

This Open Meeting of the Board of Trustees is authorized in accordance with the Texas Government Code, §§ 551.001 through 551.146. Verification of Notice of Meeting and Agenda are on file in the Office of Board Relations. Per Texas Government Code § 551.1282.

**NOTICE OF EDUCATION WORKFORCE COMMITTEE MEETING BY
VIDEOCONFERENCE OR TELEPHONE CALL OF THE BOARD OF
TRUSTEES FOR DALLAS COLLEGE AND RICHLAND COLLEGIATE
HIGH SCHOOL**

<http://www.dcccd.edu/boardmeetingslive>

Tuesday, December 15, 2020

2:00 p.m.

DUE TO HEALTH AND SAFETY CONCERNS RELATED TO THE COVID-19 CORONAVIRUS, THIS MEETING WILL BE CONDUCTED BY VIDEOCONFERENCE OR TELEPHONE CALL. AT LEAST A QUORUM OF THIS BOARD COMMITTEE WILL BE PARTICIPATING BY VIDEOCONFERENCE OR TELEPHONE CALL IN ACCORDANCE WITH THE PROVISIONS OF SECTIONS 551.125 OR 551.127 OF THE TEXAS GOVERNMENT CODE THAT HAVE NOT BEEN TEMPORARILY SUSPENDED BY ORDER OF GOVERNOR ABBOTT ON MARCH 16, 2020.

AGENDA

1. Roll Call - Announcement of a Quorum
2. Certification of Notice posted for the meeting
3. Citizens Desiring to Address the Board
4. Committee Presentations
 - A. SACSCOC Accreditation
Presenter: Danielle Valle
5. Overview of Regular Agenda Items
 - A. Education Workforce Items

- 1) Approval of Interlocal Agreement Between Dallas College (DC) and City of Dallas for Commercial HVAC Program to Expand HVAC Workforce Training Program

B. Resolutions

- 1) Adoption of Resolution Establishing the Board's Mission Statement and Adopting the Strategic Priorities as that of Dallas College

C. Informative Reports

- 1) Faculty Sabbatical Leave

6. Items for Review

A. Committee Notes

- 1) Education Workforce Committee Notes for November 10, 2020

7. Executive Session (if required)

A. Consultation with Attorney Regarding Legal Matters or Pending and/or Contemplated Litigation or Settlement Offers - Section 551.071

B. Personnel Matters Relating to Appointment, Employment, Evaluation, Assignments, Duties, Discipline, or Dismissal of Officers or Employees - Section 551.074


C. Deliberate Regarding Real Property Since Open Deliberation would have a Detrimental Effect Upon Negotiations with a Third Person - Section 551.072

D. Deliberate Regarding Security Devices or Security Audits-Sections 551.076 and 551.089

8. Adjournment

**CERTIFICATION OF NOTICE POSTED FOR THE
DECEMBER 15, 2020 EDUCATION WORKFORCE
COMMITTEE MEETING OF DALLAS COLLEGE AND
RICHLAND COLLEGIATE HIGH SCHOOL BOARD OF
TRUSTEES**

I, Joe D. May, Secretary of the Board of Trustees of Dallas College, do certify that a copy of this notice was posted on the 11th day of December 2020 on the Dallas College website, as required by section 551.043 (a)-(b)(1) of the Texas Government Code, and in accordance with those other provisions of the Texas Government Code that have not been temporarily suspended by order of Governor Abbott on March 16, 2020.



Joe D. May, Secretary

RESOLUTION NO. 5B-1

Adoption of Resolution Establishing the Board's Mission Statement and
Adopting the Strategic Priorities as that of Dallas College

The Chancellor recommends that the Board of Trustees of Dallas College adopt the attached resolution. This resolution recognizes the Board's previously established mission statement and strategic priorities as that of Dallas College

Effective Date: Upon Board Approval

RESOLUTION
ADOPTING DALLAS COLLEGE'S MISSION STATEMENT
AND
STRATEGIC PRIORITIES

WHEREAS, Dallas College wishes to establish a mission statement and adopt strategic priorities to guide the work and future of the College;

WHEREAS, the Board of Trustees of Dallas College, previously established the Board of Trustees Mission and Strategic Priorities for 2020-21, attached hereto as Attachment "A" and incorporated herein;

WHEREAS, Dallas College benefits from having one, thoughtful mission statement that articulates its purpose and vision and reflects the entirety of the Dallas College community, as we move into the future together;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Trustees of Dallas College adopts the previously established Board of Trustees Mission and Strategic Priorities, as noted in Attachment A, as that of Dallas College, and do hereby acknowledge and recognize it as the Mission Statement and Strategic Priorities of Dallas College and the entirety of the Dallas College community;

BE IT FURTHER RESOLVED that this resolution is effective upon adoption by the Board of Trustees of Dallas College.

