An Introduction to Lone Star College’s Annual Cycle of Effectiveness (ACE)
Strategic Plan Elements

CULTURAL BELIEFS

The LSC 20/20 task force, a team of 115 faculty and staff representatives from across Lone Star College, developed six Cultural Beliefs to help clarify and focus our actions so we can achieve the results we want to achieve:

- **Students Matter**
  - I engage and support each student to achieve their goals.

- **Inspire Excellence**
  - I celebrate successes and value the contributions of all employees.

- **Act Intentionally**
  - I create goals and make decisions based on meaningful data.

- **Better Together**
  - I share knowledge and encourage collaboration to reach common goals.

- **No Fear**
  - I am empowered to effect positive change.

- **Trust**
  - I practice transparent communication, encourage dialogue and cultivate trust.

MISSION STATE

Lone Star College provides...

VISION STATE

Lone Star College will be of success in student learn...

GUIDING PRI

1. Access and Equity: I, of socio-economic bar
2. Student Learning am, the purpose of it
3. Dignity and Respect: treated with dignity a
4. Community Values: I, community and value
5. Responsibility: Lone and all citizens.

Core Values, Mission Statement, Vision Statement & Guiding Principles
STRATEGIC GOALS

- **Academic & Workforce Program Quality**: Provide high quality academic and workforce programs that enhance students’ learning experience and prepare them for the 21st century workforce.
- **Student Success**: Promote student success by ensuring excellence in teaching, learning and student-centered support services.
- **Financial Responsibility & Accountability**: Ensure sound financial practices that are accountable to stakeholders and fairly allocate budget and resources.
- **Culture**: Nurture a culture that values and respects all Lone Star College members and encourages collaboration.
- **Partnerships**: Build strong partnerships with local ISDs and civic, charitable, higher education, industry and business organizations to promote student and community success.
ACE Revisited

Strategic Goals Core Metrics

- High School/Zip Code Capture Rate
- Dual Credit Headcount
- Transfer Rates to 4-Year
- # of University Articulation Agreements
- $ Donations

- Survey
  - # of System-wide Awards
  - # of Leadership Development Program Graduates
  - LSC 20|20 Training- % of Employees/Supervisors trained
  - LSC 20|20 Distributed Training- # of facilitators trained
  - Colleagues without Borders: # of volunteers/Activities

- Standard & Poor’s Rating (AAA)
- Finance Officers Association Certificate of Excellence (GFOA)
- Maintain Reserve (16%)
- Administrative Cost Ratio (12%)
- Revenue Generated/Cost Savings improved processes/cost savings

- Headcount
- Persistence
- Progression Dev Ed. Seq.
- Complete 30 Coll. Credits
- Transfer Rate
- Credential Count
- Course Success Rate

- Avg. time to Credential
- Licensure/Certification Pass Rate
- Median Amt. Debt for Grads
- Post Graduate Success (Enrolled and Employed)
- Avg. Cost of Program to Student (Tuition/Fees, Books/Supplies)
ACE Revisited

ACE: Calendar

ACE: Timeline and Tasks

Planning: February – September
- Planning Sessions SWOT
- Document Interventions/Activities
  Due: Sept. 30

Implementing: August - May
- Implement Interventions/Activities Update
  Due: Feb. 15

Evaluating: May – August
- Close-the-Loop Meeting (July)
- Results of Interventions Accomplishments
  - Recommendations
  - Closing the Loop
  Due: Sept 30

