



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


Tuesday, December 7, 2021, 1:00 PM

Administrative Office, 1601 Botham Jean Blvd., Room #036, Dallas, Texas 75215

[www.dcccd.edu/boardmeetingslive](http://www.dcccd.edu/boardmeetingslive)

THIS MEETING WILL BE CONDUCTED PURSUANT TO TEXAS GOVERNMENT CODE SECTION 551.127 BY VIDEOCONFERENCE CALL. AT LEAST A QUORUM OF THE BOARD OF TRUSTEES WILL BE PHYSICALLY PRESENT AND PARTICIPATING IN THE MEETING IN PERSON AT 1601 BOTHAM JEAN BOULEVARD, DALLAS, TEXAS 75215. ONE OR MORE MEMBERS OF THE BOARD OF TRUSTEES MAY BE PARTICIPATING FROM A REMOTE LOCATION VIA VIDEOCONFERENCE CALL AND SHALL BE VISIBLE AND AUDIBLE TO THE PUBLIC.

Governance Committee Meeting Agenda

- |  |             |
|--|-------------|
| <b>1. Roll Call - Announcement of a Quorum</b>   | <u>Page</u> |
| <b>2. Certification of Notice Posted for the Meeting</b>   |             |
| <b>3. Citizens Desiring to Address the Board</b>   |             |
| <b>4. Committee Presentations</b>  |             |
| 4.1. Strategic Planning Overview   | 3 - 32      |
| <a href="#">Strategic Planning Overview presentation final.pdf</a>  |             |
| Presenters: Mary Brumbach, John Robertson, Danielle Valle  |             |
| <b>5. Items for Review</b>   |             |
| 5.1. Committee Notes   |             |
| a. Governance Committee Notes for November 9, 2021   | 33          |



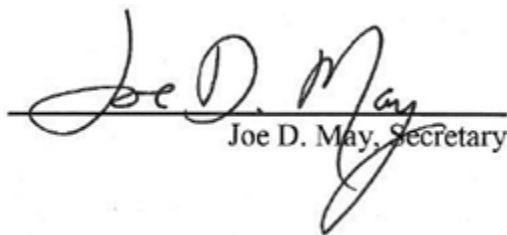
## 6. Executive Session (if required)

- 6.1. Consultation with Attorney Regarding Legal Matters or Pending and/or Contemplated Litigation or Settlement Offers - Section 551.071
- 6.2. Personnel Matters Relating to Appointment, Employment, Evaluation, Assignments, Duties, Discipline, or Dismissal of Officers or Employees- Section 551.074
- 6.3. Deliberate Regarding Real Property Since Open Deliberation would have a Detrimental Effect Upon Negotiations with a Third Person - Section 551.072
- 6.4. Deliberate Regarding Security Devices or Security Audits Sections 551.076 and 551.089

## 7. Adjournment

CERTIFICATION OF NOTICE POSTED FOR THE DECEMBER 7, 2021 GOVERNANCE 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 Dallas College website on the 3rd day of December 2021 in accordance with those provisions of section 551.043 (a)-(b)(1) of the Texas Government Code, and 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

## One College Needs One Plan

Be a part of the plan. Strategic planning lets us envision what we should be, what needs to happen to get us there and what we do now to make that future happen.



# STRATEGIC PLANNING OVERVIEW

## GOVERNANCE COMMITTEE MEETING

December 7, 2021

Presented by

Dr. Mary A. Brumbach

Chief Strategy Officer

## ACADEMIC YEAR PLANNING CYCLE: September to August

- 4th Quarter/Previous Academic Year)

June, July, August

KPI & Annual Outcomes Reports reviewed & presented

- 1<sup>st</sup> Quarter/ Current Year

September, October, November

Strategic Priorities Outcomes Review (Board/College Leadership)