DALLAS COLLEGE

By: _____
Diana Flores, Chair
Board of Trustees

ATTEST

Joe D. May, Secretary
Board of Trustees

Adopted: 12/15/2020

OVERVIEW OF REGULAR AGENDA ITEMS NO.5C-1

Informative Report: Faculty Sabbatical Leave

The following sabbatical leave have been authorized for the faculty listed below.

BUSINESS, HOSPITALITY & GLOBAL TRADE - 2

Steve Brown	Real Estate	Fall 2021 Semester
<u>Title</u> Develop a Student Practical Guide to Investing in Single Family Residential Real Estate		
<u>Synopsis</u> Dallas College real estate students have a desire to learn and acquire knowledge but virtually all of the classical “textbook” approaches to learning do not present a specific roadmap students may use to achieve their goals, especially those that are financial in nature. Not surprisingly, many real estate students’ goals focus on accumulation of wealth through real estate investments. This project’s goal is to provide students a detailed path to follow, that will allow them to more realistically achieve their financial goals, especially as they relate to real estate investment and wealth accumulation through investing in single family residential homes.		

Alexander Diaz	Business Management	Spring 2022 Semester
<u>Title</u> Develop Capstone Project Experience for Online Cooperative Education		
<u>Synopsis</u> The purpose of this sabbatical is to develop supplemental educational content in the form of a capstone project experience for the cooperative education courses in Business Management.		

ENGINEERING, TECHNOLOGY, MATHEMATICS & SCIENCES - 1

Alan Maples	Computer Information Technology	Fall 2021 Semester
<u>Title</u> Develop a Formal Process for Providing Internships and Advisory Committee Members at Major Corporations in Dallas County		

Synopsis

For years people have bemoaned the fact that our students do not have formal intern processes and advisory members on our subject matter advisory boards at our campuses. I want to establish a workable process for developing these valuable assets for our students to increase student internships with some 20 major corporations in Dallas county. In the past faculty and administrators never had time to develop these valuable relationships with those companies. My sabbatical will focus my time to expand relationships with those companies.

CREATIVE ARTS, ENTERTAINMENT & DESIGN - 3

Rhonda Bitner

English

Spring 2022

Title

Dissertation Research for Adjunct Faculty Support Program

Synopsis

Adjunct faculty are the majority of instructors at Dallas College. We also know that adjunct faculty are often the first representatives of Dallas College that students encounter. Adjuncts are, in many ways, the face of Dallas College.

In a recent Dallas College Town Hall, our provost noted, "Adjunct faculty help us meet the needs of our students," but we have few programs in place to support this valuable resource. The programs we do have are disparate across the campuses.

Better supported faculty means better performing faculty, and better performing faculty means better student satisfaction and student learning outcomes. This fits with the College's movement toward a Student-Centric Model. However, little concerted effort has been placed in this area.

My overarching purpose for this sabbatical is to:

- Give me a period of concentrated time to focus my energy to gather, reflect, study and digest the research geared toward the completion of my dissertation.
- Allow me the time to work with my dissertation chair and committee to finalize my dissertation in a field of research that is profoundly important to this College's vision and mission statements.
- Give me a period of concentrated time to develop, through my dissertation research and writing, a series of best practices to meet the needs of our adjuncts so they can continue to help us meet the needs of our students.

Natalie Macellaio

Art

Summer 2022

Title

Increase Knowledge & Master New Technologies, Equipment and Tools

Synopsis

In ARTS 1312, 2326 and 2341 courses, students learn how to create sculptures using wood, plaster, metals, wire and 3D printed plastic. In these courses, the use of digital technology has expanded greatly within the last decade. To support course instruction, within the last several years, Brookhaven Campus has purchased an Epilogue Laser engraver, both a LulzBot 3D printer and Formlabs printer, a Sence Scanner, a Carbide 3D CNC router and most recently a Next Engine Scanner. Each piece of equipment has unique computer software that need to be learned in order to utilize the equipment effectively. Fusion 360 and Next Engine software are the most recent programs that I need to learn so that I can help students bring their ideas to fruition.

