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, this meeting is being broadcast over the Internet in the manner prescribed by Texas Government Code, § 551.128. In accordance with Texas Government Code § 551.127 one or more members of the Board of Trustees may participate in the meeting via videoconference in accordance with the provisions thereof.

NOTICE OF AN EDUCATION WORKFORCE COMMITTEE MEETING OF THE BOARD OF TRUSTEES FOR DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL

Tuesday, May 10, 2022 | 1:00 PM

Administrative Office
1601 Botham Jean Blvd. Room #036
Dallas, Texas 75215
www.dallascollege.edu/boardmeetingslive

Persons who address the Board are reminded that the Board may not take formal action on matters that are not part of the meeting agenda and may not discuss or deliberate on any topic that is not specifically named in the agenda. For any non-agenda topic introduced during this meeting, there are three (3) permissible responses: 1) to provide a factual answer to a question; 2) to cite specific Board Policy relevant to a topic; or 3) the topic may, at a later date, be placed on a Board Agenda for a subsequent meeting.

Speakers shall direct their presentations to the Board Chair, or the Board, as a whole.

Education Workforce Committee Meeting Agenda

Page

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

4.1. Student Outcomes: AY19-20 Graduates One Year Out 4 - 37
20220510_education workforce committee_presentation_Student Outcomes
Presenters: Jeremy Anderson, Beatriz Joseph

4.2. Spring 2022: Automated Vehicles 38 - 70
20220510_education workforce committee_presentation_Automated Vehicles_ADA.pdf
Presenters: Justin Cunningham, Iris Freemon, Daniel Goff (Kodiak), Clint Hail (NCTCOG), George Laffoon, Pyeper Wilkins

5. Items for Review

5.1. Committee Notes
a. Education Workforce Committee Notes for April 5, 2022 71 - 79
5.1.a) 20220405_education workforce committee_meeting notes

6. Executive Session

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 AuditsSections 551.076 and 551.089

7. Adjournment

CERTIFICATION OF NOTICE POSTED FOR THE MAY 10, 2022 EDUCATION WORKFORCE COMMITTEE MEETING OF DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL BOARD OF TRUSTEES

I, Justin H. Lonon, Secretary of the Board of Trustees of Dallas College, do certify that a copy of the notice for this meeting was posted on the 6th day of May 2022 in compliance with the applicable provisions of the Texas Open Meetings Act.

Justin H. Lonon, Secretary

DALLAS COLLEGE

Board of Trustees

EDUCATION WORKFORCE COMMITTEE

Student Outcomes
AY19-20 Graduates One Year Out

Presenters:
Beatriz Joseph
Jeremy Anderson

May 10, 2022

Outline

Student profile

Pathway support and student journey

Student goals

Credential analysis

Transfer analysis

Return on investment analysis

Student Profile

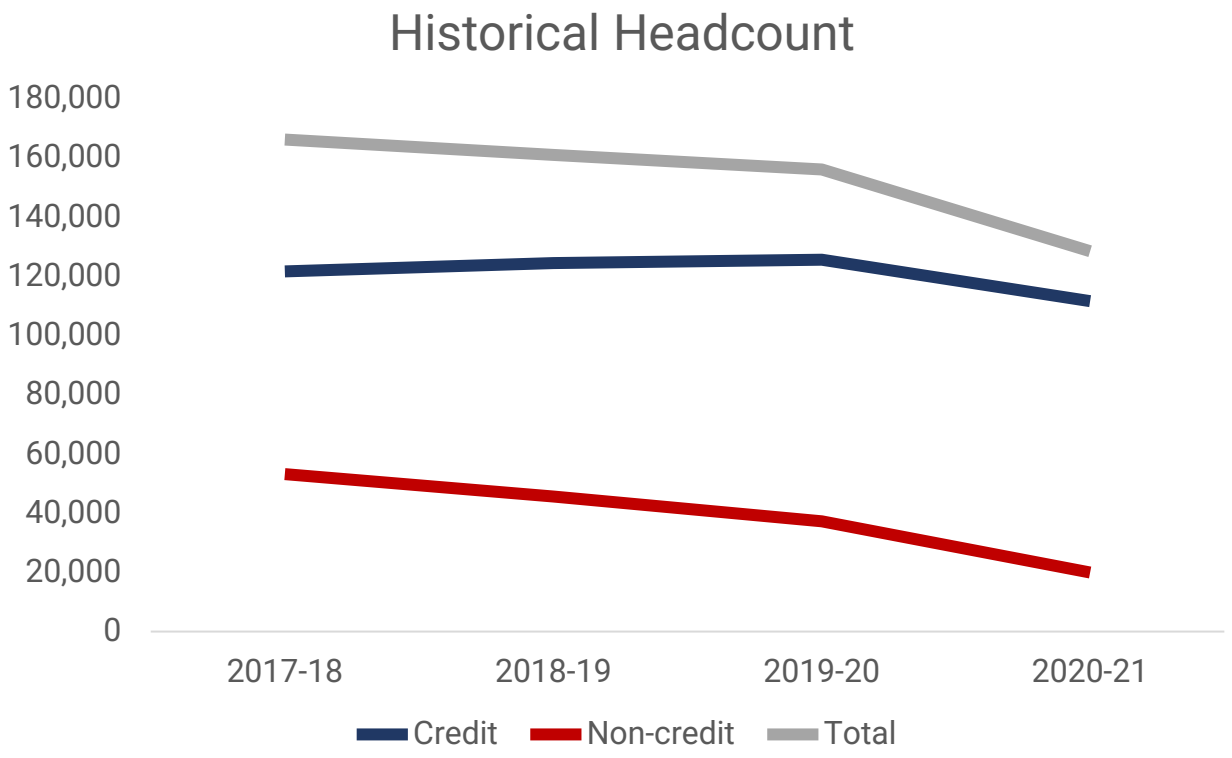
Students enrolled between July 1, 2017 and June 30, 2018

Student Profile, 17-18

166,201
Total students

121,640
Credit

53,196
Non-credit



Source: Strategic Research & Analytics

Student Profile, 17-18

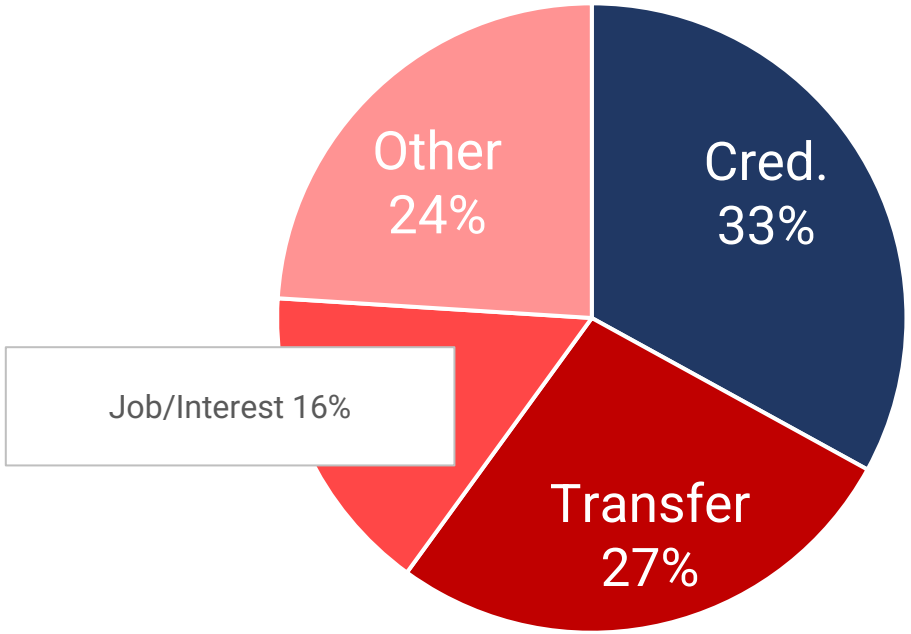
Race/ethnicity	Count	Prop.
Asian	12,495	10%
Black/African Amer.	25,736	21%
Hispanic	48,276	40%
White	26,567	22%
Other	8,566	7%
Total	**121,640**	

Generation	Count	Prop.
Gen Z	19,757	
Millennials	84,613	
Gen X	14,272	
Baby Boomers	2,445	
Mature	553	
Total	**121,640**	

