parent organization or its other subunits), will the applicant make available in Texas the sufficient personnel, documentation, and facilities to allow full examination of its operational practices for all major functions of its total operations in a site visit? (if selecting a site visit for overseas location, please use the international form and submit a separate application for the overseas location).

____ Yes ____ No X Not Applicable

g. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at the Texas Quest for Excellence Conference and at its Texas facilities?

X Yes ____ No

h. Attach a line and box organization chart for the applying organization, including the name of the head of each unit.



Applicant Eligibility Certification Form

10. Subunits (If the applicant is not a subunit, please proceed to question 11.)

a. What is the relationship of the applicant to the larger parent or system? (Check all that apply.)

- a subsidiary of a unit of a school of
 a division of owned by a like organization of
 controlled by administered by a campus of

b. Parent Organization:

Highest Ranking Official:

Name: Alamo Community College District
Address: 201 West Sheridan
San Antonio, TX 78204-1429

Name: Dr. Bruce Leslie
Title: Chancellor
Number world-wide employees of parent _____

c. Is the applicant the only subunit of the parent intending to apply? (Check one.)

- Yes No Do Not Know

d. Briefly describe the major functions provided to the applicant by the parent or by other subunits of the parent. Examples of such functions include but are not limited to strategic planning, business acquisition, research and development, data gathering and analysis, human resources, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.

Parent provides legal services, police, off campus technology support of district-wide applications, financial accounting, acquisitions, HR support, some academic and student services coordination with sister colleges, all facilities maintenance, student financial aid services, and bursar functions

e. Is the applicant self-sufficient enough to respond to all seven Criteria Categories? (Check one.) The subunit must be able to address levels of deployment, integration and learning at the subunit level in each of the categories

- Yes No – Briefly explain

f. Briefly describe the organizational structure and relationship to the parent.

Northeast Lakeview College is one of five colleges within the multi-college district, the Alamo Community College District. Each of the five colleges are fully accredited.

g. Is the applicant's product or service unique within the parent organization?

- Yes No

If "No," do other units within the parent provide the same products or services to a different customer base?

- Yes No

If "No," please provide a brief explanation of how the applicant is distinguishable from the parent and its other subunits (e.g., market/location/name).

h. Manufacturing, Service and Small Business Only: Are more than 50 percent of the applicant's products or services sold or provided to customers outside the applicant's organization? (Check one.)

- Yes No

Eligibility Certification Form – Site Listing & Descriptors*

The following information is needed by the Quality Texas Foundation office to provide the most effective evaluation possible by the Board of Examiners.

1. Site Listing and Descriptors

It is important that the totals for the number of employees, faculty, and staff; percent of sales, revenues, and budgets; and sites on the form match the totals provided in above items. For example, if you report 600 employees in 9.a., the total number of employees provided in the Site Listing and Descriptors form should be 600.

Address of Site(s)	Number Employees, Faculty, and/or Staff as indicated in 9. a.	Number of Shifts	Operating Hours	Percent Sales, Revenue or Budget as indicated in 9. b.	Description of Products, Services, and/or Technologies for each site
1201 Kitty Hawk Rd Universal City, Texas 78148	360	1	<i>Monday –Thursday:</i> 7:00 am to 9:00pm <i>Friday:</i> 7:00 am to 5:00pm <i>Saturday:</i> 9:00 am to 1:00pm	100%	Education

This form may continue on as many pages as necessary to cover all sites.

Eligibility Certification Form – Site Listing & Descriptors*

2. Key Organization Factors

List, briefly describe, or identify the following key organization factors. Be as specific as possible to help us avoid real or perceived conflicts of interest when assigning Examiners to evaluate your application. “Key” means those organizations that constitute 5 percent or greater of the applicant’s competitors, customers/users, or suppliers.

A. List of key competitors

1) San Antonio College, (2) St. Philip's College, (3) Northwest Vista College, (4) Palo Alto College, (5) University of Texas at San Antonio and (6) Texas A&M University-San Antonio

B. List of key customers/users

College students and stakeholders in Northeast Bexar County and surrounding areas

C. List of key suppliers

Alamo Community College District Support Services (DSO)

Contracted auxiliary vendors (Follett Bookstore Services, McLemore Housekeeping, Hewlett Packard, etc.) Local K-16 feeder schools and Universities (Judson Independent School District, Schertz-Cibolo Universal City Independent School District, Texas A&M University-San Antonio)

D. Description of the applicant’s major markets (local, regional, national, and international)

(1) Bexar County, (2) Guadalupe County, (3) Comal County

E. Name of the organization’s financial auditor

Grant Thornton LLP
112 E. Pecan Street, Suite 2800
San Antonio, TX 78205-9111
T 210.881.1800
F 210.881.1805

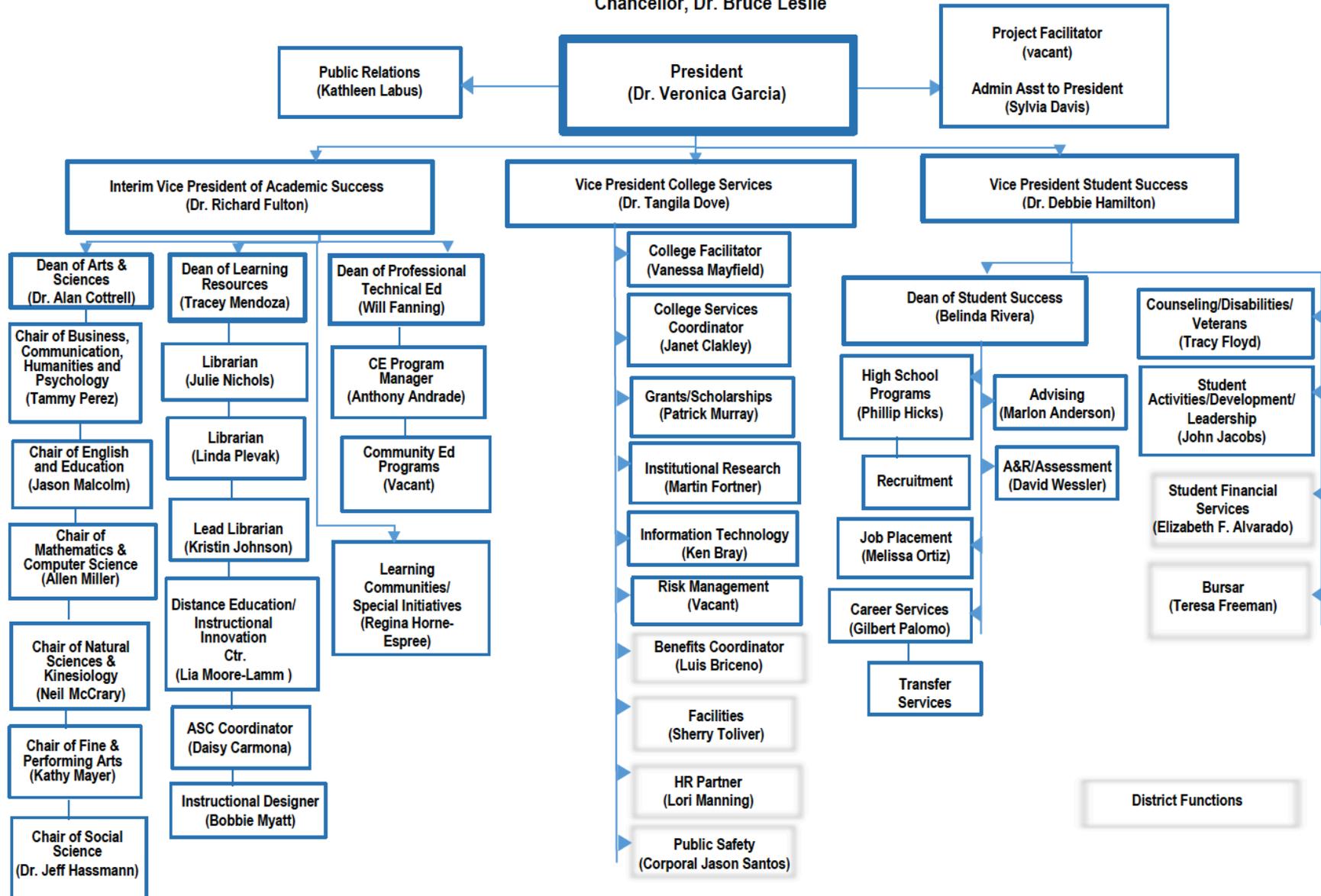
Organizations must submit an Eligibility Certification Package, including the \$350 nonrefundable fee, each time they plan to participate in an application cycle. The eligibility information is used to re-verify that the applicant is qualified to participate and to plan for Examiner staffing requirement

