The Odd Couple –
Transformative Change and Compliance

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Associate Vice Chancellor

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Chancellor
Topics...

- Some Context
- Building a Foundation through Strategic Planning
- People First – Employee Engagement
- Planning & Evaluation in Practice
- Organizational Outcomes
- Lessons Learned
IS 2012 THE END OF THE WORLD?

MERGER!

SACSCOC Reaffirmation

BANNER Implementation
Steering Committee – Initial Meeting
March 12, 2015
2020 Strategic Plan

Strategic Imperatives

- Student Success
- Economic Development
- Internal Relationships
- Community Partnerships
- Educational Programs
2020 Strategic Plan

Core Values
- Accountability
- Collaboration
- Excellence
- Innovation
- Integrity
- Respect
- Service
- Trust
Phase II

People First
Employee Engagement Survey

Administered to all employees to assess nine areas:

- Personal feelings about work
- Immediate supervisors
- Department leaders
- Institutional leaders
- Executive leadership
- Communication practices
- Treatment of faculty and staff
- Pay and benefits
- Overall perceptions
### Wins – Highest Items – Why are these items rated higher?

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Category</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Work I do is meaningful to me.</td>
<td>Indiv Commitment</td>
<td>4.61</td>
</tr>
<tr>
<td>2</td>
<td>My work positively impacts the success of our students.</td>
<td>Indiv Commitment</td>
<td>4.60</td>
</tr>
<tr>
<td>3</td>
<td>I go beyond what’s expected of me to ensure the success of SLCC.</td>
<td>Indiv Commitment</td>
<td>4.52</td>
</tr>
<tr>
<td>4</td>
<td>I feel personally driven to help SLCC succeed.</td>
<td>Indiv Commitment</td>
<td>4.23</td>
</tr>
<tr>
<td>5, 6</td>
<td>My immediate supervisor makes the best use of available funds.</td>
<td>IM Supervisor</td>
<td>4.14</td>
</tr>
<tr>
<td>5, 6</td>
<td>My immediate supervisor demonstrates high standards.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Improvement Opportunities – Lowest Items – Why are these items rated lower?

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Category</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SLCC is effective at retaining valuable people.</td>
<td>General</td>
<td>2.29</td>
</tr>
<tr>
<td>2</td>
<td>The Senior Leadership Team explains why decisions are made.</td>
<td>SR Leadership</td>
<td>2.51</td>
</tr>
<tr>
<td>3</td>
<td>The Senior Leadership Team connects with employees in an honest way to build trust.</td>
<td>SR Leadership</td>
<td>2.56</td>
</tr>
<tr>
<td>4</td>
<td>The Senior Leadership Team communicates openly on SLCC issues.</td>
<td>SR Leadership</td>
<td>2.61</td>
</tr>
<tr>
<td>5</td>
<td>The Senior Leadership Team is sincere in wanting to know how I feel.</td>
<td>SR Leadership</td>
<td>2.70</td>
</tr>
<tr>
<td>6</td>
<td>Promotions go to the best qualified people.</td>
<td>General</td>
<td>2.81</td>
</tr>
<tr>
<td>5</td>
<td>With this Senior Leadership Team, I have a clear understanding of the</td>
<td>SR Leadership</td>
<td>3.08</td>
</tr>
</tbody>
</table>
Results Rollout Process

- Chancellor
  - College Results
- Vice Chancellor
  - College Division Results
- Dean/Directors
  - Academic Division & Administrative Unit Results
- Leadership Development Institute
- Department Chairs
  - Department Results
- Town Hall Meetings
Leader Survey Rollout Process

1. Present the overall SLCC results (no discussion)
2. Present the top 10 items
   • Why are these some of our top items?
   • What do we do that makes them higher than other items?
3. Present the lowest 10 items
   • Why are these some of our lowest items?
   • What don’t we do, and what solutions can we take to improve?
4. Choose one or two areas to work on and record them on the action plan and continue to follow up quarterly
## Action Plans