Source: Strategic Research & Analytics

Student Profile, 17-18

Top Reason for Enrolling

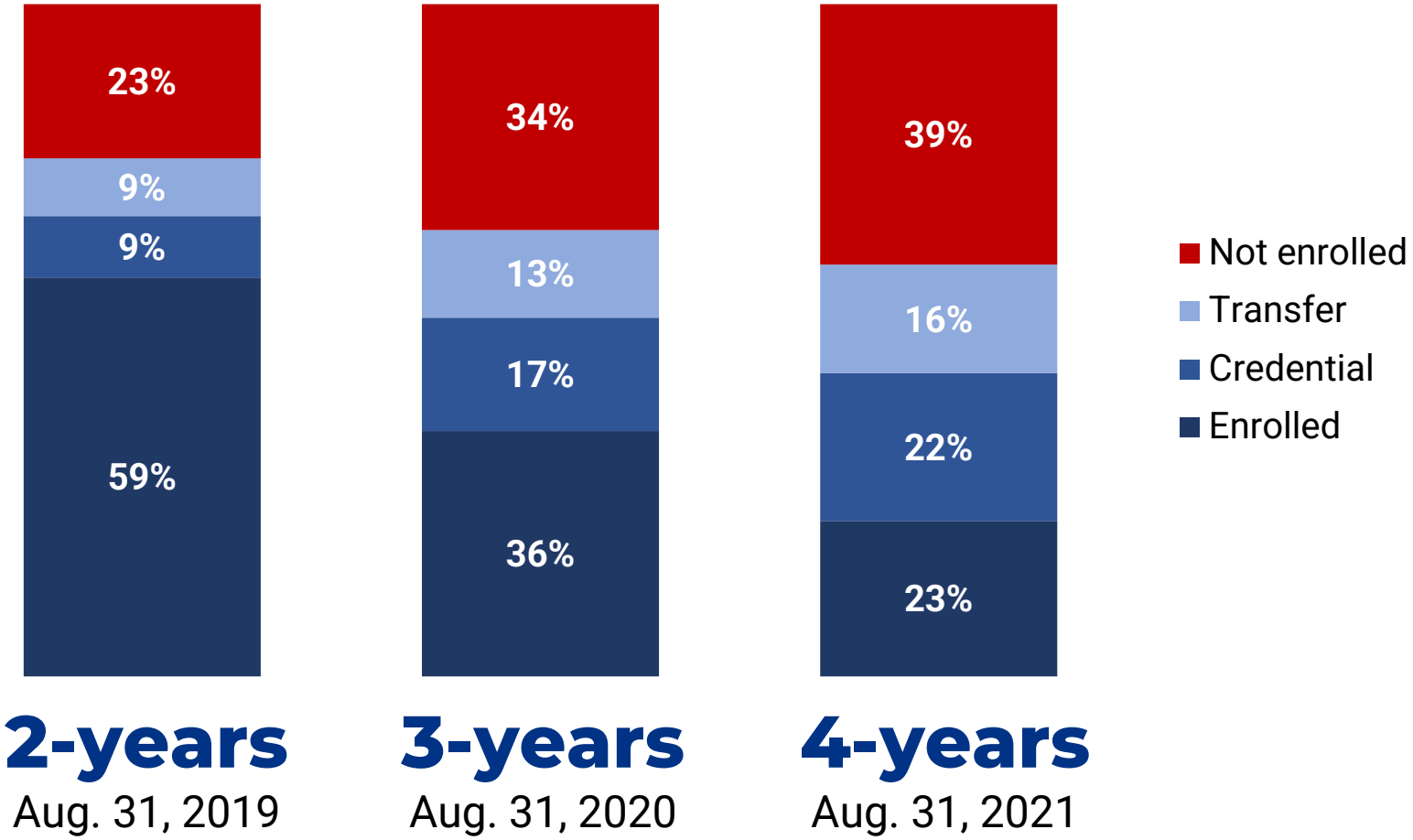


Key Indicator

Just 1 in 3 were seeking a credential from Dallas College

Source: Student Information Profile

Cohort 17-18 Outcomes



Key Indicator

By year 4, over 61% of students achieved a desirable educational outcome

Source: Strategic Research & Analytics

Student Pathways

Supports to help students succeed

Pathway Support

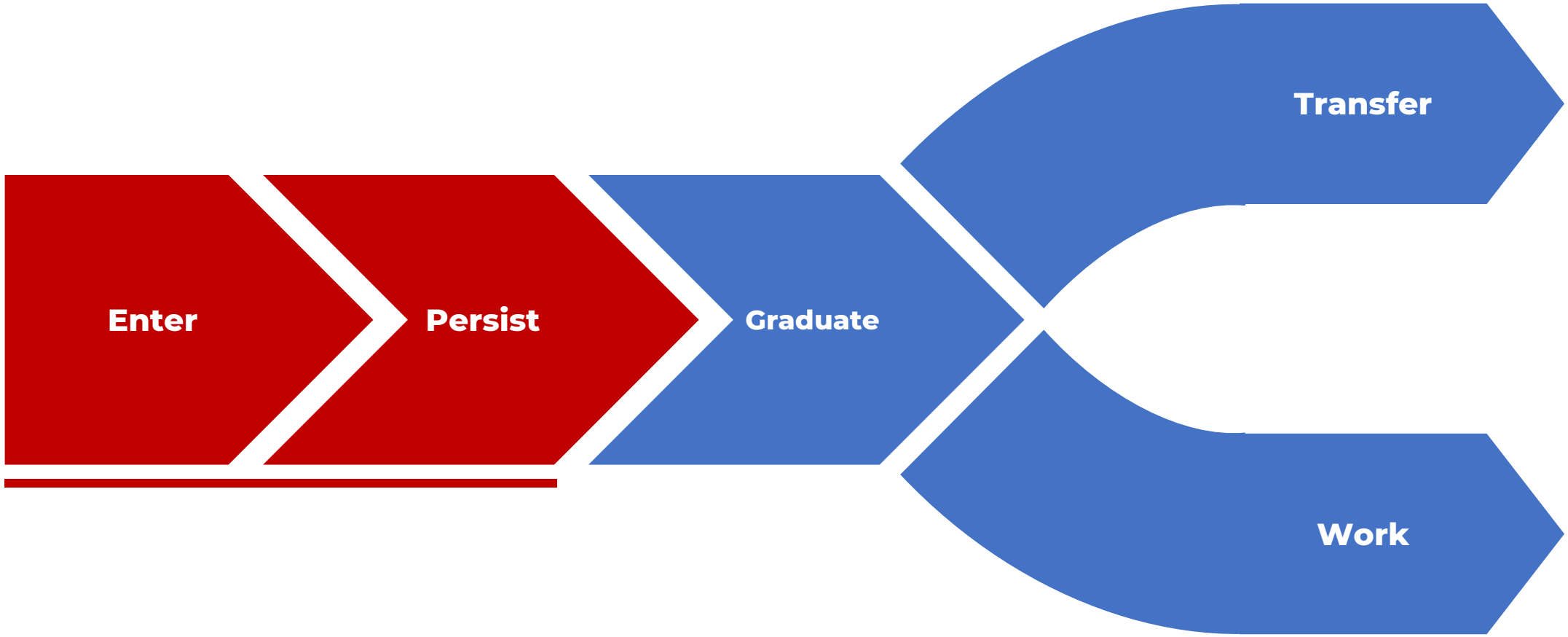
Pathways Staff

- Collaborate with academics on pathway design
- Contribute to assessing transfer efficacy with four-year partners
- Oversee career services in alignment with academics

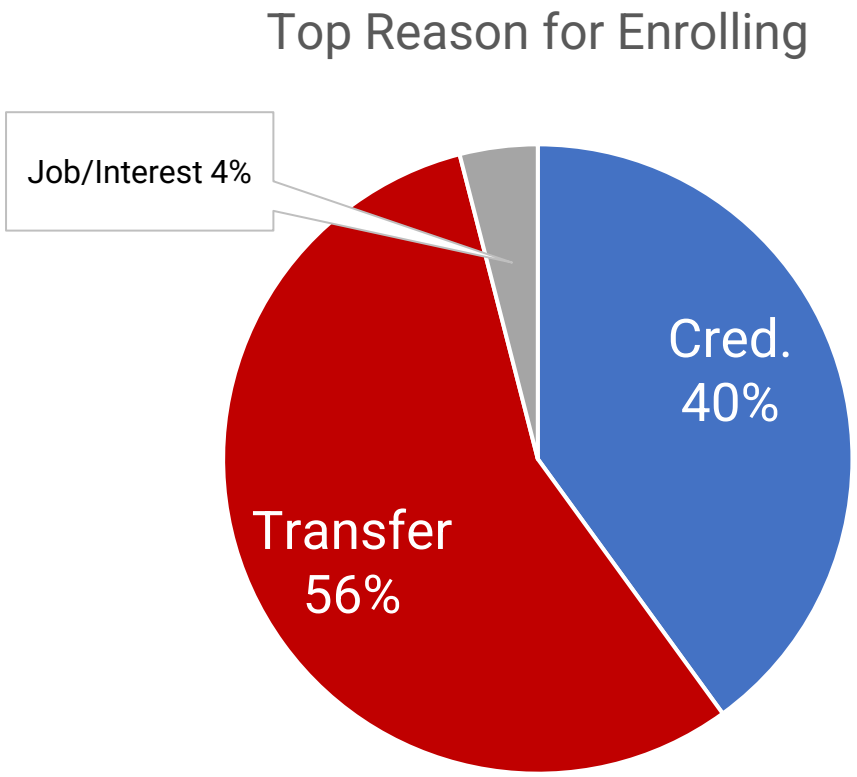
Success Coaches

- Aware of students' educational and work goals
- Provide support as students work through milestones
- Help students prepare for next steps in journeys

Journey



Educational Goals Example



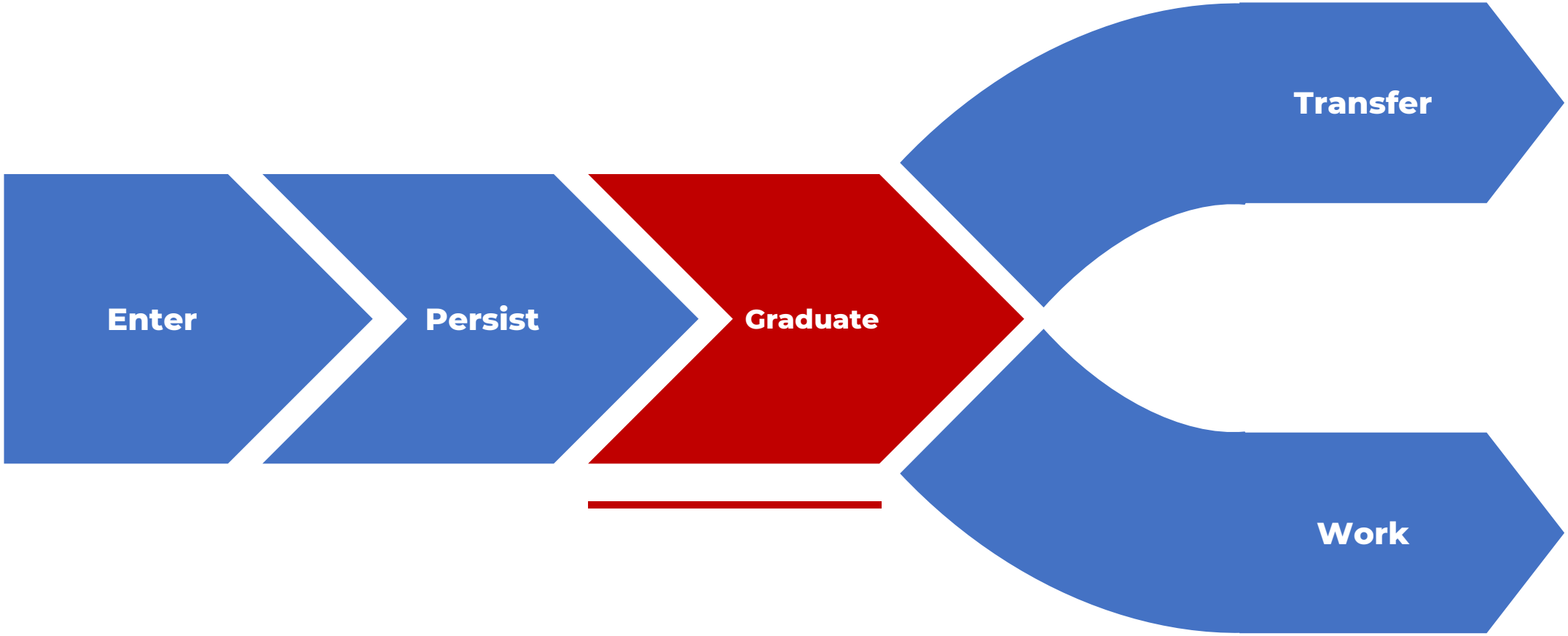
60% of students were not seeking a Dallas College credential

Of the credential seekers, 90% sought associate's, 10% certificate

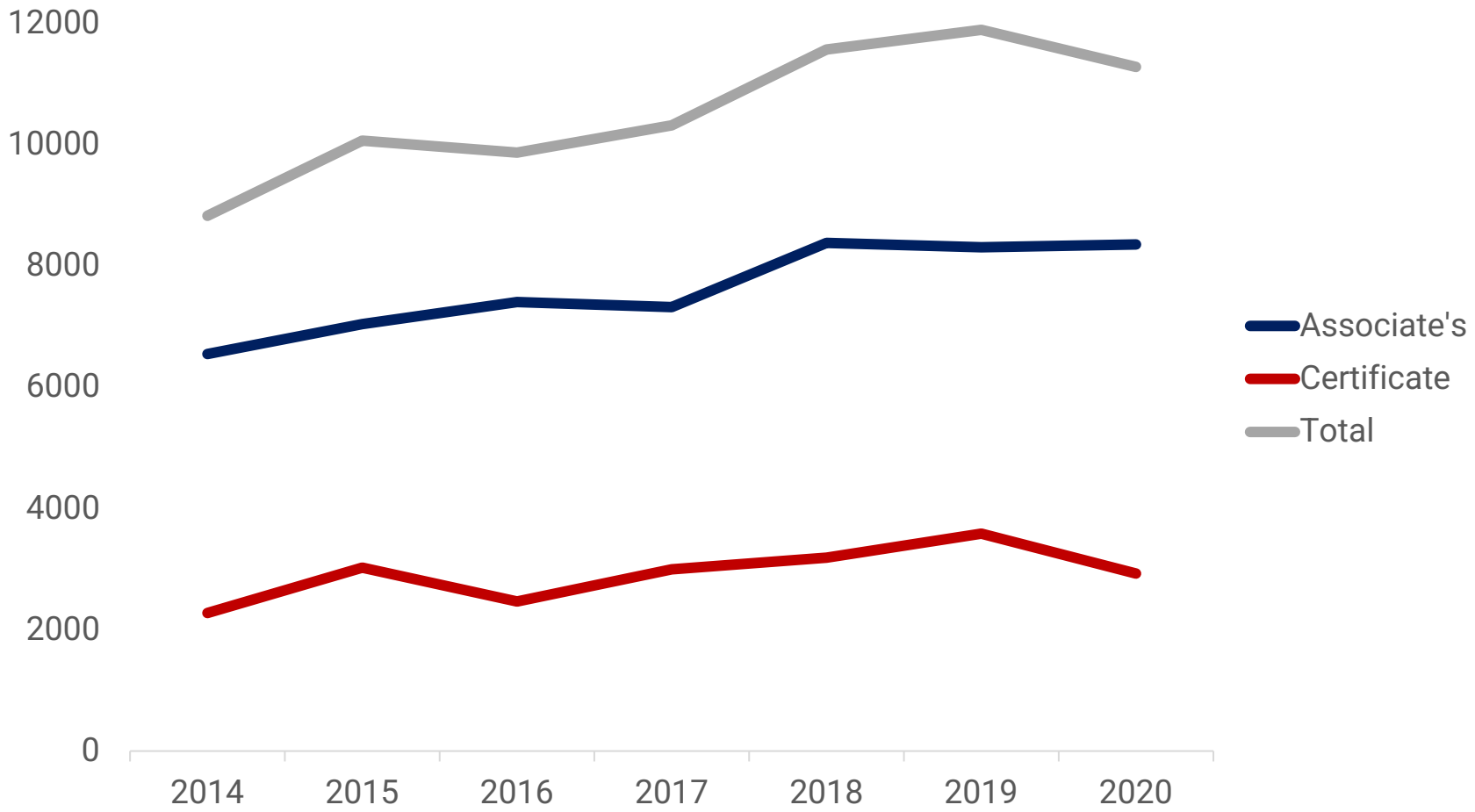
Health (35%) and Business (17%) most popular for those seeking a credential

Source: Student Information Profile

Journey



Awards Trending up Since 2014



Source: THECB Accountability Portal

Awards in 19-20

12,736
total awards
to 10,865 students

8,496
associate's degrees

4,240
certificates
mainly Certificate 1 (3,960)

1,225
students earned more than one award

Source: Strategic Research & Analytics

Top Awards

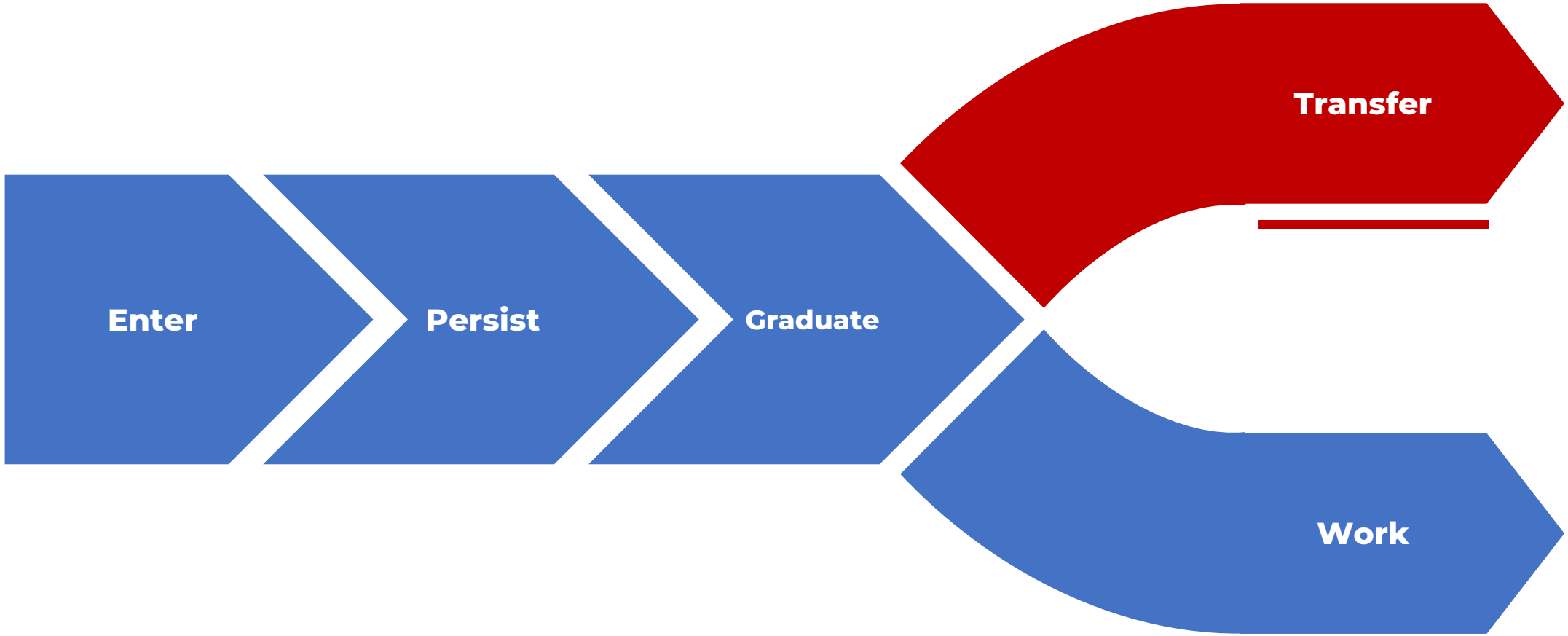
Associate's

- Of Arts and Of Science are top two – intended for *transfer* (70%)
- Next top 10 awards mostly in business, education, and STEM (18%); areas mostly with *bachelor's premium*