Eligibility Certification Form – Site Listing & Descriptors*



ALAMO COLLEGES DISTRICT
Northeast Lakeview College

Northeast Lakeview College Organizational Chart Board of Trustees Chancellor, Dr. Bruce Leslie





Glossary

Acronym	Definition
4DX	Four Disciplines of Execution
ACCD	Alamo Community Colleges District/Alamo Colleges District
ACPD	Alamo Colleges Police Department
Accountability System	The Higher Education Accountability System is used to track performance on critical measures that exemplify higher education institutions' missions.
ALAS	Alamo Colleges Leadership Academy for Success
Banner	Banner system is a web-based system used throughout the Alamo Colleges to monitor student records and fiscal records
BoT	Board of Trustee
CCSSE	The Community College Survey of Student Engagement
CEO	Chief Executive Officer
College Council	Includes the President, Vice Presidents, Deans, Academic Chairs, Director of PR, Faculty Senate and Staff Senate President
CCR	Course Completion Rate
E-Team	Executive Team that includes the President and Vice Presidents
ERM	Enterprise Risk Management
FASFA	Free Application for Federal Student Aid
FT	Full-Time
FTIC	First Time in College
FOCUS PDCA	Continuous Improvement Methodology that includes the following steps: F ind, O rganize, C larify, U nderstand, S elect, P lan, D o, C heck, A ct
HR	Human Resources
IE	Institutional Effectiveness
ISD	Independent School District
IPEDS	The Integrated Postsecondary Education Data System
KPI	Key Performance Indicator
Metrocom	ten small-medium sized northeast communities that advocated for and supported the development of the newest of the five Alamo Colleges – Northeast Lakeview College
Moody	Moody Investors Service, bond credit rating
NCES	National Center for Education Statistics
NLC	Northeast Lakeview College
NSO	New Student Orientation
PLO's	Program Learning Outcomes
PGR	Productive Grade Rate
PT	Part-Time
S&P	Standard and Poor's investment rating services
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SENSE	Survey of Entering Student Engagement
SLO's	Student Learning Outcomes
SMART Goals	Specific, measurable, achievable, relevant, and time-based goals
VOC	Voice of Customer



Organizational Profile

P.1 Organizational Description

Northeast Lakeview College (NLC) is the newest independently accredited college in the Alamo Community College District (ACCD). The District, established in 1945, is composed of four additional colleges: St. Philip's College (established 1898, reaffirmed in 2006); San Antonio College (established 1925, reaffirmed 2006); Palo Alto College (established 1985, reaffirmed in 2012); and Northwest Vista College (established 1995, reaffirmed 2006). NLC was officially established by the ACCD Board of Trustees in January 2007 to begin operations during the Fall Semester 2007; however, the institution traces its beginnings to 1996 as the Northeast Learning Center, a 1,200 square foot storefront as a satellite site of St. Philip's College. In the late 1990's, Northeast Bexar County (known as the Metrocom) community leaders acknowledged the need for college services in the area. Metrocom and ACCD officials began discussing the possibility of establishing a new college and conducted extensive research to determine student need and to select a potential site. Northeast Lakeview College provides educational access to students in northeast San Antonio and from the ten Metrocom Communities serving three counties (Bexar, Comal, and Guadalupe). NLC students may earn the Associate of Arts, Associate of Arts in Teaching, and Associate of Science degrees. Northeast Lakeview College graduated its first student in 2009 and since then, has increased its number of graduates annually.

Serving northeast San Antonio and ten small municipalities, Northeast Lakeview College welcomes the different cultures and backgrounds of its students. Activities are offered on campus regularly to celebrate cultural and historical events. In addition, Northeast Lakeview College and its employees routinely participate in community engagement opportunities as a good civic partner in the local service area.

The growth and expansion of our institution is reflected by local area support. Both the voice of the NLC employee and the needs of the community play a role in our continuous improvement process. The Friends of Nighthawks is a President's Advisory Council established in December 2014 as a direct result of the Community Listening Sessions NLC hosted in Summer and Fall 2014. The purpose of this advisory group is to create awareness of and advocate for Northeast Lakeview College and advance the mission of the college. Representatives include members from northeast Bexar County, including each of the college's service area municipalities as well as school district and university representatives. Members of this group also share ideas and continuous feedback on the current and anticipated educational and workforce training needs for the community.

P.1a Organizational Environment

(1) Educational and Service Offerings - Northeast Lakeview College (NLC) offers three degrees, the Associate of Arts, the Associate of Arts in Teaching, and the Associate of Science. These three degrees include a coherent course of study compatible with the mission of the College to include a general education core of 42 semester credit hours and 18 semester elective credit hours from inventories of courses that will allow students to transfer to upper division institutions. Despite the fact that students will choose from an array of courses to complete the credit hours required, the three degrees rest on advising or transfer guides designed to assist students in selecting courses in their planned course of study once they transfer.

NLC offers a broad range of educational opportunities for the student whose goal is to transfer to a four-year institution. Degree plans or optional electives are available for all associate degrees; these degree plans provide students with course selections that will facilitate transfer to academic programs at four-year institutions. NLC's degree programs represent a series of courses comprised of a 42-hour state-mandated core and 18 hours of additional coursework which varies by student interest and transfer institution.

(2) Vision and Mission - Northeast Lakeview College (NLC) has a clearly defined, comprehensive, and published mission statement. The mission statement for Northeast Lakeview College is as follows:

Northeast Lakeview College is a public community college within the system of Alamo Colleges, established in partnership with its communities, that is focused on student success through the offering of Associate degrees and continuing education, promoting engagement in civic activities and organizations, and encouraging participation in cultural and enrichment programs.

This mission statements clearly states that NLC's focus is on supporting student success through the offering of Associate degrees and continuing education. NLC currently offers three associate degrees and a variety of continuing education options. The mission statement helps to focus institutional efforts on developing and maintaining programs that align with the needs of San Antonio and the surrounding region. The current mission statement also reflects NLC's role as a public community college; a college within the system of the Alamo Community College District; and a college that offers associate degrees and continuing education.

NLC's mission statement is comprehensive in that it describes the College's academic programs, as well as the College's commitment to, "promoting engagement in civic activities and organizations, and encouraging participation in cultural and enrichment programs."



By focusing on NLC’s partnership with its communities, the mission statement identifies a geographic service region for both students and their prospective employers.

The mission statement is specific to the institution, acknowledging both NLC’s membership in the Alamo Community Colleges District and its partnership with surrounding communities. It is appropriate for higher education and addresses both teaching and learning.

A center for educational excellence, Northeast Lakeview College combines innovative instruction with hands-on experience to provide exemplary enrichment opportunities. We provide a variety of degree plans, flexible course schedules, and a small, student-focused environment. This belief is reflected in our **Mission, Vision, and Value (MVV)** statements - as well as our **Core Competencies** that support them, all of which are shown in *Figure OP-1*.

Mission
Northeast Lakeview College is a public community college within the system of Alamo Colleges, established in partnership with its communities, that is focused on student success through the offering of Associate degrees and continuing education, promoting engagement in civic activities and organizations, and encouraging participation in cultural and enrichment programs
Vision
The first choice for higher education in the communities we serve
Values
The members of Alamo Colleges are committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.
<ul style="list-style-type: none"> • Students First • Respect for All • Community-Engaged • Collaboration • Can-Do Spirit
Core Competencies
Student Success and Learning Valuing and Empowering People Community Engagement
Figure OP-1 NLC Guiding Principles and Core Competencies

(3) Workforce Profile – The 332 NLC employees are dedicated to student success. Employees are segmented as shown in *Figure OP-2*. Some positions in the administrative segment require professional or doctoral degrees. Most positions in the professional segment require bachelors or master’s degrees. Faculty positions range from Masters to doctoral degrees,

Northeast Lakeview College Staff Demographics	
NLC Full time Employees	168
Adjuncts	92
District Support Services	27
Part-time Temps	40
Work-study	33
Total	360
Figure OP-2 NLC Employee Demographics	

The key elements that engage our employees in accomplishing our mission and shared vision are shown in *Figure OP-3*.