- 2<sup>nd</sup> & 3<sup>rd</sup> Quarter

December, January, February, March, April, May

Strategies, KPIs, Metrics, Action Plans, Progress Reports

- 4<sup>th</sup> Quarter

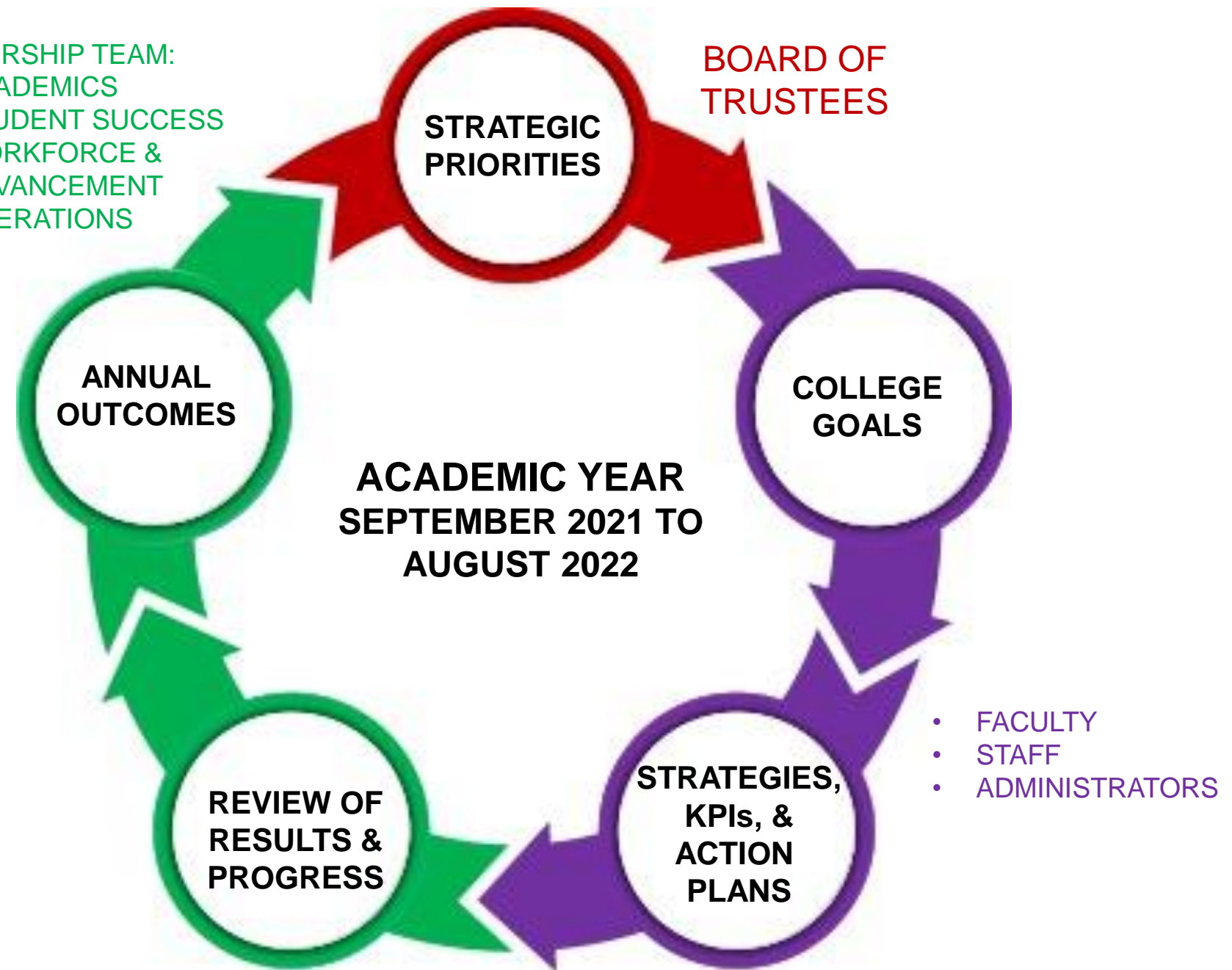
June, July, August


Results gathered/analyzed & evaluated

Recommendations & reports prepared & presented

### LEADERSHIP TEAM:

- ACADEMICS
- STUDENT SUCCESS
- WORKFORCE & ADVANCEMENT
- OPERATIONS





# CREATING ORGANIZATIONAL ALIGNMENT THROUGHOUT DALLAS COLLEGE: USING V2MOM

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V2MOM guided the work of individuals, teams, and divisions and the college through capturing vision, values, methods, obstacles and measures aligned with the Strategic Priorities during a year of transition.

# V2MOM 101

## ***Where it began:***

*“Over the past 21 years, we’ve grown Salesforce from a four-person company to one with more than 50,000 employees. I’ve always thought our biggest strength is how we’ve [maintained alignment](#) while growing quickly. Success depends on constant communication and complete alignment. We’ve been able to achieve both with the help of a management process I developed a number of years ago called the V2MOM, which stands for: Vision, Values, Methods, Obstacles, and Measures.”*

Marc Benioff, CEO, Salesforce

Process was chosen to provide opportunities to engage individuals at all levels, *leadership to frontline staff*, in responding to significant questions and fostering alignment with the Mission and Strategic Priorities throughout the College.

## **VISION**

What do you want to do or achieve?

## **VALUES**

What principles and beliefs guide your pursuit of the vision?

## **METHODS**

What do you do within your team to achieve the vision and values of Dallas College?

## **OBSTACLES**

What gets in the way of achieving the goal using your described method, activity or course of action?

## **METRICS**

How will you know you have made successful progress?



**Purposes:**

- Ensure Dallas County is vibrant, growing and economically viable for current and future generations.
- Provide a teaching and learning environment that exceeds learner expectations and meets the need of our employees, community, and employers.

Supervisor Signature:




Approval Date:

Working Group:

Position:

Name:

Date:

 <b>Vision</b>	<b>123 Methods</b>	 <b>Obstacles</b>	 <b>Metrics for Success</b>
<p><b>IID:</b> Impact income disparity throughout our community.</p> <p><b>SSN:</b> Streamline and support navigation to and through our college and beyond CCL.</p> <p><b>CCL:</b> Strengthen the career connected learner network and implement the student-centric one college organization.</p> <p><b>DEI:</b> Foster an equitable, diverse, and inclusive environment for employees and student.</p> <p><b>PDR:</b> Re-design professional development to create a diverse and inclusive high performing work and learning environment.</p> <p><b>TSC:</b> Serve as the primary provider in the talent supply chain throughout the region.</p>			
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>▪ Dedicated to student learning and success.</li> <li>▪ Committed to integrity through honesty, fairness, and transparency.</li> <li>▪ Accountable for outstanding customer service, good stewardship, and sustainability.</li> <li>▪ Cultivating teamwork, mutual respect, and common purpose.</li> <li>▪ Celebrating diversity, inclusivity, and community.</li> <li>▪ Practicing joy and perseverance in our daily work.</li> </ul>		<p><b>Template used by every full-time Dallas College staff member.</b></p>	