Implementing: Aug. - May
Evaluating: May – Aug.
## ACE Revisited

### ACE Form

<table>
<thead>
<tr>
<th>Activity</th>
<th>ACE Deliverables/ Completed by Whom?</th>
<th>Components of the Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>ACE Assessment Plans [Top part of the ACE Form] by all instructional, administrative, and support services leaders</td>
<td>Unit Objectives: Major unit actions or priorities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Action Steps: Tasks to accomplish the unit objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Methods of Assessment: Types of data to collect and measure the successful of achieving the unit objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Achievement Targets: Desired Outcomes/Expected results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resources Needed: Fiscal and human support needed to achieve the unit objectives</td>
</tr>
<tr>
<td><strong>Implement</strong></td>
<td>Mid-Year Progress Reports [Middle part of the ACE Form] by all instructional, administrative, and support services leaders</td>
<td>Mid-Year Progress: Report on what action steps have been implemented up to mid-academic year, and/or adjustment of unit objectives and/or targets if needed.</td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td>Closing-the-Loop Reports [Bottom part of the ACE Form] by all instructional, administrative, and support services leaders</td>
<td>Final Results: End of the year results/Data collected based on the methods of assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpretation of Results and Recommendations: Identify what factors impacted the results and make recommended actions.</td>
</tr>
</tbody>
</table>
The Benefits of a Meaningful ACE Process

Data Show

- The more an area/department is committed to using data to guide and plan for the future and meets at least once a year to review relevant data and set goals, the more the individuals feel/believe that ...

- Promoting Student Success is a sincere effort at Lone Star
- The area/department has the ability to change things for the better.
- Lone Star College has the power to do great good for students and the community, overall.
- The work that I do is important.
Stage 1: Current State

Mission/Charge – Setting Expectations
- Whom do you serve, and how?
- What is your unit’s purpose (mission), or charge?
- Who counts on you?
- What is so important in what you do?

Data
- What information/data do you need to help you accomplish your mission/charge?
- What information/data do you need to demonstrate the impact your area is having?
- What is going well for your unit and how do you know?
- What data should your area be monitoring?
- What high priority research questions do you have that can only be answered with data?
Stage 1: Current State

Key Metrics: Office of Academic Affairs

- Academic Affairs Key Metrics
  - Student Success
    - Course Success Rate
    - Persistence Rate
    - Transfer Rate
    - Progression Dev Ed Sequence
    - TECCH Success Rates

- Priorities
  1. [Priority 1]
  2. [Priority 2]
  3. [Priority 3]
  4. [Priority 4]
  5. [Priority 5]

- University Centers
  - 1st Year Graduation Rate
  - Transfer Rates

- Developmental Education
  - # Enrolled
  - # Taking Dev. Ed.
  - Course Success Rate
  - # Base Dev. Ed. 1 Yr.

- First-Year Credit
  - 22% Headcount Enrollment
  - # of Students Taking
  - # of Credits Earned at HS level
  - Course Success Rate
  - 60% HS Grade earned at HS level
  - 40% HS Grade at least to LCC
  - HS Capture Rate

- Learning Rate
  - General Ed.
  - Critical Thinkers

- Key Metrics: Office of Academic Affairs

- Planning

- Enrollment Scheduling
  - # & % of Decisions
  - Admission
  - Course Completion Rate
  - Graduation Rates
  - Key Indicators
    - Student Engagement
    - Attitude/Behavior/Student

- SEM Key Metrics
  - Key Enrollment Indicators
    - Average Cost Per Student (FTE)
    - Average Revenue Per Student
    - % of School Purged for Non-Payment
    - % of Students Avoided by Academic Support Services

- Filters and Sub-Enrichments
  - Transfer
  - FTOD
  - Excl Credit
  - Graduation Credit
  - New/Continuing

- Filters
  - Demographics
  - Credits Earned

- Filters
  - Demographics
  - Gender

- Filters
  - Demographics
  - Age

- Filters
  - Demographics
  - Traditional/Non-Traditional

- Filters
  - Demographics
  - Pell/Pell Eligible

- Filters
  - Demographics
  - Dev Ed/Col/Ready

- Filters
  - Demographics
  - First Generation

- Filters
  - Demographics
  - Veteran

- Filters
  - Demographics
  - Disability

- Filters
  - Demographics
  - Academic Standing

- Filters
  - Demographics
  - At-Risk
Stage 2: Research

Data + Analysis + Experts = Knowledge

- What do the data tell you?
- How well are you fulfilling your mission/charge?
- Are you doing it better, or worse than in the past?
- What made things better, or worse?