Engagement Elements
60x30 Texas (Texas Education Strategic Plan)
District Strategic Plan
College Strategic Plan
Annual Unit Plan Assessments & Poster Sessions
Key Performance Indicators
Program Review & Poster Sessions
Strategic Plan Status Report
Role in Decision Making
Collaborative Work Environment
Focus on Student Success
Figure OP-3 Workforce Engagement Factors

(4) Assets - NLC owns and maintains nine buildings on 267 acres with gross building square footage of approximately 370,000 in Live Oak, and Universal City, Texas. Northeast Lakeview College opened the Phase 1 buildings in August, 2008. The facilities include:

The **Academic I Building** features academic classrooms, learning laboratories, faculty offices, and administrative offices. 64,241 square feet

The **Career Technology Building** features classrooms, laboratories, a high bay laboratory, and offices to support occupational, technical, and workforce programs. Size: 22,300 square feet

In addition the **Library/Learning Resource Center** provides classrooms, student learning collaborative spaces, community meeting rooms, computer laboratories, Cyber Café, and administrative offices. Size: 82,260 square feet

The **Science Building** is composed of office space, science instructional classrooms, science discipline laboratories, and laboratory preparation areas for the biological and physical sciences. Size: 26,144 square feet



Phase 2 buildings were completed in August 2009. These facilities include:

The **Fine Arts Building** provides classrooms, music practice rooms, two rehearsal halls, a drawing studio, two kilns for firing pottery, and office spaces. Size: 25,285 square feet

The **Performing Arts Center** includes an auditorium, a stage, a gallery, a green room, costume storage, a classroom, and dressing rooms. Size: 22,320 square feet

The **Student Commons Building** houses student support services including enrollment services, assessment and testing, advising, financial aid, student activities, and the business office. The building also houses a cafeteria, a bookstore, a lecture theater, classrooms, computer labs, and offices for student organizations. In Fall 2012, areas outsourced for cost savings was renovated to accommodate a university transfer center and a Veteran's Affairs center. Size: 64,191 square feet

The **Wellness Building** features two dance studios, two basketball courts, a weight room, a rock climbing wall, classrooms, a nutrition laboratory, and offices. Size: 46,617 square feet

The Physical Plant shell was completed in January 2012.

The **Physical Plant** building houses the Department of Public Safety, building trades and the Facilities Department, which includes the campus mailroom, and the chiller plant. The building also includes shop and storage areas utilized for campus maintenance. A grey water line to provide year-round irrigation was completed November 2013. During FY 2014, NLC completed a one million gallon capacity thermal storage unit to improve the operating efficiency of the physical plant and reduce utility costs. Size: 10,763 square feet

Additional facilities at the NLC campus include a small (430 square feet) observatory and a 100-seat outdoor amphitheater.

Key technology and equipment consists of workstations, laptops, tablets, servers, printers, copiers, scanners, Voice over Internet Protocol (VoIP) phone systems, virtual desktops, wired and wireless Internet connectivity availability throughout campus for all employees, students, and guests. Technologies are available for students in fine arts programs and the natural science labs. Additionally, specialized software for students with disabilities such as Kurzweil 3000, Jaws 11 and FS Reader that assist with reading text. We use BANNER Enterprise Information System to manage student and financial aid data, finance and HR modules.

(5) Regulatory Requirements - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the body that provides accreditation to NLC.

We operate within the Texas Education Code (TEC) monitored through the Texas Higher Education Coordinating Board (THECB), which regulates contact hour funding, common courses, and the approval of new programs. THECB also provides comparative demographic and financial data and monitors institutional effectiveness. We also operate under specific FERPA, ADA, OSHA, EPA, and EEOC requirements.

P.1b Organizational Relationships

(1) Organizational Structure - The Alamo Colleges nine-member, community elected Board of Trustees, is the governing board for the Alamo Community Colleges District. The Chancellor of ACCD is the Chief Executive Officer of the ACCD and reports to the Board of Trustees. By state statute, the Board is the governing body that sets policy consistent with the Alamo Colleges mission. The Board appoints the Chancellor, levies property taxes, and approves the budget. The Board is the final authority on all policies that govern the five Colleges. College Presidents report to the Chancellor and serve as CEOs of their College. The District consolidates support for all of the colleges in the following areas: Finance, HR, Facilities, Acquisitions, Campus Police, and IT (a shared approach with NLC).

Northeast Lakeview College is organized through these areas of service: Academic Success, Student Success, College Services, and the President's Office. Three vice presidents administer the three areas of service. Under the direction of each vice president, there are functional areas monitored and supervised by respective deans, directors, coordinators, and/or chairs.

(2) Customers and Stakeholders – Students and other key customer groups are shown in **Figure OP-4** along with their key requirements.

(3) Suppliers and Partners – Partners, collaborators, and suppliers (**Figure OP-5**) are important to NLC. Partners are often directly involved in the delivery of services to students and other customers; NLC employees devote substantial time and effort working with partners and collaborators to achieve short- or long-term objectives; the products and services that we procure can directly impact the quality of education we provide and how effective we are in delivering that education; and non-labor expenses represent a significant component of NLC costs.



Market Segments	Customer Groups	Stakeholder Group	Key Requirements
Men of Color	<ul style="list-style-type: none"> • Students • Parents • Citizens • Community 	<ul style="list-style-type: none"> • Taxpayers • ISD's • THECB 	<ul style="list-style-type: none"> • Focused Recruitment • Information About NLC • Easy Access
Workforce/Technical Programs	<ul style="list-style-type: none"> • Community • Students 	<ul style="list-style-type: none"> • Taxpayers • Businesses • THECB • Area Industry 	<ul style="list-style-type: none"> • Partnerships & Community • Education Needs • Focused Recruitment • Information About NLC • Easy Access
Veterans	<ul style="list-style-type: none"> • Active, Retired, and Disabled Vets 	<ul style="list-style-type: none"> • Military Bases • VA Hospital • Taxpayers 	<ul style="list-style-type: none"> • Focused Recruitment • Information About NLC • Easy Access
Graduating High School Seniors	<ul style="list-style-type: none"> • Service Area ISD's 	<ul style="list-style-type: none"> • Parents • High School Seniors 	<ul style="list-style-type: none"> • Focused Recruitment • Information About NLC • Easy Access
Transfer Schools	<ul style="list-style-type: none"> • Core Completers • Transfer Eligible • NLC Graduates 	<ul style="list-style-type: none"> • 4-year Institutions 	<ul style="list-style-type: none"> • Degree Completion Info • Academic Support Services • Academic Challenges • Transfer Articulation

Figure OP 4- Customer/Stakeholder Groups and Requirements

P.2 Organizational Situation

P.2a Competitive Environment

(1) **Competitive Position** - We operate within a competitive-cooperative environment, particularly regarding our relationship with our four sister colleges. Students have the choice of attending these or any of the four-year institutions in the area or beyond. The other four Alamo Colleges represent a modest level of competition for attracting incoming students. Local public, four-year competitors are TAMU - SA, UTSA and the University of Texas Health Science Center. Other competitors include local, private, four-year universities such as Our Lady of the Lake University, St. Mary's University, Trinity University and University of the Incarnate Word. National competitors include for-profit colleges and the military.

The College offers courses online and will be developing full online programs as well as advising students to select online course toward programs.

(2) **Competitiveness Changes** - The most important change that impacts our competitive situation and provides opportunities for innovation and collaboration is the national economic situation that continues to threaten our state funding, but also drives students to community colleges for education to make them more employable.

P/C/S	Role	Requirements
Partners and Collaborators		
Feeder Schools	<ul style="list-style-type: none"> • Provide students • Shared processes for access, data, info on students 	<ul style="list-style-type: none"> • Partnerships • Student Enrollment and Transition Services • Collaborative Programs • College Connections • Adopt A School
Transfer Schools	<ul style="list-style-type: none"> • Receive our transfer students • Collaborate in development of articulation agreements 	<ul style="list-style-type: none"> • Articulation Agreements • Joint Transfer Partnerships • Students with Requisite Skills
Advisory Committees	<ul style="list-style-type: none"> • Provide input on requirements and programs 	<ul style="list-style-type: none"> • High Quality Workforce Development Programs • Skilled Graduates
Key Suppliers		
ACCD	<ul style="list-style-type: none"> • Provide finance, legal, HR, IT, police, and facilities services 	<ul style="list-style-type: none"> • Collaboration • Student Focus • Efficiency and Effectiveness
Services Providers	<ul style="list-style-type: none"> • Bookstore, Cafeteria, Housekeeping 	<ul style="list-style-type: none"> • Student Focus • High Quality Service • Shared MVV
Technology Providers	<ul style="list-style-type: none"> • Technology solutions • Upgrade and purchase planning 	<ul style="list-style-type: none"> • Expertise • High quality services • Responsiveness • Innovative products

Figure OP 5 - Partners, Collaborators, and Key Suppliers

(3) **Comparative Data** - Our primary sources of comparative data are shown in **Figure OP-6**.

Data Type	Source of Data
Student Satisfaction	CCSSE; Noel Levitz, Class Climate, FTIC Survey
Student and Education Program	THECB Accountability System; ACCD
Financial Performance	ACCD; Moody; S&P
Workforce	PACE
Leadership	PACE
Measurement and Learning	CLA+; embedded assessment measures
Peer/Benchmark Comparison	IPEDS/NCES

Figure OP-6 Comparative Data Sources

P.2b Strategic Context

Strategic challenges and advantages are shown in **Figure OP-7**.