The purpose of the sabbatical is to:

- - Learn the intricacies in the software program to better utilize Fusion 360 and the new Next Engine scanner software.
- Become a content resource for my students when they are using this technology.
- Create new assignments for students in ARTS 1312, 2336 and 2341 to learn a new skill set and explore new processes.
- Enhance collaboration projects with engineering students to better help students in creating their ideas on the computer.
Share knowledge with fellow full-time faculty, adjunct faculty, staff and students in creating their ideas on the computer.

Nimmy Nair

English

Spring 2022 Semester

Title

Research Anti-Racist and Diversity, Equity and Inclusion Pedagogy and Best Practices to Increase Student Success

Synopsis

The escalating racial tensions across the United States including in the Dallas-Fort Worth Metroplex point to the urgent and continuous need for reform related to racism, Diversity, Equity and Inclusion (DEI) in all areas of society including education.

The college classroom offers a unique opportunity to engage in readings, writings and discussions about racism and social inequalities and injustices through a carefully-planned curriculum. I firmly believe, "Teaching with a

focus on inclusivity requires a proactive stance: designing classroom spaces, practices and content to include all types of student diversity that exist, seen or unseen” (“Inclusivity,” CETL at UC Boulder). At the heart of this sabbatical study is the desire to address questions that include:

- What is anti-racist thinking and teaching?
- What would such a classroom look like?
- How can educators remove barriers to allow for culturally-response learning?

As a full-time Dallas College educator, I teach first-year composition courses which involves several hours of instructional preparation and grading. This schedule does not allow sufficient time for deep learning and curricular revisions. The sabbatical period would provide sufficient time to learn and implement revisions to my curriculum based on best practices.

The purpose of this sabbatical is to:

- Learn the lexicon, strategies, and best practices related to anti-racist pedagogy and DEI.
- Develop curricular revisions.
- Serve as a resource for colleagues in the English discipline.

MANUFACTURING AND INDUSTRIAL TECHNOLOGIES - 1

Steve Billingslea

Drafting

Spring 2022 Semester

Title

Create a Capstone Experience for Computer Aided Drafting and Design

Synopsis

The purpose of this sabbatical is to develop new capstone project experiences for the Associates of Applied Science - Computer Aided Drafting and Design (CADD). The current capstone projects must be enhanced to include the following:

Audit all learning materials in the individual courses that utilize a variety of CADD related software that build into the CADD certificates and Associate in Applied Sciences (AAS) award.

Develop capstone projects in the CADD related certificate awards that will correspond with the Final Project capstone activity.

Develop student and program assessment process that will be incorporated in the capstone projects.

Develop Final Project capstone project as student portfolio system to represent learned skills that can be applied in industry.

The Final Portfolio will demonstrate skills learned in the CADD program, and directly reflect industry standards. It is the appropriate time to update the existing capstone project experience to reflect the evolving industry standards and evaluate student performance. The time spent on this sabbatical will be spent on accomplishing this goal. These activities are meticulous and time-consuming, requiring time away from my regular on-campus duties and teaching.

ITEMS FOR REVIEW NO. 6A-1

Education Workforce Committee Notes for November 10, 2020

An Education Workforce virtual meeting of the Board of Trustees of Dallas College was held Tuesday, November 10, 2020, beginning at 1:30 p.m. on the Cisco Webex platform and was broadcast via the streaming link: <http://www.dcccd.edu/boardmeetingslive>. This meeting was convened by Committee Chair Monica Lira Bravo.

Board Members and Officers Present

- * Ms. Monica Lira Bravo (committee chair)
Ms. Charletta Rogers Compton
- * Ms. Diana Flores (chair)
- * Mr. Wesley Jameson (vice chair)
Dr. Joe May (secretary and chancellor)
Mr. Philip J. Ritter
Mr. JL Sonny Williams
Ms. Dorothy Zimmermann

Members Absent

None.

- * Denotes a committee member.

1. **Roll Call - Announcement of a Quorum** was confirmed by Iris Freemon.
2. **Certification of Notice** posted for the meeting was confirmed by Chancellor Joe May.
3. **Citizens Desiring to Address the Board**
None.