Certificates

- Top certs are for technician fields
- Clear pathway to *career* or career advancement

Journey



Transferees

4,626
awardees transferred

4,476
transferred
to a four-year institution and 150 to a two-year institution

4,163
transferred
to a public institution and 463 to a private institution

43% ended up transferring
compared to 56% who listed it as their top goal for enrolling

Sources: National Student Clearinghouse, Strategic Research and Analytics

Credential Level Mattered

48%
of associate earners transferred

84%
who transferred with an associate's were from a transfer-intended program (Associate's of Art or Science)

16%
who transferred with a certificate were from a program that underperformed against the county wage

14%
of certificate earners transferred

Sources: National Student Clearinghouse, Strategic Research and Analytics

Program Goals v. Outcomes

Health
27% started with this goal, while 16% transferred to this field

STEM
20% started with this goal, while 25% transferred to this field

Business
18% started with this goal, while 22% transferred to this field

Arts & Humanities
18% started with this goal, while 22% transferred to this field

Transfer Initiatives

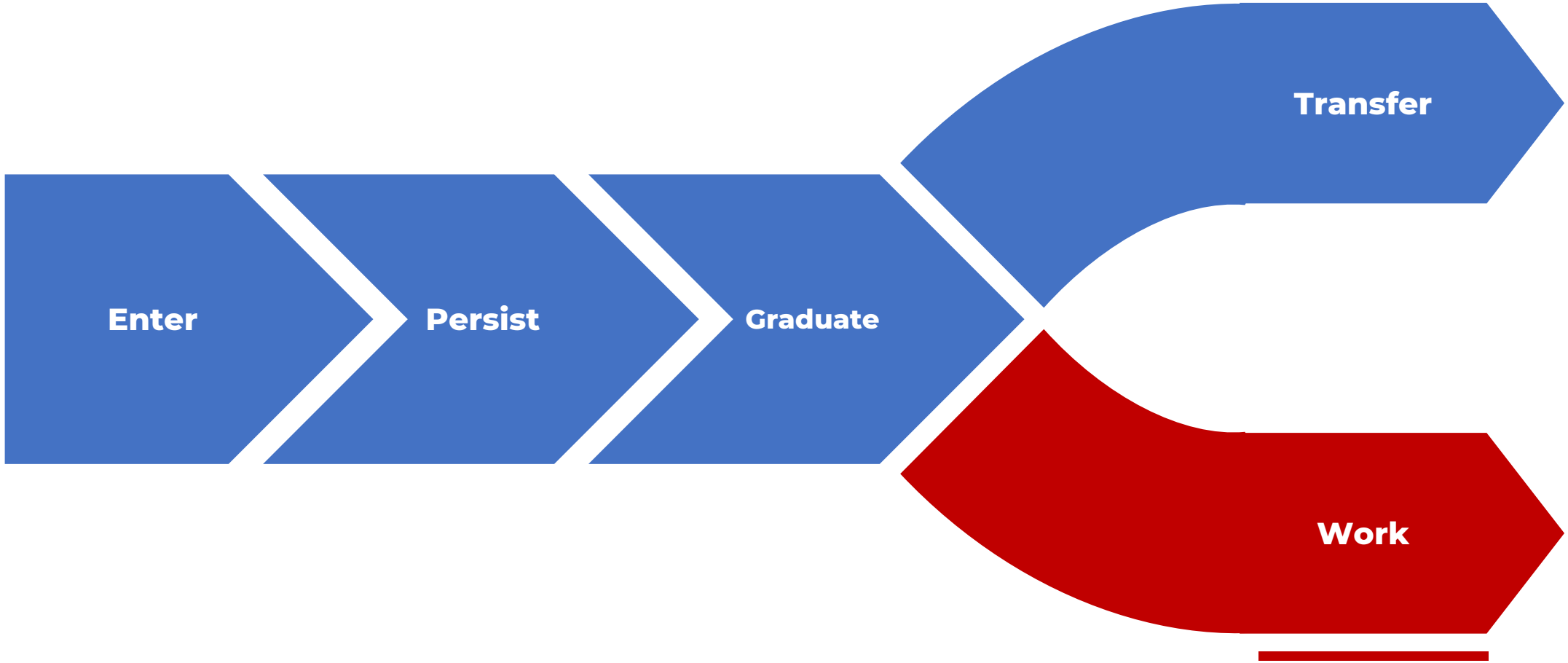
Research

- Investigated perceptions of transfer advising, transfer process, and applicability of transfer credits (AACRAO)
- Investigated transfer gaps with 3 university partners (Texas Transfer Alliance)
- Conducted internal analysis of transfer patterns for non-credential and credential earners to identify equity gaps

Action

- Include transfer goals in early outreach by Success Coaches, especially as they relate to declared pathway
- Leverage Pathway model to increase transfer awareness, transfer mapping, and skill development throughout student journey
- Revisit and strengthen transfer partnerships with 4 universities to improve transfer process and with 1 university to improve equity in transfer for Black & Latino students

Journey



Those Heading to Work

6,239
awardees went right to work

52%
of associate's earners

86%
of certificate earners

Sources: National Student Clearinghouse, Strategic Research and Analytics

Per Capita Income v. County

$32,183

Per capita income one year prior to graduation (2018)

$46,250

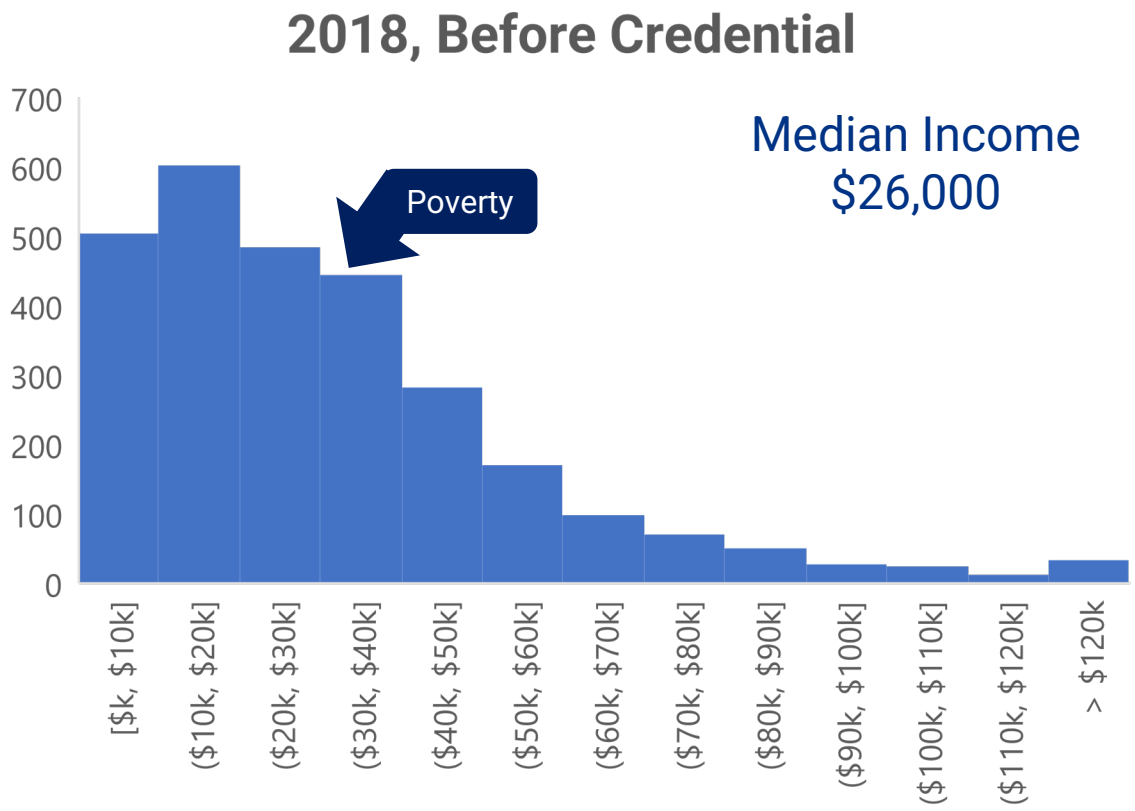
Per capita income one year after graduation (2021)

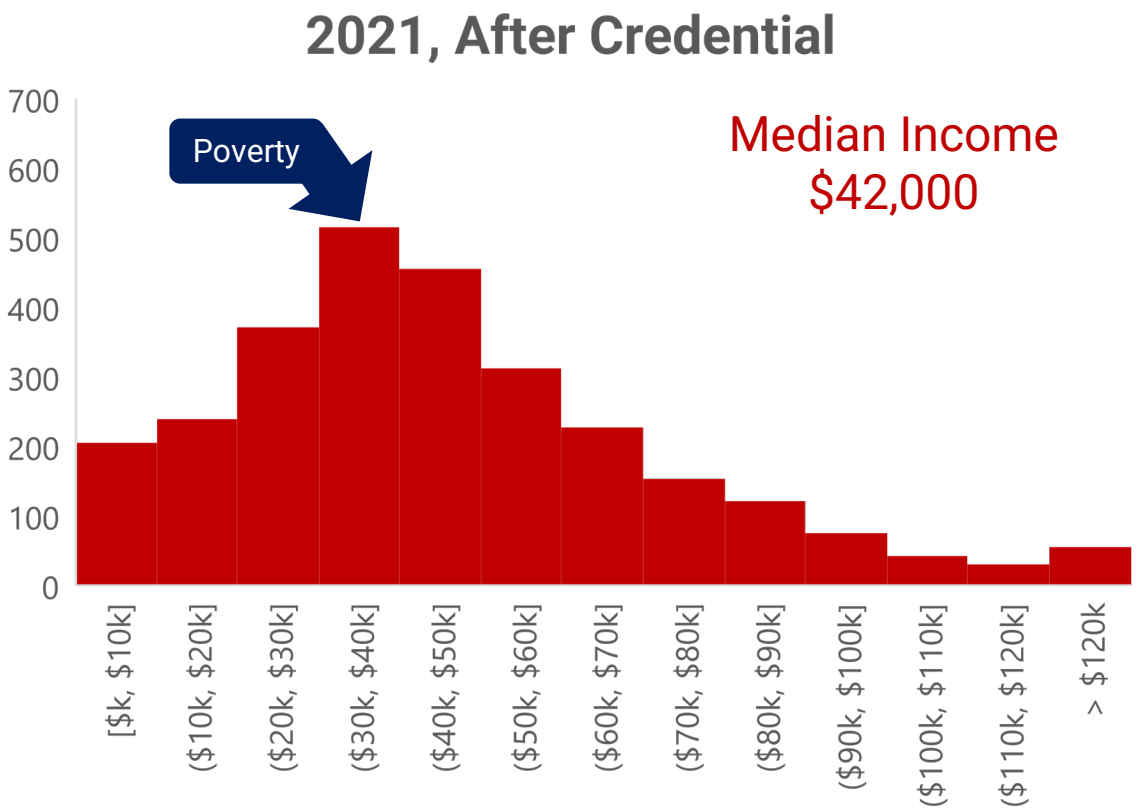
$34,479

Per capita income, Dallas County

Source: Texas Workforce Commission for Dallas College graduates; US Census Bureau (2019) for Dallas County

Wage Distributions





Source: Texas Workforce Commission for Dallas College graduates; Department of Health and Human Services