	Strategic Challenge	Strategic Advantages
Business /Other Educational Providers	<ul style="list-style-type: none"> Proprietary Schools Online Program 	<ul style="list-style-type: none"> Competitive Pricing Small Average Class Sizes
Operations	<ul style="list-style-type: none"> Challenged Budget Small Class Size VA Chapter Benefits Financial Aid 	<ul style="list-style-type: none"> Candidacy Hazlewood Exemptions Consolidated Tech Purchasing
Societal Responsibility	<ul style="list-style-type: none"> Innovation - what students expect we can't meet Lack soft & academic skills upon graduation and enter workforce Lack of Community Programming 	<ul style="list-style-type: none"> Utilize feedback to improve and develop curriculum
Workforce	<ul style="list-style-type: none"> External - Technical Programs Internal - Lack faculty and staff 	<ul style="list-style-type: none"> External - I 35 Corridor Growth Internal - Build staffing levels to meet growth

Figure OP 7 - Strategic Challenges and Advantages

P.2c Performance Improvement System

NLC is guided by its own Four -Year Strategic Plan which aligns with the consistent academic persistence and success imperatives as found in the overarching Texas Higher Education Coordinating Board (THECB) and Alamo Community College District Strategic Plan.

NLC's institutional effectiveness cycle commences during the month of May and continues through April of the following year. During this period, the units present performance outcomes as guided by best practices gleaned from the previous year assessment cycle. As such, unit discretion is given to develop implementation strategies and employ assessment measures for program unit goal attainment. Unit review results are monitored throughout the year and factored into resource allocation priorities during

Figure OP-8: Institutional Effectiveness Cycle at NLC



Northeast Lakeview College follows:

NLC's annual budget development in the spring of each fiscal year. The Venn diagram below in **OP-8** represents the informants to strategic planning process at NLC. The outer steps represent the cycle of continuous quality improvement for institutional effectiveness that starts with the strategic plan.

What follows is a description of the processes at NLC which is in place for continuous quality improvement beginning with the development of the strategic plan.

The overarching relationship with the THECB and ACCD external stakeholders stem from NLC's role, scope, and mission classification as a two-year public community college. As such, NLC's Strategic Plan is a multi-year forecast of mission critical activities related to student success, learning competency attainment, and community involvement.

Effectiveness measures which support institutional goals as found in the NLC strategic plan are assessed at both program unit and college wide levels. If applicable, identified effectiveness measures are mapped to overarching key performance indicators for further alignment with THECB and ACCD strategic initiatives

The Strategic Plan Status Report (SPSR) is the final institutional reporting "hub" for NLC's systemic based evaluation paradigm. Specifically, the status report provides an annual snapshot of institutional progress toward institutional goal attainment and instructional/non instructional program unit performance in support.

Program unit performance is annually tracked and measured by the objectives and strategies aligned in support of the three institutional goals established in the college strategic plan. NLC believes alignment ensures institutional accountability and college wide transparency in College mission attainment. Detailed attainment information is tracked annually through the SPSR and the Executive and the Performance Goals Dashboard scorecard. The NLC senior leadership team regularly reviews KPI metrics for College strategic goal attainment and compliance with THECB/ACCD targets for increased persistence and degree completions.



Original Mission Statement (2007): Northeast Lakeview College partners with its communities to offer educational and workforce opportunities for students, develop civic responsibility in its citizens, and provide exemplary enrichment opportunities for all residents.

Current Mission Statement (revised 2012): Northeast Lakeview College is a public community college within the system of Alamo Colleges, established in partnership with its communities, that is focused on student success through the offering of Associate degrees and continuing education, promoting engagement in civic activities and organizations, and encouraging participation in cultural and enrichment programs.

Vision: The first choice for higher education in the communities we serve.

Values: Student Success

Excellence in learning, teaching, and leadership

Respect for all

Vision as a requirement for all planning

Integrity and accountability as core of all values

Creativity and innovation in thought and action

Evidence as the foundation for all decision-making

Development of NLC original mission, vision and values were developed and finalized by members of the College's Community Advisory Committee and College employees. NLC's original mission statement created in 2007 addressed establishment or partnerships within its market service area to offer enrolled student educational and workforce opportunities, civic engagement and life quality enrichment programs. The statement was approved by the ACCD Board of Trustees (BoT) on August 21, 2007.

In the Fall of 2011, the Northeast Lakeview College leadership deemed it necessary to review the College's original mission statement. It was determined that, while the essential elements of the mission statement were still appropriate, there was a need for more specific and descriptive wording in the statement. Small groups were formed and several revisions to the mission statement were suggested. The revisions were presented to Northeast Lakeview College employees at Employee Development Day, October 26, 2011. After feedback and revision, the revised wording for the mission statement was forwarded to the ACCD Board of Trustees, and it was approved on January 24, 2012.

Revised mission statement found consistency in the institutional vision which states NLC as "The first choice for higher education in the communities we serve." From this vision and resulting mission statement, the following core values emerged:

- Students First

- Respect for All
- Community Engaged
- Collaboration
- Can Do Spirit
- Data Informed

(2) Creating a Sustainable Organization – Senior leaders are also involved in succession planning and development of future organizational leaders through identification of high potential individuals in performance evaluations; involving high potential employees in leadership activities; nomination and selection of individuals for promotions; and through participation in leadership development initiatives, particularly the Alamo Colleges Leadership Academy for Success (ALAS). This nine-month leadership development program is designed to prepare individuals for future leadership roles at NLC and throughout the District. It serves to provide participants personal and professional growth and new knowledge to effectively lead within the Alamo Colleges and in their respective areas of work. The objective is to provide definition and understanding in four leadership imperatives and their qualities: Inspire Trust; Clarify Purpose; Align Systems; and Unleash Talent. The E-Team chooses two to five people from different Units to participate in the program annually.

The 5 ½ month Emerging Leader Program prepares high potential employees by giving them the necessary mindsets, skillsets, and tools that will help them in transitioning into future roles, positions, or receiving projects of greater responsibility. Participants are exposed to the Leadership content of the 4 Imperatives of Great Leaders. This program focuses on the "End in Mind", with the intent to have a leader in every seat at NLC and across the Alamo Colleges District. The E-Team chooses up to 12 people from different Units to participate in the program annually.

(3) Communication - Senior leaders communicate with and engage the faculty and staff, students, and other customers through encouraged dialogues, two-way communications, not monologues, throughout the organization. Several means of communication consist of weekly updates, such as Monday Minutes, Nighthawk Notes, Deans Newsletters; weekly and bi-weekly governance structure and divisional meetings, where agendas are driven by the constituent members, and monthly, quarterly, and bi-annual meetings, such as first Friday, that include "Ask a basket" to dispel rumors, ask questions, get clarification, Fall and Spring Convocation, student forums, and faculty and staff meetings and forums. Formal Advisory committees and councils serve as implementation and liaison teams.

(4) Focus on Action - The key elements that engage the college's workforce segments in achieving the college mission, vision, and values are the college's strategic



planning and institutional effectiveness processes. Each process has a timeline for completion guidance and oversight and review by relevant stakeholders. The college community as a whole is involved in these processes through 1) unit planning, implementation, review, and analysis for improvement; 2) program review (non-instructional and instructional) implementation, review, and analysis for improvement; 3) institutional effectiveness audit processes including the Strategic Plan Tracker Status Report and Dashboard updates.

(5) Performance Evaluations - The Chancellor evaluates the performance of our President based upon pre-defined expectations, including our accomplishments and performance throughout the year, the College Strategy map, KPIs, and assigned Chancellor Charges. In addition, a comprehensive appraisal of the President and other senior leaders is done annually using the AlamoTALENT Performance Management module. Senior Leaders progress review consists of SMART Goals, aligned to the NLC Strategic Plan, Competency Assessments and Development Plans. Smart Goals are related to senior leaders work performance while Competency Assessments and Development Plans are ongoing for training/development of personal skill sets, which help us do our work. Senior Leaders SMART goals are also aligned to Performance Goals tracked through the NLC Strategic Plan Status Report. Annually individual and organizational progress toward goal achievement is assessed and recommendations for continued employment renewal or non-renewal are made by the President and submitted to the Chancellor for review and consideration, and for Board approval in continuing leadership contracts.

During strategic planning and budget development senior leaders and their teams develop Unit-specific plans and goals aligned to the strategic plan for the upcoming fiscal year. These goals and a report on the status of prior year goals is presented to the Board as an integral part of the budget planning process.

The Board established Policy B.3.2 in 2011 requiring a self-evaluation and now conducts self-evaluations every odd-numbered year. Results are used to improve Board processes through identification of opportunities for improvement and subsequent implementation of improvement actions.