4. Committee Presentations

- A. Fall 2020 Enrollment
Presenter: Beatriz Joseph

Dr. Beatriz Joseph shared information regarding Fall 2020 enrollment.

- Joseph stated that, in the Fall, 72% of students attended part-time and that 47% identified as parents, of which 74% identified as single parents and minorities

- 62% identified as parents and female

Joseph also stated that the Fall semester had three main types of terms:

- 16-week
- Eight-week, first half
- Eight-week, second half

Joseph shared that registration started on April 21, during the middle of the stay at home order. She explained:

- The increase in enrollment for second eight weeks was for classes that started on October 19
- Students had more time to figure out family situations
- ISD's had not determined when classes would start
- Parents had children at home

Joseph then explained that a large increase happened with Early College High School (ECHS)/PTECH continuing students, and that increase was 29%, and a 17% increase in enrollment for Dual Credit students. She stated that this was good news because it served students that had been historically underserved, at risk or economically disadvantaged.

Chair Flores asked what had been done to prepare for Spring to return numbers to normal levels.

Joseph stated that she could explain further into her presentation. She then stated that ECHS, PTECH's, and Dual Credit increases had been due to the fact that ISD's decided not to enroll ninth-graders in first college courses during the pandemic because they did not feel that sufficient support would be provided for the students to be successful. They intended for these students to register in the Spring.

Dr. May stated that the significance of that was important because roughly 30,000 PTECH's, ECHS's, and Dual Credit students were impacted and was the largest block of student population served by Dallas College.

Trustee Ritter stated that PTECH's/ECHS's seemed to be the only enrollment category not affected, and that there had been growth. He also asked if COVID suggested that Dallas could double or triple down on PTECH's/ECHS's.

Dr. May noted that there had been strategies to look at new schools and new programs in the future and that the division that heads up this action, led by Vice Provost Anna Mays, had focused on this strategy.

Dr. May also explained that, when Dallas College expanded ECHS's/PTECH's, the ISD's were apprehensive, and that it had become a key component of the overall student success strategy.

Trustee Jameson asked if it was correct that the students enrolled in PTECH's/ECHS's/ Dual Credit category was part of the reason for the 1/3 increase of students in these categories in the second eight-week enrollment.

Dr. May responded that it did impact with Dual Credit in some capacity, but not ECHS/PTECH students. He also stated that enrollment was down roughly 10%.

Trustee Jameson commented that, with all the barriers that this population faced, it was amazing we had those numbers and that it was a positive for the college.

Chair Flores asked where the 10% figure came from.

Dr. May responded that he received data from Dr. Floyd and Dr. Mays that 22 PTECH's were scheduled for 2021 and an additional 10 are scheduled for 2022-2023.

Trustee Zimmermann announced her arrival to the meeting.

Dr. Joseph shared a comparison of Fall enrollment of 16-week courses across a sample of Texas community colleges with the Committee. She stated that there was a decrease of 4.7% in Austin and 21% in Houston.

Dr. May replied that the data Joseph shared did not make Dallas College complacent, and that Dallas College was at the national average in decline at about 9%.

Trustee Ritter asked if it would possible for COVID reduced enrollment losses to affect funding for community colleges. He also asked if Dallas College had assumed a 5% loss but it was doubled.

Dr. May responded that it did count for funding, and that state funding was based on enrollment 2 years earlier, and what was being done now would affect the next 2 years. He also stated that calculation of funding was not based on headcount, but credit hour production.

Chair Flores stated that it would be good to include strategies to recapture lost students from Fall 2020 in the next semester. She then asked when we would know where Dallas College falls on success, and if more or less income would come to the college.

Dr. May responded that it was based on a 3-year average and that it would take some time.

Joseph shared the ten zip codes that had the highest enrollment declines. She stated that 75211 experienced the highest drop in actual number of students that attended Dallas College.

It had a 14.8% decrease, with 415 students less in Fall 2020 than in the Fall 2019. This was the zip code that was served by the Mountain View Campus.

She also stated that in 75211:

- \$41,781 was the median income, which is lower than county income
- Lower percentage of adults with post-secondary education
- Higher percentage of adults who worked part-time
- Higher ratio of Hispanic and African American students
- Experienced a reduction in Hispanic and African American students, as well as male students.