Poverty Level: approx. $35,000 for family of 5 to 6 with 3 to 4 children

Credential Level Mattered

Associate Earners

52%
went to work

median wage **increase of $15,878** to an annual salary of $38,710

Certificate Earners

86%
went to work

median wage **increase of $14,820** to an annual salary of $50,829

Sources: National Student Clearinghouse, Strategic Research and Analytics

Programs Exceeding Market Potential

Credential Program/Pathway	Level	School of/Career Path	Wage Diff.
Electronic Telecommunications - Technical Platform	Certificate	Engineering, Tech., Math., & Sciences	$49,811
Invasive Cardiovascular Tech	Associate's	Health Sciences	$49,308
Magnetic Resonance Imaging (MRI)	Certificate	Health Sciences	$36,804
Mortgage Banking - Intern	Certificate	Bus., Hospitality, and Global Trade	$31,993
Radiologic Sciences - Computed Tomography	Certificate	Health Sciences	$31,848
Electrical Construction	Certificate	Manuf. & Ind. Tech.	$23,344
Respiratory Care	Associate's	Health Sciences	$22,713
AT-Dealership - Sponsored Technician	Associate's	Manuf. & Ind. Tech.	$17,891
Business Office Specialist	Certificate	Bus., Hospitality, and Global Trade	$17,506
Advanced Manufacturing/Mechatronics Technology	Associates	Manuf. & Ind. Tech.	$15,678
Air Cond. and Refrig-Residential Technician III	Certificate	Manuf. & Ind. Tech.	$14,978
Advanced Manufacturing/Mechatronics Technology	Certificate	Manuf. & Ind. Tech.	$14,858
Child Development/Early Childhood Education	Associates	Education	$12,992

Source: Source: Texas Workforce Commission and Labor Market Intelligence

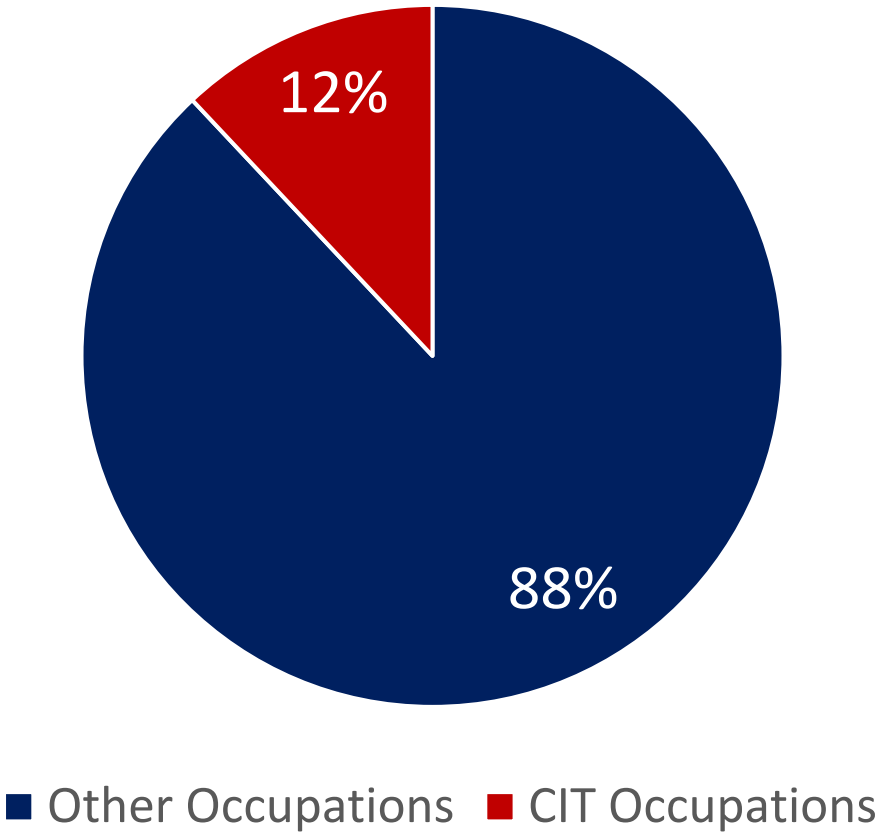
Market Wage: based on 25th percentile

Most CIT Occupations Require a Bachelor's Degree

Occupation	Typical Entry Level Education
Computer User Support Specialists	Some college, no degree
Computer Network Support Specialists	Associate's degree
Computer Systems Analysts	Bachelor's degree
Information Security Analysts	Bachelor's degree
Computer Network Architects	Bachelor's degree
Network and Computer Systems Administrators	Bachelor's degree
Database Administrators and Architects	Bachelor's degree
Computer Programmers	Bachelor's degree
Software Developers and Software Quality Assurance Analysts and Testers	Bachelor's degree
Computer Occupations, All Other	Bachelor's degree

Source: Emsi Burning Glass, DFW, Apr. 1, 2021 – Mar. 31, 2022

Demand for CIT Jobs is High

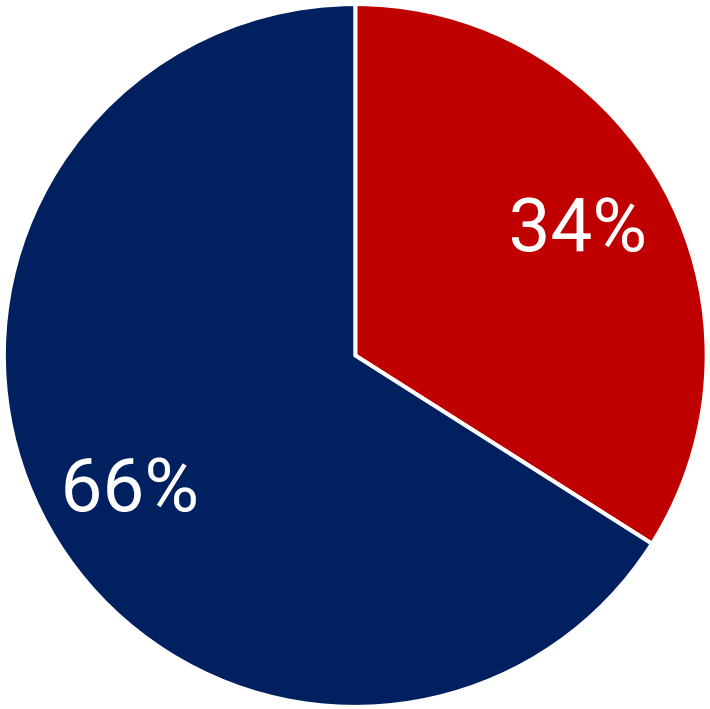


12%

Proportion of jobs in DFW that require some college but not more than a Bachelor's degree are CIT jobs

Source: Emsi Burning Glass, DFW, Apr. 1, 2021 – Mar. 31, 2022

Demand for CIT Jobs is High



175,900

CIT Job Postings in the past 12 months

521,400

Job Postings in the past 12 months, requiring between an Associate's and a Bachelor's degree

Source: Emsi Burning Glass, DFW, Apr. 1, 2021 – Mar. 31, 2022

Other Occupations: those that require some college and no more than a Bachelor's degree

Current CIT Programs Not Meeting Market Potential

Credential Program Title	Level	Grads	Median Wage	Market Wage	Wage Diff.
Cyber Security	Associate's	9	$33,440	**$87,272**	-$53,832
Information Security Certificate	Certificate	7	$44,404	**$87,068**	-$42,664
Network Administrator and Support (CCNA-TRACK)	Associate's	27	$42,292	**$81,760**	-$39,468
Networking Associate	Certificate	42	$42,828	**$81,760**	-$38,932
Network Admin & Support (SECURITY -TRACK)	Associate’s	8	$51,274	**$81,760**	-$30,486
Personal Computer Specialist	Certificate	16	$29,912	**$55,989**	-$26,077
Personal Computer User	Certificate	17	$30,400	**$55,989**	-$25,589

Source: Source: Texas Workforce Commission and Labor Market Intelligence

Market Wage: based on 25th percentile

Those seeking a credential or work

Credential sought

- 90% seeking associate's
- 10% seeking certificate

Career goal

- Health (35%) and Business (17%) most popular for those seeking a credential
- Those with a goal in industry, manufacturing, and construction more heavily sought certificates (13%) than associate's (5%)