Remains Constant

Tailored for your position and working group

E-mail from Dr. Justin Lonon to Dallas College on March 1, 2021, to launch the process:

*This momentous endeavor will allow us to work together across our new institution to envision what we should be, what needs to happen to get us there and what we do now to ensure that vision becomes a reality.*

*In this period of transformation, clear communication, strong organizational alignment and a deep commitment to diversity, equity and inclusion will all be crucial to the success of Dallas College, both now and for decades to come.*

**DALLAS COLLEGE**  
V2MOM PLANNING TEMPLATE

**Mission: Transform lives and communities through higher education**

Purposes:

- Ensure Dallas County is vibrant, growing and economically viable for current and future generations.
- Provide a teaching and learning environment that exceeds learner expectations and meets the need of our employees, community, and employers.

Supervisor Signature: \_\_\_\_\_  
Approval Date: \_\_\_\_\_  
Date: \_\_\_\_\_

Working Group: \_\_\_\_\_ Name: \_\_\_\_\_  
Position: \_\_\_\_\_

**Obstacles**

**Methods**

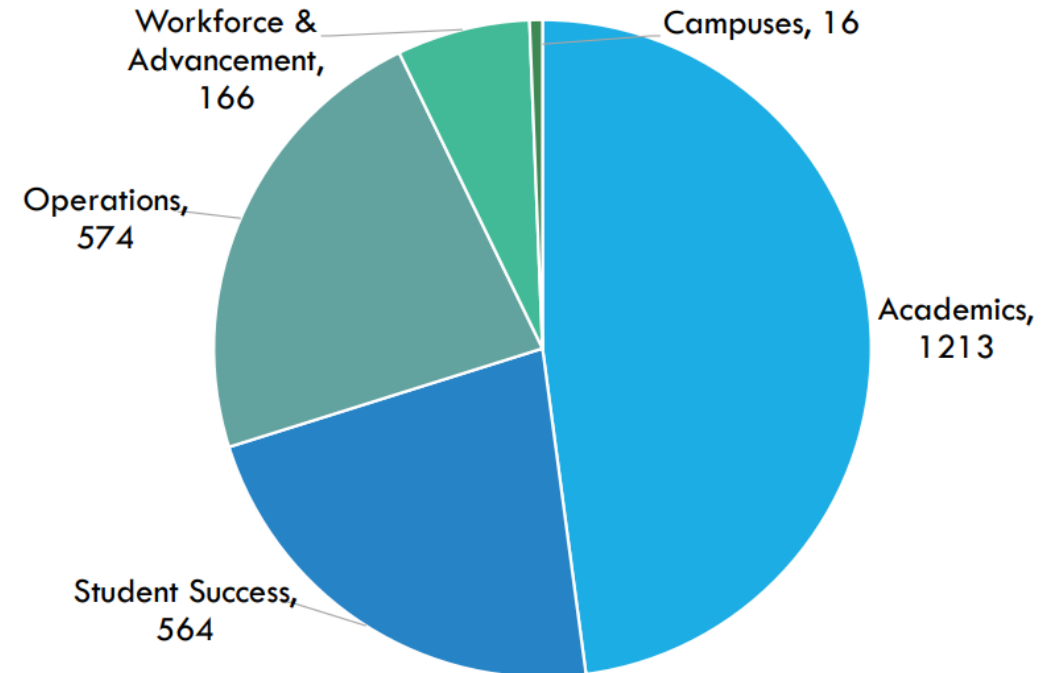
**Vision**

**Values**

**Reminders Constant**

**123**

By the numbers: 2533 V2MOMs submitted





# WHAT WE HEARD ACROSS DALLAS COLLEGE

Every single one of the V2MOMs submitted was read and analyzed...

- **Methods/Obstacles** – common ideas were gathered into themed clusters with number of related statements
- **Metrics** – common metrics were sorted into “types” of recommended measures
- **Unique Ideas** – selected curious, innovative ideas were captured from Methods, Obstacles

# WHAT WE HEARD ACROSS DALLAS COLLEGE

**OBSTACLES IDENTIFIED IN THE TRANSITION PERIOD BETWEEN MARCH 1 AND MAY 28, 2021**

**WHAT GETS IN THE WAY OF ACHIEVING THE GOAL USING YOUR DESCRIBED METHOD, ACTIVITY OR COURSE OF ACTION?**

**MANY OF THESE ARE CURRENTLY BEING ADDRESSED AS THE COLLEGE CONSOLIDATION IS BEING COMPLETED.**

<b>Connection</b>	A strong need for connection, recognition and confidence in one's role in the new structure. The need for teambuilding and leadership was clear.
<b>Communication</b>	A clear need for a comprehensive, consistent, proactive and streamlined communication plan.
<b>Dallas College Structure</b>	The reorganization is mentioned in every area and department; staffing changes and lack of policy, process and its impact on brand and partnerships. A need to understand the new Dallas College.
<b>Professional Development</b>	Relevant, available training and professional development needs are stated throughout.
<b>Leadership Capacity</b>	Lack of supervision, coaching and team communication and goal setting.
<b>Technology Limitations</b>	A clear need to assess if teams have the appropriate technology and the dedicated time for training.
<b>Data use and accuracy</b>	Lack of accurate data appeared across all areas with a need to have systems for getting reliable data.
<b>Metrics</b>	Lack of relevant, accurate measures and goals.
<b>Student Preparedness</b>	Need to better understand and address student challenges, preparedness and engagement and our responsibilities to them.