Joseph then addressed some issues affecting the reduction in enrollment in 75211:

- Higher levels of poverty
- More confirmed COVID cases
- Many single-parent households
- Multi-generational households
- Loss of face-to-face interactions
- Employment industries affected by pandemic.

Chair Flores asked if research had been done to determine which factors were the most prevalent in students who stopped attending Dallas College.

Dr. May responded that a survey had been conducted with students who didn't return during the Fall, and that financial reasons were only 3%. About 45% of students did not like online courses, some had issues with technology and some students relied on campus libraries for access to online courses. Those students

overwhelmingly stated that they would return when face-to-face courses were offered again.

Chair Flores asked if students had been provided with services/training to be comfortable with online.

Dr. May responded that training had been made available and that devices were generously provided for students.

Chair Flores asked if outreach and communication had been provided for speakers of languages other than English/Spanish.

Dr. May responded that the system was designed for calls to roll over and that thousands of calls were unanswered. No systems were currently in place.

Joseph stated that enrollment process:

- Had too many steps
- Steps have been reduced steps from 6 to 3
- Students could now complete the process quickly
- Phone system allowed employees to forward phone to private phone
- Now all devices had Cisco phone in laptop to allow answering
- Weekly reports were generated from IT to monitor employees
- Hours of operation had expanded from 7 a.m. to midnight

Chair Flores asked if services were available for students who are not English dominant.

Joseph stated that this had not been discussed, but it would be addressed.

Dr. May stated that population had been targeted. Students were asked their preference for communication and were matched with people that shared their language preference.

Chair Flores stated that an extra step in providing resources in a student's dominant language would give a leg up.

Committee Chair Bravo asked Dr. Joseph to speak about funding.

Joseph responded that funds had already been distributed.

Dr. Pyeper Wilkins stated that \$20 million in Cares Act funds had been received and that half of those funds were deemed for students for emergency aid. She also noted:

- 7,400 students had been helped with over \$2.5 million for housing and food
- Cares Act funds were quite chaotic to award because of changing government distribution instructions
- Gears funds came from governor's office in state of Texas
- Very prescribed instructions for how to award Gears funds
- Only flexibility is Foundation funds, which are used as back up.
- Foundation funds could be allocated to students not eligible for Cares or Gears, funds.

Trustee Compton asked what type of transportation the \$290,000 had paid for.

Wilkins responded that it was for students with broken down cars, or if they could take DART to campuses.

Trustee Compton asked if it could be used to pay for car repairs, and Wilkins replied yes, if students indicated a need.

Dr. May stated that certain Foundation funds could take care of childcare, hospital bills, rent, or car repairs, but could not be used to pay tuition.

Trustee Jameson asked if Dallas College was aggressively informing potential students about Cares Act funds.

Wilkins stated that emergency aid was not used as outreach tool because students had to be enrolled to obtain those funds. Students must apply for those funds if they are registered for classes.

Trustee Compton asked if there were implications to students receiving money from different categories. Wilkins stated that students could request funds from multiple categories.

Trustee Compton asked how funding was accounted for. Wilkins stated that there was a spreadsheet that could be filtered.

B. Dallas County Promise Update – November 2020
Presenters: Beatriz Joseph, Pyeper Wilkins

Dr. Wilkins shared the yearly update on Dallas County Promise:

- Promise began October 13, 2016
- Focused on eliminating talent gap and equity in earnings and education
- More jobs require education than the number of adults that have education
- 54% of high school graduates enroll in college
- Only 28% completed college
- 1 in 4 adults between ages 25-34 earned living wage
- White adults were 3 times more likely to earn a living wage than Blacks/Hispanic adults
- Dallas County Promise partners are added continuously to provide funding, tuition free pathway for students
- School districts help with outreach and recruitment of their own students

Wilkins also stated 3 key strategies:

- Tuition free pathway to college
- Recruit adults to help through process of enrolling, staying in college and completing college
- Career pathways were most critical

Chair Flores asked if the Board could get a presentation on success coaching and persistence. Wilkins responded that a presentation could be made at a future board meeting.

Wilkins stated that there was an excellent pledge rate for cohorts for Fall and some ground was lost in Spring. There was 33% enrollment rate but it dropped to 28% enrollment due to COVID.