Source: Student Information Profile

Destination Goals v. Outcomes

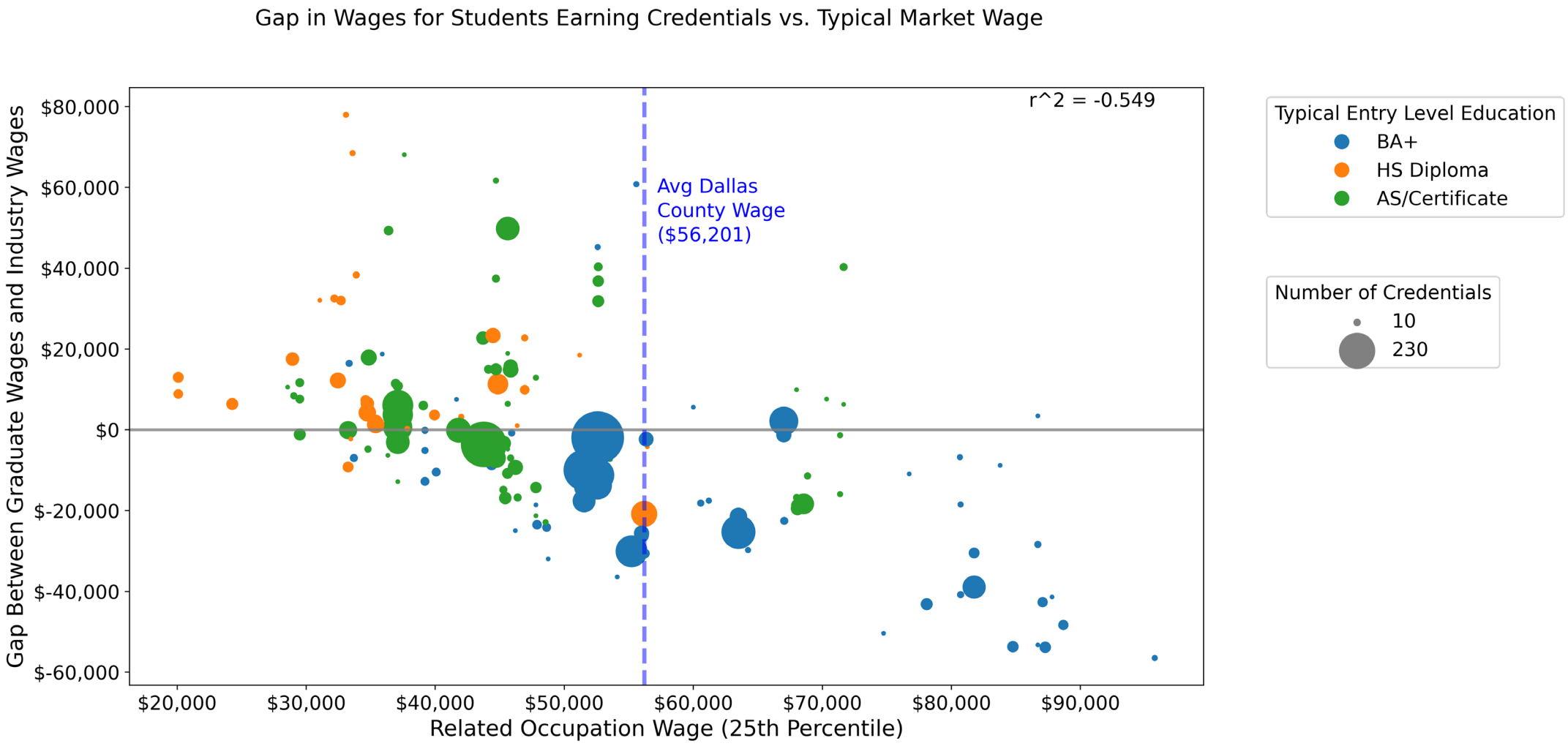
Destination Goal

- Unsure: 69%
- UNT-Dallas: 8%
- "Some other" school: 23%

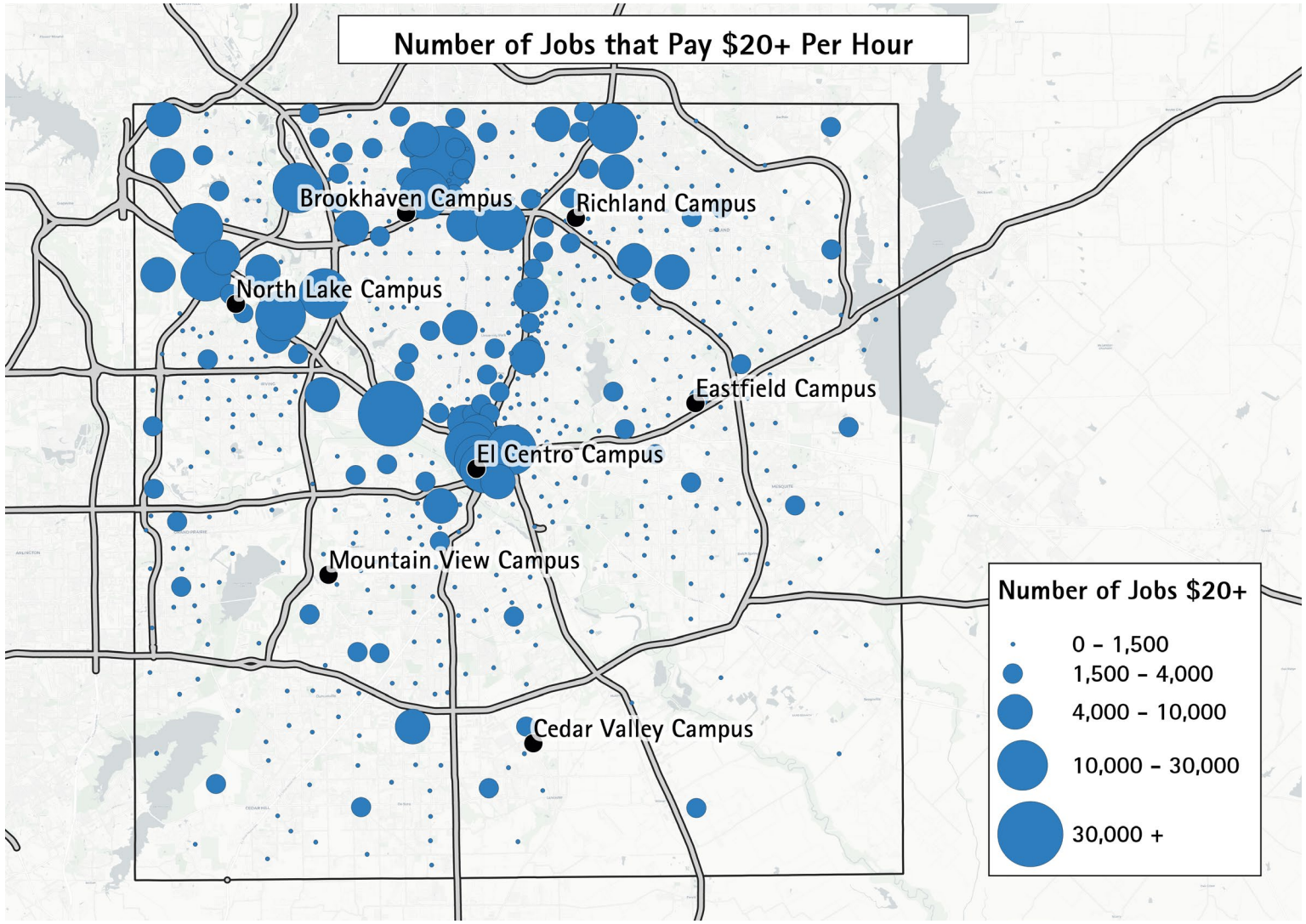
Top 5 Actual Destinations

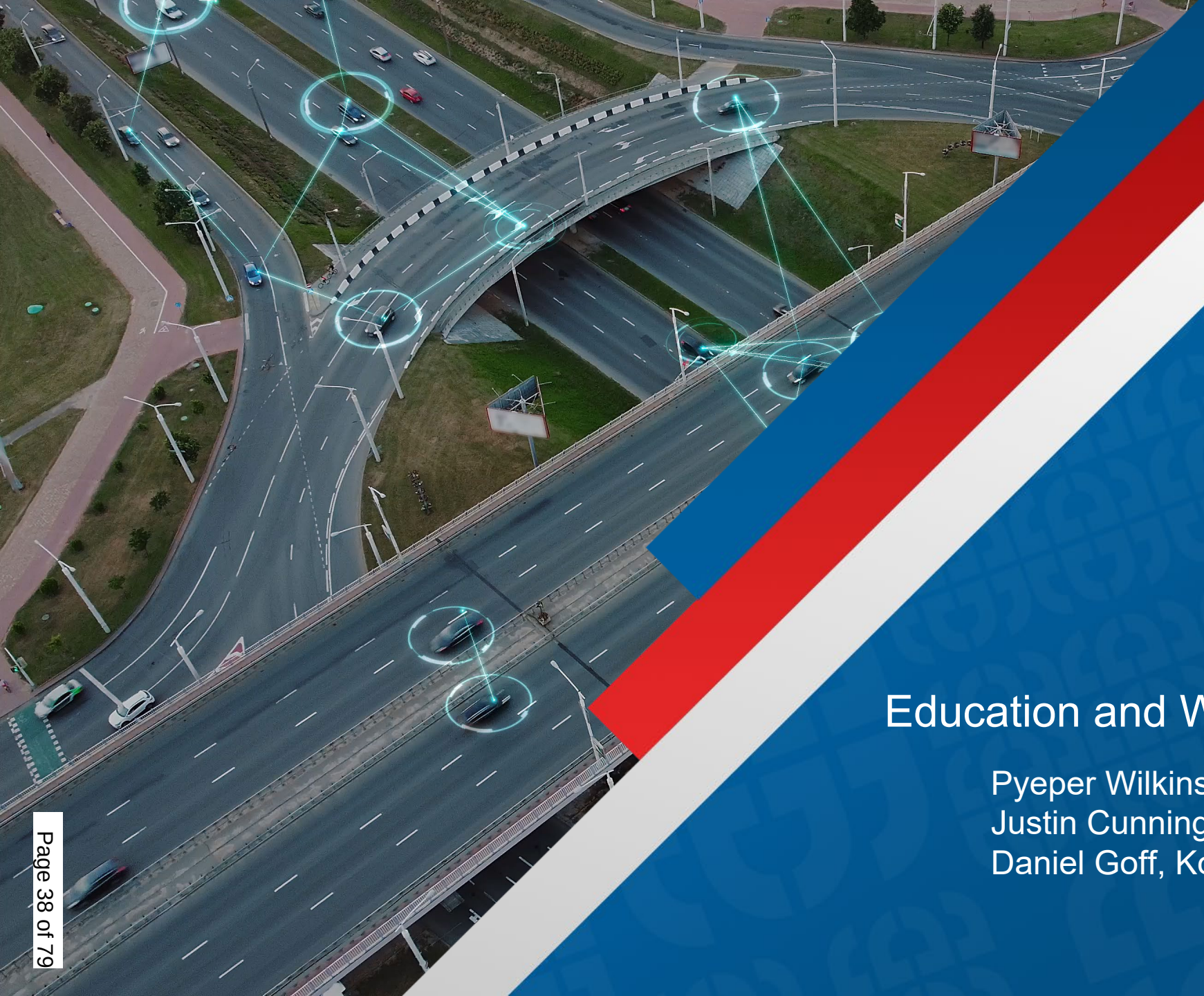
- UNT: 17%
- UT-Arlington : 16%
- UNT-Dallas: 12%
- UT-Dallas: 11%
- TAMU-Commerce: 7%
- Other: 37%

As Typical Labor Market Wages Rise, Our Alumni Wages Do Not Keep Up



- Location of Jobs Paying $20+





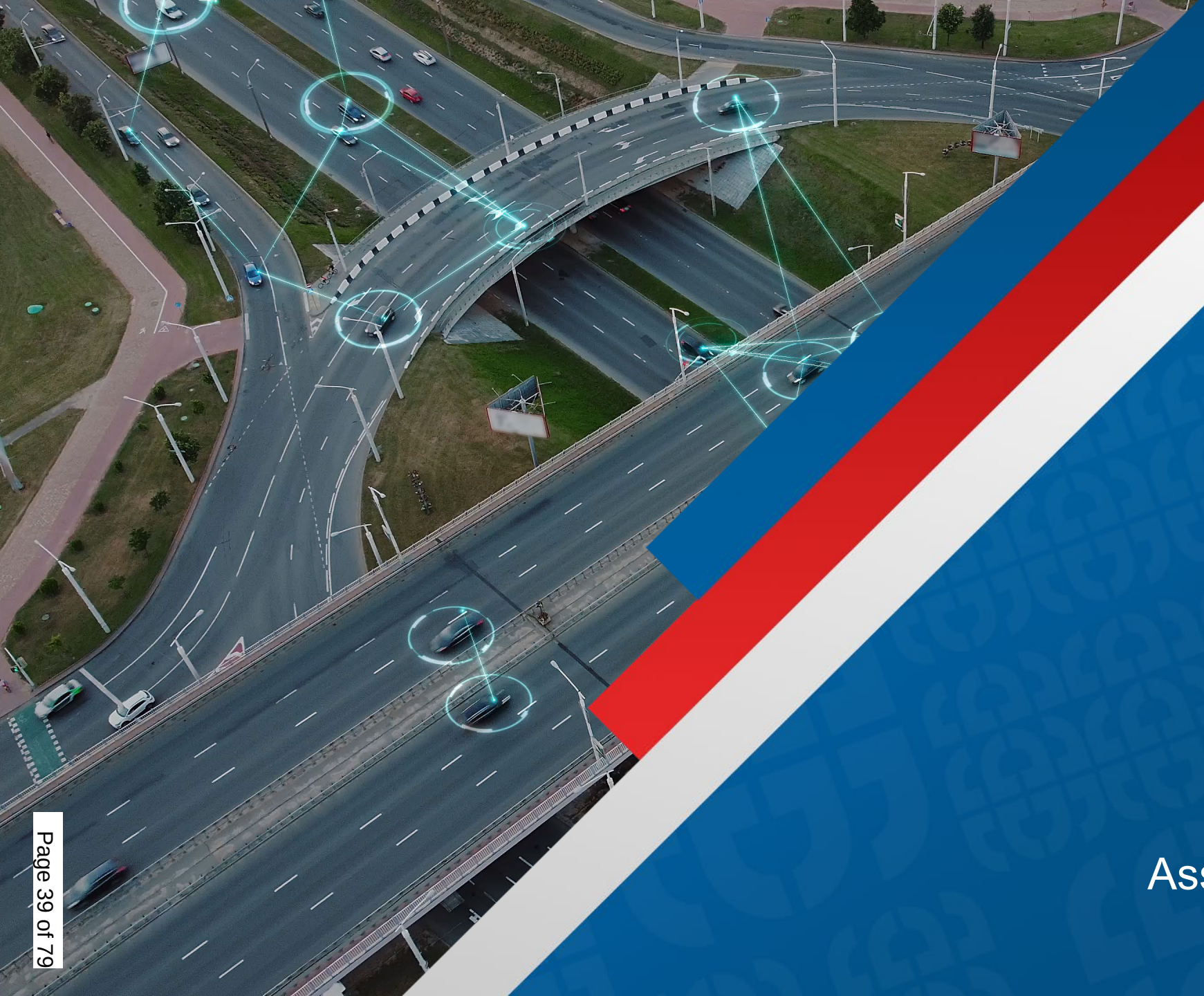
DALLAS COLLEGE

Spring 2022 Automated Vehicles

Education and Workforce Committee

Pyeper Wilkins
Justin Cunningham
Daniel Goff, Kodiak
Iris Freemon
George Laffoon
Clint Hail, NCTCOG

May 10, 2022



DALLAS COLLEGE

Automated Vehicles

Dr. Pyeper Wilkins
Vice Chancellor

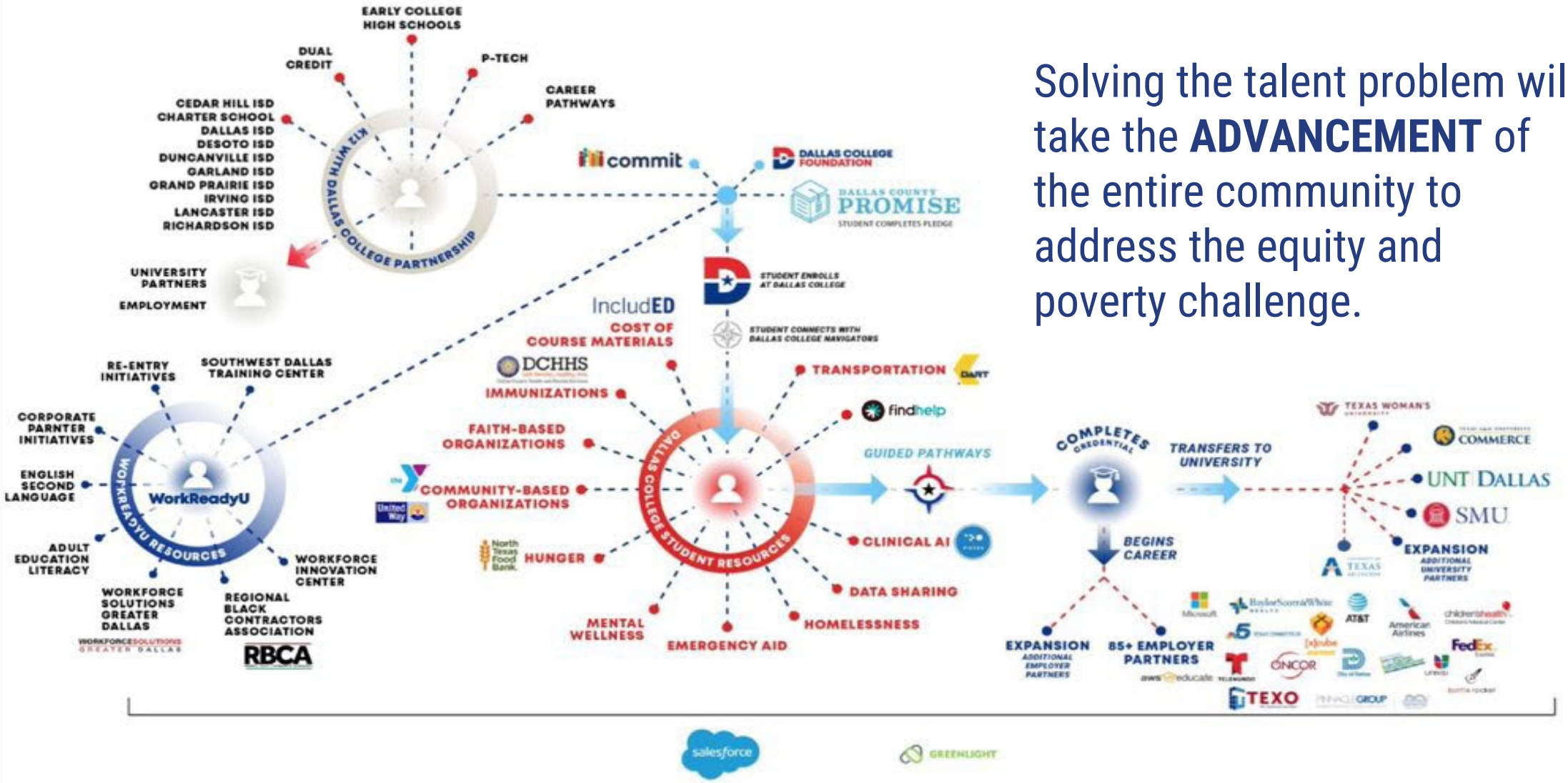
Dr. Iris Freemon
Associate Vice Chancellor

As our society evolves, so will the needs of students, employers, and communities. Colleges must stand ready to respond.