# A WORK IN PROGRESS

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- **TRANSITIONAL PLANNING YEAR AY 2020-2021**

- 2020-2021 planning cycle opened March 1 to capture work in progress and any new goals
- College wide orientation and training through SharePoint with over 24,000 site visits during March through May
- V2MOM development cascaded from the leadership team to frontline staff
- V2MOMs posted by May 28
- Analysis of results completed with reports for each operational division linked to individual and team V2MOMs plus high level summaries by operational division



- Results shared with leadership in October
- Development of Key Performance Indicators in process in cooperation with Institutional Effectiveness, Institutional Research, and Strategic Initiatives
- Leadership, in collaboration with Institutional Effectiveness, shifting emphasis to department and operational division action plans with KPIs

# Review, Revision and Affirmation of Strategic Priorities

# Mission and Purpose

## **MISSION**

**To transform lives and communities through higher education**

**Overall Purpose: To ensure Dallas County is vibrant, growing and economically viable for current and future generations.**

**The Dallas College Board of Trustees Strategic Priorities continue to guide the work of the College and in its mission to transform lives and communities through higher education and achieving 60X30TX.**

**The Board is committed to an annual assessment of progress and impact of the Strategic Priorities using appropriate measures.**

**(Adopted December 15, 2020)**



# Strategic Priorities 2021-2022



- **IMPACT INCOME DISPARITY THROUGHOUT OUR COMMUNITY**
- **STREAMLINE AND SUPPORT NAVIGATION TO AND THROUGH OUR COLLEGE AND BEYOND**
- **STRENGTHEN THE CAREER CONNECTED LEARNER NETWORK AND IMPLEMENT THE STUDENT-CENTRIC ONE COLLEGE ORGANIZATION**
- **FOSTER AN EQUITABLE, DIVERSE, AND INCLUSIVE ENVIRONMENT FOR EMPLOYEES AND STUDENTS**
  - **Suggested Update:** Foster an equitable, diverse, and inclusive environment for employees, students, **and suppliers.**
- **REDESIGN PROFESSIONAL DEVELOPMENT TO CREATE A DIVERSE AND INCLUSIVE HIGH-PERFORMANCE WORK AND LEARNING ENVIRONMENT**
  - **Suggested Update:** **Create a high-performance work and learning culture that develops leaders at all levels, increases skill proficiency, and supports collaboration and equity.**
- **SERVE AS THE PRIMARY PROVIDER IN THE TALENT SUPPLY CHAIN IN THE REGION**



# QUESTIONS?



# STRATEGIC PLANNING IMPLEMENTATION & TIMELINE

## GOVERNANCE COMMITTEE

Presented by

Dr. Danielle Valle

Sr. Director of IE & Accreditation

# TERMS AND DEFINITIONS

- **Institutional effectiveness** – Systematic evaluation of the extent to which Dallas College achieves its mission for the purpose of continuous improvement
- **Functional Area** – Operations, Academics, Student Success, and Workforce and Development
- **KPI** – Key Performance Indicator
- **Measure/Metrics** – The data collected and analyzed to determine KPI progress
- **Targets** – 1-, 3-, and 5-year achievement objectives used for evaluating institutional effectiveness, accountability, and planning

# COLLEGE GOALS, KPIs, MEASURES, AND TARGETS

Strategic Goal #1:			Direction	1 YR Targets AY2022-23	3 YR Targets AY2024-25	5 YR Targets AY2026-27	Action Plan Owners	Frequency of Data
1.1 Institutional KPI #1		33%						
	1.1.1 KPI 1 – Measure 1	33	≥	Year 1	Year 3	Year 5	B. Joseph; S. Floyd	S
	1.1.2 KPI 1 – Measure 2	33	≥	Year 1	Year 3	Year 5	B. Joseph	A
	1.1.3 KPI 2 – Measure 3	33	≥	Year 1	Year 3	Year 5	B. Joseph; P.Wilkins	Q
1.2 Institutional KPI #2		33%	.					
	1.2.1 KPI 2 – Measure 1	20	≥	Year 1	Year 3	Year 5	Joseph;Floyd	S
	1.2.2 KPI 2 – Measure 2	15	≥	Year 1	Year 3	Year 5	Joseph;Floyd	S
	1.2.3 KPI 2 – Measure 3	35	≤	Year 1	Year 3	Year 5	Joseph; Floyd;	A
1.3 Institutional KPI #3		33%	.					
	1.3.1 KPI 3 – Measure 1	20	≥	Year 1	Year 3	Year 5	Joseph; Floyd; Lonon	B
	1.3.2 KPI 3 – Measure 2	15	≤	Year 1	Year 3	Year 5	Floyd; Joseph	A
	1.3.3 KPI 3 – Measure 3	35	≥	Year 1	Year 3	Year 5	Joseph	M

A= Annual; B= Biennial; M=Monthly; Q=Quarterly; S=Semesterly



# FUNCTIONAL AREA DASHBOARDS

- Functional Area Leaders select KPIs needed to support and achieve Institutional KPIs
- Aligns Functional Area budget to ensure resources provide appropriate capacity and capability to achieve Targets
- Allows for ongoing monitoring of institutional effectiveness and improvement of Dallas College programs and services
- Leverages existing core competencies of work groups to develop improvement plans