Category 2

Northeast Lakeview College (NLC) engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes. NLC's strategic planning is a product of shared governance and further facilitated through the College Institutional Research Office in conjunction with administrative units and the Northeast Lakeview Strategic Planning Council. The council consists of the College Vice

Presidents, Deans, Faculty Senate and Staff Senate Presidents, division chairs, directors, and some coordinators. Members of the Strategic Planning Committee map out the process to update the Strategic Plan for the next term cycle. The process includes engagement by internal and external stakeholders. Feedback from all constituent groups are reviewed and combined into a document that supports the continuous improvement process to advance the institutional mission and NLC's overarching goal of student success.

To help accomplish this mission the institution has crafted a Strategic Plan with three primary Goals:

1. Student Success and Learning
2. Valuing and Empowering People
3. Communications and Community Engagement

Seven (7) Strategic Objectives and Twenty-Six (26) Strategies have also been identified in support of these Goals. Each Goal, Objective and Strategy is meaningful, manageable and measurable. A full set of Key Performance Indicators (KPIs) are also tracked to further assess the college's level of success related to its mission-specific "student success" agenda.

NLC's Strategic Plan is a multi-year forecast of institutional goals in support of College mission requirements for student success, learning competency attainment, and community involvement.

NLC's instructional and non-instructional units are required to establish annual outcome measures in support of the college strategic plan. Accountability criteria require program units to document expected outcomes with assessment methodologies and projected operational impact. Resulting improvement strategies must include a proposed implementation plan with priority resource requirements for the next fiscal year funding cycle.

NLC creates an environment that supports innovation by emphasizing both the internal and external challenges that we face and the need for priority action against those challenges; focusing on breakthrough change during strategic planning and professional development; reviewing our progress to plan throughout the plan year so that we have opportunities to discuss where significant improvement is needed; promoting empowerment throughout the organization. NLC funds its strategic objectives, to include innovations through a dedicated reserve fund set aside to fund initiatives that originate through the institutional effectiveness process. In addition, NLC supplements Alamo Foundation funds allocated for cross college innovation, to fund proposal submitted yearly for approval and funding. Proposals can range from innovation instructional delivery to curricula partnerships to streamlining of student-centered processes.

NLC's Strategic Planning Process has two major



components: the Annual Unit Planning cycle and the Multi-Year Program Review for both Instructional and Non-Instructional Units. The following timeline sets forth the dates when certain processes should be completed and reviewed (**Figure 2.1**).

NLC’s goal attainment is tracked annually through the Strategic Plan Status Report and the Executive Performance Summary scorecard. NLC leadership regularly reviews applicable persistence and degree completion assessment metrics for progression in College strategic goal attainment.

Instructional/non-instructional unit accountability is essential to NLC’s institutional effectiveness process. For operational program units, NLC has established performance assessment criteria which addresses two primary areas of college-wide accountability:

1. Establishment and Achievement of Program Goals
2. Planning, Resource Allocation and Management

Annual Planning Cycle Figure 2.1

1-Sep	Strategic Plan Implementation: Year One, Two, and Three
15-Oct	Part B of Unit Plans (Results, Analysis, and Action Plans from previous AY) due to next level supervisor for review and approval. (Requires sign-off). Part B is Close Out from previous AY.
30-Oct	Approved Unit Plans from appropriate Dean forwarded to VP for review and approval. (Requires sign-off).
15-Nov	VP or designee uploads completed and approved plans to NLC AlamoShare IE folder. Director of IR begins audit for missing documentation.
15-Nov	Complete Part A Unit Plans for current AY (using action plans for improvement from previous year) due to next level supervisor for review and approval. (Requires sign-off).
30-Nov	VP, Dean, or designee completes closeout of Strategic Plan Status Report Performance Goals based on Unit Plan Results. VPCS pdf’s and submits to Director IR for upload to college webpage.
1-Dec	Approved Unit Plans forwarded to VP for review and approval. (Requires sign-off).
15-Dec	VP or designee uploads approved plans to NLC AlamoShare IE folder. Director of IR begins audit for missing documentation.
Second / Third week of February	Strategic Planning Meeting and Report Outs of Unit Plans via Poster Sessions

Assessments for NLC’s instructional units address compliance with academic requirements for student success and learning competency attainment at the course and program degree levels. Such assessments demonstrate college commitment to ensure continuous improvement in instruction for pathways which lead to ultimate student success.

Assessments for NLC’s instructional units are faculty-defined. Faculty collect data at the course level, the general education competency level, and the degree program level. The resulting information is used to inform needed interventions to promote improvements in instructional delivery and student comprehension. Instructional divisions look at learning outcomes at all levels including the individual instructor, the aggregated course rubric, the discipline, and program levels.

Non-instructional unit plan assessments address the compliance with applicable institutional goals as found in the college strategic plan. Assessments for non-instructional units are maintained by unit/department leaders and college administrators for cross-college dialogue and collaboration in the development of improvement strategies.

To support unit discretionary efforts, NLC employs the Four Disciplines of Execution (4DX) model as an assessment rubric for resource allocation strategies. This model has proved invaluable to targeted goals achieved for enrollment and degree completion. The 4DX model ensures organizational inclusiveness and further extended institutional accountability to front line faculty and staff. In addition, annual and semester reports, 4DX allows NLC employees to monitor unit-targeted measures of performance on a weekly and monthly basis.

For student success, effectiveness strategies which support the NLC strategic goals are mapped to key performance indicators for institutional assessments and are aligned with overarching THECB and Alamo Colleges BoT expectations.

Assessments of NLC effectiveness strategies by key performance indicators are conducted at the operational unit and college-wide levels. Performance results are part of an open dialog with all college stakeholders in that units are provided forums for report out and display in scheduled poster sessions and featured in college-wide meetings. in regular reviews of operational units, institutional comparative analysis and College public disclosure profiles.

Category 3

(1) Listening to stakeholders to obtain actionable information -To better listen and learn from external stakeholders, Northeast Lakeview College uses a variety of methods to address needs, expectations, and perceptions of our diverse service area. On a planned cycle, NLC engages with both internal and external stakeholders to determine the current and future needs of the institution.

External Stakeholders engage in the college’s strategic planning process, brand awareness, and program development. Additionally, by listening to feedback from the

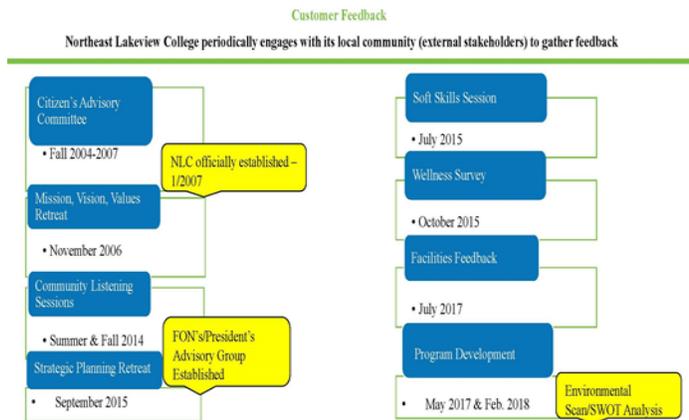


surrounding community, Northeast Lakeview College established the Friends of Nighthawks (FON's), President's Advisory Group. Its purpose is to create awareness of and advocate for Northeast Lakeview College and advance the mission of the college. Representatives include members from the college's service area in northeast San Antonio and the smaller communities that the college serves, as well as businesses, school district and university representatives. Members meet regularly for college updates and to engage in conversations about the next phase of innovation and growth for Northeast Lakeview College.

Feedback from our external partners has led to the development of future programming to include a focus on Information Technology. As a result of this feedback, the college is in the beginning stages of development for two new Associate of Applied Science Degrees.

The chart below demonstrates the continued feedback loop with external constituents from the college's inception, through its development phase and now through its current period of growth and innovation.

Customer Feedback Chart Figure 3.1



(2) Listening - The college incorporates a web strategy to manage brand awareness, perception, and listen to the voice of key stakeholders, both current and potential. Using the power of social and online media, the college utilizes master social media pages (Facebook, Twitter, Instagram, and YouTube), overseen by the college's Public Relations Department to engage with its customers. By monitoring engagement through comments, likes and shares, the college can quickly discern the pulse of its stakeholders, identify key issues, and determine college needs.