Strategic
Intentional
Advocate
Innovative

Envision a thriving, forward-looking Dallas County where all citizens have an opportunity for education beyond high school.

Solving Problems and Addressing the Need



Solving the talent problem will take the **ADVANCEMENT** of the entire community to address the equity and poverty challenge.

Serving the Needs of Individuals, Employers and Communities

- Sought support for the college's needs
- The traditional advancement elements focused only on:
  - Fundraising activities and special events to enhance the visibility and reputation of the college
- Advancement is at a critical moment in its history
- The original undergraduate teaching focus of community colleges is only one of our many elements of the mission

Former Advancement Approach

- The Office of Advancement works to advance Dallas College's mission through advancement strategy, community engagement, alumni connectedness, and federal/state funding, and civic partnerships.
- Build strong relationships with large employers, small businesses, & community stakeholders to facilitate scalable (local, statewide & nationally) economic mobility and viable education opportunities.
- Ensure funding is available for Dallas College programs and that programs meet requirements for this funding

Advancement Today at Dallas College

1. **Creating relationships** with strategic partners (employers, small businesses, and constituencies)
2. **Ensure funding, support, and structure** for Dallas College programs, solving workforce problems, and removing student barriers
3. Innovatively **advance our work** to garner student success, institutional advancement, and development
4. Steward sponsored programs etc. with integrity and effectively to **maximize opportunities**, scalability, and **transformative work**

Working Together

DALLAS COLLEGE

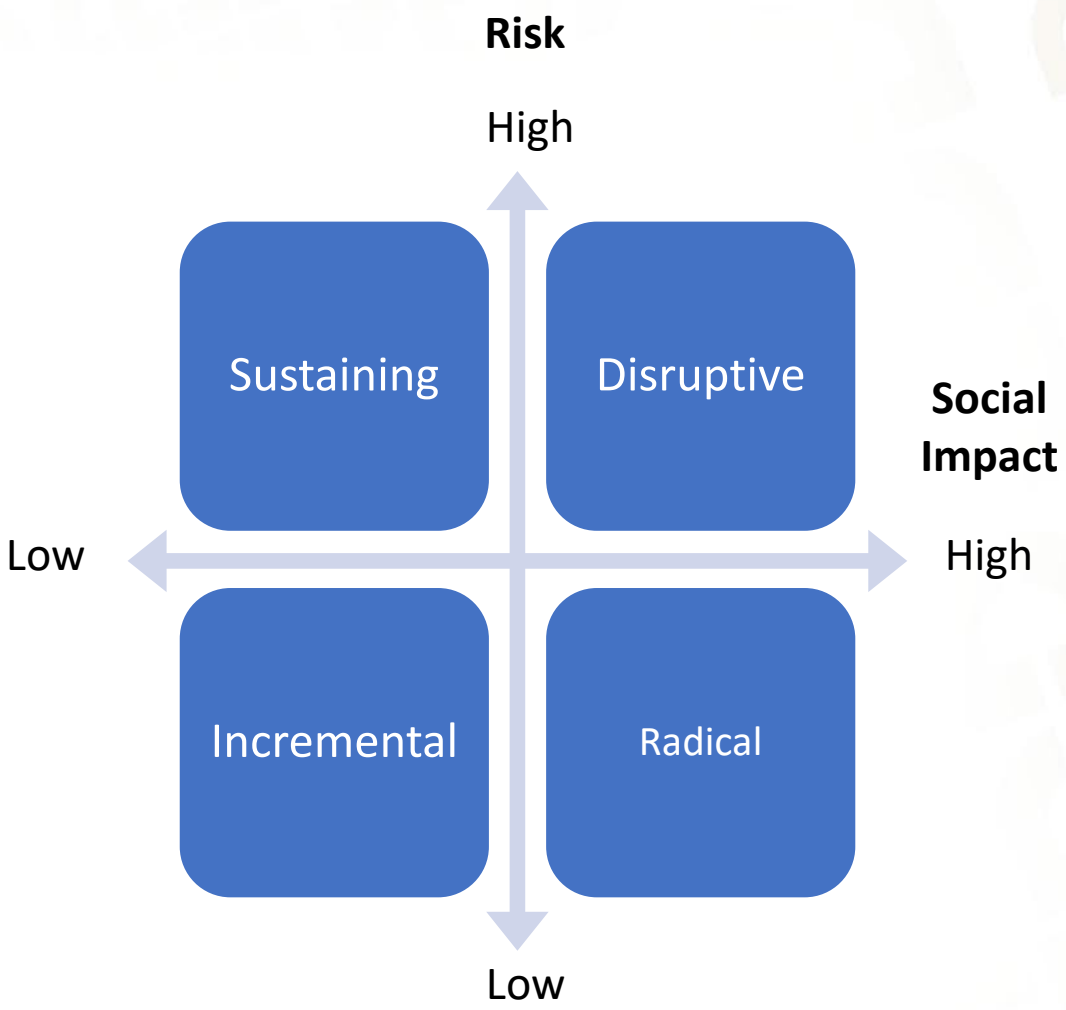
Automated Vehicles

Innovation and Business Strategy

Justin Cunningham
Associate Vice Chancellor

Necessity is the Mother of Invention

- Meeting the needs of corporate partners by having flexible training options.
- Utilizing data to target high growth markets and emerging industries.
- Evaluate emerging technologies and the jobs that they require.
- Training for the jobs of today and the future.



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Automated Vehicles

SOS: Situation, Opportunity, Solutions

George Laffoon
Director, Solutions Development

Situation

- Current supply chain disruption
- Industry leaders have seen this coming for years
- Why?
- How has the industry responded?

Opportunity

Dallas College and our partners have the opportunity to lead the nation in addressing the need for drivers and training for this rapidly changing technology

Why Dallas?

Location, Location, Location

- Automated vehicles currently require:
  - Good weather
  - Open roads
  - Supportive legislature
- Automated vehicles are accepted in Texas, vehicles can operate without a driver
- Dallas College leads the development of credentials preparing workers for a changing industry

Solution

The AV ecosystem has come together to address the talent shortage through targeted, well-developed workforce programs, address the regulatory and safety concerns, and acquire funding to get started.

- Congresswoman Eddie Bernice Johnson visits Kodiak on December 16, 2021
- At the House Hearing on Automated Vehicles on February 2, 2022, Congresswoman Johnson presented on the role of Dallas College in workforce development in the AV industry

Congresswoman Eddie Bernice Johnson's Visit

20
27
Rep. Eddie Bernice Johnson

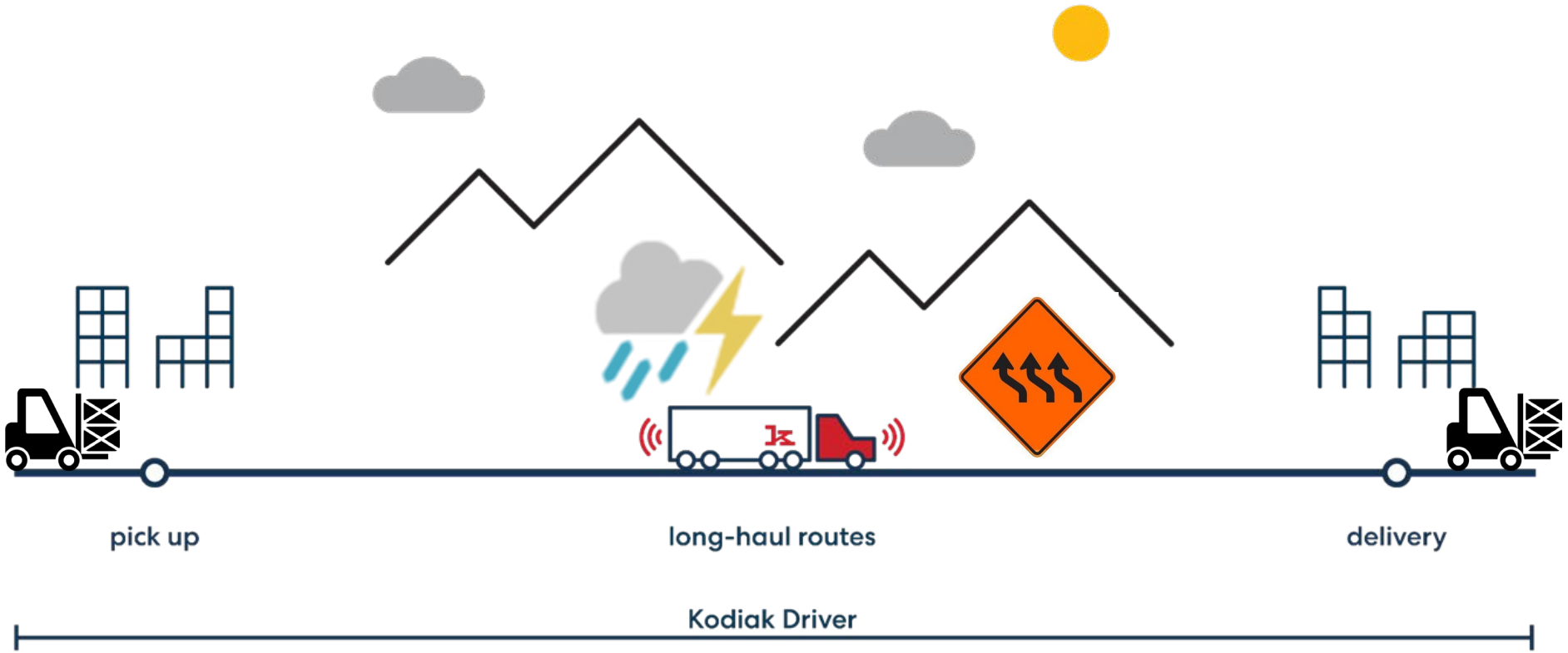
DALLAS COLLEGE

Automated Vehicles

Kodiak Robotics

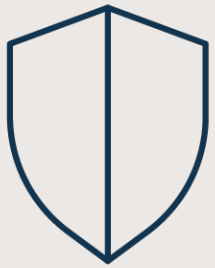
Daniel Goff
Head of External Affairs

Autonomous Trucking in Texas



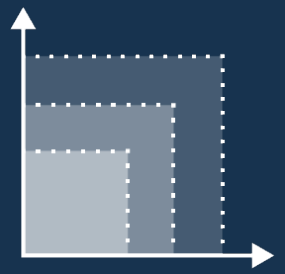
end-to-end
delivery

Kodiak - Focusing on Autonomous Long -Haul Trucking



Safety & reliability

Shorter ship times



Increased capacity

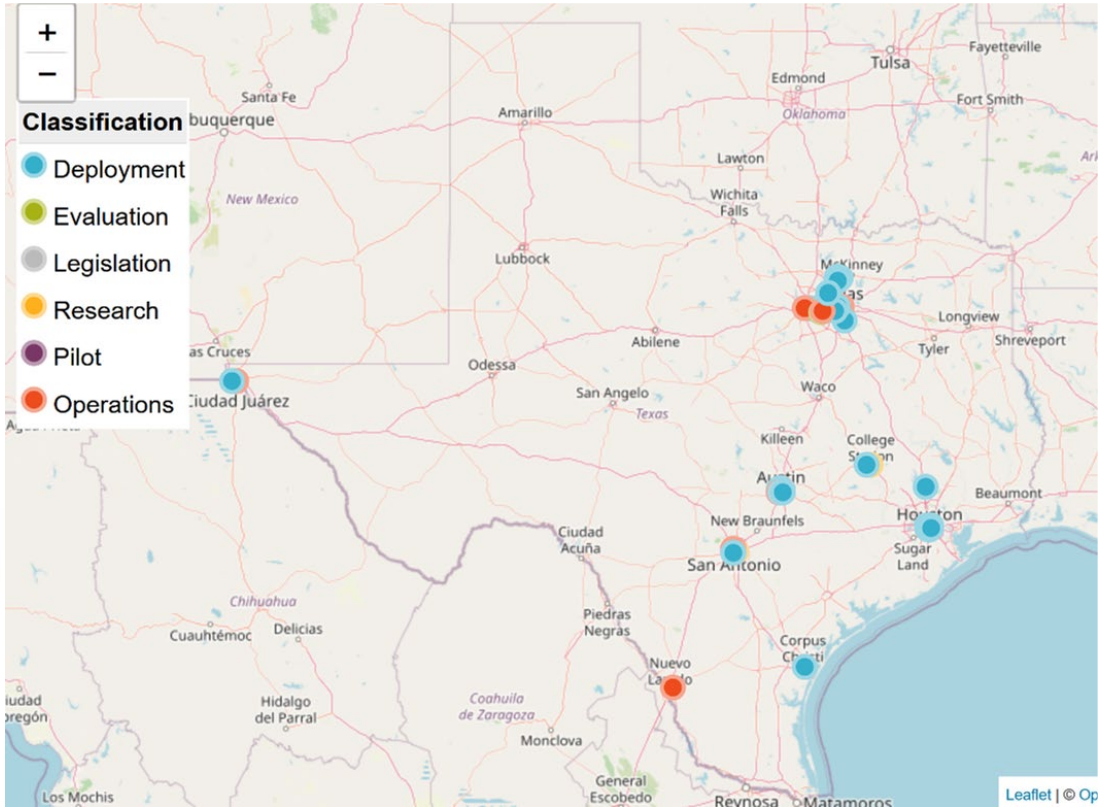
Reduced cost

Lowered emissions

Reduced congestion

Autonomous Trucking has many potential benefits

Since the passage of SB 2205 in 2017, Texas has seen tremendous investment in AV trucking operations- Dallas College is looking to support this growth