# ACTION PLANS — INITIAL PLANNING

<b>Name (submitted by)</b> Department Lead	<b>Department</b> Department Name	<b>Supervisor or Dean</b> Supervisor/Dean Name	<b>Functional Area</b> Functional Area Name	<b>Date of AP Discussion</b> Date
<b>Institutional Goal/KPI</b> Department Lead	<b>Desired Action Plan Outcome:</b> Aligned with Functional Area Strategy/KPIs			
<b>Departmental Action Number</b> IE/A Office will assign #				
Describe the major steps that will be taken to achieve desired result- include projected completion date with the academic year for each step:				
Describe the evaluation method(s) to measure success of the plan:				
Describe any additional resources or budget needed:				

# ACTION PLANS — EVALUATION

<b>Name (submitted by)</b> Department Lead	<b>Department</b> Department Name	<b>Supervisor or Dean</b> Supervisor/Dean Name	<b>Functional Area</b> Functional Area Name	<b>Date of AP Discussion</b> Date
<b>Institutional Goal/KPI</b> Department Lead	<b>Desired Action Plan Outcome:</b> Aligned with Functional Area Strategy/KPIs			
<b>Departmental Action Number</b> IE/A Office will assign #				
Describe the outcomes for each of the evaluation methods used to measure success of the plan:				
What unexpected challenges did you face during the course of implementation? Were there any unintended positive outcomes that contributed to the accomplishment of all or part of the Strategic Goal/KPI?				
<b>Final Status</b> <input type="checkbox"/> Action Plan terminated. No longer applicable. <input type="checkbox"/> Action Plan modified. Modified Action Plan submitted to IE/A. <input type="checkbox"/> Action Plan successfully completed. <input type="checkbox"/> Action Plan carried forward into next academic planning cycle. Approval of VC/P required.				

# ALIGNMENT AND APPROVAL

**Department Leaders  
meet with their teams**

## **OUTCOME: Improvement Action Plans**

- Leverages employee core competencies
- Supports achievement of Functional Area KPIs
- Creates SMART plans
- Define metrics, evaluation

**Administrative Unit  
Leaders review and  
approves action plans**

## **OUTCOME: Action Plan Approval and Resource Support**

- Aligned with Functional Area KPIs and performance expectations
- Promotes collaboration and alignment of purposes across units
- Ensures budget and leadership support
- Proactive removal of obstacles

**VC, Provost reviews  
approved plans for  
their Functional Areas**

## **OUTCOME: Achievement of College Goals and Board Priorities**

- Align performance expectations with college needs
- Ensure progress towards long term achievement targets
- Identify gaps in improvement needs
- Proactively address changing capacity and capability needs

Month	Implementation Timeline
Dec 2021	IE/A and SRA facilitate workshop with Functional Area Leads to develop Institutional Dashboard that operationalizes College Goals and Board Priorities.
Jan – Feb 2022	IE/A and SRA facilitate Functional Area workshops to develop Functional Area strategies and KPIs. Departments project budget needs for next fiscal year based on strategies and KPIs.
Mar – May 2022	IE/A assist departments with documenting current year action plans that address KPIs. SRA develops reporting dashboards to monitor performance.
Jun 2022	IE/A provides training for departments to evaluate and report action plan progress/achievement.
July 2022	IE/A conducts Functional Area plus/delta in preparation for full implementation.
Aug 2022	<b>Full Implementation of Strategic Framework as a regular process</b> Chancellor's Cabinet review/revises Goals/KPIs/Metrics. Set/Revises Performance Targets. Approve Organizational Focus for the year that drives commission of action plans.
Sept 2022	Vice Chancellors, Provost deploy KPIs and commissions action plans. Quarterly KPI reports provided to the board.





# STRATEGIC PLANNING FACILITIES

## GOVERNANCE COMMITTEE

Presented by

John Robertson

Chief Financial Officer

## REAL ESTATE AND FACILITIES PLANNING

Request for qualifications to develop a strategic real estate and facilities plan and coordination of downtown developments