(3) Satisfaction, Dissatisfaction, and Engagement – NLC continually assess student and other customer satisfaction and engagement and actively solicit information on suggestions for improvement using a number of the VOC

approaches. We work with the Community College Leadership Program at The University of Texas at Austin to administer the **Community College Survey of Student Engagement (CCSSE)** to measure student satisfaction and engagement every other spring semester at Northeast Lakeview College. Second, we work with **Noel-Levitz Consultants** to administer their **Student Satisfaction Inventory** the alternate spring semester to determine satisfaction and engagement across all elements of student services and offerings at Northeast Lakeview College. The **Survey of Entering Student Engagement (SENSE)**, a survey that collects and analyzes data about institutional practices and *student* behaviors is also administered at NLC.

On a regular basis, NLC surveys internal and external stakeholders on their satisfaction, dissatisfaction, and engagement with the institution. The voice of the customer is important to enhancing the overall Northeast Lakeview College experience. In fact, 93% of students surveyed said they would recommend NLC to a friend or family member and most recently, external stakeholders participated in a college branding and perception survey, which helps the institution understand the external customer's awareness of and satisfaction with the institution. Of the external stakeholders surveyed (**Figure 3.1**), 100% of respondents rated NLC a 4 or 5 on a 5-point scale.

NLC determines dissatisfaction through three methods. First, assessment of the various survey methods used to determine satisfaction and engagement. The lowest rated areas are analyzed and trended so that we understand where concerns exist and address them accordingly. Second, as a learning organization we seek opportunities for improvement proactively in the formal and informal conversations that we conduct with students and other customers. Whenever a formal conversation is held, and most times when informal conversations are held, we ask for input on what we can do better. Third, we analyze unsolicited feedback data to identify not only individual areas of concern but also to identify more systemic issues that emerge when multiple concerns are submitted. For each of these methods, information is provided to leadership and appropriate Units, and actions are taken to improve when needs are validated. For example, low scores from the Noel Levitz survey indicated that improvements in advising services were needed. As a result, a cycle of learning was initiated and an innovative and comprehensive advising model, AlamoADVISE, was developed and implemented.

(4) Comparative – Results from the various surveys are compared with peer institutions, including those of similar size and structure and those in NLC's geographic region. Based on these results, NLC reviews data for both satisfaction and dissatisfaction and therefore, can address areas with the largest gaps that need improvement. Using this



comparable data, the institution can also set new benchmarks and targets.

(5) Educational Program and Services - To determine new technical programs, NLC undertakes a comprehensive review of workforce need for graduates from a proposed program. Data is obtained and reviewed from state labor market resources including Socrates, the state labor market forecasting system. This allows NLC to determine current and future demand within certain occupations. When labor market data shows a need for trained graduates in a certain field, an advisory committee comprised of business and industry representatives that will hire potential graduates is formed. This committee is supplemented with local school district and civic leaders to allow for a holistic analysis of the training to employment pipeline. This group of knowledgeable individuals assists in developing and validating a curriculum that will lead to marketable skills among graduates of the proposed program. If a final recommendation from this committee is not received the program will not move forward to implementation. Upon validation through both the labor market data system and the industry advisory committee new technical programs are implemented at NLC.

Category 4

(1) Track daily operations and overall organization performance - NLC track data college-wide through the 4dx scoreboards, which are update weekly during huddles and WIG sessions, also reviewed weekly by the College Exec Team during the President/Vice Presidents Meeting. Also, data is tracked, weekly, quarterly, by semester, and annually, through the strategic plan status report, which captures the College KPI data, performance goals, linked to the strategic plan, and other student success performance data used to make college wide decisions.

KPIs provide for strategic alignment, linkage, and synergy across the college and are finalized annually during the Exec Team and College Council, after coordination by Vice President's in their divisional meetings, they are linked to the College Strategic Plans Goals, objectives, and strategies, College Initiatives, and Unit Action Plans.

Overall organizational performance measures are driven by the District KPI and Target selection process and the NLC Strategic Plan. College level KPIs are aligned with those of the District and are used to monitor overall College performance and progress in pursuit of our Strategic Plan. The College Performance Update, presented to the Board of Trustees annually, identifies the top level student performance KPIs that have been chosen by the District for deployment to all five colleges and serves to align the entire organization in these important areas.

The KPIs align throughout the College as they flow from Department Managers up to the President and are incorporated into their unit measurement selections and tracking methods. Each level of the college evaluates its KPIs, results, and the impact of those results, from the prior year, defines KPIs and performance projections based on its strategic plan for the current year, ensures alignment with higher level KPIs, or adds KPIs that are important to its individual unit, and establish short- and long-term targets. This process allows for evaluation of the indicators that will drive data collection requirements for the coming year, ensures alignment and integration of the measurement system for the entire college, and provides a basis for communication regarding performance issues and challenges.

(2) Comparative Data - Comparative data to determine relative performance are selected based upon the importance of the KPI indicated in the College's Strategy Map. KPI's selected for District-wide application and/or strategic plan tracking automatically becomes a candidate for NLC's comparative data. Comparative data elements are included in the Alamo Colleges Benchmarks Executive Summary and are used to identify performance against national and state averages and the other Alamo Colleges, to establish performance projections, and to establish KPI targets. Also comparative data is captured through student and student surveys that provide through survey results comparison of NLC to its peer group organizations.

(3) Student and Other Customer Data - VOC System data and information are major components of measurement system, improvement, and innovation initiatives. NLC uses various methods to listen and learn, determine satisfaction, engagement, comparative satisfaction and dissatisfaction.

These methods, summarized in **Figure 4.1**, are determined through ongoing cycles of improvement in our student and other customer data collection approaches. The criteria for selection require that the data pertain to all student groups; provide relative comparative data if possible; focus on student and other customer key requirements; and address areas of importance to us.

VOC data are used at the College level to determine shortfalls and identify opportunities for improvement and innovation in meeting student and other customer needs and expectations; developing relationships; and creating greater engagement.

(4) Performance Agility - Data is monitored by the College Council, VPs and Unit managers in academic success, college services, and student success. For example, CCSSE and Noel-Levitz provide detailed analyses of student-related data which were presented to College Council and academic success, and college services, student success Units. Areas needing improvement are noted and emphasized to the



appropriate Unit or team, that create strategies of improvements that are implemented over the next year. For example, when Noel Levitz survey results, related to student success were reflected in the bottom means of the survey, 4DX Wildly Important Goals (WIGs) and Unit Expected Outcomes were geared toward the following improvement initiatives to improve scores:

- Utilized Noel Levitz survey results to address the gaps found in academic advisement resulting in better customer service and guidance towards successful achievement of students' educational goals.
- NLC advisors completed Council for Adult and Experiential Learning (CAEL) training which further certifies advisement expertise on adult learning.
- NLC advisors has increased academic degree plan reviews for expanded insights on degree plan progression, course work, and academic challenges.

Figure 4.1 Voice of the Customer Methods

Approach	Current Student	Potential Student	Transfer Schools	K-12 Schools	Community	Employee
Use Direct Communication						
Campus Events	P	P	P	P	P	P
Strategic Planning Activities				P	P	Q
Initiative/Division Advisory Meetings						
Friends of Nighthawks						Q
Feeder School Visits						
Transfer Agreements						
Meetings	M				Q	M
Environmental Scan					P	
Publications						
Advertisements		P	P		P	
News letter						W
Monday Minutes						W
Nighthawk Notes	W					
Correspondence					P	
Technology						
Digital Signage	W			W	W	W
Social Media	W	P		P	P	W
Email	W				P	W
Survey	P	P	P	P	P	P
Figure X.X-X Voice of the Customer Methods						
Frequency - P = Periodically; Q = Quarterly; A = Annually; M = Monthly; W = Weekly;						

(5) **Organizational Performance and Capabilities** - KPI performance is reviewed at both the College and District levels. The NLC President provides progress reports to the Chancellor during PVC meetings where measures are reviewed and acted upon periodically. Our review structure

is summarized in Figure 4.2.

We perform a wide variety of data analysis at the organization level as well as the unit and process levels to support reviews and turn data into information so that it is easily understood and allows leaders to make judgments and decisions efficiently. The College Performance Update, presented to the Board of Trustees annually, identifies the top level student performance KPIs that have been chosen by the District for deployment to all five colleges and serves to align the entire organization in these important area.

Figure 4.2 NLC Performance Review Structure

Team	Review Areas	Freq
PVC	Updates on KPIs as data changes occur; MVV; Strategic Direction	Weekly
ExecTeam	KPIs as data changes occur; Survey Data; Performance Goals Data, Strategic Direction	Weekly
Council/CIP	KPIs as data changes occur; Survey Data; Performance Goals Data, Strategic Direction initiatives, proposals and actions	Semi-Monthly
Strategic Planning Committee	Units Performance Goals Dashboard reviewed Unit Plan Report Outs by Poster Session 4DX Poster Session	Bi-Annually
Program Review Committee	Program Review Process and Poster Session Report Out	Annual

We also conduct analysis to support the annual budgeting process to plan the allocation of capital and operating resources for the upcoming year and set College financial goals. The budgeting process uses comparative data to analyze market trends, regulatory changes, and competitive issues. The budget is integrated with the financial statements to allow a monthly comparison of actual and budgeted operating results. District and College leaders regularly compare our financial indicators to the averages of local competitors, sister colleges, and national standards. Quarterly budget presentations are also provided to the college community to provide status of current budget and projections for the future budget.