- DFW has become the **key national hub** for AV freight operations
- 5 companies have operations in the DFW: Aurora, Gatik, Kodiak, TuSimple and Waymo
- 3 companies have hubs in disadvantaged **South Dallas**
- Dallas College has been working to develop **apprenticeships** and **job training programs** for the transportation workforce of tomorrow, including:
  - **safety truck drivers, truck technicians, truck safety inspectors, operations center representatives**, and more

North Texas has Become the Key Hub for AV Truck Testing

Source: TxDOT

DALLAS COLLEGE

Automated Vehicles

North Central Texas Council of Governments

Clint Hail
Transportation Planner

Multiple AV types: 18 wheelers to sidewalk delivery bots

Multiple use cases: Moving freight, people, and data

Workforce: Preparing tomorrow's transportation workforce

Infrastructure: Vehicles and infrastructure working together

Equity: Targeted use cases to support community needs

Economic development: DFW as innovation center

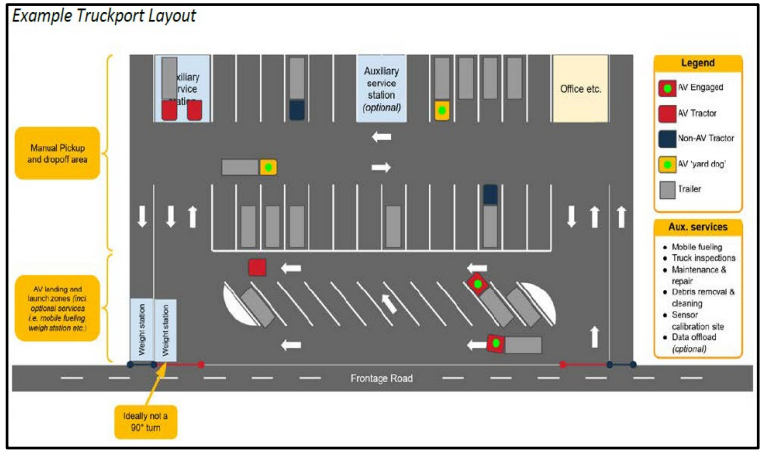
Regional coordination: Ongoing staff support for project sponsors

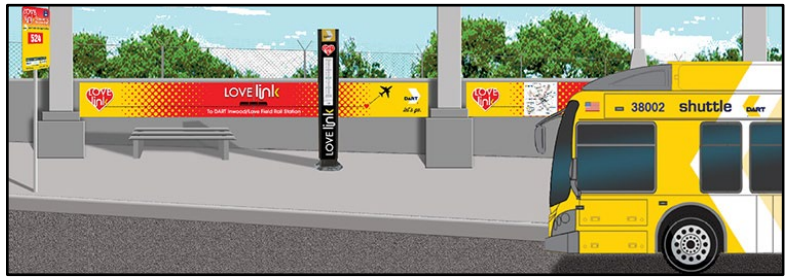
Building Nation's First Regional AV Program

Regional CAV Project Sponsors

DALLAS COLLEGE

PAUL QUINN COLLEGE



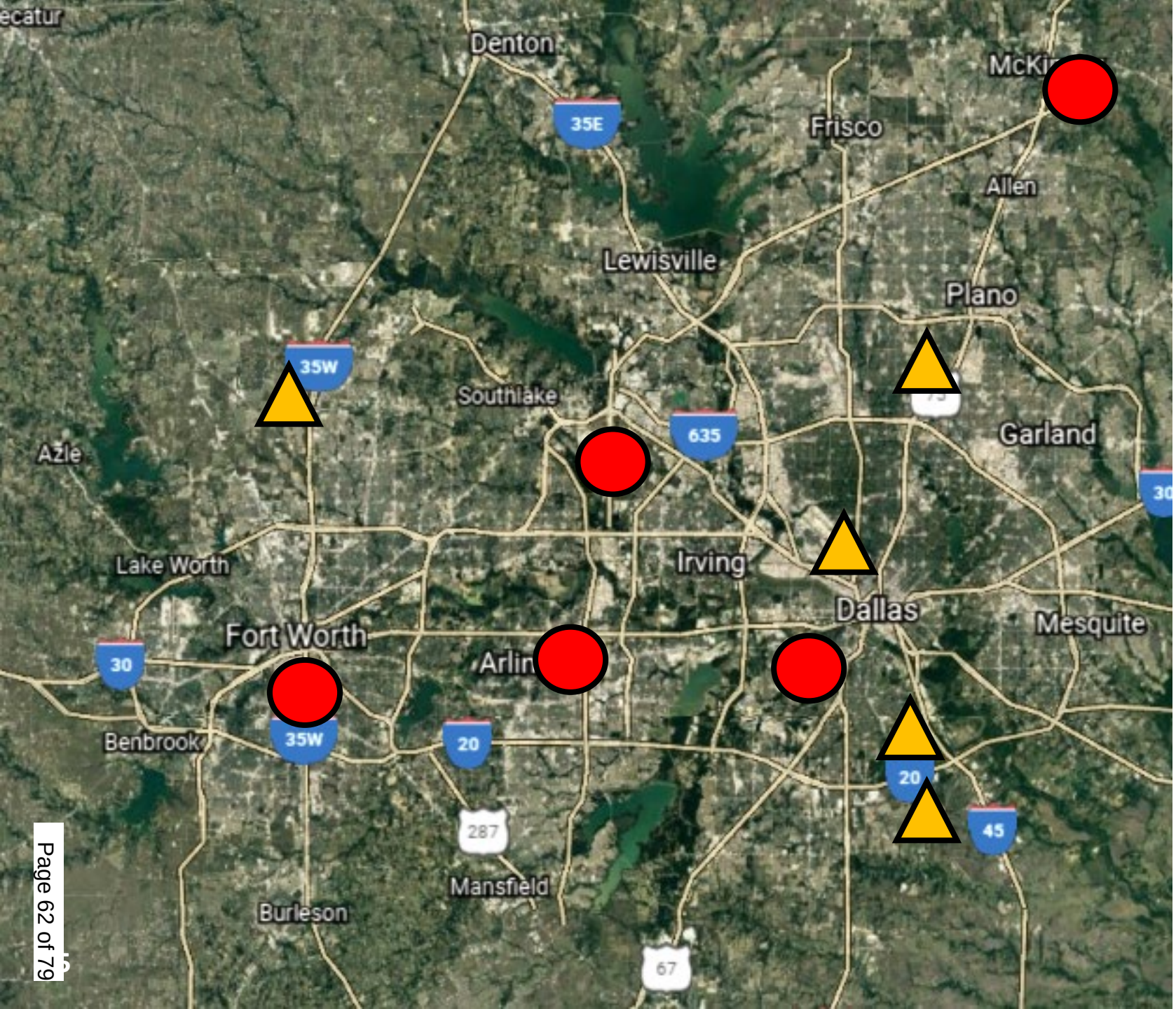


RICHARDSON TEXAS

ARLINGTON
THE AMERICAN DREAM CITY

FORT WORTH

DFW DALLAS FORT WORTH INTERNATIONAL AIRPORT



Regional CAV Project Map

Round 1

- Dallas College: AV Circulator/Workforce Dev
- DART: AV LoveLink
- Fort Worth: AV Truckport
- Paul Quinn College: Food Desert Delivery
- Richardson: IQ Testbed

Round 2

- Arlington: AV RAPID
- DFWIA: AV Parking/Curb Mgmt.
- McKinney/Dallas: AV Broadband Services
- S/SE Fort Worth Projects

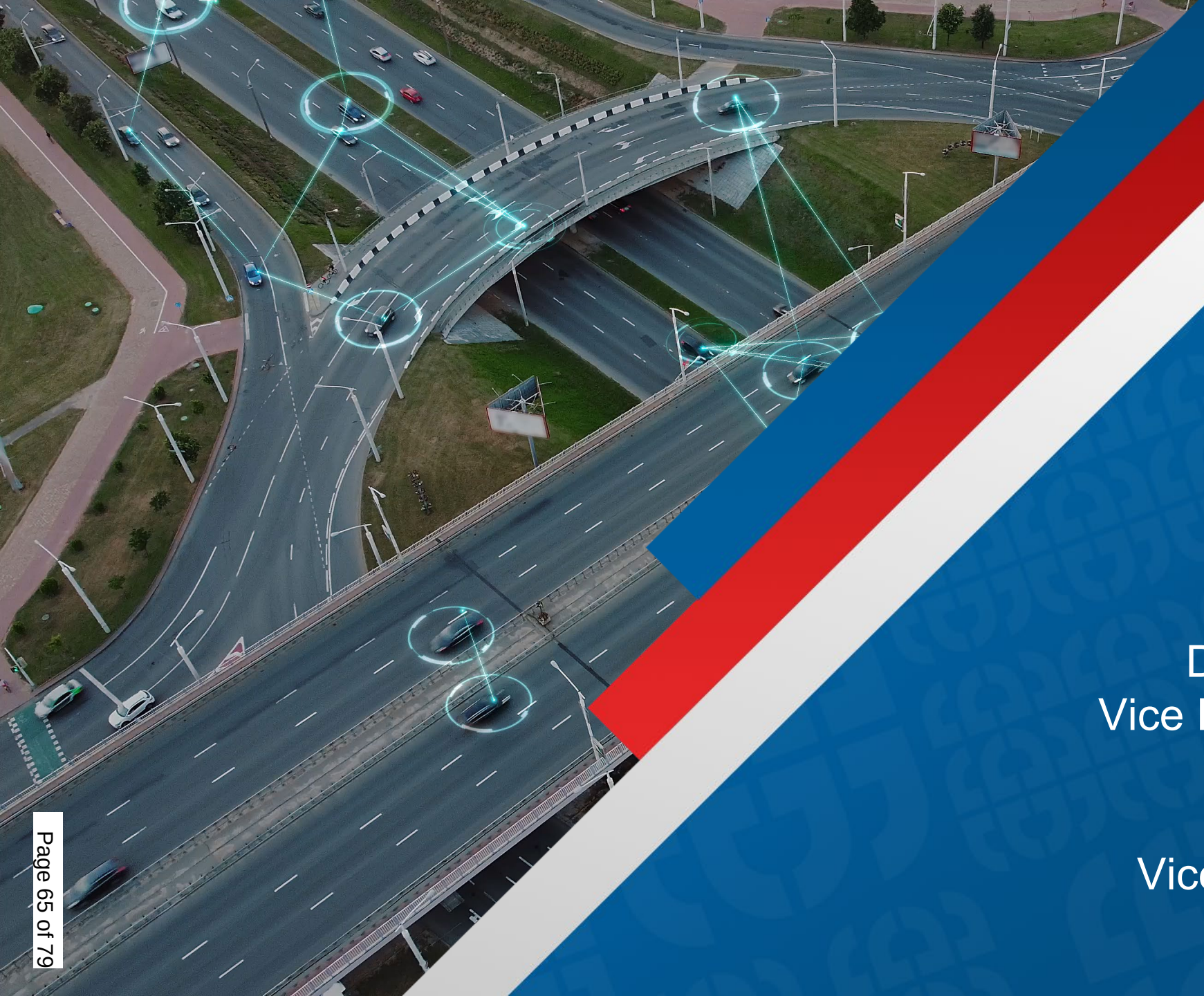
Round 1	Round 2
Automated Vehicle (AV) Shuttle	App-Based Ridesharing
AV Trucking	Automated Parking
Connected Vehicle (CV)	Broadband Access/Virtual Transport
Neighborhood Delivery Bots	CV Emergency Alerts
Public Transit Buses	CV Traffic Signals
Workforce Development	Curb Management
	AVs as Service Delivery Tools
	Teleoperation

Regional Technologies Portfolio

The Collaboration

The Regional Transportation Council approved $4.74M to support the workforce development initiative at Cedar Valley and Eastfield campuses and an automated vehicle deployment at Cedar Valley.

Dallas College and NCTCOG



DALLAS COLLEGE

Automated Vehicles

Dr. Raghunath Kanakala
Vice Provost, School of ETMS

Dr. Veronique Tran
Vice Provost, School of MIT

Two compression planning sessions were conducted to identify the business case and hear from employer partners

AV Inspector
Specially trained inspectors who inspect the automated vehicles based on inspection procedures and criteria created by CVSA

Identifying Industry Occupations

Non-Credit Fast Track CESAs
Continuing Education Skills Awards

Credit Level 1 & 2 Certificate

Autonomous Vehicle Maintenance

Automation and Sensors

Cybersecurity in Autonomous Applications

Logistics Distribution Technician

Associate Degree

Automotive Technician

Heavy Equipment Maintenance

Robotics & Automation

Geographical Information Systems

Logistics & Supply

Electrical Engineering Technology

Cybersecurity (Cyber Defense Specialization)

Bachelor Degree

Technology Management

Cybersecurity

Geographical Information Systems

Logistics & Supply Chain

- **Develop short-term certifications to upskill existing Truck Drivers, Auto Technicians, IT Technicians, Logistics Technicians**
- **Partner with Industry Associations to develop new Industry-Recognized Certifications**
- **Create TRUE Pathway of stacked Autonomous Technology credentials leading to Associate Degree and future Bachelor Degree**

TRUE Pathways Model: Autonomous Technology

Situation

Opportunity

Solutions

Wrap Up

Thank You

Questions

DALLAS COLLEGE

ITEMS FOR REVIEW NO. 5.1.a.