### TIMELINE:

**December 1<sup>st</sup>**- Overview presentation to potential firms

**January 18<sup>th</sup>** – RFQ responses due

**January** – Scoring and selection of Finalist(s) and presentations

**February 1<sup>st</sup>** – Board approval of finalist

**February-May:** Development of Executive Summary of Plans for Board review

**May – June:** Presentation of Strategic Real Estate and Facilities Plan to Board

# Appendices

Summary results per Strategic Priority

By Division: Academics, Student Success, Operations, Workforce and Advancement

# RESULTS ACROSS DALLAS COLLEGE

## IMPACT INCOME DISPARITY



	ACADEMICS	OPERATIONS	STUDENT SUCCESS	WORKFORCE & ADVANCEMENT
METHODS	Increase student access to experiential learning that is aligned with business and industry needs, while promoting retention, completion and job placement.	Promote the strategic approach to planning, facilities and business services, supporting One College student-centric programming and accessible enhanced technology.	Provide high quality, holistic services in support of college and career success skills and student wellness, promoting a culture of caring through excellent customer service.	Using labor market data, foster a collaborative approach to address the needs of the community and economy, building strong relationships with internal/external stakeholders, including community-based organizations, employers and funders.
OBSTACLES	Quality learning materials and site-based experiences for professional practice are lacking, and access to technology and instructional tools for students is inadequate.	Transitioning into new roles has presented challenges, and uncertainty remains in the new Dallas College structure and its operational changes.	Inconsistent internal procedures and policies, as well as uncertainty about Dallas College changes, exacerbate a lack of clarity about programs and reporting structures, presenting a barrier to timely communication, collaboration and support among departments.	There is a need for more collaboration. Transitioning into the new Dallas College structure has presented challenges. Incomplete and inaccurate data, as well as unclear expectations and goals have inhibited progress.
METRICS	<ul style="list-style-type: none"> <li>The number of students earning industry certifications</li> <li>Licensure, registry exam pass rates</li> <li>Course completion</li> <li>Graduation rates</li> <li>Job placements in living wage or better jobs/careers</li> </ul>	<ul style="list-style-type: none"> <li>Reorganization completed by _____</li> <li>Implementation of the initial phase of new organizational processes and policies</li> <li>Increased employee collaboration and teamwork (evidenced by targeted surveys, focus groups, and reports of activities)</li> </ul>	<ul style="list-style-type: none"> <li>Increases in student enrollment, retention, completion, transfer, and job placement</li> <li>The number of students receiving support (tracked with student engagement surveys)</li> <li>The number of student referrals followed to completion</li> </ul>	<ul style="list-style-type: none"> <li>Increased use of Salesforce to analyze and track data and contacts</li> <li>Increased customer satisfaction</li> <li>Increased employer engagement</li> <li>Student career placement resulting from programming</li> </ul>

# RESULTS ACROSS DALLAS COLLEGE

## STREAMLINE AND SUPPORT NAVIGATION



### WORKFORCE & ADVANCEMENT

### ACADEMICS

### OPERATIONS

### STUDENT SUCCESS

METHODS	Collaborate across Schools and Students Success with external partners and employers to provide effective and efficient connections for students to real-world experiences.	Offer planning services, expertise and guidance to establish a strong base of community, teamwork and collaborative planning and encourage a mindset of shared responsibility between the Schools and support areas.	Leverage new technology to build new structures and strengthen success coaching and advisor skills in order to improve the student experience through admissions, enrollment, financial aid and student pathway success, while improving student retention, completion and transfer rates.	Foster a supportive environment and equity-focused instructional areas for experiential learning and workforce programs by creating a consistent orientation and evaluating campus enrollment management procedures for all Dallas College campuses and programs, providing career-ready skills to increase student employment.
OBSTACLES	Necessary collaboration is impeded by the ongoing process of Dallas College's reorganization, requiring time, resourcefulness, creative problem solving, professional development and relationship building to overcome.	Unclear leadership roles and decision-making processes create uncertainties in the understanding and new structure of Dallas College. Inconsistent messaging and information silos remain a problem.	More effective professional development, training, and time is needed to meet with students and ensure they are connected with the right staff. Inconsistent internal procedures and policies create a lack of clarity and collaboration among departments. Student data needs to be tracked to better respond to changes in learner expectations.	Workforce and Advancement is still in the process of coming together; new roles and teams are still being assembled across the organization. Information silos remain a problem; more training on effective practices and collaboration is necessary to combat location-based mindsets and achieve college-wide understanding.
METRICS	<ul style="list-style-type: none"> <li>Increases in student completion, transfer and job placement rates on shorter timelines</li> <li>An increased number of student opportunities for mentorships and internships</li> <li>Evidence of more collaborative approaches taken, measured by successful outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of a comprehensive communication plan</li> <li>Increased employee engagement</li> <li>The revision of policies and practices to better reflect Dallas College</li> <li>Increased creation and utilization of efficient processes and workflows</li> </ul>	<ul style="list-style-type: none"> <li>Increases in student retention, completion, transfer and job placement rates</li> <li>The utilization of Salesforce to track student progress and participation</li> <li>Improved advisor to student ratios</li> <li>Increased use of clear case management strategies</li> </ul>	<ul style="list-style-type: none"> <li>Increased student completion, and career placement rates</li> <li>Increased customer service satisfaction</li> <li>The utilization of Salesforce for analysis and tracking</li> <li>The utilization of labor market intelligence data for program selection</li> <li>The standardization of curriculum across campuses</li> <li>Implementation of a strong communication plan across Dallas College</li> </ul>