Promising Practices

- Are there any promising practices available?
Stage 3: Vision

**SOAR**
- Strengths, Opportunities, Aspirations, Results
- SOAR process identifies strengths and opportunities in order to create shared aspirations, goals, strategies, and commitments to achieving results

**Process**
- With large groups break into smaller groups of 4-8
- Answer question prompts in smaller groups, report back to larger group major themes
- Larger group to synthesize information and prioritize elements

*Employees want both success and significance. ... they join organizations to have the opportunity to achieve goals that a single individual is unable to achieve.*

Jacqueline M. Stavros, Gina Hinrichs
Stage 3: Vision

**Strengths**
- What are you most proud of as a unit?
- What is the unit’s proudest achievement?
- How can the unit build on strengths?

**Opportunities**
- What are your clients asking for?
- How can you meet these expectations and fulfil unmet demand?
- What resources/training would be required to move forward

**Aspirations**
- What do you care deeply about?
- Reflecting on Strengths and Opportunities conversations, who are we, who should we become and where do we go in the future?
- What is your most compelling aspiration?
- What strategies would provide the greatest support for the unit’s aspirations?

**Results**
- How will you know you have attained your targets?
Stage 4: Planning

Start with the end in mind!

Prioritize

- Mission Critical (e.g., Leadership needs, Gov. compliance)
- Quick Wins
- Aspirational (1) Wildly Important Goal WIG
- Who will do What, When and How

Things to Consider

- Balancing priorities with resources and time
- Remember your stakeholders (leadership, students, team)
- Consider obstacles and how to overcome them
- Reflect on change management – Are you looking to change an activity, process, culture?

Method of Assessment

- How will you determine Impact?

Begin with the end in mind.
Stephen Covey
Stage 4: Planning Metrics

Inputs

Outputs

Short-Term Outcomes

Long-Term Outcomes

Metrics (E.g.):
- Payment Plan (PP)
- Students Aware
- # Student Purged

Metrics Type:
- Leading
- Lagging
- More
- Less
- One
- Many
- Unit
- Institution
- Unit Impact
- Collective Impact

Control:
- Initiatives linked to outcomes
- Level of Implementation/Analysis
- Assessment

Assessment:

Enrolled PP

Advertise PP
# ACE Revisited

## Stage 4: Planning

### Core Metric Cascade Reports

<table>
<thead>
<tr>
<th>Level</th>
<th>Core Metric Cascade Reports</th>
<th>Research</th>
<th>Research Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>- Course Success Rate</td>
<td>Course Success by Pre-req. Grade</td>
<td>Students at Risk: Math Students earning &quot;C&quot; in Pre-req.</td>
</tr>
<tr>
<td>VPI</td>
<td>- Course Success Rate (Overall, Dev Ed. Gateway, and by modality)</td>
<td>Course Success by Pre-req. Grade</td>
<td>Students at Risk: Repeater for Dev Ed. courses and Math Students earning &quot;C&quot; in Pre-req.</td>
</tr>
<tr>
<td>VPSS</td>
<td>Course Success Rate (by demographic)</td>
<td>Course Success by Pre-req. Grade</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>- Course Success Rate (by Subject, Highest D.F,W)</td>
<td>What are the success rates <em>by Pre-Req grade and Subject?</em></td>
<td></td>
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<tr>
<td>Dev Ed</td>
<td>- Course Success Rate Dev Ed. (Math, Reading, Writing)</td>
<td>What are the success rates <em>by Pre-Req grade and Subject?</em></td>
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<td></td>
<td><em>What are the success rates for “Repeaters” vs “Non-Repeaters”?</em></td>
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**Culture of Inquiry - Increased engagement with data**

**Greater Granularity - Congruent with department mission**
## Stage 4: Planning

### Course Success Example

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<tbody>
<tr>
<td>Course</td>
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Stage 5: Rally

Communication
- The Who, What, Why, How, and When
  - Start with “What” and “Why”
  - Work out the “How” and “When”

Strategy Mapping
- Link area’s activities with higher Campus Priorities and SP
Stage 6-7: Implement and Monitor

Implement
- Actually do the planned work
  - At this point everyone should know the Who, What, Why, How, and When of the project