**Unit:** Darcee Bex – STEM, Transportation & Energy

**Overall Goal:** Create a best place to work environment

<table>
<thead>
<tr>
<th>Measurable Goal: (overall or item scores to improve)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>39. My institutional leader communicates openly on SLCC issues.</td>
<td>4.03</td>
</tr>
<tr>
<td>40. My institutional leader explains why decisions are made.</td>
<td>3.86</td>
</tr>
<tr>
<td>41. I see my institutional leader making progress to lead SLCC to be successful.</td>
<td>3.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Measures: (ways we will measure our progress throughout the year on this goal)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Minutes and/or reports shared will document open communication.</td>
<td></td>
</tr>
<tr>
<td>40. Brown bag lunches scheduled each month.</td>
<td></td>
</tr>
<tr>
<td>41. Reports from department chairs demonstrating feedback from faculty.</td>
<td></td>
</tr>
</tbody>
</table>

**End of Year Result:**
<table>
<thead>
<tr>
<th></th>
<th>What are we going to do?</th>
<th>How are we going to get it done?</th>
<th>Who is responsible?</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Provide up and down communication from divisional faculty to VCAA.</td>
<td>Provide report to VCAA about divisional concerns and provide report to faculty from VCAA meetings.</td>
<td>Darcee Bex</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Have town hall type meetings with divisional faculty and dean.</td>
<td>Hold brown bag meetings once a month at various times and on different campuses to discuss concerns and decisions being made.</td>
<td>Darcee Bex</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Gain more input from faculty on decisions.</td>
<td>Work with department chairs to gain input from faculty about decisions.</td>
<td>Darcee Bex</td>
<td></td>
</tr>
</tbody>
</table>
# Employee Engagement

<table>
<thead>
<tr>
<th>Category</th>
<th>SLCC 2015-16</th>
<th>SLCC 2016-17</th>
<th>SLCC 2017-18</th>
<th>SLCC 2018-19</th>
<th>Range&lt;sup&gt;1&lt;/sup&gt; (N = 34 to 1,198)</th>
<th>2016-17 CI Rating</th>
<th>2017-18 CI Rating</th>
<th>2018-19 CI Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Feelings about My Work</td>
<td>3.77</td>
<td>4.00</td>
<td>4.16</td>
<td>4.23</td>
<td>Low 3.63 - High 4.23</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Immediate Supervisor Items</td>
<td>4.03</td>
<td>4.48</td>
<td>4.41</td>
<td>4.56</td>
<td>Low 3.44 - High 4.56</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Senior Leadership</td>
<td>2.74</td>
<td>3.70</td>
<td>4.47</td>
<td>4.47</td>
<td>Low 2.74 - High 4.47</td>
<td></td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Chancellor</td>
<td>-</td>
<td>-</td>
<td>4.04</td>
<td>4.33</td>
<td>Low 3.81 - High 4.33</td>
<td></td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Communication</td>
<td>3.06</td>
<td>3.59</td>
<td>3.86</td>
<td>3.96</td>
<td>Low 3.06 - High 3.96</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Culture / Treatment of Employees</td>
<td>2.85</td>
<td>3.30</td>
<td>3.67</td>
<td>3.74</td>
<td>Low 2.69 - High 3.74</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Pay and Benefits</td>
<td>3.20</td>
<td>3.30</td>
<td>3.36</td>
<td>3.56</td>
<td>Low 2.63 - High 3.56</td>
<td></td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Summary</td>
<td>3.20</td>
<td>3.86</td>
<td>4.06</td>
<td>4.16</td>
<td>Low 3.18 - High 4.16</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
<tr>
<td>Overall Mean</td>
<td>3.51</td>
<td>4.05</td>
<td>4.17</td>
<td>4.29</td>
<td>Low 3.51 - High 4.17</td>
<td>⭐️</td>
<td>⭐️</td>
<td>⭐️</td>
</tr>
</tbody>
</table>

<sup>1</sup> Includes data from 15 separate higher education survey administrations.
## SLCC Institutional Scorecard

<table>
<thead>
<tr>
<th>Student Success</th>
<th>People</th>
<th>Community</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td>Employee Engagement</td>
<td>Stakeholder Satisfaction with Program Outcomes</td>
<td>Enrollment (for credit and non credit)</td>
</tr>
<tr>
<td>Persistence</td>
<td>Voluntary Employee Retention</td>
<td>Occupational Program Employment Rates</td>
<td>Foundational Fundraising Dollars</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
<td>Transfer Program Transfer Rates</td>
<td>Financial Sustainability</td>
</tr>
</tbody>
</table>