Education Workforce Committee Notes for April 5, 2022

The Education Workforce Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, April 5, 2022, beginning at 9:37 a.m. at the administrative office in room 036 and was broadcasted via the streaming link www.dallascollege.edu/boardmeetingslive. This meeting was convened by Committee Chair Phil Ritter.

Board Members and Officers Present

Cliff Boyd
* Monica Lira Bravo
Charletta Rogers Compton (arrived at 11:25 a.m.)
* Diana Flores
Justin H. Lonon (secretary and chancellor)
* Philip J. Ritter (committee chair)
Gretchen M. Williams
Dorothy Zimmermann

* *Denotes a committee member*

Members absent

None.

1. **Roll Call - Announcement of a Quorum**
   Confirmed by Committee Chair Phil Ritter.

2. **Certification of Notice Posted for the Meeting**
   Confirmed by Chancellor Justin Lonon.

3. **Citizens Desiring to Address the Board**
   None.

4. **Committee Presentations**

   4.1. Emeritus Program - Serving Older Adults in Dallas County
   Presenter: Greg Morris, Senior Vice Provost, Academic Services
   Chancellor Lonon introduced the emeritus program work that Vice Provost Greg Morris and committee members have done and then turned the

meeting over to Morris.

Morris shared that prior to the restructuring, there were amazing programs at several campuses. By taking best practices from each location, the various emeritus programs were restructured into one to offer higher-quality programming.

Morris defined that the emeritus program focused on older adults of 65 years and older. There were 1.8 million people in the pipeline moving into this category soon. The state offered an exemption to this community to take six credit hours per semester free of charge.

Morris pointed out that the educational attainment of these two age subsets were 45-64 and 65 plus. As emeritus was expected to grow, there would be some workforce training for this older population available.

Morris shared the history of what Dallas College offered in the past, such as programs in liberal arts or Career and Technical Education (CTE).

Questions were raised about the nine-hour rule that stated if you take a credit course three times, you had to pay an increased tuition for the course.

Morris shared that when Brookhaven and Richland provided courses, the emeritus population often re-enrolled every semester for personal enjoyment, such as painting, fitness, or music. He explained how there was a provision for emeritus students to continue to do that without paying the nine-hour rule penalty. Trustee Boyd asked if this would be offered at all campuses and Morris confirmed it would.

Trustee Boyd shared his concerns about the aging community and their lack of knowledge on accessing available resources such as Medicare eligibility and supplemental insurance coverage. He explained that a course that addressed that need would impact the community and was very excited about this opportunity.

Chancellor Lonon interjected that the state's 60x30TX plan was being revised to take into account this age group. He mentioned that there was a big population the state needed to serve in a different way.

Trustee Flores asked if any of the trustees took an emeritus program and shared that she had.

The emeritus program was only offered at Brookhaven and Richland prior to the consolidation, but that was no longer the case at Dallas College. As part of the restructuring of this program, Chancellor Lonon shared how vital it was to have conversations with this 65-plus population.

Morris shared that emeritus students could take any course Dallas College offered, but there would also be stand-alone emeritus courses which will be expanded. He mentioned fitness, financial planning, genealogy, technology, arts, and languages. Morris talked about technology was a healthy offering and how languages were a way that emeritus students could give back through volunteering to be conversation coaches for ESL courses or serving in Dallas College tutoring centers. He stated that many of this population wanted to give back, and Dallas College wanted to promote that.

Morris explained these emeritus opportunities were mostly held at Brookhaven and Richland. He shared that Mountain View worked with health and human services and how there were 20 to 30 senior adults coming to campus five days a week for these programs. Morris confirmed Mountain View would begin offering emeritus courses in the Fall. The schedules for Summer and Fall were finalized and would be posted on the website.
Trustee Boyd wanted to support the work being done in this area. He mentioned being asked about things such as wills, end of life planning, hospice, selecting home health care, selecting a nursing home, etc. Trustee Boyd wanted to see partnerships with the faith-based community as Dallas College moved forward.

Morris mentioned the team met yesterday, and Dallas College would be leveraging churches, cities, and community centers to raise awareness of the emeritus programming.

Morris gave an overview of the reorganization of the emeritus blueprint and the setup of an emeritus council to work with key members of the community. Morris talked about the drive from the community, especially at Richland, and would be looking to partner with each community around each campus.

Trustee Boyd invited Morris to present this work at area city councils.

There were about 800 members in the current emeritus database and Dallas College planned to launch a newsletter and explore more options to reach this community.

One hundred and three courses blended for emeritus would be offered, beginning this Fall. Morris was blown away with the ages of the emeritus members being up to their 90s.

Dallas College was working to find spaces and would be building a blend of multi-cultural and multigenerational support systems.

Committee Chair Ritter teased that once he got old enough, he would talk to the other trustees about enrollment in emeritus courses.

Chancellor Lonon confirmed there was still a lot of work to be done for a successful emeritus program.

Trustees Flores shared it would be helpful for the trustees to have discussions about what programs were offered and would like an opportunity to give input about their communities.

Committee Chair Ritter mentioned that Richland and Brookhaven were the leaders in emeritus programming. He talked about church members telling him that Richland President Kay Eggleston was a strong supporter of this program. Vice Chair Ritter shared how excited the members in the emeritus program were about their programs and how upset they were when the courses were impacted due to the pandemic and consolidation.

Trustee Boyd stated that the 65-plus population cared deeply about the emeritus program and how they could be great partners with Dallas College.

Morris mentioned they were updating the web presence on emeritus and that Dallas Morning News had mentioned Dallas College. He talked about other community-based awareness programs that are being worked on.

Grant Sisk mentioned how there was someone from Brookhaven, Richland, and Mountain View on the advisory group, and they were recruiting from other areas. Trustee Boyd talked about going to the city's senior director services to help recruit members for this advisory group. Trustee Flores also recommended to reach out to the Dallas Latino community for senior citizens and leverage them as well.
Trustees thanked the team for the presentation.

4.2. Success Coach Professional Development & Student Satisfaction Outcomes

Presenter: Karen Stills, Associate Vice Chancellor, Student Success

Committee Chair Ritter welcomed Karen Stills.

Chancellor Lonon stated that there has been major investment in student success, success coaches.

Karen Stills thanked the Board for the opportunity to share. She began by sharing the hard work of hundreds of student success team members that work every day to serve students. Stills introduced Germain Pipkin and Professional Development and analytics teams that helped with the presentation today.

Stills shared the intentional work to align with Board's priorities to streamline navigation into the college for students, employee student development and impact income disparity.

Stills mentioned the pain points previously discussed, including gaps in equitable services across the campuses and lack of adequate professional development across the campuses. She emphasized the importance of student success outcomes and the feedback from students.

Stills shared data that directed a significant shift to address these pain points. Random professional development would not be enough. Stills presented the new learner care model 1.0 based on best practices from the health care industry and how it was applied to how we serve our students. She focused on the pillar of prepared and accountable employees and the need for strategic partnerships, accountable and prepared employees, while leveraging technology to get work done.

Trustee Flores talked about the payoff of professional development for success coaches. The prior average was more than 90 credit hours.

Stills thanked Trustee Flores and said that this 1.0 model would help the team create a culture of continuous improvement.

Trustee Flores asked about the measures to hold employees accountable. Stills shared those employees received a bi-weekly report of the data received from both satisfied and unsatisfied students. By onboarding and sharing expectations when bringing on new team members, professional development was not optional. It was assured the associate deans were holding these coaches accountable with one-on-one talks, performance checks and plans for improvement for service.

Trustee Flores was thankful for the accountability of employees and shared some experiences of students who were satisfied with their service.

Chancellor Lonon thanked Trustee Flores and mentioned that the feedback data and action plan around modeling customer service was a way that would hold employees accountable, as part of the Action ’22 plan.

Stills shared the training expectations of leadership was focused as well. Leadership was learning alongside their staff and the accountability was not just for the front-line workers.

Committee Chair Ritter reminded the Board of the conversation of being equity- and racially minded. He mentioned the shared values to develop for the community. Vice Chair Ritter would like the expectations of the students as well, and to capture the expectations of our success coaches. He hoped this would be shared with our students when we engaged them and welcomed thoughts about this as they moved forward with strategic planning.

Chancellor Lonon talked about the shift and change to this success coach model to focus on the student holistically to mee their needs alongside the partnerships formed. He would like to capture that in the next version of the strategic plan by building citizenship moving forward.

Trustees had some give-and-take about metrics and measurable success. Committee Chair Ritter brought the meeting back to order and requested Stills to continue.

Stills introduced the Student Success Office of professional development and mentioned the new direction Betsy Rivas who was leading this.

The accountability development components and expanded resources for success coaches and student success. One year’s worth of work is more than 1,000 hours of professional development for student success employees to complete and continuing improvement. Four areas included student customer service, technology and its use in meaningful ways, meeting job expectations, leadership development.

Stills created a built-in assessment of the development. There were formative and summative assessments within each onboarding curriculum. During Fall and Spring there were performance evaluations, monthly cornerstone reporting to monitor professional development completion,

student customer service satisfaction metrics were also being evaluated.

There were more than 100 hours developed for success coaches to complete in their first 90 days of onboarding. It included a gradual release model. Stills talked about how coaches shadow first, then co-coach before they worked with students on their own as modeled by a culture of care and connection. Coaches would ensure students understood the pathway milestones they needed to meet, completion and transition to four-year college or employment.

The survey feedback and outcomes directed the shift to intentional continuous improvement in serving students. A satisfaction survey is given to students after every service they receive.

Committee Chair Ritter asked if these processes were being built around technology that students utilized for handheld devices and if IT supported these students.

Stills responded that utilizing the new technology with support from Dr. Pamela Luckett, Chief Digital Engagement Officer, and the vendors to build this queuing system.

The Fall surveys presented 85% overall satisfaction, 91% for courtesy and 86% for correct service the first-time. This represented 300 to 400 students with this first distribution.

In response to Vice Chair Ritter's questions about hiring, Stills shared that slightly fewer than 200 coaches have been hired, and they were assigned by student type with 40 coaches for dual credit, CE/CTE support, special populations, and eight to nine groups that had special needs and then everyone else.
Stills identified two areas that needed to be addressed from the surveys in the Fall. She shared the specific training for accessibility, Dallas College Promise students, pathway success, success coaching and professional development day.

Stills talked about ethics, professional emotional intelligence, professionalism and what that meant. She reported that there were more than 400 employees who completed this training with positive feedback. Employees as well as students were surveyed and that 96% of success coaches stated the training they received would be utilized in their job, 95% responded professional development increased their knowledge. Training focused on helping increase employee morale as they gave

service to Dallas College students as well.

The responses from the Spring student survey showed 92% overall satisfaction and 93% for first-time service with 95% courtesy and respect. There was a 300% increase in the number of students surveyed. This was in part because success coaches included a link to the survey in all their email responses when assisting students.

Every student was assigned a success coach; Stills closed by saying the next steps would be to align with the strategic priorities and KPIs to ensure student retention, outcomes, employment outcomes, transfer outcomes and direction.

Trustee Boyd mentioned how that would take some time to track. Stills thanked him for noting that and mentioned there would be a future report with the summer surveys.
Chancellor Lonon added that Dallas College took time to look at best practices to build this structure. He thanked the investment of the Board to focus on success coaching and the restructure by doing things differently to support students and talent differently. Dr. Lonon talked about meeting students where they are and when they are. He shared the passion and caring of this group of success coaches and how energized they were about the work they do.

Trustee Flores talked about the past structure of advisors, and how it was previously one advisor per 800 students, where an advisor got paid only $24,000 per year.

Stills mentioned the new compensation of $65,000 per year and current expectations set for these positions.

Committee Chair Ritter talked about the external organizations bringing us programs. He mentioned he would like to imagine Dallas College offering stackable credentials for success coaches. He asked about financial awards for top performers and how it would differ for different employee groups. Stills brought Chief Human Resource Officer Sherri Enright into the discussion to respond. Enright discussed the changes to performance evaluations and explained that a top performer would be eligible to receive between3-7%, and an employee who was a low performer would receive no increase or less than 3%.

Enright confirmed that it would be different for academics versus student success, with the supervisors making the decisions on high performance,

but the evaluation would be structured by Human Resources comparing like to like. The compensation structure is planned to roll out in fiscal year 2023. A future update would be made to the Board.

Committee Chair Ritter inquired about peer support potential. Stills mentioned the peer support has not been created yet, but that approval for a senior success coach working in tandem with the School of Education to support the baccalaureate program was coming. Dallas College has its own unique program for case management and was partnering with the Dallas College Foundation and a donor on this.

Trustee Boyd would like for different department to present to the Board for three to five minutes to discuss what was happening in that department to share updates with the trustees.

Chancellor Lonon responded that there is discussion on developing mini spotlights for outstanding faculty and programs for the future.

Trustee Flores declared this was an excellent presentation and was happy with the current direction for student success and outcomes that value employees. She commended Dr. Beatriz Joseph and her teams for the professional development in the student success area.

5. **<u>Items for Review</u>**
   5.1. Committee Notes
      a. Education Workforce Committee Notes for March 1, 2022
         No comments or edits were made.

6. **Executive Session** was held from 11:25 a.m. to 12:51 p.m.

7. **Adjournment**
   Committee Chair Ritter adjourned the meeting at 1:00 p.m.