Monitor
- Coach people with reminders and follow up with requests for updates
- Compliance Assist can be used as a project management tool—especially for monitor status/progress
Stage 8: Assess

Assess

- Go back to your Method of Assessment and assess for change in your proposed metrics – did you have an effect?
- The key is to find a level of assessment and comparison

Recommendations

- Based on your results, what steps going forward would you recommend?
ACE Revisited

Tips to Making the ACE Process Meaningful

Establish the Vision:
- Communicate your important priorities/goals – and put those into your ACE Form
- Make the process important – at the very least get the ACE Form complete
- Support your ACE Liaison – provide them with the campus priorities so that they can support ACE Form completion and be a messenger
- Use Evals to promote the ACE Process

Maintain the Vision:
- Monitor progress and keep the vision in the forefront of discussion
- Put ACE updates on your meeting agenda

Attain the Vision:
- Establish standard metrics by functional area
- Assess effectiveness of efforts
ACE Revisited

Strategic Plan: Assessing Collective Impact

- High School/Zip Code Capture Rate
- Dual Credit Headcount
- Transfer Rates to 4-Year
- # of University Articulation Agreements
- # Donations

- **Survey**
  - # of System-wide Awards
  - # of Leadership Development Program Graduates
  - LSC 20|20 Training- % of Employees/Supervisors trained
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  - Colleagues without Borders: # of volunteers/Activities

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- Avg. Cost of Program to Student (Tuition/Fees, Books/Supplies)
Stage 1: Current State

Key Metrics: Office of Academic Affairs

Mission

Academic Affairs Key Metrics
- Course Success Rate
- Persistence Rate
- Transfer Rate
- Progression Dev. Ed. Sequence
- THECB Success Points

Priorities

1) & 2) & 3) & 4) & 5)
Stage 1: Current State

ACE Revisited

Key Metrics by Area

**Financial Aid**
- % Students Applied for FA
- % Students Awarded Pell
- % Students Awarded any Type of FA
- % Students Awarded Grants/Scholarships

**Admissions**
- Conversion Rate
- # Student Enrolled

**Advising**
- Courseload (# Advisers per adviser)
- Student Rating
- Satisfaction/Helpful/Available
- Avg. time to degree
- Avg. attempted credits to degree

**Marketing**
- # of Prospects
- Capture Rate (zip code)
- Lead Conversion Rate (Prospect to Application)
- Attitude (Awareness, Interest, Advocacy, etc.)
- ROI
- Additional
  - Page Views
  - Click Through Rate (CTR)
  - # published material by channel

**Recruitment**
- Conversion Rate (HS, zip code)
- Attitude (Awareness, Interest, etc.)
- Additional
  - # Event Attendees
  - # Prospects

**Enrollment/Scheduling**
- # and % of Sections Below Identified Enrollment Threshold
- # excess seats available (by course)
- Course enrollment growth and decline
- Avg. Class Size
- Students Rating of Section Availability

**Retention**
- Persistence Rate
- Retention Rate
- Student Engagement
- Student awareness of academic support services

**SEM Key Metrics**
- Key Enrollment Indicators
  - Headcount/Enrollment/Contact Hrs.
  - Persistence Rate
  - Retention Rate

- Graduation Rate
- Additional Key Indicators
  - Student Engagement
  - Attitudes/Beliefs/Satisfaction
  - Room Utilization
  - Transfer Rate

**Student Financials**
- Average Cost per Student (FTE)
- Average Revenue per Student
- % of students Purged for non-payment
- % of students Purged for non-payment that did not re-enroll
- Additional
  - Net Cost Enrollment Analysis
  - Break-even analysis

**Filters and Sub-Populations**
- FTIC
- FTID
- Dual Credit
- Credit/Non-Credit
- New/Continuing/Returning
- Transfer In
- Status (FT/PT)
- Credential Seeking

- Race/Ethnicity
- Gender
- Age
- Traditional/Non-Traditional
- Pell/Non Pell
- Dev. Ed./Col. Ready
- First Generation
- Veteran
- Disabilities
- Honors
- Academic Standing
- At Risk