Chair Flores asked if students who pledged but did not enroll had been surveyed. Wilkins responded that they pledged to enroll but may have enrolled elsewhere.

Dr. May reminded the Board that while the PTECH's/ECHS students pledged, not every student attended Dallas College afterwards, with exception of those taking dual credit courses. While everybody pledges, we knew the large percentage would be going somewhere else.

Trustee Compton asked if the data could be broken out by campus. Wilkins responded yes.

Committee Chair Bravo asked if the FAFSA deadline was before or after COVID. Wilkins responded that she believed it was pre-COVID but it had been

eliminated because of COVID and allowed students to complete the application in June.

Trustee Bravo asked if there was a drop off or if the number was static. Wilkins stated that she would have to go back to review data.

Dr. May stated there was another reason for extending deadline – House Bill 3 for K-12. He stated that FAFSA completion is now a graduation requirement, but students could waive it.

Wilkins noted that Dallas Promise students were a diverse group that started with the lowest socioeconomic high schools in Dallas County and that it varied with a significant increase in Asian students.

Dr. May stated that Dallas Promise started in the south and the real beneficiaries were Cedar Valley, Mountain View, and to some extent Eastfield and North Lake. We've worked our way up from the poorest performing schools.

Trustee Compton asked about the racial make-up. Was it about 30% Blacks, Asians, Whites, and others. Wilkins replied yes.

Dr. May stated that numbers perfectly mirrored the high schools serviced by Dallas College.

Trustee Compton believed that she did not see it as very diverse, but that it could be because it was heavily Hispanic than any other race.

Dr. May stated that 91% of Hispanics and African Americans were in those schools and had slightly changed because of added schools.

Trustee Compton stated that she thought that it was great to mirror, but that better opportunities should be offered at a higher level to obtain as many participants as possible.

Wilkins noted Dallas Promise/Dallas College struggled with African American male student enrollment and that there are programs in place to go into that community to increase enrollment of that population.

Trustee Compton stated that Dallas College had not done enough outreach in the African American community.

Chair Flores asked what type of outreach recruitment/activities were used and to use people that best connect to those students.

Trustee Jameson commented that knowing the demographics of students who promised and did not follow through could provide a more accurate number of outreach opportunities.

Dr. May stated that African American females are more heavily enrolled than males, and that Dallas County Promise involved more parents, teachers, and counselors in the process.

Trustee Compton stated that she would be interested in knowing how the incarceration rate impacted students who did not enroll. Wilkins stated that she was not sure if that data was available. Dr. May commented that it was an interesting comparison, and it had never come up before.

Trustee Ritter stated that he was interested in developing a mechanism to track the progress of foster children, one of the most at-risk/neglected groups. He asked if Promise students were driven by demographics of partner school districts.

Wilkins stated that demographics absolutely lined up exactly.

Trustee Compton asked if a partnership could be formed so students would not be lost, especially those who were incarcerated. Wilkins replied that she thought there could be a way for it to be tied together.

Wilkins also stated that the number of people that pledged in October of last year was 78% and that 21% completed the FAFSA. Only 56% pledged to Promise this year and that only 14% had completed the FAFSA.

Chair Flores asked when the law was passed that required FAFSA completion for high school graduation. Dr. May replied that it happened in the last legislative session, and on a 3-year timeline.

Chair Flores asked if a scholarship could be given post COVID. Wilkins responded that there was a Foundation scholarship that the Foundation Board would have to weigh in on.

Joseph stated that Dallas College closely partnered with ISD's to help students complete FAFSA forms and help ensure they had needed resources.

Trustee Jameson asked for an update on making FAFSA forms less complicated. Dr. May stated that it was a top priority of everyone in higher education, but that it had not gone anywhere at this time.

5. Overview of Regular Agenda Items

A. Education Workforce Item

- 1) Approval of Interlocal Agreement for Bioterrorism or Health Emergency Assistance between Dallas County and Dallas College

6. Items for Review

A. Committee Notes

- 1) Education Workforce Committee Notes for October 6, 2020
No comments or edits were made.

7. Executive Session

None.

8. Adjournment

The Education Workforce Committee adjourned at 3:13 p.m.

Captioned video and transcripts for Dallas College Board Meetings are available at our website, www.dcccd.edu/boardmeetingslive, under the Archived Videos section.