Category 5

(1) **Capability and Capacity** – NLC Assess overall workforce capability and capacity needs as part of its resource allocation of the Strategic Planning Process and quarterly through the employee ratio reports. Critical Mission positions and current workforce capability, skills, and knowledge are assessed current and planned activities. Job descriptions for all positions outline required skills, years of related experience, and characteristics and are updated as needed to reflect current realities. Staff and faculty



capabilities are formally assessed relative to these job skills through their employee progress reviews, which drive creation of their plans for continued development.

Employee's progress review consists of SMART Goals, Competency Assessments and Development Plans. Smart Goals are related to individual employee work performance while Competency Assessments and Development Plans are ongoing for training and/or development of personal skill sets which help us do our work. Faculty progress review consist of an evaluation by their peers and chairs using the F180 evaluation model based on performance criteria developed by the faculty.

We monitor capacity measures at the Colleges, such as projected enrollment and contact hours (workload measures), FT/PT faculty ratios, average class size, advising ratios, and student services ratios, among others. These, along with current capabilities, are evaluated during planning and used to identify, calculate and prioritize HR plans and budget requests. We benchmark staffing levels for key professions against peer institutions to determine capacity needs. Balancing current needs with longer-term workforce requirements helps senior leaders determine how to best leverage staffing dollars to achieve institutional goals.

(2) Recruit, hire, place, and retain - Workforce members are recruited through HR web job postings and other social media outlets. As positions are needed, department leads submit their request to their respective management for approval through the Alamo Talent Hiring Portal. In the hiring portal units can include specific skills required beyond the skills specified in the job descriptions. With approval, we advertise in targeted publications to support an increase in diversity of the applicant pool, particularly for faculty and administration positions, in an effort to ensure that our workforce reflects the diverse ideas and cultures of our community and student population. Administrative positions are hired using a search team from the hiring area and others from different areas in order to provide diversity of skills and thought. In hiring of faculty, disciplinary teams are formed to assess content and teaching ability. Required experience, certifications, and skill sets are identified and applicants are screened against these criteria along with alignment with our values, a student-centered approach, a philosophy of service, and a desire and ability to collaborate.

All eligible applicants are reviewed by a screening committee of 4-5 members, comprised of employees within the same area of expertise, to identify a pool of candidates that best meets the requirements for interview. After a first round of interviews, 3-5 finalists are sent forward to the appropriate Dean, Vice President or President for a second interview.

(3) Workforce Management and Organization- NLC's workforce is collaborative and cross-unit supported and trained. Organization is by type of position and by function of unit. Employment status includes college administration, faculty (full-time and adjunct), and support staff. NLC is also supported by positions external to the college within our district (district support offices/DSO). Employees at all levels work in a shared-governance model within the college and the district. Employees are considered classified and exempt. Each unit has a supervisor that directs and leads the activities and direction within the unit. Unit supervisors also support employees in their professional development and unit objectives. NLC has positions for students through a federal work-study program.

Position descriptions for all positions describe required experiences, education, and skills and are updated to reflect current need. All positions are evaluated as to job performance which are directly linked to unit and strategic planning. Employees are provided with guidance in conversation with their supervisors about their continued development. Specific positions have agency, state, and accrediting standards for employment.

(4) Workforce Change Management – The College operational environment changes constantly because of enrollment trends, building construction and renovations, budgetary pressures, changing regulatory requirements, and District coordination of college systems. We prepare our workforce for potential and actual capability and capacity changes through communication, ongoing training and professional development, cross training, involvement, and teamwork.

In an effort to focus on *Students First*, we encourage our employees to remain flexible, be nimble to adapt to fast-paced changes that create uncertainty and anxiety, and to be proactive in how they incorporate change into their department procedures.

(5) Workforce Environment - Northeast Lakeview College provides a healthy, safe and secure environment for learning for all of our students, faculty, and staff. In accordance to Environmental Health and Safety Board Policy C.2.1 the College ensures health, security, and accessibility for our workforce.

The Vice President of College Services, with expertise and assistance from the Alamo Colleges Enterprise Risk Management (ERM) and Alamo Colleges Police Department (ACPD), assumes administrative responsibility for health, safety and security functions on the Northeast Lakeview College campus. ERM oversees the risk management, emergency management, and environmental health and safety functions across the College and District



operations. ERM also controls the testing and inspection of all Life Safety equipment throughout the district.

From a security standpoint, ACPD provides law enforcement services to the College to ensure campus security, 24 hours a day, 7 days a week, 365 days a year. Officers patrol the campus, answer calls for service, respond to alarms and enforce state criminal and traffic laws in addition to the rules of the Alamo Colleges. The ACPD offers courtesy patrol to patrol parking lots, provide safety escorts, assist stranded motorists, issue certain citations and promote safe practices on College property.

As a part of the NLC Committees and Councils, the Wellness Committee serves as a subcommittee of the Employee Development committee, whose charge is to promote wellness on campus by hosting wellness related events for faculty and staff. Activities that have been hosted by this subcommittee consist of blood pressure checks, encouraging employees to use the stairs around campus instead of elevators as a way to participate in wellness activities, and also fitness challenges, such as the Zombie Apocalypse Fitness Challenge, a 28-day activity, goal to improve employee fitness in through earning points based on 28 minutes of activity. To promote employee health and wellness a walking trail sidewalk has also been constructed that links the college to Live Oak Lake.

Category 6

(1) Program, Service and Process Requirements – We determine key program, service and process requirements by collecting data directly from students and other customers. The VOC process provides the majority of the data that are used by program, service and operational teams to formulate customer-driven requirements, but teams make direct contact with customers themselves to verify needs and expectations. In addition, we recognize that there are operational requirements for programs, services, and processes that may have to be established based on stakeholder needs or concerns including the community, faculty and staff members, suppliers, collaborators, partners, and other interested parties, so we research this area as well. Regulatory and accreditation agencies are also a driver of process requirements and evaluated as a step in the requirements definition process.

Design Products and Work Processes - The need to design or redesign a new educational program, service or work process is often determined during strategic planning based on data compiled from working sessions held during plan development; Advisory Committee, employer, assessment of student learning and program learning outcomes attainment, or faculty input; community input; from Voice of the Customer input; or based on technology advances, regulatory and compliance requirements, and/or process performance

results. Also, environmental scan data collections influences customer and student needs.

Process Implementation – We ensure the day-to day operation by establishing process KPIs that align to our work processes outlined in **Figure 6.1**.

Figure 6.1 Work Systems, Key Processes, Key Requirements, KPIs

Work Process	Key Requirements	Outcome KPIs	In -Process KPIs
Student Intake			
Recruitment and Admission	Accuracy Access Timeliness Financial Need Compliance	Total Enrollment NSO Attendance Financial Aid Awards Satisfaction	Daily Enrollments Recruitment Events NSO Attendance Completed FAFSA
Testing/ Placement			
Financial Aid			
NSO			
Student Learning			
Tutoring	Access Engagement Relevance Quality Instruction	Persistence CCR PGR High Risk Courses End of Course Evals Satisfaction Trends PLO's Common Assignments	Drop Rates Class Assessment Records Artifacts Collected
Gen Ed Competencies			
Program Review SLO's/PLO's			
Curriculum Development /Review			
Student Completion			
Degrees	Accuracy Timeliness	Graduation Rate Transfer Rate	Completion Rate Degree Audits Articulation Agreements
Transfer			
Student Support Services			
Advising	Accuracy Consistency Timeliness Engagment Support	Persistence Service Satisfaction	Wait times
Veterans Affairs			
Disability			
Program Review			
Operational Support Services			
Information Technology Resource Allocation	Accuracy Access Timeliness Cost Safety/Security	Help Desk Effectiveness Network Up Time Injury Rate	Help Desk Calls Transaction Timeliness PD Participation Drills Prep
Professional Development			
Safety & Emergency Prep			

(4) Support Processes – We determine our key support processes based upon the needs and expectations of our students, other customers, and the faculty and staff that are responsible for our educational program and service delivery. These processes are outlined through department specific operational manuals and are components of the Student Support Services and Operational Support Areas Work Systems.