# RESULTS ACROSS DALLAS COLLEGE CAREER CONNECTED LEARNER



## ACADEMICS

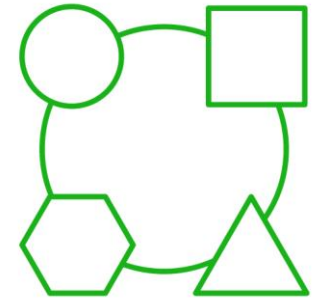
## OPERATIONS

## STUDENT SUCCESS

## WORKFORCE & ADVANCEMENT

METHODS	Build out the new School structure with the aim of promoting interdisciplinary collaboration and improving learning experiences, curricular alignment and attainment of skills in accordance with industry employment needs.	Provide and maintain a welcoming, attractive, accessible and safe environment for students, employees and the community, while sustaining a reliable, secure technology infrastructure to support student and employee resources, navigation and planning.	Work with community partners to expand our reach through a network of care, while evaluating current resources and connections and utilizing new technologies across the college to establish effective communication standards and one-stop-shop practices, in order to provide a consistent, exemplary student experience on all campuses.	Develop, expand, build and maintain strong relationships with internal and external partners and secure a diversity of public and private funding to provide equitable opportunities for students.
OBSTACLES	There is a lack of familiarity, communication and buy-in towards the new Schools and Dallas College structure. Alignment of new policies and procedures is necessary, and employee workloads and time constraints must be taken into consideration.	During the reorganization process, in addition to project delays, there has been unclear guidance from leadership and a general lack of clarity on the decision-making structure and ongoing operational changes, including the transition to a new enterprise resource planning system, which has presented its own challenges. Budgetary restrictions on equipment, new technology, parts and training have also been an issue.	Training on new processes, technology and onboarding procedures is necessary to achieve and maintain alignment with the new one college structure and meet the needs of students and community partners with our services.	Partner relationships have been disrupted and there is a lack of clarity on the expectations and goals of partnerships and employers. Changes in personnel and roles due to the reorganization have created challenges, as well as incomplete or inaccurate data.
METRICS	<ul style="list-style-type: none"> <li>Increases in student completion of credentials, transfer and job placement rates</li> <li>Increased engagement between staff, faculty, students and employers, evidenced by more collaborative programs and project outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of a five-year strategic plan</li> <li>Implementation of an effective work tracking and scheduling system</li> <li>Implementation of the new enterprise resource planning system</li> <li>An increase in the effectiveness of work teams, as measured by outcomes</li> <li>Staff is trained on new equipment, techniques and preventative maintenance</li> <li>Employees have a better understanding of the Dallas College organization, evidenced by survey responses and convenings</li> </ul>	<ul style="list-style-type: none"> <li>Students and employees are aware of available student services</li> <li>Implementation of a comprehensive communication plan</li> <li>Evidence of an increase in coordinated internal communications</li> <li>Increased student engagement with services and a greater response to communications</li> </ul>	<ul style="list-style-type: none"> <li>The number of partners retained</li> <li>Increased engagement in available activities, opportunities and connections</li> <li>Greater utilization of funding secured for expenditures and awards</li> <li>An increase in the number of student awards</li> <li>Utilization of Salesforce for analysis and tracking</li> </ul>

# RESULTS ACROSS DALLAS COLLEGE DIVERSE, INCLUSIVE ENVIRONMENT



## WORKFORCE & ADVANCEMENT

### ACADEMICS

### OPERATIONS

### STUDENT SUCCESS

METHODS	Foster an environment of equity, diversity and inclusivity for students and employees by encouraging, respecting and celebrating learning for all students and promoting shared experiences and opportunities for contribution for all employees.	Embed equity and inclusion into the day-to-day work environment by building a strong base of communication, teamwork, and planning around opportunities that encourage relationship building, collaborative projects and respectful cultural and personal interactions..	Participate in professional development to best support holistic programs and assess mechanisms, such as testing and accommodations, to provide students basic care services, ensuring equitable access to all programs, equipment, and classes.	Create collaborative, supportive teams with shared goals and mutual respect among departments throughout the college to advance our work and best represent Dallas College both internally and externally, to our community.
OBSTACLES	The lack of a clear leadership vision, coupled with a lack of necessary support, approval, accountability and reinforcement through culture, communication and procedures, inhibits our ability to address student preparedness issues and barriers and differentiate between college readiness and environmental challenges.	Resource limitations, a lack of employee buy-in, the need for training and integration, as well as competing priorities and inconsistent practices and messaging, all present challenges to our diversity, equity and inclusion goals.	Professional development offerings are lacking, as are one college processes and procedures. The lack of collaboration and communication between departments makes it difficult to connect students with the right staff, and inaccuracies and inconsistencies in data and messaging to students further compound this problem.	Overcoming location-focused mindsets, gaps in personnel, and undefined employee roles will be a challenge, as well as the lack of a culture of collaboration and streamlined communication.
METRICS	<ul style="list-style-type: none"> <li>• An increase in the number of course materials, assignments, activities and experiences in and out of the classroom related to diversity, equity and inclusion</li> <li>• Evidence that employee resource groups are strengthening an inclusive environment</li> </ul>	<ul style="list-style-type: none"> <li>• Employee demographics reflect the student population and greater community</li> <li>• Increased use of the Supplier Diversity program</li> <li>• Time is allocated for employees to attend professional development</li> <li>• Evidence of increased collaboration through documented employee participation and input on plans and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Increased employee participation and satisfaction with targeted professional development offerings</li> <li>• Implementation of a strong communication plan</li> <li>• Increases in student engagement and use of support services</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of a strong communication plan</li> <li>• Completion of staffing for new organization charts</li> <li>• A stronger team environment, evidenced by interdepartmental outcomes</li> <li>• Employees trained in Dallas College's culture, through orientation, ongoing professional development, engagements and events</li> </ul>