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**Retention**
- Employee Engagement
- Stakeholder Satisfaction with Program Outcomes
- Enrollment (for credit and non credit)

**Persistence**
- Voluntary Employee Retention
- Occupational Program Employment Rates
- Foundational Fundraising Dollars

**Completion**
- Transfer Program Transfer Rates
- Financial Sustainability
## Academic Affairs Scorecard

<table>
<thead>
<tr>
<th>Student Success</th>
<th>People</th>
<th>Community</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td>Employee Engagement</td>
<td>Stakeholder Satisfaction with Program Outcomes</td>
<td>Increase For-Credit Enrollment</td>
</tr>
<tr>
<td>Completion</td>
<td>Voluntary Employee Retention</td>
<td>Transfer Program Transfer Rates</td>
<td>Increase Adult Education Enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Create Meta-Majors</td>
</tr>
</tbody>
</table>
# Student Services Scorecard

<table>
<thead>
<tr>
<th>Student Success</th>
<th>People</th>
<th>Community</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td>Employee Engagement</td>
<td>Internal Stakeholder Satisfaction With Services Provided</td>
<td>Increase For-Credit Enrollment</td>
</tr>
<tr>
<td></td>
<td>Voluntary Employee Retention</td>
<td></td>
<td>Increase Adult Education Enrollment</td>
</tr>
<tr>
<td></td>
<td>Student Engagement</td>
<td></td>
<td>Increase Grant Awards</td>
</tr>
</tbody>
</table>
Planning in Action

Four Questions:

1. Where are we succeeding? Why?
2. Where are we falling short? Why?
3. What actions can be taken to overcome challenges to achieve results? *(and/or)*
4. What help do you need from leadership or their teams?
Results Matter

2018-19 College Scorecard Results
For-Credit Academic Year Headcount

- 2018-2019 Actual: 8,626
- 2016-2017 Baseline: 10,500

Non-Credit Academic Year Headcount

- 2018-2019 Actual: 3,994
- 2016-2017 Baseline: 1,176
First to Second Semester Retention Rate of Entering Students

- 70.8% (16-17 Baseline)
- 72.6%
- 74.4%
- 76.4%
- 78.4%

18-19 Actual: 76.2%

100% Time-to-Completion AS, AGS, AALT, ASLT Transfer Degrees

- 1.1%
- 2.1%
- 3.1%
- 4.1%
- 5.1%
- 6.1%
- 7.1%

18-19 Actual: 2.4%
Employee Engagement Survey
Overall Mean Score

4.05 16-17 Baseline
4.14
4.23
4.32 18-19 Actual

Full-Time Employee Retention
Fall to Fall

75.6%
80.6%
85.6%
90.6%

Baseline

18-19 Actual

86.1%
Number of Students Transferring to a 4-Year Institution

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>1,721</td>
<td>1,770</td>
</tr>
<tr>
<td>16-17</td>
<td>1,926</td>
<td>1,990</td>
</tr>
<tr>
<td>2016</td>
<td>2,060</td>
<td>2,021</td>
</tr>
</tbody>
</table>

SLCC Foundation Fundraising Dollars

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>$4,006,642</td>
<td>$1,811,650</td>
</tr>
<tr>
<td>16-17</td>
<td>$2,117,500</td>
<td>$2,021,250</td>
</tr>
<tr>
<td>2016</td>
<td>$1,925,000</td>
<td>$1,925,000</td>
</tr>
</tbody>
</table>
Lessons Learned

▪ People First
  ❑ Culture Eats Strategy For Lunch
  ❑ Grass Roots beats Top-Down Approach
▪ Service is Everything
▪ Strategy = Execution
▪ Results Matter
▪ Collectively Own the Journey
People
Student Success
Sustainability
Community

Innovation
Collaboration
Accountability
Trust
Service
Respect
Integrity
Connect with Us

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SACSCOC 2019 Annual Meeting
December 8 – 10, 2019
Houston, TX