(5) Program, Service and Process Improvement - Work processes are improved using the FOCUS PDCA Improvement Model which is used District-wide and is introduced to faculty and staff during orientation with additional training provided periodically. Process improvement efforts are initiated in various ways. First, individual process owners may identify excessive variation in the performance of their process and generate a department process improvement initiative. Second, a process improvement team may be created because of



underperformance of a process, customer feedback, and a review of comparative data, benchmarking, advanced technology opportunities, or some other means of identifying a need for improvement or innovation. When KPI or unit data performance is continuously below expectations, reviews often produce requirements for improvement. Formation of improvement teams are implemented within the appropriate division to assess, evaluate, create an improvement process and implement. Processes that have a college-wide impact or brought to the senior leadership for review, discussion, and approval, before communicating to college for implementation. NLC has used FOCUS PCDA it to improve, Inventory Control, Internal Reservations, Key Request, and Facilities Rental Processes, for example.

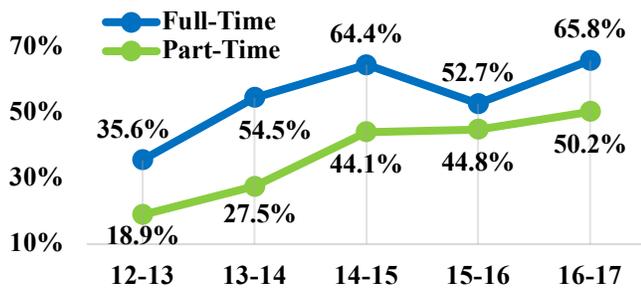
Category 7

(1) Student Learning and Student-Focused Process Results - Each fall semester First Time Incoming Freshmen (FTIC) cohort is tracked for persistence performance over a three (3) year period of initial entry.

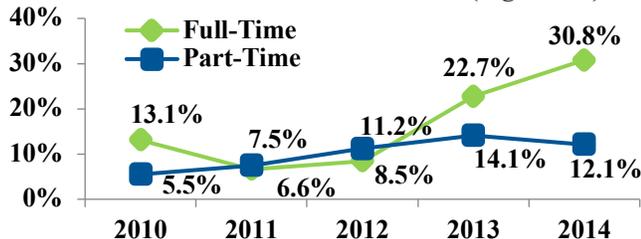
For external stakeholder’s imperatives, FTIC students are specifically tracked for persistence, graduation, employment or continued post-secondary matriculation.

Since AY 2012, NLC’s Part –Time /First Time Incoming Freshman (FTIC) have experienced annual increase in performance trajectory (**Figure 7.1**).

Fall-to-Fall FTIC Persistence Rates (Figure 7.1)



Three-Year FTIC Graduation Rates (Figure 7.2)



External Stakeholders such as National Center for Education Statistics (NCES) and THECB utilize freshman degree seeking cohort graduation metrics to track student matriculation toward degree completion (**Figure 7.2**)

Figure 7.3 highlights the performance trajectory of NLC

students employed or continued post-secondary enrollment after graduation since FY 2011.

Annual Performance Rate Comparison % (Figure 7.3)

Increase Employment Credential of Value	FY 11	FY 13	FY 14	FY 15	FY 16	FY 11 Baseline Variance Rate
	Percentages					
Enrolled & Employed After Graduation	33	23	28	22	43	10
Enrolled in 4Yr of 2Yr Institution	33	15	12	31	31	-2
Employed After Graduation	17	31	36	33	20	4
% Total Academic Completers Employed and/or Enrolled After Graduation	83	69	76	86	95	11

Figure 7.1.4 highlights the number of degrees awarded throughout the academic year at NLC.

Degrees and Certificates Awarded (Figure 7.4)



(2) Emergency Preparedness – Figure 7.5 assess employees perception of NLC offering a safe and secure work environment.

Employee Work Environment Perception (Figure 7.5)

PACE SURVEY ANALYSIS	2016	2015	2014	2013	2012	2008
The extent to which the institution provides me a safe and secure working environment	4.16	3.93	4.00	4.13	4.05	3.80

Figure 7.6 shows the fluctuation of criminal offenses and activity on campus compared to prior year crime statistics.

Results of After Action Reports, drill metrics, Evacuation reports, and Hot Washes, on drills, and actions taken to correct issues are available for review on site.

(3) Student and Other Customer Satisfaction and Engagement - Student satisfaction and engagement reports from CCSSE, Noel Levitz, and SENSE are coordinated by Northeast Lakeview’s IR Unit and the data contained in them are analyzed, trended, and distributed for review and action. The IR Unit uses the data to monitor service delivery and for performance improvement. Further, the CCSSE and Noel Levitz data and results for Northeast Lakeview College is

included the on the Alamo College District KPI Dashboards.

NLC Annual Criminal Activity Statistics (Figure 7.6)

NORTHEAST LAKEVIEW COLLEGE	2016	2015	2014	2013	2012	2011	2010
OFFENSES	ON CAMPUS	ON CAMPUS	ON CAMPUS	ON CAMPUS	ON CAMPUS	ON CAMPUS	ON CAMPUS
ROBBERY							1
SIMPLE ASSAULT	1	1	0	1	1	0	1
INTIMIDATION	0	0	0	1	1	1	
BURGLARY	0	0	0	1	1	0	0
THEFT-LARCENY	3	7	14	7	13	18	30
VANDALISM	2	3	3	5	12	18	12
ILLEGAL WEAPONS *		1					
DRUG LAW VIOLOATION	1						
DATING *VIOLENCE		1				0/0	0/0
ARREST/ DISCIPLINE DRUG LAW VIOLATIONS						0/0	0/0
Total	7	13	17	15	28	37	44
	46.2% decrease	30.8% decrease	13% increase	46% decrease	24% decrease	16% decrease	

*Indicates Same Incident

The CCSSE survey is designed to provide a clear picture of institutional practices and student behaviors that are highly correlated with student learning and retention. We determine the level of student engagement primarily by use of the CCSSE survey and the benchmarks it produces in the five areas outlined in Figure 7.7.

CCSSE at Northeast Lakeview College (Figure 7.7)

Student Engagement Domain	2009	2011	2013	2015	2017
Active & Collaborative Learning	49.8	47.6	48.0	49.9	52.2
Student Effort	46.6	45.9	46.0	45.0	47.9
Academic Challenge	49.2	46.5	45.3	44.8	50.2
Student/Faculty Interaction	49.0	46.1	45.3	47.5	48.0
Support for Learners	48.5	47.2	46.0	48.6	49.7

In addition to CCSSE, NLC participates in Noel Levitz Student Satisfaction levels and priority survey, which measures the satisfaction and priorities of students across a wide range of issues related to college life and learning (Figure 7.8).

(4) Workforce Engagement - The Professional Assessment of the College Environment (PACE) survey provides an annual snapshot of employee satisfaction levels with the College work environment. The survey focuses on five (5) factors organizational climate factors related to Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. Figure 7.9 shows the results or the assessment as rated by all employees.

Noel Levitz Student Satisfaction of Importance

(Figure 7.8)

Noel Levitz Student Categories of High Importance (2016 NLC Highlights)	NLC Student Satisfaction Categories of Importance	NLC Student Satisfaction Level	National Peer Satisfaction Categories of Importance	National Peer Satisfaction Levels
Student Centeredness	6.27	5.85	6.10	5.51
Service Excellence	6.28	5.77	6.08	5.44
Safety & Security	6.41	5.88	6.14	5.30
Registration Effectiveness	6.41	5.85	6.26	5.57
Instructional Effectiveness	6.40	5.83	6.29	5.54
Concern for the Individual	6.33	5.68	6.20	5.37
Campus Support Service	6.00	5.65	5.65	5.17
Campus Climate	6.28	5.81	6.10	5.46
Admission & Financial Aid	6.32	5.62	6.18	5.34
Academic Services	6.39	6.09	6.16	5.67
Academic Advising/Counseling	6.40	5.63	6.26	5.36

PACE College Climate Rated by Employees (Figure 7.9)

Pace Survey Results	FY 15	FY 16	FY 17	FY 18	Medium 2-YR	All NLC Norm base
					FY 18	
Institutional Structure	3.32	3.27	3.56	3.54	3.42	3.45
Student Focus	3.95	3.97	4.11	4.03	3.95	3.96
Supervisory Relationships	3.80	3.73	3.87	3.84	3.75	3.77
Teamwork	3.95	3.97	4.11	4.03	3.95	3.96
Overall	3.70	3.66	3.84	3.80	3.70	3.71

Figure 7.10 shows results by employee category for climate factors.

PACE College Climate Factor (Figure 7.10)

Personnel Classification	Overall Mean Scores	Institutional Structure	Student Focus	Supervisory Relationships	Teamwork
College-Wide	3.80	3.54	4.03	3.84	3.88
Faculty	3.95	3.67	4.12	4.06	4.06
Administrators	4.31	4.18	4.33	4.33	4.55
Staff	3.62	3.37	3.94	3.59	3.66