# RESULTS ACROSS DALLAS COLLEGE PROFESSIONAL DEVELOPMENT REDESIGN



## WORKFORCE & ADVANCEMENT

### ACADEMICS

### OPERATIONS

### STUDENT SUCCESS

METHODS	Create, expand and participate in professional development relevant to employee roles and aligned with student and system needs, such as customer service, use of technology systems, instructional best practices in new learning environments, faculty field of study, and leadership capacity.	Participate in applicable professional development and training in new process implementation, tools and resources, industry knowledge and skills, effective performance management, and understanding the Dallas College organizational structure.	Understand the new Schools' model and pathways to train and support staff transitioning to new roles, such as success coaches, and promote an effective learning environment and workplace.	Advance employee technical, management and leadership skills through training and professional development, utilizing technology platforms and system tools to promote career advancement and professional growth, meeting both internal and external partners' needs.
OBSTACLES	There is a need for effective, relevant, discipline-specific and role-specific professional development offerings and trainings. The lack of faculty participation, due in part to time conflicts and workloads, inhibits employees' ability to stay abreast of new technologies, practices and curricula.	Less time is available for training due to increased workloads, and applicable professional development offerings are either infrequent or lacking. Learning to adapt to different communication styles, work and technology is a challenge, but necessary for employee success.	There is a need for more effective professional development with increased options and dedicated time to participate in it, as well as a need for increased collaboration between the Schools and areas of academic support.	More onboarding and training is necessary to maintain a continuous understanding of evolving technology, but time and access to training is lacking, and new roles inhibit clear and timely communication.
METRICS	<ul style="list-style-type: none"> <li>• A relevant set of professional development offerings created and delivered on a consistent, annual training schedule</li> <li>• An increase in the number of employees completing professional development and training offerings</li> <li>• The incorporation of up-to-date industry expertise into curriculum to prepare students for high-demand careers</li> </ul>	<ul style="list-style-type: none"> <li>• Completion rates for applicable trainings and certifications, both required and optional</li> <li>• An increase in the amount of time reserved for employees to attend professional development throughout the academic calendar</li> <li>• An increased level of knowledge and competencies among staff, demonstrated by an increased use of tools, resources and development services</li> <li>• Increased satisfaction of our clients, including employees, students and partners</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in employee participation and satisfaction, as measured by targeted surveys and reports of activities</li> <li>• Increases in student awareness and selection of pathways</li> <li>• Increases in student retention, completion, transfer and job placement rates</li> </ul>	<ul style="list-style-type: none"> <li>• More dedicated training time for staff</li> <li>• An increase in completion rates for employee professional development</li> <li>• An increased number of internal division trainings relevant to Workforce and Advancement roles</li> <li>• Improved utilization of technology platforms and systems</li> <li>• An increase in employee career advancements</li> </ul>

# RESULTS ACROSS DALLAS COLLEGE TALENT SUPPLY CHAIN



## ACADEMICS

## OPERATIONS

## STUDENT SUCCESS

## WORKFORCE & ADVANCEMENT

METHODS	Develop and provide talent to industry by establishing industry partnerships through a collaborative effort, ensuring industry-aligned pathways, skills, apprenticeships, internships, degrees and credentials through an improved learning experience.	Build and maintain the legal, financial, planning, promotional and physical infrastructures needed to strengthen the credibility and influence of Dallas College with employers and support the development of work-based learning curricula and industry aligned programs to prepare the future workforce.	Provide workshops and services to reinforce college readiness skills, as well as career resources and planning to prepare students for work learning opportunities with industry partners.	Create, expand and support apprenticeships, internships and skills development programming, such as WorkReadyU and TRUE Pathways, to connect employers to students and ensure the labor market responds to employer needs.
OBSTACLES	An unpredictable and competitive job market, paired with limited opportunities for apprenticeships, internships, and clinical and practicum slots, presents a challenge to our goals, which are further impeded by an unclear understanding of the new college structure.	There is a need for a shared direction and awareness of changing policies and practices, the lack of which inhibits effective communication between leadership and divisions. The implementation process of our new enterprise resource planning system has also presented challenges.	Students' lack of awareness and understanding of available careers and support services presents a challenge, as does the lack of case management technology, strategies, and training needed to be aware of and utilize labor market data.	A lack of student engagement and participation in programs, insufficiencies in staffing and difficulty engaging industry partner relationships have proven challenging.
METRICS	<ul style="list-style-type: none"> <li>• The utilization of labor market data</li> <li>• An increased number of opportunities and practice sites for apprenticeships, internships, clinicals and practicum</li> <li>• An increase in student job placement rates</li> <li>• An increase in the number of industry credentials earned</li> <li>• Increases in licensure and registry exam pass rates</li> <li>• Increased faculty and partner participation on advisory boards</li> </ul>	<ul style="list-style-type: none"> <li>• Successful progress and completion of Dallas College's expansion plans</li> <li>• Increased organizational awareness of reputational risk</li> <li>• Completion of the new organizational structure by _____</li> </ul>	<ul style="list-style-type: none"> <li>• The utilization of labor market data to identify partners and skill gaps</li> <li>• Increased student participation</li> <li>• Improved advisor to student ratios</li> <li>• Increased development and use of effective case management strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Utilization of labor market intelligence data in responding to employer needs</li> <li>• An increase in the number of apprenticeships, internships, and credentials earned</li> <li>• An increase in student job placement rates</li> </ul>

ITEMS FOR REVIEW NO. 5.1.a.

Governance Committee Notes for November 9, 2021

A Governance Committee meeting of the Board of Trustees of Dallas College was scheduled for Tuesday, November 9, 2021. The meeting did not take place and will be scheduled for a later date and time.

Board Members and Officers Present

- Mr. Cliff Boyd
- \* Mrs. Monica Lira Bravo (Committee Chair)
- \* Ms. Charletta Compton
- Ms. Diana Flores (chair)
- Mr. Philip J. Ritter
- Dr. Joe May (secretary and chancellor)
- \* Mrs. Gretchen Williams
- Mrs. Dorothy Zimmermann

Members Absent

None.

- \* *Denotes a committee member*